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VOCATIONAL EDUCATION  
AND TRAINING IN EUROPE

# LUXEMBOURG

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SYSTEM DESCRIPTION



VET IN EUROPE 2022

Cedefop; INFPC - National Institute for the Development of Continuing Vocational Training (2022). *Vocational education and training in Europe - Luxembourg: system description* [From Cedefop; ReferNet. Vocational education and training in Europe database]. <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/luxembourg-u2>

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  - Technician programmes (le diplôme de technicien), leading to EQF level 4, ISCED 354.
  - Vocational aptitude diploma programmes (diplôme d'aptitude professionnelle, DAP) leading to EQF level 3, ISCED 353.
  - Vocational capacity certificate's programmes (certificat de capacité professionnelle, CCP) leading to EQF level 2, ISCED 353.
  - Optional preparatory module - Modules préparatoires aux études techniques supérieures.
  - Master craftsperson programmes leading to EQF 5 and ISCED 453 – Brevet de maîtrise.
  - Higher technician programme (Brevet de technicien supérieur, BTS) leading to EQF level 5, ISCED 554.
  - Professional bachelor programmes leading to EQF level 6, ISCED 655..
  - Professional master programme leading to EQF level 7, ISCED 757.

- References.

## CHAPTER 1.

# Summary of main elements and distinctive features of VET

### Summary of main elements ( 1 )

Luxembourg's vocational education and training (VET) system is centralised. The Ministry of National Education, Children and Youth is responsible for initial vocational education and training (VET); higher VET is under the responsibility of the Ministry of Higher Education and Research. The dual system is an important feature of secondary VET, with strong links between school- and work-based learning.

Secondary VET prepares learners for professional life and studies in higher education. 3-year pre-VET programmes provide 12 to 14 year-olds with general and practical knowledge based on learning outcomes and guidance. Afterwards, learners have the opportunity to acquire a professional qualification through the following programmes:

- vocational 3-year programmes with apprenticeships at their core, comprising modules of general education and vocational theory and practice, and combining learning at school and in an enterprise under the guidance of a supervisor. Two types of programme are offered, leading to:
  - the vocational capacity certificate (CCP), which attests holders semi-skilled worker skills and is designed for learners who are less likely to cope with other programmes. Basic vocational training includes practical training, and graduates can continue to the last year of DAP in the same field;
  - the vocational aptitude diploma (DAP), which provides access to the labour market as a skilled worker. DAP holders can be admitted to specific DT technician programmes or can prepare a master craftsperson certificate. If they complete preparatory modules, they can also pursue higher technical studies;
- technician 4-year programmes are school-based and include a job placement of at least 12 weeks; some programmes are carried out under an apprenticeship contract. Technician programmes offer in-depth and diversified competences and more general education than DAP programmes. They aim at a high professional level and lead to a technician diploma (DT). Graduates can enrol in the third year of a technical (ESG) programme or, after completing preparatory modules, pursue higher technical studies.

Also offered at upper secondary level are general and technical 4- to 5-year school-based programmes, leading to the technical secondary school leaving diploma (DFESG) in different fields: administrative and commercial, general technical, arts, healthcare and social professions, and tourism and innkeeper. The curriculum includes general and technical education. Graduates can enter the labour market or continue with higher education. In the national context these are not regarded as VET programmes.

Following amendment of the Education Law in 2017, general secondary education is nationally referred to as classical secondary education (ESC) while technical secondary is referred to as general secondary education (ESG).

At tertiary level, VET is offered as short-cycle (2-year) studies leading to a higher technician certificate (BTS). Depending on the field, graduates can continue with bachelor studies. Professional bachelor programmes include one compulsory semester abroad and enable

graduates to enter the labour market or progress to master degree programmes.

All adults have access to formal and non-formal learning, as well as guidance services. Training leave and other incentives promote continuing VET (CVET) participation. There are financial incentives for companies, such as joint funding arrangements and support for language learning. Training is provided by the State, municipalities, professional chambers, sectoral organisations, private training centres and other organisations. The public employment service organises vocational training for upskilling or reskilling of jobseekers. Non-regulated CVET often leads to sectoral rather than formal qualifications.

### **Distinctive features ( 2 )**

Social partner involvement is a core principle in VET policy. The professional chambers act as independent policy institutes; they are represented in the tripartite advisory committee on vocational training and consulted on VET legislation. They are involved in developing and revising VET programmes and curricula and accompany enterprises and apprentices through practical training and organise CVET.

Teaching in vocational programmes is based on modules with defined learning outcomes related to concrete professional situations.

Learners have an opportunity to follow cross-border apprenticeship to acquire qualifications for which school training cannot be provided due to the small number of learners. Practical training in a company based in Luxembourg is combined with learning at school in one of the neighbouring countries.

Close ties with neighbouring countries, multilingualism in all spheres of life, and the high share of foreign citizens with a mother tongue other than one of the three official languages have a strong impact on VET. Luxembourg provides more language training than any other country, in terms of both the number of foreign languages studied per learner and time spent in learning. Multilingualism is a strength but also a challenge for learning outcomes. In response to the multilingual demography, English, French and Luxembourgish teaching languages are offered throughout education levels and so apply also to VET programmes.

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- [1] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443> [accessed 27.8.2021]
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- [2] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. [www.msmt.cz](http://www.msmt.cz)
- [3] Absolutorium is a type of graduate examination, consisting of an exam in theoretical vocational subjects and a foreign language, as well as submitting and defending a graduate thesis which also contains elements of the experience gained through the work placement of the learner. It is organised only by tertiary professional schools and conservatories (higher VET) and leads to a specialist's diploma (DiS.).
- [4] 3-year school-based VET programmes (EQF level 3) and 4-year VET and lyceum programmes (EQF level 4) can be offered as shortened programmes, provided that the school director considers that the learner has completed a programme, at the same EQF level, in a relevant field. Shortened programmes do not lead to a higher EQF level.
- [5] Absolutorium is a type of graduate examination, consisting of an exam in theoretical vocational subjects and a foreign language, as well as submitting and defending a graduate thesis which also contains elements of the experience gained through the work placement of the learner. It is organised only by tertiary professional schools and conservatories (higher VET) and leads to a specialist's diploma (DiS.).
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- [1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [2] As per Amendments to the CROQF Act (Official Gazette No 20/2021), abbreviation 'st' is added to professional qualifications at CROQF level 6 to differentiate these from university qualifications at the same level, indicated by abbreviation 'sv'. 'St' is abbreviated from *struční* (professional), and 'sv' from *sveučilišni* (university).
- [3] As per Amendments to the CROQF Act (Official Gazette No 20/2021), abbreviation 'st' is added to professional qualifications at CROQF 7 to differentiate these from university

qualifications at the same level, indicated by abbreviation 'sv'. 'St' is abbreviated from stručni (professional), and 'sv' from sveučilišni (university).

- [4] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
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## CHAPTER 2.

# Main challenges and policy responses

The short-term priority of the ministry is to tackle the consequences of the COVID-19 crisis and to minimise the long-term scarring effects of the economic recession on young learners and graduates.

Since the end of summer 2020, the education ministry has implemented the Summer School, aimed at supporting learners to catch up on subjects where they have faced difficulties. This offer will be maintained beyond the COVID-19 crisis. Online tools remain available to parents and learners to download revision materials.

To address the risk of a fall in the number of apprenticeship contracts due to the impact of the pandemic on the national economy, the government is offering financial support measures to training companies as an incentive to continue to hire new apprentices and take on laid-off ones. The Ministry also extended the offer of apprenticeship programmes in public training centres. The offer of full-track school programmes providing both the school-based and the work-based learning has been expanded.

In the medium term, one of the education ministry's priorities is to diversify the offer to meet the needs of the increasingly heterogeneous demography of learners, to ensure education and training equity, and temper effects of language skill level or socioeconomic status.

To support the transition to the labour market or tertiary education, young upper secondary graduates, including holders of a technician diploma, can follow, for up to 1 year, a modular, certifying programme *Diplom+*; this starts from the school year 2020/21. The programme focuses on transversal and soft skills and includes personalised support.

A comprehensive digital education strategy has been adopted in response to the increasing need for digitalisation. This introduced a set of measures strengthening the digital competences of pupils ( 3 ).

- 
- [3] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443> [accessed 27.8.2021]
- [3] This part is based on information collected by Fondazione Brodolini under Cedefop's service contract No 2020/0140.  
Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443>
- [3] There is no final version of this document up to date. A draft strategy for 2019-21 is available on [www.mon.bg](http://www.mon.bg). VET priorities are defined under Priority area 7 in the Strategic Framework for development of Education, Training and Learning (2021-2030) which was adopted by the Council of Ministers in February 2021. The strategy is available at the education ministry website <https://mon.bg/bg/143>
- [4] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443>
- [3] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443>

- [7] Absolutorium is a type of graduate examination, consisting of an exam in theoretical vocational subjects and a foreign language, as well as submitting and defending a graduate thesis which also contains elements of the experience gained through the work placement of the learner. It is organised only by tertiary professional schools and conservatories (higher VET) and leads to a specialist's diploma (DiS.).
- [8] Národní soustava kvalifikací: [www.narodni-kvalifikace.cz](http://www.narodni-kvalifikace.cz).
- [3] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443>
- [4] BMBF website on the programme (German only)  
<https://www.bmbf.de/de/bundesprogramm-ausbildungsplaetze-sichern-13371.html>
- [4] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
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- [3] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
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<http://data.europa.eu/doi/10.2801/667443>
- [9] The registration numbers of IVET learners for the years 2005-20 are extracted from: <https://mms.is/tolfraediupplysingar> [Accessed: 14.9.2021]. The number for the year 2021 is extracted from a forthcoming update of the website shown in the previous link (containing PBI Statistics on upper secondary schools in the autumn of 2021)).
- [3] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443>

## CHAPTER 3.

# External factors influencing VET

### 3.1 Demographics

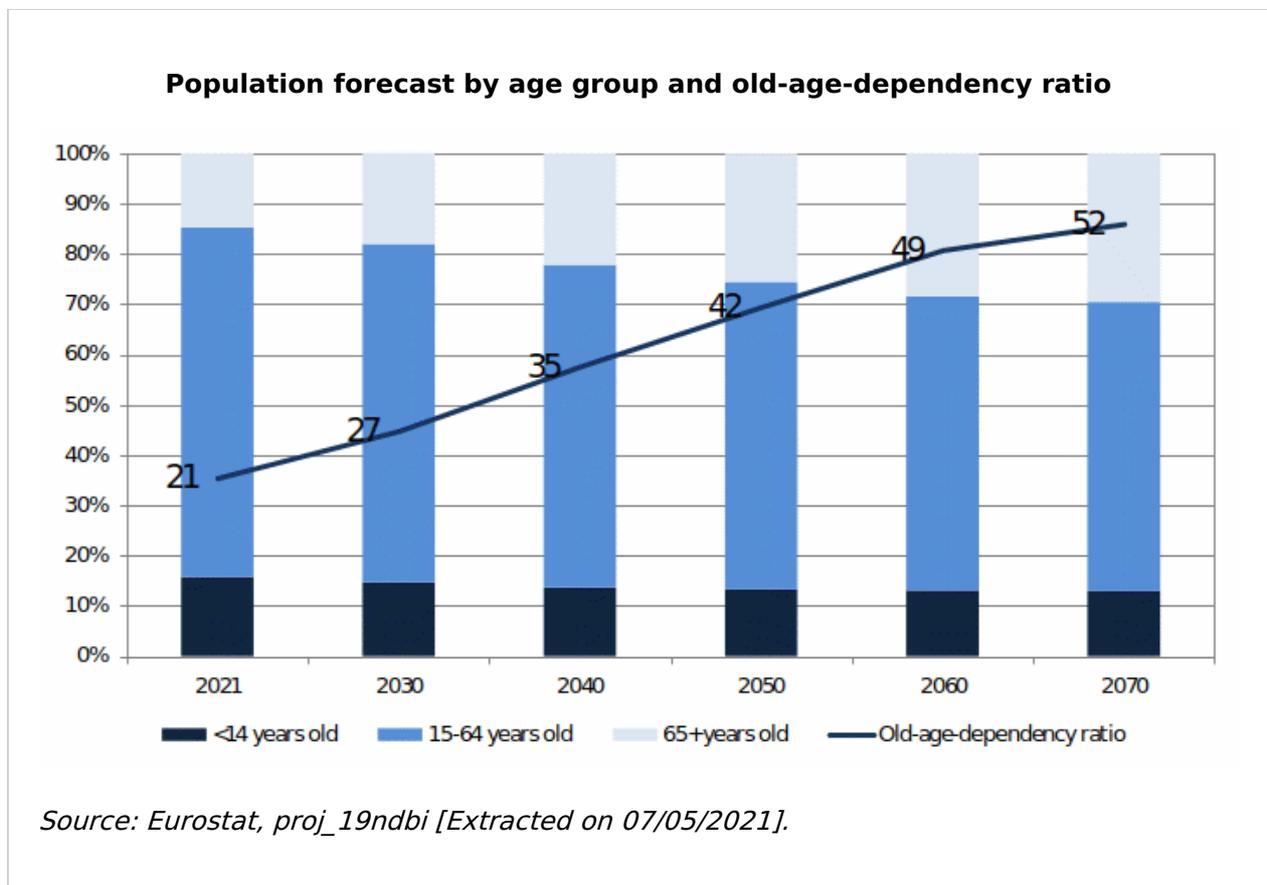
Population in 2021: 634 730 ( 4 )

It increased by 12.7% since 2015 due to immigration ( 5 ).

Luxembourg's population growth is mainly due to immigration, as the natural balance is relatively low. The share of foreigners in Luxembourg's total population is growing steadily.

As in many other EU countries, the population is ageing.

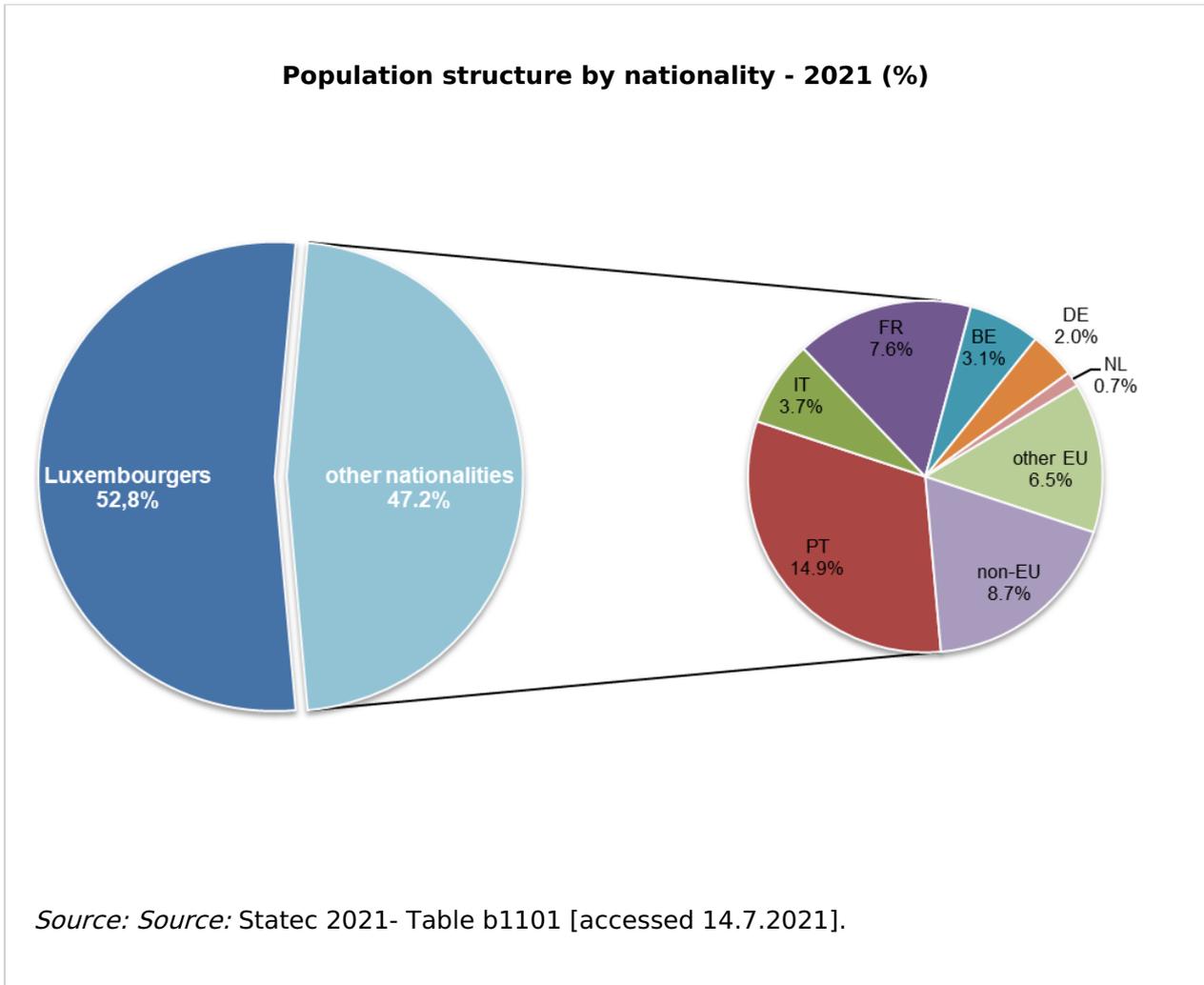
The old-age dependency ratio ( 6 ) is expected to increase from 21 in 2021 to 52 in 2070. Demographic changes may have an impact on VET offer and organisation.



In 2021, Luxembourg had 634 730 inhabitants. Since 1991 the population has increased by 65% mainly due to immigration, which has a major impact on VET.

The figure below shows that 47% of the country's population are foreign citizens ( 7 ). Their share has more than doubled in the past 25 years. In the first half of the 1960s most of the immigrants came from Italy. However, since 1966, the immigrant population from Portugal increased from 1 100 to 82 400 in 2011 ( 8 ) and became the largest in the country. In 2021,

the Portuguese community was 94 335 inhabitants (15.0%).



The share of the population with a foreign nationality and a mother tongue other than the official German, French and Luxembourgish languages is high. Multilingualism is one of the country's strengths, but it is also a challenge for education and training. The high share of foreign nationals requires education and training and labour market integration policies.

The Ministry of Education has a dedicated department for schooling of children with a foreign language background, SECAM. One of its units, the CASNA, is dedicated to welcoming and guiding newly arrived learners (aged 12 or more), acting as an intermediary between learners and the academic institutions.

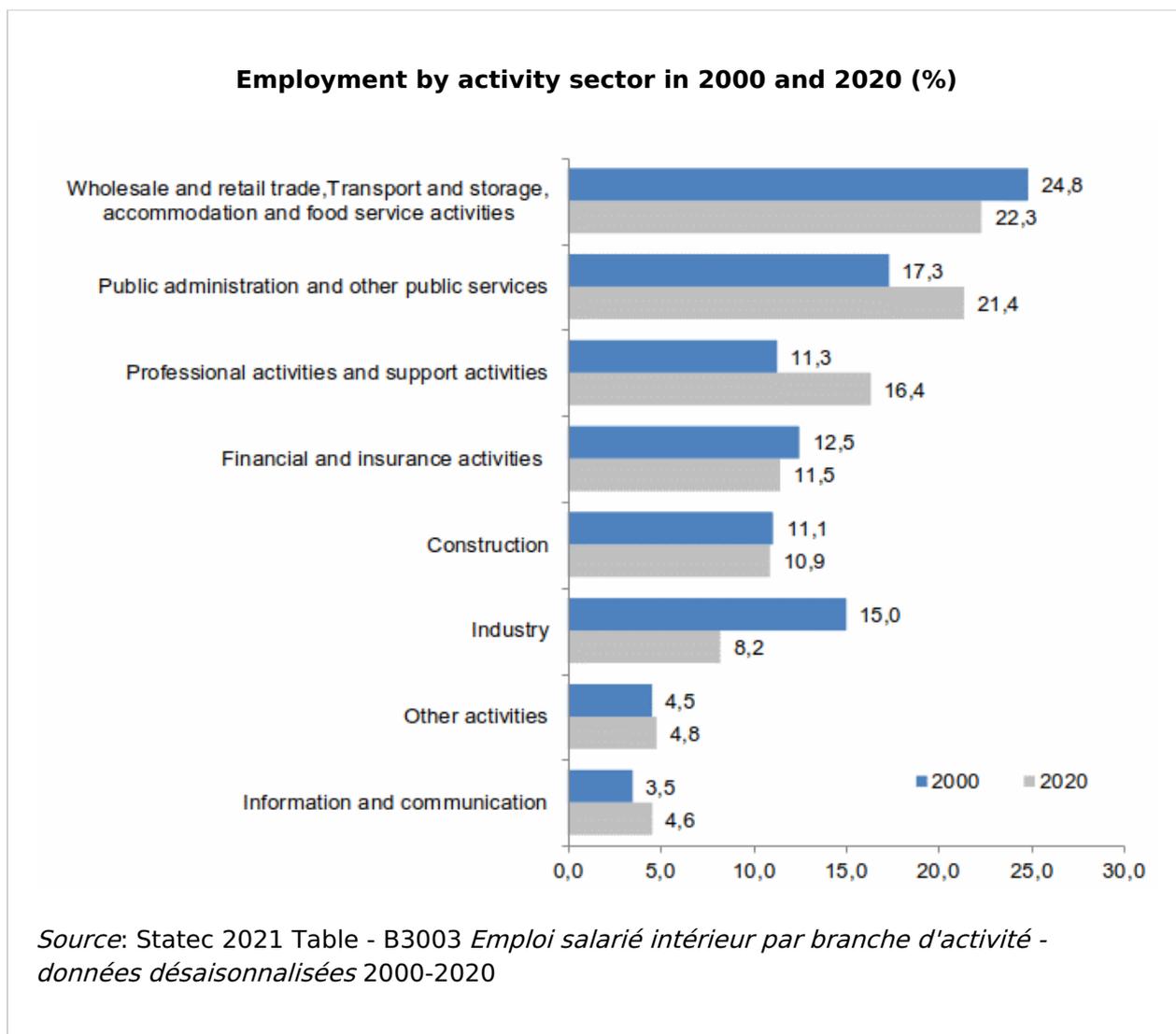
### 3.2 Economics

The economy has undergone structural changes in the past two decades (see figure below). The industrial economy continues to evolve into a service economy with jobs that often require tertiary level qualifications. Employment in the industrial sector decreased from 15% in 2000 to 8.2% in 2020. The professional, scientific and technical sectors and the administrative and support service sectors have had the highest growth, from 11.3% to 16.4%. In 2020, more than 40% of employment was concentrated in the following sectors:

- wholesale and retail trade;
- transport and storage;
- accommodation and food service activities;
- public administration and other public services.

Adapting VET provision to the constantly changing employment structure has been a challenge. The development of ICT and new technologies has a real impact on employee skills requirement. Companies need to reskill and upskill their employees if they want to adjust appropriately.

Public administration includes civil servants and public employees from the State (including teachers) and municipalities and permanent staff from national railways.



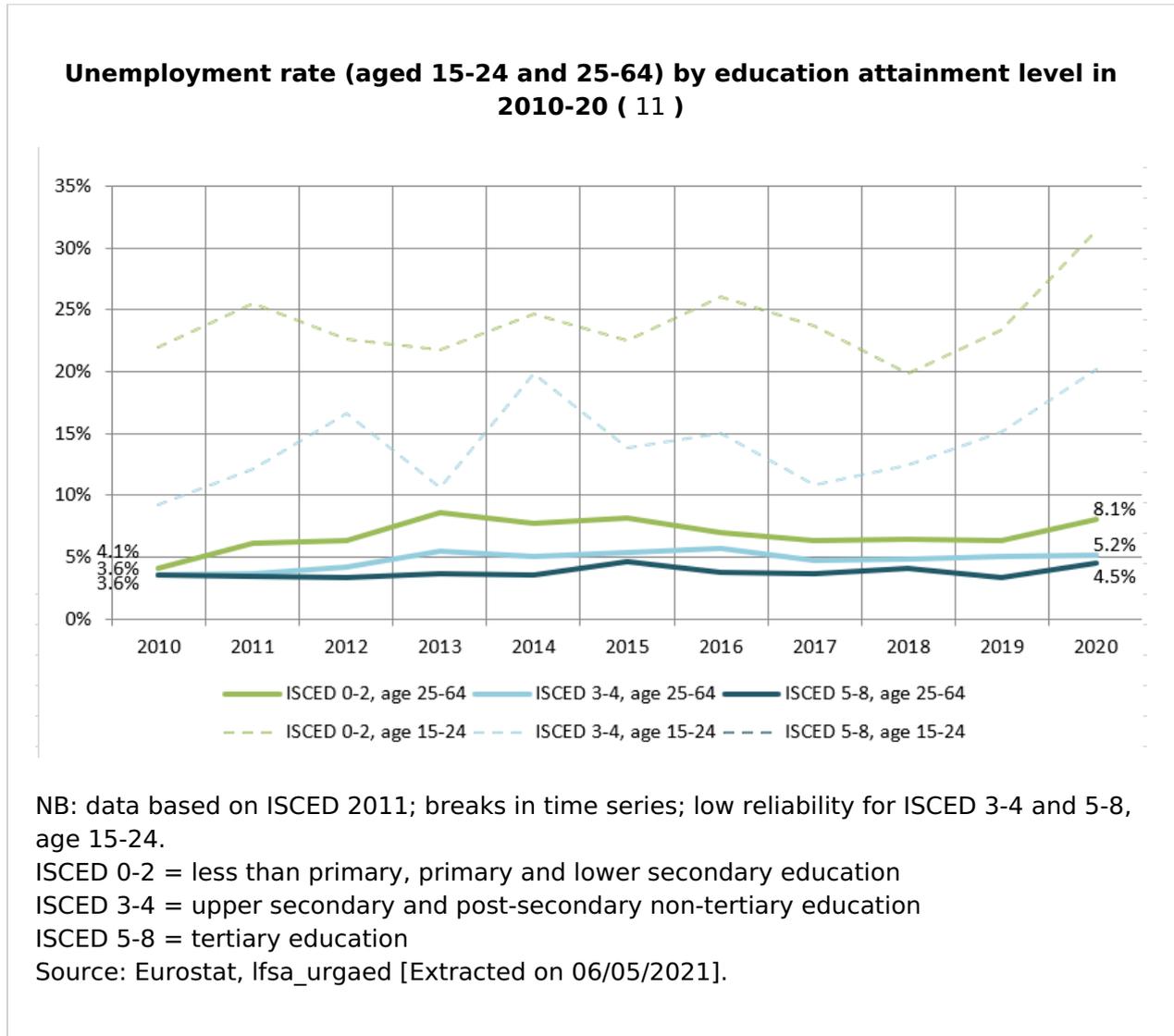
### 3.3 Labour market

Access to skilled craftsperson and commercial activities and some liberal professions is regulated.

Commercial activities and skilled craftsmanship in the territory require a business permit,

issued if the manager satisfies requirements on qualification and professional integrity. Qualification requirements for skilled craftsperson companies differ depending on the trade. For main craft trades, such as baker/confectioner, dental technician, specialist in mechatronics, the manager must have a master craftsperson certificate (*Brevet de maîtrise*) or a bachelor degree (if not linked to the core business it should be complemented with at least 2 years of professional experience), or a vocational aptitude diploma (*diplôme d'aptitude professionnelle*, DAP) complemented with a managing experience of 6 years in the field. For secondary craft trades such as dry-cleaner/laundrer, heating mechanic, the manager must have a DAP or similar in a related field or 3 years' professional experience in the activity.

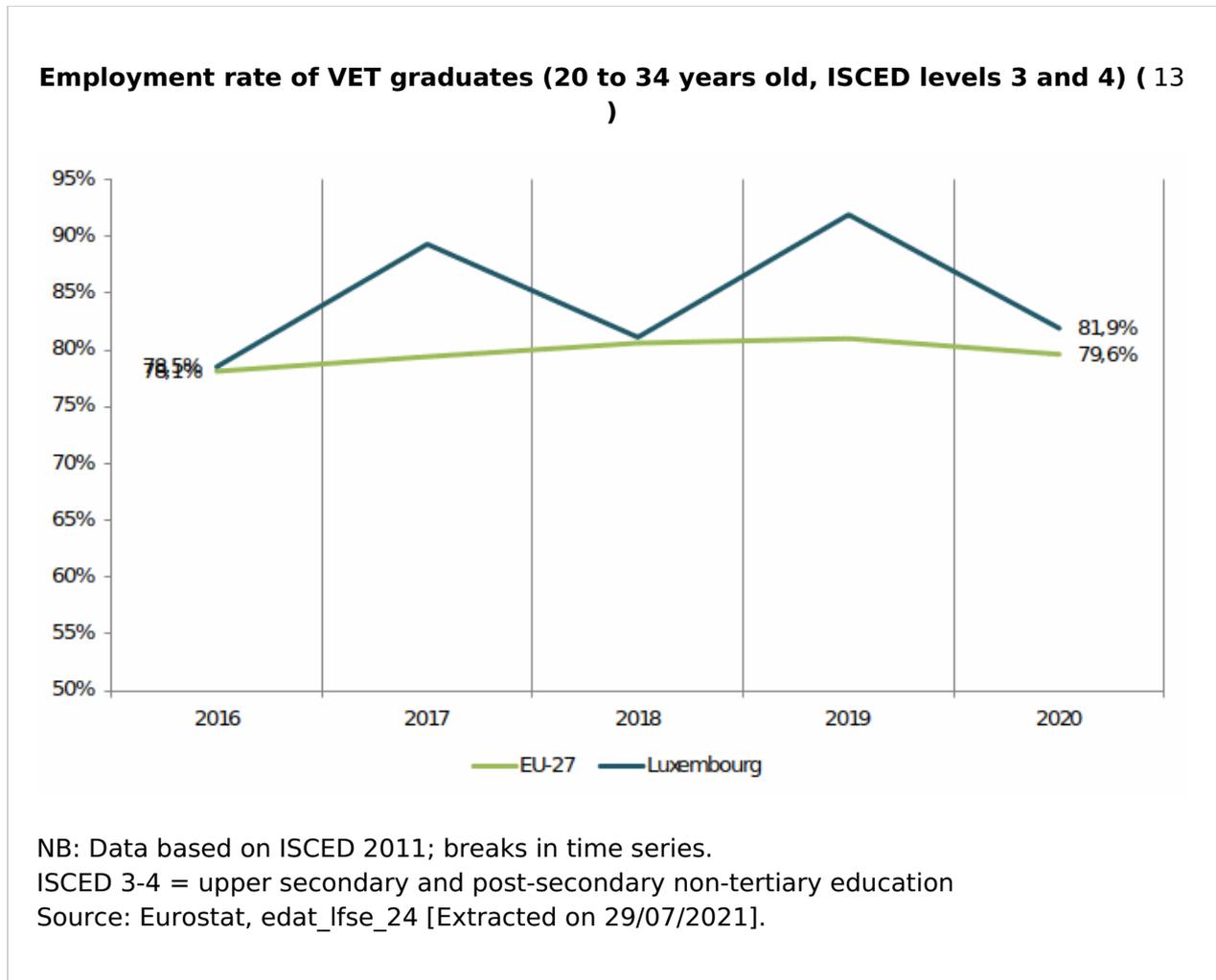
Total unemployment ( 9 ) (2020): 5.5% (6.2% in EU27), it is close to its level in 2016 (5.3%) ( 10 ).



During 2010-20, unemployment differed between those with low- and high-level qualifications for the age group 25-64. In 2020, it was the lowest for VET graduates at ISCED levels 5-8 (4.5%) and highest for those at ISCED level 0-2 (8.1%). Between 2010 and 2020, the unemployment rate of the age group 25-64 has increased for all ISCED levels: 0-2 (by 4.0 percentage points), 3-4 (1.6 pp) and 5-8 (0.9 pp.).

The age group 15-24, however, faced a much higher risk of unemployment during those years (2010-20), especially those having only ISCED level 0-2 who suffered unemployment with an unemployment rate varying between 31.4% and 19.9% ( 12 ).

The employment rate of 20- to 34-year-old VET graduates is high and varied between 78.5% and 91.9% during 2016-20. Despite its trend variations, between 2016 and 2020, the rate remained higher than the EU average.



The employment rate of all graduates aged 20 to 34 was 81.9% in 2016 and increased by 2.9 percentage points to 84.8% in 2020. In 2016 and 2020 the employment rate of VET graduates was below that of all graduates ( 14 ).

[4] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 27.8.2021].

[6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 27.8.2021]

[8] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[10] See [https://www.wko.at/site/fachkraeftepotenzial/b\\_mobile.html](https://www.wko.at/site/fachkraeftepotenzial/b_mobile.html)

[16] See <http://ec.europa.eu/growth/tools-databases/regprof/index.cfm>

- [17] Source: Eurostat, une\_rt\_a [extracted 27.8.2021].
- [18] Eurostat table edat\_lfse\_24 [extracted 27.8.2021].
- [19] NB: Breaks in time series. Eurostat table edat\_lfse\_24 [extracted 27.8.2021].
- [21] NB: Breaks in time series. Eurostat table edat\_lfse\_24 [extracted 27.8.2021].
- [4] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [5] Source: Statbel.be
- [6] <https://economie.fgov.be/fr/publications/apercu-de-leconomie-belge-note>
- [7] <https://statbel.fgov.be/fr/themes/emploi-formation/marche-du-travail/les-professions-en-belgique>
- [8] Source: Eurostat, edat\_lfse\_24 [extracted 16.5.2019].
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.5.2021].
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- [8] Percentage of active population, 25 to 64 years old.
- [9] Eurostat, une\_rt\_a [extracted 6.5.2021].
- [10] NB: Data based on ISCED 2011; breaks in time series. ISCED 3-4 = upper secondary and post-secondary non-tertiary education; Eurostat, edat\_lfse\_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January. Eurostat, tps00001 and proj\_19ndbi [Extracted 6.5.2021].
- [5] NB: Data for population as of 1 January. Eurostat, tps00001 and proj\_19ndbi [Extracted 7.5.2021].
- [9] In Greek: Επιστημονικό Τεχνικό Επιμελητήριο Κύπρου: <https://www.etek.org.cy/>
- [10] Percentage of active population, 25 to 64 years old
- [11] Eurostat table une\_rt\_a [Extracted 6.5.2021]
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- [13] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [14] The number is an expert estimation. Many Roma declare Czech nationality in census and there are methodological as well as ethical problems related to determining exact number of ethnic minority members.
- [17] Czech Statistical Office (ČSÚ) Foreigners in the CR in the years 2004–2020 (as at 31 December 2020) [Cizinci v ČR v letech 2004 – 2020 (stav k 31. 12.)], [accessed

12.11.2021] [https://www.czso.cz/documents/11292/27320905/c01R01\\_2020.pdf/ff126a2b-2698-4b3c-a180-db977090564d?version=1.0](https://www.czso.cz/documents/11292/27320905/c01R01_2020.pdf/ff126a2b-2698-4b3c-a180-db977090564d?version=1.0) .

- [18] Eurostat table, sbs\_sc\_sca\_r, [extracted 17.8.2021]; calculations done by NVF.
- [19] Eurostat. Employment by sex, age and economic activity (LFS, table lfsa\_egan2): [http://ec.europa.eu/eurostat/web/products-datasets/-/lfsa\\_egan2](http://ec.europa.eu/eurostat/web/products-datasets/-/lfsa_egan2) [extracted 17.8.2021].
- [20] This sector includes public administration and defence, education, and health and social work.
- [21] Open and accessible database of professions managed by the Ministry of Labour and Social Affairs of the Czech Republic [Národní soustava povolání] [www.nsp.cz](http://www.nsp.cz)
- [22] Defined in the Trade Licensing Act.
- [23] Percentage of active population, 25 to 64 years old.
- [24] Eurostat table une\_rt\_a [extracted 17.8.2021].
- [25] Eurostat table edat\_lfse\_24 [extracted 18.8.2021].
- [26] Eurostat table edat\_lfse\_24 [extracted d 17.8.2021]
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 and proj\_19ndbi [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January. Eurostat table tps00001 and proj\_19ndbi [extracted 7.5.2021].
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [11] Results of the employment accounts within the national accounts (VGR): [https://www.destatis.de/DE/Themen/Arbeit/Arbeitsmarkt/Erwerbstaetigkeit/\\_inhalt.html](https://www.destatis.de/DE/Themen/Arbeit/Arbeitsmarkt/Erwerbstaetigkeit/_inhalt.html)
- [14] Percentage of active population, aged 25 to 64.
- [15] Eurostat table une\_rt\_a [extracted 6.5.2021].
- [17] Eurostat table edat\_lfse\_24 [extracted 6.5.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64 years). The value is expressed per 100 persons of working age (15-64).
- [8] Percentage of active population, 25 to 64 years old.
- [9] Eurostat table une\_rt\_a [extracted 6.5.2021].
- [10] Percentage of active population, 25 to 64 years old.
- [11] Eurostat table edat\_lfse\_24 [extracted 6.5.2021].
- [12] NB: Break in time series. Eurostat table edat\_lfse\_24 [extracted 6.5.2021].
- [13] NB: Break in time series. Eurostat table edat\_lfse\_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [6] Statistics Finland: [www.tilastokeskus.fi/tup/maahanmuutto/maahanmuuttajat-vaestossa/ulkomaan-kansalaiset\\_en.html#tab1483972171375\\_1](http://www.tilastokeskus.fi/tup/maahanmuutto/maahanmuuttajat-vaestossa/ulkomaan-kansalaiset_en.html#tab1483972171375_1)

- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64 years). The value is expressed per 100 persons of working age (15-64).
- [8] In 2017, it was 61.2 years. Source: Finnish Centre for Pensions: [www.etk.fi/en/statistics-2/statistics/effective-retirement-age/](http://www.etk.fi/en/statistics-2/statistics/effective-retirement-age/)
- [9] [https://www.oph.fi/julkaisut/2011/koulutus\\_ja\\_tyovoiman\\_kysynta\\_2025](https://www.oph.fi/julkaisut/2011/koulutus_ja_tyovoiman_kysynta_2025)
- [10] Source: [https://tilastokeskus.fi/til/tyti/index\\_en.html](https://tilastokeskus.fi/til/tyti/index_en.html) [accessed 25.11.2021].
- [11] Percentage of active population, 25 to 64 years old.
- [12] Eurostat table une\_rt\_a [extracted 6.5.2021].
- [13] NB: Breaks in time series. Eurostat table edat\_lfse\_24 [extracted 6.5.2021].
- [14] Cedefop (2018). The changing nature and role of vocational education and training in Europe. Volume 3: the responsiveness of European VET systems to external change (1995-2015). Case study focusing in Finland. Cedefop research paper; No 67. [https://www.cedefop.europa.eu/files/finland\\_cedefop\\_changing\\_nature\\_of\\_vet\\_-\\_case\\_study.pdf](https://www.cedefop.europa.eu/files/finland_cedefop_changing_nature_of_vet_-_case_study.pdf)
- [6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 1.9.2021].
- [7] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 1.9.2021].
- [13] Percentage of active population, 25 to 74 years old.
- [14] Eurostat, une\_rt\_a [extracted 31.8.2021].
- [15] Eurostat table edat\_lfse\_24 [extracted 30.8.2021].
- [4] NB: Data for population as of 1 January 2020.
- [5] NB: data for population as of 1 January 2020. Eurostat table tps00001 [Extracted 14.9.2021].
- [6] Source: Statistics Iceland. See: [https://px.hagstofa.is/pxis/pxweb/is/lbuar/lbuar\\_\\_mannfjoldi\\_1\\_yfirlit\\_Yfirlit\\_mannfjolda/MA](https://px.hagstofa.is/pxis/pxweb/is/lbuar/lbuar__mannfjoldi_1_yfirlit_Yfirlit_mannfjolda/MA) [Accessed 14.9.2021]. See also Eurostat, proj\_19ndbi [Extracted 7.5.2021].
- [7] This indicator is the ratio between the number of persons aged 65 and over (age when they are generally economically inactive) and the number of persons aged between 15 and 64. The value is expressed per 100 persons of working age (15-64). <https://ec.europa.eu/eurostat/web/products-datasets/-/tps00198> [Accessed: 12.10.2021].
- [8] Adapted by ReferNet Iceland from Statistics Iceland.
- [10] Data from Statistics Iceland.
- [11] Data from Statistics Iceland. [https://px.hagstofa.is/pxis/pxweb/is/Efnahagur/Efnahagur\\_\\_utanrikisverslun\\_3\\_voruthjonust\\_rxid=1a61cf91-98c6-4d19-a48c-3df6b8dfc8e6](https://px.hagstofa.is/pxis/pxweb/is/Efnahagur/Efnahagur__utanrikisverslun_3_voruthjonust_rxid=1a61cf91-98c6-4d19-a48c-3df6b8dfc8e6)
- [12] Percentage of active population, 25 to 64 years old.
- [13] Source: Eurostat, une\_rt\_a [extracted 20.5.2019].
- [14] Source: Eurostat, lfsa\_urgaed [extracted 6.5.2021].
- [15] NB: Break in series. Eurostat table edat\_lfse\_24 [extracted 23.1.2019]. No data for VET graduates for the period 2014-18. The employment rate of all 20-34 year old graduates for the period 2016-20 decreased by 5.3 percentage points.
- [4] NB: Data for population as of 1 January. Eurostat table tps00001 [Extracted 6.5.2021].
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 [Extracted 6.5.2021].
- [7] Percentage of active population, 25 to 64 years old.
- [8] Source: Eurostat, une\_rt\_a [extracted 6.5.2021].

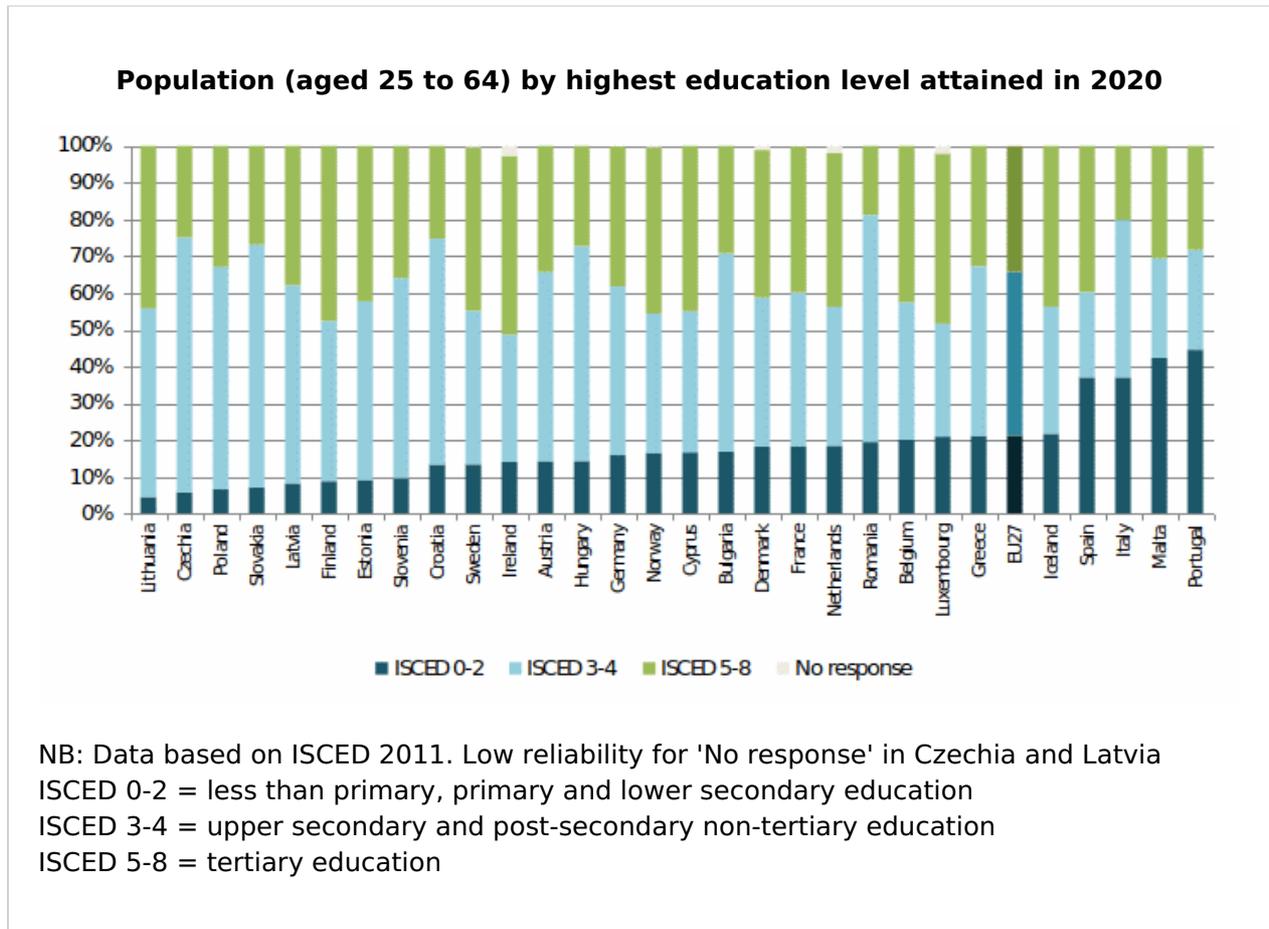
- [9] NB: Breaks in time series. Source: Eurostat, edat\_lfse\_24 [extracted 6.5.2021].
- [10] NB: Breaks in time series. Source: Eurostat, edat\_lfse\_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January; break in series. Eurostat table DEMO\_PJAN [extracted 23.07.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 23.07.2021].
- [6] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [7] Foreign citizens residing in Luxembourg can obtain Luxembourgish nationality by naturalisation. Legislation requires them to attend citizenship training and to pass an oral Luxembourgish language exam.
- [8] The latest population census available from 2011.
- [9] Percentage of active population, 25 to 74 years old.
- [10] Eurostat table tps00203 [extracted 06/05/2021].
- [11] Time series for the 15-24 group must be considered with caution due to the small number of observations taken into account.
- [12] Time series for the 15-24 group must be considered with caution due to the small number of observations taken into account.
- [13] Time series must be considered with caution due to the small number of observations taken into account.
- [14] NB: Break in series. Eurostat table edat\_lfse\_24 [extracted 6.5.2021].

CHAPTER 4.

# Education attainment

## 4.1 Share of high, medium and low level qualifications

Among the working population aged 25-64, 46.1% had ISCED level 5-8, above the EU-27 average of 34%, but only 30.7% had ISCED level 3-4, 13.8 percentage points below the EU-27 level. 21.0% of the population had a low or no qualification (ISCED 0-2), close to the EU-27 average of 21.3%.



## 4.3 VET learners by level

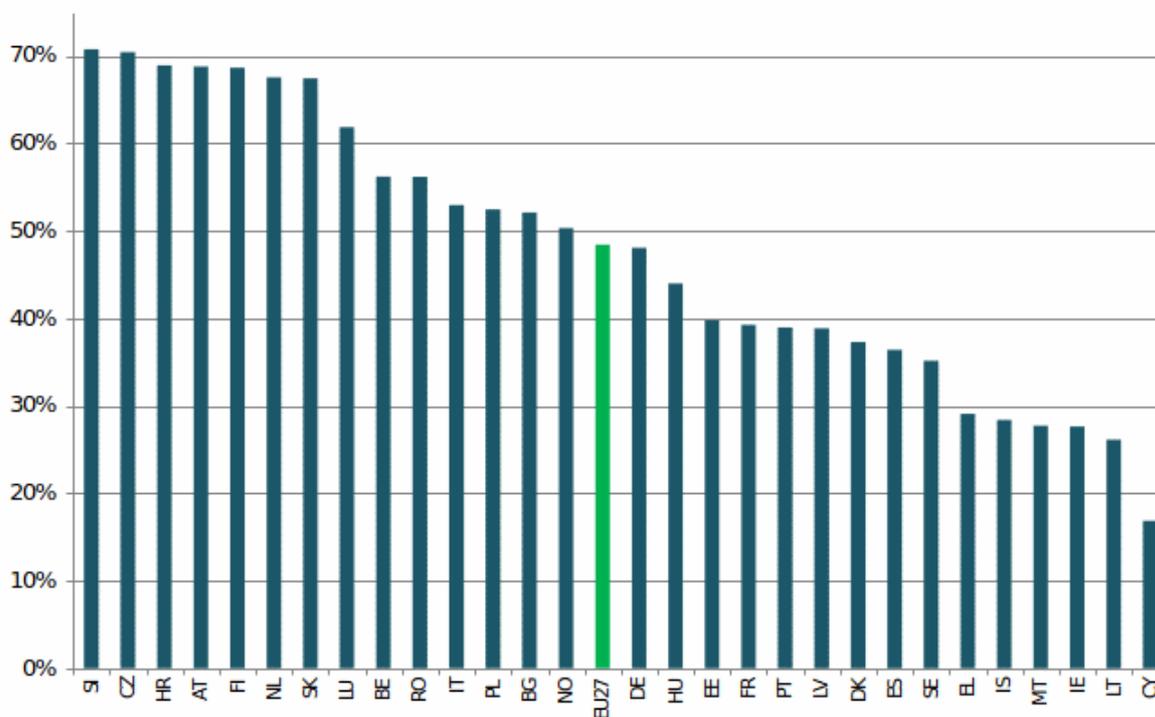
### Share of learners in VET by level in 2019

lower secondary    upper secondary    post-secondary

Not applicable on ISCED 2011. 100%

Source: Eurostat, educ\_uae\_enrs01, educ\_uae\_enrs04 and educ\_uae\_enrs07 [Extracted on 06/05/2021]

### Share of initial VET learners from total learners at upper-secondary level (ISCED level 3), 2019



NB: Data based on ISCED 2011; not applicable for Ireland.  
 Source: Eurostat, educ\_uoe\_enrs04 [extracted 06.05.2021].

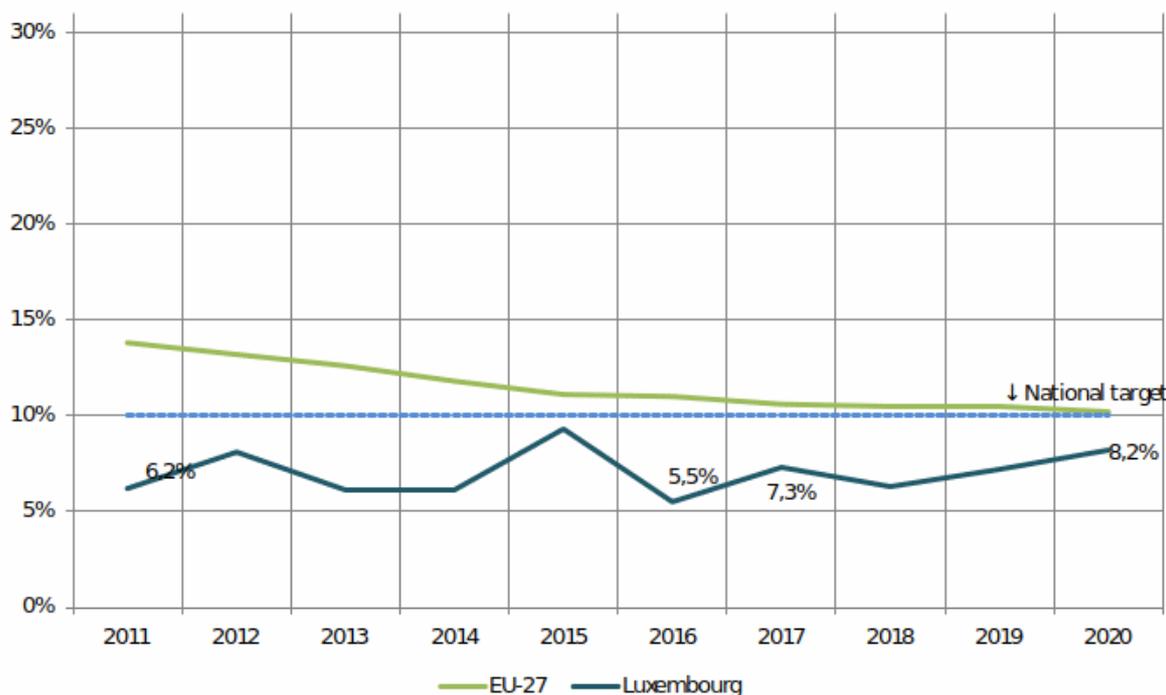
#### 4.4 Female share

In 2019/20, in upper technical secondary and vocational programmes (26 687 learners), there were more males (54.1%) than females (45.9%) ( 15 ).

#### 4.5 Early leavers from education and training

The share of early leavers from education and training has increased from 5.5% in 2016 to 8.2% in 2020. It is below the national target for 2020 of no more than 10%, and the EU-27 average of 10.2% (2020).

### Early leavers from education and training in 2011-20



NB: Share of the population aged 18 to 24 with at most lower secondary education and not in further education or training

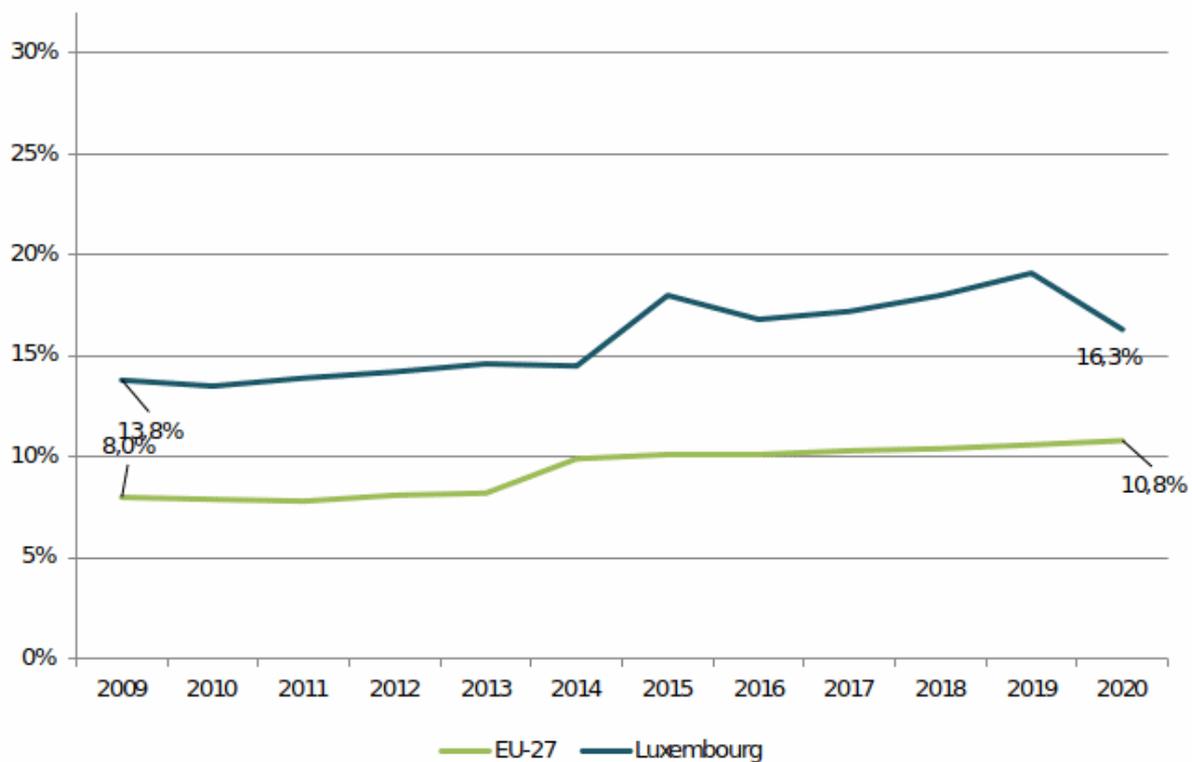
Source: Eurostat, edat\_lfse\_14 [Extracted on 06/05/2021] and European Commission,

However, these data (from the labour force survey) are subject to important variations due to the small sample size in the country and may not allow easy identification of the causes of early school leaving at national level. In response to the lack of reliable data, the national education authorities produce annual statistics based on administrative data and on a survey of early school leavers. These data indicate a higher early leaving rate for those up to age 24 (8.2%) ( 16 ) for 2019 than the rate calculated via the labour force survey for this year (7.2%). The share of early leavers is relatively high among the migrant population, especially for those not having one of the three national languages as mother tongue.

#### 4.6 Participation in lifelong learning

Lifelong learning offers training opportunities for adults, including early leavers from education.

### Participation in lifelong learning in 2009-20



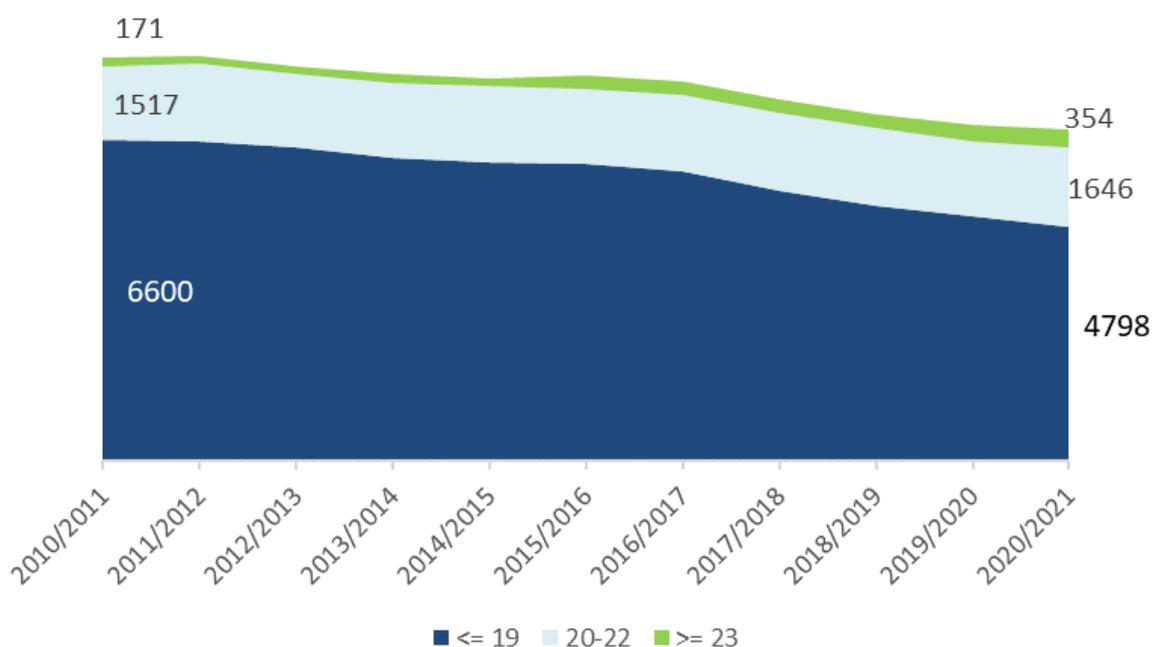
NB: Share of adult population aged 25 to 64 participating in education and training; break in series.

Source: Eurostat, trng\_lfse\_01 [Extracted on 06.05.21].

Participation in lifelong learning in Luxembourg has been increasing in the past decade. While it was at 13.8% in 2009, it increased to 19.1% in 2019, more than 8 percentage points above the EU-27 average. This trend reversed between 2019 and 2020, most probably due to the COVID-19 crisis.

#### 4.7 VET learners by age

### VET learners in secondary education by age group



Source: MENJE 2021 ( 17 )

The number of learners in IVET has been decreasing between 2010/11 and 2020/21; the share of learners below age 19 has suffered the greatest fall.

[24] Eurostat table edat\_lfse\_24 [extracted 17.8.2021]

[25] Eurostat table edat\_lfse\_24 [extracted 17.8.2021]

[27] <https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie1.pdf> [accessed 27.8.2021]

[9] Source: Eurostat, educ\_uoe\_enrs01, educ\_uoe\_enrs04 and educ\_uoe\_enrs07

[11] National Statistical Institute. Education statistics. <https://infostat.nsi.bg>

[13] These are the names of the relevant specialisations.

[14] The European Union Labour Force Survey (EU LFS) is conducted in all Member States of the European Union, four candidate countries and three countries of the European Free Trade Association (EFTA) in accordance with Council Regulation (EEC) No 577/98 of 9 March 1998. LFS microdata for scientific purposes currently contain data for all Member States plus Iceland, Norway and Switzerland. The EU Labour Force Survey is a large household sample survey providing quarterly results on labour participation of people aged 15 and over as well as on persons outside the labour force. All definitions apply to persons aged 15 years and over living in private households. Persons carrying out obligatory military or community service are not included in the target group of the survey, as is also the case for persons in institutions/collective households. The data collection covers the years from 1983 onwards. In general, data for individual countries are available depending on their accession date. The labour force surveys are conducted by the national statistical institutes across Europe and are centrally processed by Eurostat. The national statistical institutes are responsible for selecting the sample,

preparing the questionnaires, conducting the direct interviews among households, and forwarding the results to Eurostat in accordance with the requirements of the regulation. Thus, it is possible to make available harmonised data at European level. More information available at: <https://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey>

- [27] The common part of the maturita exam is defined by the State, including two obligatory subjects: Czech and foreign language or maths and in certain cases two extra subjects. Schools are responsible for the profile part of the exam (2 to 4 subjects), which is also a compulsory part of the maturita exam. In the profile part of the exam, VET learners should be examined in at least 2 VET subjects.
- [28] 3-year school-based VET programmes (EQF level 3) and 4-year VET and lyceum programmes (EQF level 4) can be offered as shortened programmes, provided that the school director considers that the learner has completed a programme, at the same EQF level, in a relevant field. Shortened programmes do not lead to a higher EQF level.
- [22] Actual expenditures 2017: EUR 97.1 million. Source: BMBF (2018). Berufsbildungsbericht 2018 [Report on vocational education and training 2018]. Bonn: BMBF, p. 121. [https://www.bmbf.de/upload\\_filestore/pub/Berufsbildungsbericht\\_2018.pdf](https://www.bmbf.de/upload_filestore/pub/Berufsbildungsbericht_2018.pdf)
- [15] Measured on 10 November each year; excludes those who: attended classes less than 31 days, were readmitted within 31 days, applied but never attended or who changed programme in the same curriculum group and in the same institution.
- [16] See Chapter 2 for the information on education levels.
- [15] <https://findikaattori.fi/en/>
- [16] Cedefop (2019). The changing nature and role of vocational education and training in Europe. Volume 6: vocationally oriented education and training at higher education level. Expansion and diversification in European countries. Case study focusing on Finland. Cedefop research paper; No 70. [https://www.cedefop.europa.eu/files/finland\\_cedefop\\_changing\\_nature\\_of\\_vet\\_-\\_ce\\_study\\_0.pdf](https://www.cedefop.europa.eu/files/finland_cedefop_changing_nature_of_vet_-_ce_study_0.pdf)
- [17] For example, young graduates from upper secondary education at age of 19 cannot always enter higher education due to limited places available; they often apply several years in a row in order to enrol.
- [16] Eurostat, educ\_uoe\_enrt02 [extracted 30.8.2021].
- [17] Školski e-Rudnik, ŠeR [database] [extracted 30.8.2021].
- [16] Source: Statistics Iceland.
- [17] Source: Statistics Iceland.
- [15] Data from the 2018/19 school year.
- [16] The European Union labour force survey (EU LFS) is conducted in all Member States of the European Union, four candidate countries and three countries of the European Free Trade Association (EFTA) in accordance with Council Regulation (EEC) No 577/98 of 9 March 1998. At the moment, the LFS microdata for scientific purposes contain data for all Member States plus Iceland, Norway and Switzerland. The EU labour force survey is a large household sample survey providing quarterly results on labour participation of people aged 15 and over as well as on persons outside the labour force. All definitions apply to persons aged 15 years and over living in private households. Persons carrying out obligatory military or community service are not included in the target group of the survey, as is also the case for persons in institutions/collective households. The data collection covers the years from 1983 onwards. In general, data for individual countries are available depending on their accession date. The labour force surveys are conducted by the national statistical institutes across Europe and are centrally processed by

Eurostat. The national statistical institutes are responsible for selecting the sample, preparing the questionnaires, conducting the direct interviews among households, and forwarding the results to Eurostat in accordance with the requirements of the regulation. Thus, it is possible to make available harmonised data at European level. More information available at: <https://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey>

- [17] Istat (2021), Levels of education and participation in training. Year 2020. The gap with the EU in education levels is growing, Statistics Report, 8 October 2021 (Istat (2021), Livelli di istruzione e partecipazione alla formazione. Anno 2020. Cresce il divario con l'Ue nei livelli di istruzione, Statistiche Report, 8 ottobre 2021). [www.istat.it](http://www.istat.it)
- [18] Chamber of Deputies-MLPS-INAPP-ANPAL, XX/XXI Report on Continuing Vocational Training in Italy. Annuality 2018-2019-2020, XVIII Legislature, Parliamentary Act: Document XLII No 2 (Camera dei Deputati-MLPS-INAPP-ANPAL, XX/XXI Rapporto sulla Formazione continua. Annualità 2018-2019-2020, XVIII Legislatura, Atto Parlamentare: Documento XLII No 2). [https://www.camera.it/leg18/494?idLegislatura=18&categoria=042&tipologiaDoc=elenco\\_categoria](https://www.camera.it/leg18/494?idLegislatura=18&categoria=042&tipologiaDoc=elenco_categoria)
- [19] Chamber of Deputies-MLPS-INAPP-ANPAL, XIX Report on Continuing Vocational Training in Italy. Annuality 2017-2018, XVIII Legislature, Parliamentary Act: Document XLII No 1 (Camera dei Deputati-MLPS-INAPP-ANPAL, XIX Rapporto sulla Formazione continua. Annualità 2017-2018, Senato della Repubblica - XVIII Legislatura, Atto Parlamentare: Documento XLII No 1 < <http://www.senato.it/leg/18/BGT/Schede/docnonleg/40068.htm>
- [20] Angotti R, Polli C., Lavoratori over 50 a bassa qualificazione e crisi economica in Italia, Osservatorio Isfol, VI (2016), No 3. pp.37-57. <https://isfoloia.isfol.it/xmlui/handle/123456789/1637>

## CHAPTER 5.

# VET within education and training system

The education and training system comprises:

- pre-school education (ISCED level 0);
- primary and lower secondary education (ISCED levels 1 and 2);
- upper secondary education (ISCED level 3);
- post-secondary non-tertiary education (ISCED level 4);
- higher education (ISCED levels 5, 6, 7 and 8).

School attendance is compulsory between 4 and 16, i.e. for at least 12 years, including 2 years of pre-school education. At the end of each 2-year cycle of primary education (*enseignement primaire*), learners receive an end-of-cycle report, stating the level attained for each competence domain. Learners are guided towards either general or technical lower secondary education (including VET) ( 18 ). The guidance takes account of learning achievement (based on the end-of-cycle report), parents and teachers' opinions and performance in standardised basic skills tests (in relation to the national average). In the event of disagreement between the parents and the class teacher, a dedicated council, which includes a teacher working in VET, meets to find a solution.

Upper secondary education comprises three types with different objectives:

- general secondary education (*enseignement secondaire classique* ESC) which conveys general knowledge in humanities, mathematics and natural sciences and prepares for higher education studies;
- technical secondary education (*enseignement secondaire général*) which gives access to higher education and/or to the labour market.
- initial vocational education and training (IVET) (*formation professionnelle initiale*).

Various programmes at post-secondary and tertiary levels are available as general pathways, others as vocational ( 19 ).

The dual system is an important feature of secondary VET, which implies a strong relationship between school-based education and work-based learning in enterprises. Depending on the occupation, secondary VET programmes may be provided in technical secondary schools or in mixed schools that offer VET, technical, and general secondary education.

### **Lower secondary technical programmes (pre-VET)**

Lower technical secondary education (*enseignement secondaire général*, ISCED 254, EQF 1) is considered as pre-VET and lasts 3 years. It offers learners an orientation phase in which they can decide on their further education pathway. Practical activities in workshops make up an important part of lower technical secondary programmes and focus on supporting learners in choosing their career.

Upon completion of lower technical secondary education, learners can choose between:

- upper technical secondary education,
- initial vocational education (VET) programmes, including technician and vocational programmes (DAP and CCP).

Learners have the possibility to move from one type of secondary education to another. Tuition is in French, German and Luxembourgish.

## Upper secondary technical programmes

Upper secondary technical education offers 4- to 5-year school-based programmes leading to a technical secondary school leaving diploma (*diplôme de fin d'études secondaires générales*, DFESG) (ISCED 354, EQF 4). The curriculum includes general and technical education. Graduates can enter the labour market or continue with higher education. In the national context these are not regarded as VET programmes.

## Upper secondary initial VET

Upper secondary VET includes school-based programmes, apprenticeships and similar schemes. Learners acquire occupational qualifications for which a certificate or a diploma is awarded. Schooling includes various training schemes, which last from 3 to 4 years, depending on the chosen orientation. There are three different programmes within secondary VET:

- 3-year vocational programmes leading to a vocational capacity certificate (*certificat de capacité professionnelle*, CCP) (ISCED 353, EQF 2);
- 3-year vocational programmes leading to a vocational aptitude diploma (*diplôme d'aptitude professionnelle*, DAP) (ISCED 353, EQF 3);
- 4-year technician programmes (*formation de technicien*) leading to a technician diploma (*diplôme de technicien*, DT) (ISCED 354, EQF 4).

## Post-secondary VET

The master craftsman qualification (*brevet de maîtrise*; ISCED 453, EQF 5) entitles holders to settle in the craft industry as self-employed and to train apprentices. The qualification confers the title of master craftsman in the particular trade.

Preparatory programmes are organised by the Chamber of Trades and Skilled Crafts. To access these programmes, learners are required to have reached at least EQF level 3. Learners should also have at least 1 year of work experience to be able to take the final exam. The programmes are modular and the number of hours may vary by trade. However, all modules have to be accomplished within 6 years. The master craftsman qualification does not give any access right for higher education; progression opportunities depend on the certificate gained at secondary level.

## Tertiary VET

Traditionally, tertiary students acquired their qualifications abroad. In 2003, Luxembourg established its own university (SCL, 2003) with three faculties: science, technology and communication; law, economics and finance; and human sciences, arts and educational science. The university also has three interdisciplinary research centres. The following two VET programmes are offered at tertiary level.

### • Higher technician programmes

2-year programmes are offered in various fields ( 20 ), leading to a higher technician certificate (*brevet de technicien supérieur*, BTS; ISCED 550, EQF 5). To be admitted to the programme, learners require either a general or a technical secondary school leaving diploma (*diplôme de fin d'études secondaires classique*, *diplôme de fin d'études secondaires générales*), or a technician diploma (*diplôme de technicien*, DT) complemented by optional modules.

BTS programmes alternate; they provide both theoretical instruction and training in a work environment. The programmes are offered in public and private secondary schools, and technical secondary schools recognised by the State. Depending on the domain, BTS graduates can pursue bachelor studies.

## • Professional bachelor programmes

Professional bachelor (ISCED 655, EQF6) programmes are accessible to holders of a general or technical secondary leaving diploma or a technician diploma (complemented by optional modules) in the field of study. These programmes last over six semesters including one semester of compulsory mobility abroad. They combine academic teachings and applied courses. They include internship abroad and/or case studies.

Professional bachelor programmes prepare students for career entry or for an application-oriented master degree (professional master).

## Adult learning

All adults have access to education and training opportunities regardless of their age, education and employment status. Adult education and continuing vocational training more specifically, allow everyone at different stages of their lives to pursue training, be it to obtain a first degree, to develop or improve knowledge, to change careers or to adapt to new technologies.

The following vocational secondary programmes lead to a qualification and are available for adults:

- last year of lower cycle of technical secondary education;
- vocational programmes (DT, DAP and CCP): adult apprenticeship;
- vocational programmes (DAP and DT): evening classes (first year of the vocational aptitude diploma as administrative and commercial agent, first three years of the technician diploma as administrative and commercial assistant);
- vocational programmes (DAP): on-the-job training (the nursing assistant vocational aptitude diploma).

## Training for jobseekers

The public employment service (ADEM) offers several types of training to jobseekers. These range from training schemes organised directly for a sector or an enterprise at the request of employer(s), to specific training aimed to increase general employability or improve the skills but also specific supporting contracts with a practical training component. In addition to the public employment service, training for jobseekers is provided by non-profit organisations/associations.

## Other forms of training

Non-government-regulated continuing vocational education and training (CVET) is offered by private training providers (organismes de formation), non-profit organisations and institutional training providers (including professional chambers, municipalities). The various training opportunities they offer adults frequently do not lead to qualifications within government-regulated VET but to sector qualifications and development of skills.

Throughout the year, the professional chambers organise open public courses, work placements, seminars and lectures on general management and technical subjects. Some of these courses lead to official certificates. Each year, the professional chambers update their training offer and publish training catalogues.

Several institutions/centres offer sectoral training (construction, health, banking) to their target groups. A specific feature here is that workers hired by temporary work companies also receive tailored training, depending on their needs.

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[10] IFAPME: Institut wallon de Formation en Alternance et des indépendants et Petites et

Moyennes Entreprises – The Walloon Institute for dual training and self-employment in small and medium-sized enterprises.

- [11] SYNTRA: Vlaanderen The Flemish Agency for Entrepreneurial Training.
- [12] Institut für Aus- und Weiterbildung des Mittelstandes – the Institute for Vocational and Educational Training.
- [13] Zentrum für Aus- und Weiterbildung.
- [14] Socio-professional Integration Centres – Centres d'insertion socioprofessionnelle.
- [15] Socio-professional Integration Organisations – Organismes d'insertion socioprofessionnelle.
- [12] Education is compulsory until the age of 16.
- [16] New modern apprenticeship (NMA) is directed towards young people between 14 and 21 years of age at two apprenticeship levels (preparatory and core). Participation in the NMA is not part of compulsory education and is free of charge. The new modern apprenticeship targets two distinct groups of learners:
  - a. learners who have not completed compulsory education lower secondary programmes (third grade of gymnasium) can enrol at the preparatory apprenticeship level. The preparatory apprenticeship has been introduced to provide support to early school leavers between the ages of 14 and 16, by gradually introducing them to the labour market, giving them a taste of VET, and helping them to choose a specialisation when they proceed to the core level of apprenticeship;
  - b. learners who have either completed compulsory education or preparatory apprenticeship can enrol at the core apprenticeship level.
- [17] In 2012, the education ministry in cooperation with the labour ministry and other stakeholders established, within the context of the education reform, post-secondary institutes of VET, jointly financed by the ESF, which offered further technical specialisation as of the academic year 2012/13. These were in April 2017 by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education granted them tertiary non-university level status.
- [18] Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA). In Greek: Φορέας Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης ( <http://www.dipae.ac.cy/index.php/el/> )
- [19] Private institutions of tertiary education offer a wide range of academic as well as vocational programmes of study at various levels (1- or 2-year diploma, 3-year higher diploma, 4-year bachelor degree and 1- or 2-year master degree) in secretarial studies, aesthetics, food preparation, music, arts and drama, graphic design, hotel and tourism management, computer science, social sciences, education, business studies, management and engineering. English is the language of instruction for most programmes of studies offered, which attracts students from other countries. Furthermore, several private institutions of tertiary education offer academic programmes of study based on validation or franchised agreements with more than 10 European universities and following the provisions of the competent Law of the Republic of Cyprus. Since 1996, the establishment and operation of all private institutions of tertiary education is regulated by law. Each institution sets its own internal regulations, student entry requirements and evaluation, qualifications awarded, tuition fees and teachers' qualifications, which are published in an annual prospectus.
- [20] Cyprus Productivity Centre (CPC). In Greek: Κέντρο Παραγωγικότητας Κύπρου: [http://www.mlsi.gov.cy/mlsi/kepa/kepa\\_new.nsf/index\\_gr/index\\_gr?opendocument](http://www.mlsi.gov.cy/mlsi/kepa/kepa_new.nsf/index_gr/index_gr?opendocument)
- [21] Higher Hotel institute of Cyprus (HHIC). In Greek: Ανώτερο Ξενοδοχειακό Ινστιτούτο Κύπρου: [http://www.hhic.moec.gov.cy/moec/hhic/hhic.nsf/index\\_gr/index\\_gr?OpenDocument&lang=el](http://www.hhic.moec.gov.cy/moec/hhic/hhic.nsf/index_gr/index_gr?OpenDocument&lang=el)
- [30] The Education Act No 561/2004 Coll.: <https://www.msmt.cz/dokumenty-3/skolsky-zakon-ve-zneni-ucinnem-ode-dne-27-2-2021> [accessed 10.11.2021].
- [31] The Higher Education Act No 111/1998 Coll.: <https://www.msmt.cz/dokumenty-3/zakon-c->

[111-1998-sb-o-vysokych-skolach](#) [accessed 10.11.2021].

- [32] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. [www.msmt.cz](http://www.msmt.cz)
- [33] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: <https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani> [accessed 10.11.2021].
- [34] A complete vocational qualification (úplná profesní kvalifikace) is defined as a professional competence to perform all the tasks within an occupation (e.g. pastry chef, hairdresser, plumber, economist, engineering technician, etc.). It can be acquired either by completing an IVET programme or by the recognition of prior learning.
- [35] Národní soustava kvalifikací: [www.narodni-kvalifikace.cz](http://www.narodni-kvalifikace.cz)
- [36] Data taken from the Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. [www.msmt.cz](http://www.msmt.cz), NPI´s ČR calculation includes all upper and lower secondary and tertiary professional, follow-up and shortened programmes (i.e. all VET types).
- [21] Education and Youth Authority - State examinations: <https://harno.ee/riigieksamid>
- [18] <https://www.finlex.fi/fi/laki/alkup/2017/20170531>
- [18] As per amendments to the CROQF Act (Official Gazette No 20/2021), CSVET represents the Croatian credit system for vocational education and training. One CSVET point corresponds to a workload of 15 to 25 hours lasting 60 minutes.
- [19] Zakon o obrazovanju odraslih (NN 17/07, 107/07, 24/10) [Adult education act]: <https://www.zakon.hr/z/384/Zakon-o-obrazovanju-odraslih>
- [19] There are two main institutions: the IDAN VET training centre (the largest continuing VET institution in Iceland) which offers continuing VET programmes in a variety of sectors (e.g. food and catering, metal and machines, building and construction, printing technology, auto mechanics, computer supported design and hair styling) and the Retraining and Technical Training Centre (Rafiðnaðarskólinn) for electric and electronic technicians.
- [20] These are: the private company Sýni Research Centre which offers various job-related courses for people working in the food industry and the Icelandic Innovation Centre which is a public institution under the Ministry of Industries and Innovation offering courses in project management or personal leadership.
- [22] In 2019 the Ministry of Education, Universities and Research (MIUR) was divided into two ministries, the Ministry of Education and the Ministry of Universities and Research.
- [23] Information retrieved from Eurydice: [https://eacea.ec.europa.eu/national-policies/eurydice/content/italy\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/italy_en)
- [18] Following the Law of 29 August 2017 (SCL, 2017d) on secondary education 'general secondary education' is nationally referred to as 'classical secondary education' (éducation secondaire classique - ESC) while 'technical secondary education' is referred to as 'general secondary education' (éducation secondaire générale - ESG). However, to allow comparison at EU level, the previous terminology will be kept.

## CHAPTER 6.

# Apprenticeship

Learners can choose between three different training programmes which (can) include an apprenticeship contract and lead to different qualifications:

- vocational capacity certificate (*certificat de capacité professionnelle*, CCP) at EQF level 2 always includes an apprenticeship contract. This programme is designed for learners who are less likely to cope with other programmes and leads to semi-skilled worker skills;
- vocational aptitude diploma (*diplôme d'aptitude professionnelle*, DAP) at EQF level 3 can be done under an apprenticeship contract or an internship contract. They provide the graduate access to the labour market as a skilled worker;
- technician programme (*diplôme de technicien*, DT) at EQF level 4 which are school-based and include a job placement of 12 or more weeks. They are mostly organised under an internship contract but some are carried out under an apprenticeship contract. This programme offers in-depth and diversified competences and a higher part of general education than the vocational programmes.

Learners are responsible for finding a training place in an enterprise. The vocational guidance service of the public employment service (Agence pour le Développement de l'Emploi, ADEM) supports young people through counselling and a central register of all available apprenticeship places.

Once the learner has signed a contract with a company, (s)he has the legal status of an apprentice and receives an apprenticeship allowance which varies between EUR 450 and 2 000 depending on the trade/profession learned ( 21 ). Upon successful completion of an academic year, learners receive a premium allowance based on a monthly rate of EUR 130 for CCP or EUR 150 for DAP and DT. The best apprentices receive an award which also includes a prize of EUR 1 500.

Once concluded, the host company must register the apprenticeship contract by sending it to the competent employers' professional chamber; or to the education ministry in the case of host companies that do not depend on any professional chamber.

Enterprises offering apprenticeship places need to comply with certain criteria, verified by the professional chambers. Financial support and an award to encourage their engagement are available. VET trainers, who receive special training, supervise the apprentices in the training companies ( 22 ).

In accordance with the amended VET legislation of 2008 and the one of 2019 ( 23 ), an apprenticeship is based on key principles such as:

- modular system allowing apprentices who fail a required module to continue their training and catch up at a later stage during their apprenticeship;
- quantitative assessment of learning outcomes in accordance with an assessment framework.

### **Adult apprenticeship**

Except for admission criteria, there are no differences between apprenticeships for adults and young people. Those aged 18 and above, having left school more than 1 year before, affiliated to social security for at least 12 months (based on at least 16 hours per week) and willing to learn a trade or to change their career, can follow an 'adult apprenticeship' leading to DT, DAP or CCP . This is available both to jobholders and seekers registered at the public employment service. Upon proof of certain work experience, a dedicated committee may orient the adult

learner to the suitable grade. The committee includes representatives of the education ministry, Vocational Training Service, labour ministry, guidance service of the employment service, Chamber of Commerce, Chamber of Trades and Skilled Crafts, Chamber of Agriculture, and Chamber of Employees.

Adult apprentices receive wages equal to the minimum wage for unskilled workers (EUR 2 011.93, 1 January 2021) as defined in a 2010 regulation.

### **Cross-border apprenticeship**

Learners may choose an opportunity to follow cross-border apprenticeship to acquire qualifications for which school training cannot be provided due to the small number of learners interested. Practical training in a company based in Luxembourg is combined with learning at school in one of the neighbouring countries. The list of trades and professions accessible on completion of a cross-border apprenticeship are defined by Grand-Ducal regulation. The apprenticeship contract must be registered with the relevant employers' professional chamber in Luxembourg, or with the Ministry of Education for trades and professions that are not covered by an employers' professional chamber. The apprentice must provide a copy of the contract to the cross-border training institution and competent authority responsible for the theoretical training. The apprenticeship allowance paid by the company in Luxembourg is defined by Grand Ducal regulation and varies depending on the trade/profession learned.

Learn more about apprenticeships in the national context from the European database on apprenticeship schemes by Cedefop: <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>

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- [16] Information is based on following publication where you can find also further information on this topic:  
Allinckx, I.; Karno, A.; Monico, D. (2019). Vocational education and training in Europe – Belgium. Cedefop ReferNet VET in Europe reports 2018.  
[http://libserver.cedefop.europa.eu/vetelib/2019/Vocational\\_Education\\_Training\\_Europe\\_Belg](http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Belg)
- [18] Institut für Aus- und Weiterbildung des Mittelstandes – the Institute for vocational and educational training in small and medium-sized enterprises.
- [13] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [14] Almost 10 000 learners from over 140 schools will be covered by planned project activities.
- [22] In Greek: Διεύθυνση μέσης τεχνικής και επαγγελματικής εκπαίδευσης και κατάρτισης.
- [36] Some occupations only require 2 years and there are also regulations allowing a shorter training period for apprentices with an Abitur (the school leaving certificate allowing entry to higher education).
- [41] <https://www.bibb.de/uebs-digitalisierung>
- [46] [https://www.gesetze-im-internet.de/bbig\\_2005/BBiG.pdf](https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf)
- [47] See AusbildungPlus database: <http://www.ausbildungplus.de/webapp/suche?typ=zq&neuesuche=true> and Berufsbildungsgesetz 2005: [https://www.gesetze-im-internet.de/bbig\\_2005/BBiG.pdf](https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf)
- [48] BMBF. Report on vocational education and training  
<https://www.bmbf.de/de/berufsbildungsbericht-2740.html>
- [22] Currently, apprenticeships are not provided in upper secondary VET (ISCED 354).
- [23] Salaries, training materials and maintenance (such as heating and electricity).
- [20] <https://mzo.gov.hr/UserDocsImages//dokumenti/Obrazovanje/StrukovnoObrazovanje/Reform>

- [21] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>
- [22] Cedefop (2019). Apprenticeship review: Croatia. Improving apprenticeships through stronger support and care. Luxembourg: Publications office. Thematic country reviews. <https://www.cedefop.europa.eu/en/publications-and-resources/publications/4173>
- [21] In Icelandic: ÍÐAN fræðslusetur.
- [21] <https://legilux.public.lu/eli/etat/leg/rgd/2021/08/06/a616/jo>

## CHAPTER 7.

# VET governance

The Ministry of National Education, Children and Youth ( 24 ) is responsible for all types of education, including initial and continuing VET. Initial and continuing higher education is under the Ministry of Higher Education and Research ( 25 ). In cooperation with the Ministry of Labour, Employment and the Social and Solidarity Economy ( 26 ), the Ministry of National Education, Children and Youth is also responsible for training measures for the unemployed.

Cooperation between the State and the social partners is a core principle in VET. As stated in the law reforming VET ( 27 ), social partners are essential stakeholders who contribute to its organisation and implementation. The professional chambers' opinion is systematically sought on laws and regulations on economic, financial and social policy: labour law, social security, taxation, the environment, initial and continuing vocational training, and education. Development and periodic revision of programmes are ensured by curriculum committees, consisting of representatives of each school offering the respective profession or trade, representatives of the relevant professional chamber and the employee chamber, as well as sectorial representatives.

There are five professional chambers in Luxembourg:

- representing employers:
  - Chamber of Commerce ( 28 ),
  - Chamber of Trades and Skilled Crafts ( 29 ),
  - Chamber of Agriculture ( 30 ).
- representing wage earners:
  - Chamber of Employees ( 31 ),
  - Chamber of Civil Servants and Public Employees ( 32 ).

These chambers act as independent policy institutes; they are involved in Luxembourg's legislative procedures and are officially consulted on education matters. They are represented both at national level (Economic and Social Council, Tripartite Advisory Committee on Vocational Training) and European (Cedefop Governing Board, Advisory Committee on Vocational Training). In contrast to trade unions and employer associations, membership in the professional chambers is compulsory (with an annual subscription) for all employees and private companies.

The professional chambers were created by law in 1924 ( 33 ) and in 1964 (Chamber of Civil Servants and Public Employees) ( 34 ). They are public establishments, legal persons governed by civil law. Although the professional chambers are supervised by the government, they enjoy financial autonomy. Since 1929, the chambers have been involved in initial education, especially with regard to VET preparing for an occupation. They also have substantial powers regarding apprenticeships; in 1945, their remit in the establishment, supervision and termination of apprenticeship contracts was extended. Their power and involvement were reinforced by the 2008 law reforming VET ( 35 ) and the one of 2019 ( 36 ). Their involvement in vocational training includes:

- identifying training needs;
- guidance and information on training;
- determining the professions or trades offered in VET;
- training offers;
- organising training;

- designing framework training programmes;
- assessing training programmes and the training system;
- qualifications and validating experience acquired;
- accreditation of training companies.

The respective professional chambers are responsible for monitoring practical training under an apprenticeship contract. The Chamber of Commerce and the Chamber of Trades and Skilled Crafts have appointed apprenticeship counsellors for each trade and profession. Under authority of the Minister for Education and the professional chambers, apprenticeship counsellors have the mission to inform companies and apprentices about vocational training issues (legislation, organisation, programmes, class visits):

- ensure that practical training modules are applied during the in-company training periods;
- ensure close follow-up on the evolution of the apprentice at the training company;
- have the right to visit the training enterprises, and serve as an intermediary contact person for both parties in the event of questions or problems;
- are available to apprentices who need to reorient themselves and find an appropriate apprenticeship;
- follow their evaluation and, if needed or involved, take part in the class council and in the disciplinary councils;
- signal irregularities in legislation on vocational training to the competent institutions;
- contribute to the continuous adaptation of vocational training to new technologies by reporting on the evolution of the professions observed during visits to companies.

Professional chambers have established platforms for apprenticeship supervisors/tutors, responsible for the apprentice during work-based learning, where they can find all the necessary support during apprenticeship.

The professional chambers are also authorised by law to organise continuing training courses.

The Education Ministry has created two structures to improve the adaptation of schools to the needs of learners and the professional world.

A National Programme Council ( 37 ) was created alongside the National Observatory of School Quality at the beginning of 2018, to allow more exchanges and debates about education matters and to build a bridge between the educational and professional worlds. It should represent the voice of society in discussions about school programmes. The council has eight members (at least three men and at least three women), chosen according to their experience and expertise in different fields such as culture, economics, ecology, associations and others ( 38 ).

Private training providers are subject to the rules of the right to practise and must hold a ministerial authorisation to provide continuing training. For capital companies (legal entities) and partnerships (natural persons) the authorisation to practise as a 'manager of a continuing vocational training body' is issued by the Ministry of the Economy at the recommendation of the education ministry. Each body must comply with the worthiness ([1]) and qualifications criteria required.

Private non-profit organisations, foundations and natural persons need to apply individually to the minister responsible for vocational training to be approved as a continuing vocational training provider. Other institutional training providers can organise continuing vocational training without needing the request for authorisation. These include:

- institutions with public or private school status recognised by the public authorities, and issuing certificates recognised by these same authorities;

- professional chambers;
- municipalities;
- ministries, government services and public bodies.

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- [31] to learn more about the vocational training assistance see the flyer for Berufsausbildungsassistenz [Vocational training assistant] in English: [https://neba.at/neba-leistungen/berufsausbildungsassistenz/warum-bas?task=callelement&format=raw&item\\_id=624&element=1bd14ef3-f766-4dad-843b-49437aa92d48&method=download&args\[0\]=0](https://neba.at/neba-leistungen/berufsausbildungsassistenz/warum-bas?task=callelement&format=raw&item_id=624&element=1bd14ef3-f766-4dad-843b-49437aa92d48&method=download&args[0]=0) [accessed 27.8.2021]
- [20] Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding – Flemish Service for Employment and Vocational Training.
- [21] Commission communautaire française, French Community Commission, responsible for some competences for French-speakers in Brussels.
- [22] Minister for Vocational Training and Minister for Education at the COCOF; Minister for Higher Education and Adult Learning and Minister for Education at the French Community; Minister for Vocational Training and Employment at the Walloon Region. New governments decide about the distribution of tasks within its ministries (there can thus be one, two or three ministers involved).
- [23] Service francophone des métiers et qualifications – the French-language service for jobs and qualifications.
- [24] VDAB: Flemish Employment and Vocational Training Agency. Bruxelles Formation: The Brussels Institute for Vocational Training. SFPME: Service Formation PME: the training service for small and medium-sized enterprises, in Brussels. EFP (Espace Formation des Petites et Moyennes entreprises: the training centre in Brussels for SMEs).
- [15] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [23] In Greek: Γενική Διεύθυνση Ευρωπαϊκών Προγραμμάτων, Συντονισμού και Ανάπτυξης (ΓΔ ΕΠΣΑ): [http://www.dgepcd.gov.cy/dgepcd/dgepcd.nsf/index\\_gr/index\\_gr?OpenDocument](http://www.dgepcd.gov.cy/dgepcd/dgepcd.nsf/index_gr/index_gr?OpenDocument)
- [37] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. [www.msmt.cz](http://www.msmt.cz)
- [38] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV]. [www.mpsv.cz](http://www.mpsv.cz)
- [40] Absolutorium is a final examination at tertiary professional schools consisting of the theory of vocational subjects, a foreign language, a graduate thesis and its defence. Upon successful passing of the absolutorium, the graduate attains a tertiary professional qualification and the title of a specialist with a diploma (diplomovaný specialista, DiS).
- [50] BBiG: [https://www.gesetze-im-internet.de/bbig\\_2005/](https://www.gesetze-im-internet.de/bbig_2005/)
- [53] Berufsbildungsgesetz (BBiG).
- [54] Kultusministerkonferenz (KMK).
- [55] Zuständige Stellen.
- [24] Vocational Educational Institutions Act (Parliament, 2013); Vocational education standard (Government, 2013), work-based learning regulation (MoER, 2007); Private Schools Act (Parliament, 1998b); Professional Higher Education Institutions Act (Parliament, 1998a); Adult Education Act (Parliament, 2015); Professions Act (Parliament, 2008a); Recognition of Foreign Professional Qualifications Act (Parliament, 2008b); Study Allowances and Study Loans Act (Parliament, 2003a); Youth Work Act (Parliament, 2010b).
- [30] Until the end of 2011 this function was performed by the National Examinations and Qualifications Centre (NEQC) (Riiklik Eksami- ja Kvalifikatsioonikeskus). In 2012, NEQC

joined Foundation Innove, and in 2020 Foundation Innove joined the Education and Youth Authority.

- [19] Qualification structure is a system of qualifications. It defines how many there are, initial, further and specialist VET qualifications: their share, titles and competence points (total and for common units; their division within the qualification is decided by the Finnish National Agency for Education).
- [20] Some VET providers are foundations or limited companies; they are categorised as 'private' but municipalities usually have shares in such companies/foundations.
- [23] Zakon o Agenciji za strukovno obrazovanje i obrazovanje odraslih [Act on Agency for VET and Adult Education]; Official Gazette No 24/2010.
- [24] Zakon o izmjenama i dopunama Zakona o strukovnom obrazovanju [Amendments to the Vocational Education and Training Act]; Official Gazette No 25/2018.
- [26] Training chain (filiera formativa): set of pathways to achieve technical education and vocational education diplomas, at the end of the five-year school courses, of technical institutes and professional institutes.
- [27] National Institute for Documentation, Innovation and Educational Research:  
<http://www.indire.it/en/>
- [28] As defined in Inter-ministerial Decree dated 7 February 2013, professional technical hubs are intended to be the functional interconnection between the subjects in the training chain and companies in the production chain and are therefore identified as 'training venues for learning in situ', established thanks to network agreements for sharing public and private workshops that are already operating; this interconnection also establishes venues dedicated to learning in applicative contexts, in order to make full use of existing professional resources, even based on 'workshop at school' and 'enterprise school' modes.
- [24] Ministère de l'Éducation Nationale, de l'Enfance et de la Jeunesse (MENJE). Hereinafter referred to as education ministry.
- [25] Ministère de l'Enseignement Supérieur et de la Recherche (MESR). Hereinafter referred to as higher education ministry.
- [26] Ministère du Travail, de l'Emploi et de l'Économie Sociale et Solidaire (MTE). Hereinafter referred to as labour ministry.
- [28] Chambre de Commerce.
- [29] Chambre des Métiers.
- [30] Chambre d'Agriculture.
- [31] Chambre des Salariés.
- [32] Chambre des Fonctionnaires et Employés Publics.
- [37] Conseil national des programmes.
- [38] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.  
[http://libserver.cedefop.europa.eu/vetelib/2019/Vocational\\_Education\\_Training\\_Europe\\_Luxe](http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe)

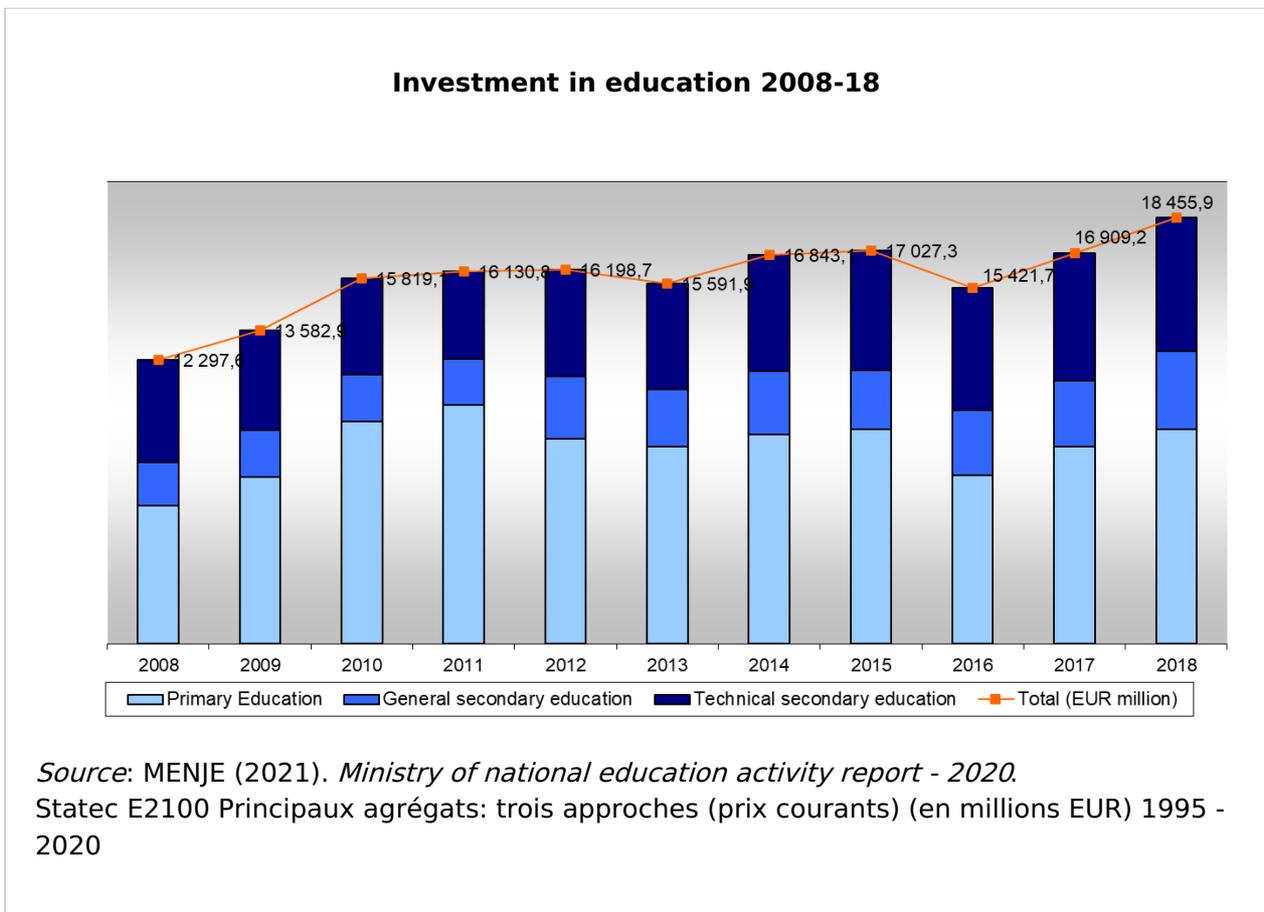
## CHAPTER 8.

# VET financing mechanisms

Total government expenditure on public education as a percentage of GDP was 4.7% in 2019, equal to the EU-27 share ( 39 ). In 2018, Luxembourg devoted the highest level of financial resources to education per learner among the OECD ( 40 ) countries. At secondary level, the expenditure per learner is EUR 21 067, while the OECD average is about EUR 9 176 ( 41 ).

In 2018, funding for initial public education was EUR 1.85 billion ( 42 ), shared between the three levels of initial education: primary, general secondary, and technical secondary (including VET). Education is financed at two levels: central government and local administrations (106 municipalities).

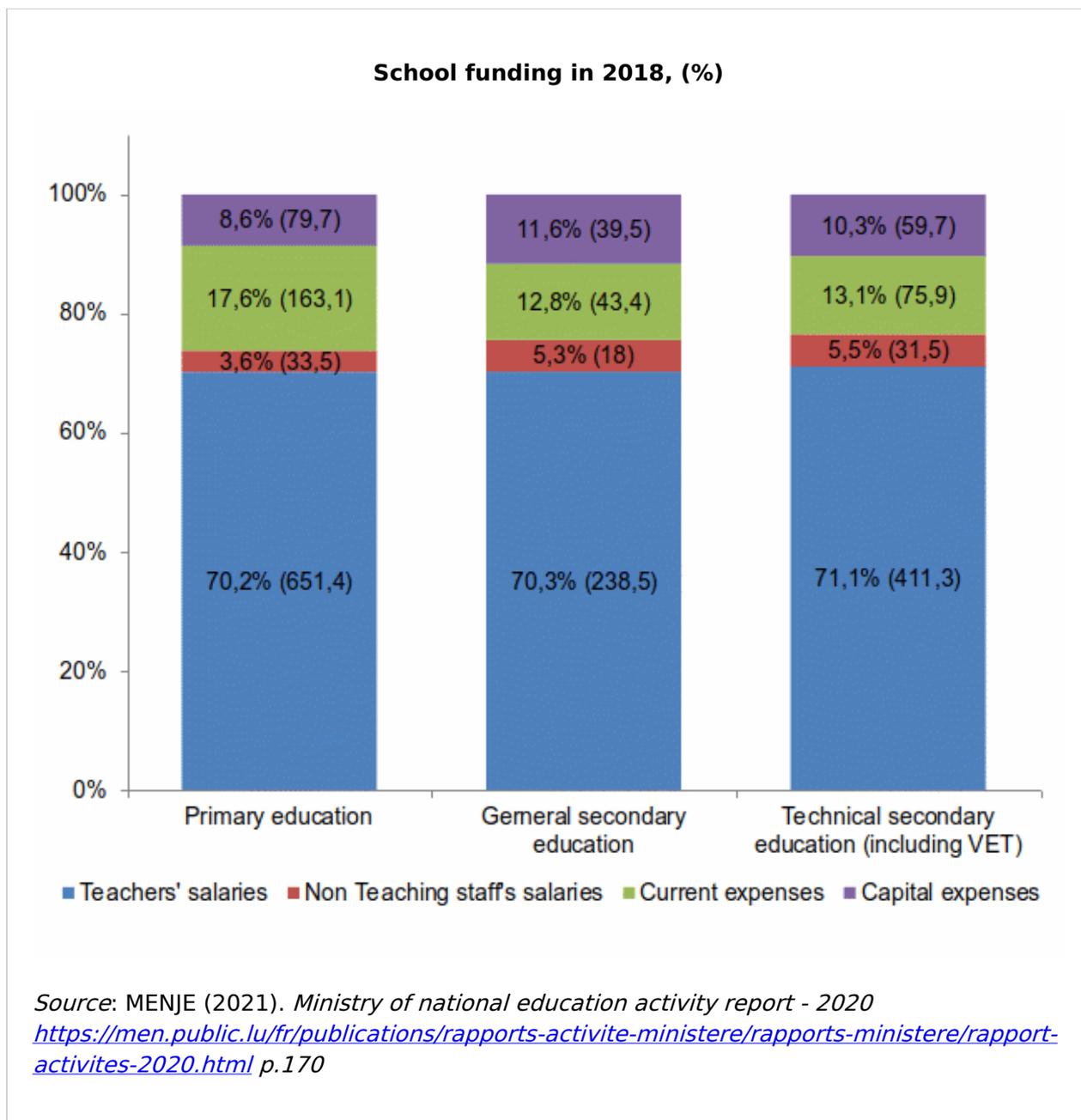
In 2018, half (50.3%) of the funding went to primary education (EUR 928 million). At secondary level, expenditure on technical education was higher (EUR 578 million, 31.3% of total funding) than general education (EUR 339 million, 18.4% of total funding). It covered remuneration of teachers, administrative and technical staff, operating costs and investments.



Public funding for general and technical secondary schools slightly decreased between 2008 and 2011 but increased in 2012 (+26%). After a new fall in 2013 (-4.0%), it has registered a positive development until 2018.

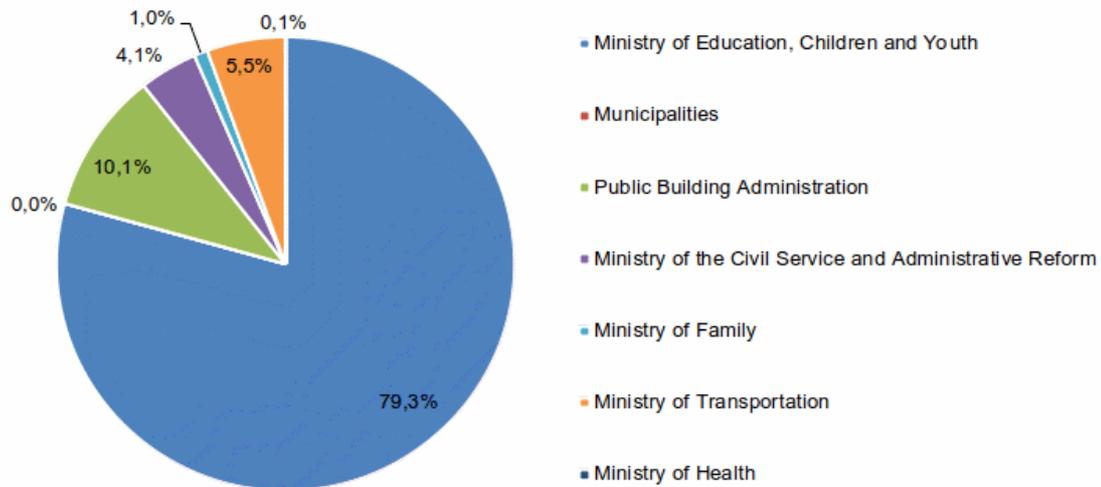
Public funding includes:

- teachers' salaries;
- non-teaching staff salaries;
- current expenses (goods and services to ensure the daily functioning of educational services; school allowances; care of children outside school hours at municipal level for extra-curricular and after-school activities; the costs incurred by school medicine and school transport);
- capital expenses (movable and immovable assets).



As shown in the above figure, salaries make up the highest costs of all education programmes (74-77%). The share is greater in technical secondary education (including VET) (77%) than in primary education (74%). The share of current expenses is higher in primary (17.6%) education than in general (12.8%) or in technical (13.1%) secondary education, possibly because care of children outside school hours at municipal level is costlier at this level.

### Funders of technical secondary education (including VET) in 2018



Source: MENJE (2021). *Ministry of national education activity report - 2020*.

The financing of technical secondary education (including VET) comes unevenly from central government expenditures.

### Funding for individuals in higher education

The government offers higher education learners financial support in the form of a grant and a loan (basic grant: EUR 1 050, mobility grant: EUR 1 286, grant on social criteria: EUR 0 to 1 995, family grant: EUR 262, student loan: EUR 3 250, registration fee: EUR 0 to 1 800) per academic semester: the grant and loan proportions depend on the applicant's income ( 43 ). Tuition fees are taken into account when calculating the financial support. In each academic year, higher education learners apply for the support twice: before the winter and summer semesters ( 44 ).

### Funding continuing VET

Continuing training for employees or for individuals (private initiative) is normally funded by the enterprises or individuals themselves. However, in some sectors, companies must pay a levy to sectoral training providers to benefit from specific access conditions and prices. Companies may also contribute to training centres voluntarily to benefit from specific access conditions and prices. Companies and individuals can receive support and incentives for CVET, often non-financial but linked to working time arrangements.

### Funding training for the unemployed and other vulnerable groups

Training for the unemployed and other groups excluded from the labour market is supported by the labour ministry, via the employment fund (*Fonds pour l'emploi*) and the education ministry. The public employment service also provides financial support and organises different training programmes for job seekers.

Some projects for job seekers are jointly financed by the European Social Fund. Most are focused on job segments with a high development potential or aim at upskilling or reskilling of participants, such as FIT4 digital future 2.0 (development of skills for the IT sector) or Skill you up (in cooperation with the Chamber of Commerce).

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- [25] See also: [https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-3\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-3_en)
- [26] See also: [https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-5\\_nl](https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-5_nl)
- [27] <http://www.oecd.org/education/Education-Policy-Outlook-Country-Profile-Belgium.pdf>
- [28] IAWM: Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen / Institute for vocational and educational training in small and medium-sized companies in BE-DE. ADG: Arbeitsamt der Deutschsprachigen Gemeinschaft, Public Employment Service of the German-speaking Community. Le Forem: Office wallon de la Formation professionnelle et de l'Emploi/ The Walloon Office for Vocational Training and Placement. VDAB: Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding/ Flemish Employment and Vocational Training Agency. Bruxelles Formation: Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for Vocational Training. Actiris: Brussels Public Employment Service.
- [39] Ministry of Education, Youth and Sports. Vývojová ročenka školství 2021/11-2020/21 [Statistical Yearbook on Education 2010/11-2020/21]. <https://www.msmt.cz/vzdelavani/skolstvi-v-cr/statistika-skolstvi/vyvojova-rocenka-skolstvi-2010-11-2020-21> [accessed 18.8.2021].
- [41] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy - MŠMT]. [www.msmt.cz](http://www.msmt.cz)
- [42] The education ministry sets the limits for each year.
- [43] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí - MPSV]. [www.mpsv.cz](http://www.mpsv.cz)
- [56] Bundesministerium für Bildung und Forschung (BMBF).
- [57] Bundesministerium für Wirtschaft und Energie (BMWi).
- [58] Bundesministerium für Arbeit und Soziales (BMAS)
- [59] Bundesagentur für Arbeit (BA)
- [61] Bundesinstitut für Berufsbildung (BIBB).
- [64] Überbetriebliche Berufsbildungsstätten (ÜBS) and in the skilled trade sector (ÜLU).
- [65] Ausbildungsverbände.
- [69] Specific information on all public funding activities is available on <http://www.foerderdatenbank.de/>
- [74] Volkshochschulen (VHS).
- [21] The most recent available data of 2017.
- [22] VET providers must collect these data. The system is not fully operational yet as the new financing system will be ready in 2023.
- [25] Local authorities as the legal founders and owners of the schools can also be investors regarding buildings/infrastructure.
- [26] Eurostat, gov\_10a\_exp [extracted 28.7.2021].
- [27] VET System Development Programme 2016-20.
- [28] Zakon o strukovnom obrazovanju [Vocational Education and Training Act]; Official Gazette No 30/2009, 24/2010, 22/2013, 25/2018

- [29] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020. Pravilnik o minimalnim uvjetima za ugovore o naukovanju [Regulation on minimal conditions for apprenticeship contracts]. Official Gazette No 107/2020.
- [23] <https://tradingeconomics.com/iceland/gdp> [Accessed: 14.10.2021].
- [24] <https://tradingeconomics.com/iceland/government-spending-to-gdp> [Accessed: 14.10.2021].
- [25] See more information on the fund here at Rannis' website:  
<https://www.rannis.is/sjodir/menntun/vinnustadanamssjodur/> [Accessed: 30.9.2021].
- [26] See the relevant information here at (trade union) Samidn's website:  
<https://samidn.is/2012/08/31/launataxtar-samtoek-atvinnulifsins/>
- [39] Eurostat - Table gov\_10a\_exp [accessed 02.08.2021].
- [40] OCDE (2020), Regards sur l'éducation 2020 : Les indicateurs de l'OCDE, Éditions OCDE, Paris, <https://doi.org/10.1787/7adde83a-fr>
- [43] <https://guichet.public.lu/fr/citoyens/enseignement-formation/etudes-superieures/aides-logement/aide-financiere.html> [accessed 2.8.2021].

## CHAPTER 9.

# Teachers and trainers

### 9.1 VET teacher types

The Law of 25 March 2015 established different teacher careers in the Luxembourgish education system. The new law of 1 August 2019 introduces a coherent initial training structure for all professionals in public education.

The recruitment and management of teachers for technical secondary education (including VET) is the responsibility of the State. According to the needs of secondary schools, their civil servant teaching staff may be reinforced by permanent, either full-time or part-time, teachers engaged as public employees (*chargés d'enseignement à durée indéterminée*). In addition, fixed-term, full-time or part-time teachers (*chargés d'éducation à durée déterminée*) may be hired as public employees for replacement purposes.

**Teacher career** (both for civil servants and employees)

Type of teacher	Type of teaching	Required diploma
Secondary school teachers A1	Technical, general secondary education and adult education	BA and MA
Technical education teachers A2	Technical secondary and adult education	BA
Master of technical education B1	Technical secondary and adult education	Master craftsman diploma or BTS

There are no additional specific access or training requirements for VET teachers beyond a diploma and language requirements (mastery in the three administrative languages). Recruitment procedures and training provisions for teachers in general secondary education are the same as for teachers in technical secondary education.

Secondary teachers in career A1 should hold a master degree and at least their bachelor degree, or the master, should be in relation to the subject taught. Master degrees preparing for the profession of teacher are also accepted (*Lehramt*, Master in secondary education). Technical secondary school teachers (A2) should hold either a bachelor degree or a recognised diploma certifying 3 years of study in their field of expertise. Masters of technical education B1 should hold a Master craftsman diploma (*Brevet de maîtrise*) or a higher technician certificate or a foreign diploma attesting to at least 2 years of study in relation to the required field.

The University of Luxembourg offers training leading to a Master in secondary education (EQF7). This academic programme focuses on didactics. It is addressed to students holding a BA in a specific subject, who wish to be trained in didactics in this field. As future teachers will be able to acquire thorough knowledge in pedagogy and didactics, some courses may be exempted from the initial training programme of their teacher career. Master programmes are offered in German language and literature, in French language and literature as well as in mathematics.

To access the civil servant career, teachers must pass an examination. Civil servants and employees must complete a 2-year initial training programme at the Training Institute of National Education (Institut de formation de l'Éducation nationale, IFEN) created in 2015 ( 45 ) and 1 year of further development training. However, the organisation and the number of training hours differ, as well as the number of exemptions from weekly lessons depending on

the career.

### **In-company trainers**

The law of 19 December 2008 stipulates that an enterprise offering training or apprenticeship must have 'the right to train' by fulfilling a number of conditions defined according to the Grand-Ducal Regulation of 3 August 2010 ( 46 ). The company must appoint one or more tutors aged over 21 to mentor apprentices throughout their apprenticeship. The tutor is in charge of the practical training and the pedagogic supervision of the apprentice. He is also appointed as the contact person for the apprenticeship counsellor and the competent professional chamber with regard to the progress of the apprentice. The law has increased the responsibility of the tutor for training and assessment of the apprentices. Each tutor has to undergo 3-day training, organised by the competent professional chamber. A trainer holding a master craftsman diploma (*Brevet de Maîtrise*) or equivalent is exempted from this mandatory training. The training *Tuteur en Entreprise* (tutor in company) comprises a legal part, a pedagogic part and a part on assessment. It gives tutors useful tools to set up a training path, manage the relationship with the apprentice, identify the mission of the tutor and be able to help apprentices integrate in the labour market and the enterprise ( 47 ).

## **9.2 Continuing professional development of teachers/trainers**

The Training Institute of National Education (IFEN) designs, implements and evaluates the professional insertion (internship) and the continuing professional development of teachers and psycho-social staff in education.

CPD has become increasingly important over the years and is now considered a professional duty in the Luxembourgish education system. According to the law, teachers in secondary education shall attend 48 hours of continuing training over a period of 3 years. Half of these hours should either concern priority training areas or be part of the school's internal training plan. Ministry of Education staff do not pay any fees for training organised by the IFEN. Within the SCHiLW framework (*Schulinterne Lehrer/innen-Weiterbildung*, School teachers' continuing training), the IFEN supports secondary schools that are willing to set up training plans (*plans de formation*, not compulsory). These plans contribute to greater coherence between the school's objectives and teachers' training activities.

The continuing training offer is drawn up by the IFEN in collaboration with, and upon request of, the school staff, who are consulted yearly. IFEN tries to respond to individual needs identified at different levels, as well as to political decisions, and is in regular contact with the national vocational commissions (see Shaping VET qualifications). CPD is provided according to training objectives and the availability of the teachers being trained: seminars (one-off training courses), training days, conferences, sequential continuing training (introductory module followed by a practical phase which may or may not be accompanied by an exchange and intensification phase). In a period of rapid technological change, it is essential that VET teachers continuously update their vocational skills and knowledge, to ensure learners leave the VET system with skills that can be put into practice immediately.

In order to contribute to the academic success of learners, training offered to teachers aims to develop, in priority, the following teaching professional skills:

- priority 1: teaching and learning in a competence-based approach;
- priority 2: teaching and learning language skills in a multilingual context;
- priority 3: information and communication technologies;
- priority 4: teamwork and communication;
- priority 5: personal professional development;
- priority 6: school development;

- priority 7: school management;
- priority 8: socio-educational work.

- [35] For detailed information about the training of teachers and trainers in Austria, see Eurydice: [https://eacea.ec.europa.eu/national-policies/eurydice/content/teachers-and-education-staff-1\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/teachers-and-education-staff-1_en) [accessed 31.8.2021] and <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers> [accessed 31.8.2021].
- [36] See Federal Law Gazette [https://www.ris.bka.gv.at/Dokument.wxe?Abfrage=BgblAuth&Dokumentnummer=BGBLA\\_2013\\_I\\_211](https://www.ris.bka.gv.at/Dokument.wxe?Abfrage=BgblAuth&Dokumentnummer=BGBLA_2013_I_211) [accessed 31.8.2021].
- [29] IFAPME: Institut wallon de Formation en Alternance et des indépendants et des Petites et Moyennes Entreprises / Walloon Institute for apprenticeship and entrepreneurial training in small and medium enterprises in Wallonia. Bruxelles Formation : Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for Vocational Training. SFPME: Service Formation PME / the training service for small and medium-sized enterprises, in Brussels. Le Forem : Office wallon de la Formation professionnelle et de l'Emploi / The Walloon Office for Vocational Training and Placement.
- [30] <https://www.formaform.be/>
- [31] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [17] Ordinance No 15, active as of 22.07.2019: [https://mon.bg/upload/27985/nrdb15-2019\\_statut\\_uchiteli-izm24092021.pdf](https://mon.bg/upload/27985/nrdb15-2019_statut_uchiteli-izm24092021.pdf)
- [18] <http://iropk.mon.bg/>
- [19] [https://mon.bg/upload/27985/nrdb15-2019\\_statut\\_uchiteli-izm24092021.pdf](https://mon.bg/upload/27985/nrdb15-2019_statut_uchiteli-izm24092021.pdf)
- [20] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [26] Cyprus Pedagogical Institute(CPI). In Greek: Παιδαγωγικό Ινστιτούτο Κύπρου: <http://www.pi.ac.cy/pi/index.php?lang=el>
- [28] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [44] The Act No 563/2004 Coll. on pedagogical staff stipulates what type of study programmes and certificates are required for individual categories of teachers (master degree, absolutorium, matura certificate or VET certificate).
- [45] They are also available for teachers of artistic vocational subjects at elementary artistic schools, secondary schools and conservatoires, as well as teachers at language schools authorised to organise State language examinations.
- [46] Usually people who are specialists from companies wanting to become full-time teachers opt for these programmes.
- [47] National register of qualifications (Národná soustava kvalifikací).
- [48] A teacher with special education/courses who is able to prevent and, if necessary, also effectively solve problematic behaviour or situations that may appear in class or school (drugs, cyber bullying, etc.)
- [50] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [81] See also: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.
- [82] Berufsbildungsgesetz (BBiG), 2005 <https://www.gesetze-im->

[internet.de/bbig\\_2005/BBiG.pdf](http://internet.de/bbig_2005/BBiG.pdf)

- [83] Ausbilder-Eignungsverordnung (AEVO), last amended in 2009. [https://www.gesetze-im-internet.de/ausbeignv\\_2009/AusbEignV\\_2009.pdf](https://www.gesetze-im-internet.de/ausbeignv_2009/AusbEignV_2009.pdf)
- [84] Vorbereitungsdienst
- [85] Kultusministerkonferenz (KMK).
- [86] This section is based on: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.
- [87] See also: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018. [http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet\\_Germany\\_VET\\_in\\_Europe\\_2018.pdf](http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf)
- [88] AEVO, Ausbildereignungsprüfung.
- [89] geprüfter Aus- und Weiterbildungspädagoge
- [90] geprüfter Berufspädagoge
- [92] Kultusministerkonferenz (KMK).
- [93] This section is based on: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.
- [35] European credit transfer and accumulation system.
- [36] Kutsekoda: [https://www.kutseregister.ee/en/standardid/standardid\\_top2/](https://www.kutseregister.ee/en/standardid/standardid_top2/)
- [37] <https://www.haridussilm.ee/ee/tasemeharidus/haridustootajad/opetajate-palgaanalus/palk-2007-2019> Õpetajate keskmise brutokuupalk 2007-19
- [38] Source: Estonian education information system (Eesti Hariduse Infosüsteem).
- [40] E.g. healthcare or social services.
- [41] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [23] In-company trainers (nationally referred to as workplace instructors) are responsible for supervising learners during their on-the-job learning periods or apprenticeship training in enterprises.
- [30] Eurostat, educ\_uoe\_perp01 [extracted 29.7.2021].
- [31] Pravilnik o napredovanju učitelja, nastavnika, stručnih suradnika i ravnatelja u osnovim i srednjim školama i učeničkim domovima [Regulation on professional advancement of teachers, education professionals and school directors in primary and secondary schools and student dormitories]. Official Gazette No 68/2019, 60/2020, 32/2021.
- [32] As part of the national project Modernisation of the continuous professional development of VET teachers, launched by AVETAE in 2017 and co-funded by the European structural and investment fund.
- [33] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [27] European credit transfer and accumulation system (ECTS). is a credit system designed to make it easier for students to move between different countries. Since it is based on the learning achievements and workload of a course, a student can transfer their credits from one university to another so they are added up to contribute to an individual's degree programme or training. It helps to make learning more student-centred. It is a central tool in the Bologna process, which aims to make national systems more compatible and was adopted into Icelandic legislation with the law on universities No 63/2006 (Parliament, [www.althingi.is](http://www.althingi.is)). It also helps with the planning, delivery and evaluation of study

programmes, and makes them more transparent. European credit transfer and accumulation system credits represent the workload and defined learning outcomes ('what the individual knows understands and is able to do') of a given course or programme. 60 credits are the equivalent of a full school year of study or work, or two full semesters. In a standard academic year, 60 credits would usually be broken down into several smaller components. A typical 'first cycle' (or bachelor) degree, would consist of 180 or 240 credits, whereas a typical 'second cycle' (or master) degree, would consist of 90 or 120 credits, with at least 60 credits at second cycle level. The use of European credit transfer and accumulation system at the 'third cycle' (or Ph.D. level) varies. European credit transfer and accumulation system has been adopted by most of the countries in the European higher education area (EHEA), and is increasingly used elsewhere. More information on the European credit transfer and accumulation system available at: [https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects\\_en](https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en) . More information on Bologna process and the European higher education area available at: [https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area\\_en](https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area_en)

- [28] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [31] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [47] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018. [http://libserver.cedefop.europa.eu/vetelib/2019/Vocational\\_Education\\_Training\\_Europe\\_Luxe](http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe)

## CHAPTER 10.

# Shaping VET qualifications

### 10.1 Anticipating skill needs

VET standards are developed in cooperation between the education ministry and the professional chambers. Curricula are based on occupational standards and informed by skill needs in enterprises. The following institutions ensure VET provision in line with labour market needs:

- Permanent Labour and Employment Committee (Comité Permanent du Travail et de l'Emploi): the ministries of education and labour cooperate through this committee. It is responsible for reviewing the labour market situation regularly. Its working methods include analysis of job supply and skills demand;
- Training Observatory: established in 2012 by the National Institute for the Development of Continuing Vocational Training (INFPC); it provides the government and social partners with detailed statistics and reliable qualitative analyses on training issues; these are useful insights for public policy and private strategies in the lifelong learning domain;
- Employment Observatory: established by the labour ministry; analyses labour market data, publishes a labour market dashboard and organises annual conferences on relevant labour market issues and employment;
- Competence Centre: to help improve initial and continuing training offers, the University of Luxembourg Competence Centre, in cooperation with companies, identifies and anticipates competence needs in sectors and occupations. Analyses cover law, finance, health, and ICT & digitalisation;
- Business Federation of Luxembourg: since 1997 has conducted annual surveys ( 48 ) on skill needs, alternatively in the industrial and in the information technology and communication sectors. It explores skill needs in enterprises to achieve a good balance between vocational training supply and labour market demand. The survey is the basis for the *Qualifications of tomorrow (Les qualifications de demain)* publication ( 49 ). It offers forecasts of enterprise skill requirements for replacements and new job openings, and the associated qualification levels. The publication provides young people and their parents with insights into education paths and encourages public authorities, professional chambers and other VET actors to take account of enterprises' training needs in CVET ( 50 ).

See also Cedefop's skills forecast ( 51 ) and European Skills Index ( 52 ).

### 10.2 Designing qualifications

#### **Development of VET qualifications**

The development of VET qualifications is based on the following elements:

- occupational profile: lists the areas of activities as well as the activities and tasks of future occupations after 2 to 3 years of workplace experience;
- training profile: based on the occupational profile defined by learning domains: occupational and general competences;
- training programme based on the training profile:
  - defines the learning outcomes for each competence and regroups them by learning domain;
  - organises the learning domains and outcomes in modules and credits;
  - curriculum: determines the content of the different modules.

## **Responsible bodies**

The main bodies responsible for designing qualifications are curriculum committees and national vocational training commissions ( 53 ).

### **a) Curriculum committee**

A curriculum committee is associated with a specific profession or group of professions; training institutions ( 54 ) and schools are equally represented. The Minister for Education decides on the maximum number of representatives for each committee. The curriculum committee:

- develops and revises the framework programmes ( 55 ) for the trades and professions it is responsible for;
- ensures consistency between the objectives of school-based and work-based training;
- provides guidelines and procedures for continuous assessment of learners at school and in the workplace, in cooperation with the respective national commissions. The guidelines and procedures feed into evaluation frameworks adopted by the Minister for Education;
- develops and evaluates the 'integrated project' (*projet intégré*) that replaces the former final exams. The project aims to check whether the learner has developed the complex competences needed to solve a real or simulated work situation.

### **b) National vocational training commissions**

National vocational training commissions (*commissions nationales de formation*) exist for each division, trade and profession of technical secondary education; they

- give advice or make proposals as regards course programmes, timetable, teaching language, didactic materials and the framework programmes and assessment framework;
- elaborate and revise course content for the modules included in the programmes they are responsible for;
- issue opinions on the framework programmes and assessment criteria that fall within their competence.

The national vocational training commissions comprise:

- a teacher from each school where vocational or technician programmes are offered;
- a representative of the national general education commissions, designated by the minister;
- a representative of each professional chamber associated with the training;
- representatives of the higher council of health professions and employer representatives for health sector professions;
- employer representatives of education and social institutions, for social sector professions.

There are also national commissions on general education for each module dealing with general education subjects. They elaborate and revise the framework programme and then the course contents for general subjects taught in VET programmes in cooperation with the national vocational training commissions.

### **c) Division for Curriculum Development within education ministry**

A Division for Curriculum Development ( 56 ) was created within the Department for Coordination of Educational and Technological Research and Innovation (SCRIPT) within the Ministry of Education, to simplify the implementation of the 2008 reform. It provides support to the national commissions of programmes in elementary and secondary education, as well as to the curriculum teams and national vocational commissions of vocational training, assisting them in their tasks of developing and adapting curricula. This division coordinates the work of national commissions, guarantees the implementation and supervises the coherence and

consistency of curricula. The division works in close collaboration with various stakeholders to guarantee the scientific framework of curriculum development. It also works in collaboration with the recently installed National Programme Council.

Within the division a competence unit for curriculum design in VET is in charge, every 5 to 6 years, of the analysis and evaluation of all curriculum documents (*documents curriculaires*). During the process, they consult representatives of employers, young graduates and teachers in order to identify any possible needs for adaptation. Subsequently, proposals for the adaptation of curriculum documents will be submitted to the curriculum teams, which can then implement them with the possible support of the competence unit.

### **Qualifications framework**

The development and implementation of the European qualifications framework for lifelong learning (EQF) is seen as an opportunity to make explicit the existing education and training levels and the links between them. The key objective of the eight-level national qualifications framework (*cadre luxembourgeois des qualifications*, CLQ) is to increase the transparency of qualifications. The CLQ serves as a non-binding guiding framework for stakeholders: individuals, education and training providers, and the labour market.

The CLQ was referenced to the EQF and the qualifications framework in the European higher education area (QF-EHEA) in 2012. Beginning in 2014, a committee represented by the education ministry and the higher education ministry published a report which detailed the links between the CLQ and the EQF and to the QF-EHEA. Levels 6-8 include qualifications awarded by Luxembourg University only. VET qualifications have been assigned to EQF levels 2-5, with the higher technician and the master craftsman certificate, for instance, at the latter.

The philosophy of the CLQ is to show that lifelong learning is not fragmented and that it should not be restricted to formal qualifications. The referencing report, however, only reflects formal education and training, which is changing and moving towards a learning outcomes approach. Once this change is complete, a new report reflecting an adjusted lifelong learning framework, including qualifications acquired through non-formal and informal learning, will be published ( 57 ).

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[37] See AMS. Qualification barometer <http://www.ams.at/qualifikationsbarometer> [accessed 31.8.2021].

[38] for more information on the new skills initiative and results see <https://www.ams.at/newskills> [accessed 31.8.2021].

[39] Cedefop. Skills forecast. <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast> [accessed 31.8.2021].

[40] Cedefop. Skills panorama. <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index> [accessed 31.8.2021].

[32] Competent can be freely accessed at the following website: SERV. Sterk door overleg. <https://www.serv.be/serv>

[33] <https://www.steunpuntwerk.be/>

[34] Bassins de l'Enseignement qualifiant – Formation – Emploi, IBEFE.

[35] Previously Brussels Observatory of Employment and Training.

[36] Bruxelles Formation : Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for vocational training.

[37] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills->

[forecast](#)

- [38] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [40] Service francophone des métiers et des qualifications – the French-speaking Agency for Professions and Qualifications.
- [41] IAWM: Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen / Institute for alternating training and small and medium enterprises.
- [42] ADG: Arbeitsamt der Deutschsprachigen Gemeinschaft Belgiens / Employment and Vocational Training Agency in the German-speaking Community.
- [21] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [22] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [23] <https://www.mon.bg/bg/57>
- [24] <https://www.navet.government.bg/bg/media/ZPOO-2018-1.pdf>
- [25] <http://www.mon.bg> and <http://www.navet.government.bg>
- [26] Framework programmes include: general provisions, including the regulatory basis, the aim and purpose of the programme; requirements: entry (age, medical, previous education and qualification level), career and education pathways, form(s) of training (day full-time, evening, part-time, individual, distance, dual, self-learning); curriculum; training module content (theoretical and practical); graduation requirements (State examinations for full qualifications and final examinations for partial qualifications).
- [27] National Agency for Vocational Education and Training (NAVET). Optimisation of List of professions for VET. <https://www.navet.government.bg/bg/lpvet-opt/>
- [33] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [34] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [51] <https://www.predikcetrhuprace.cz/>
- [52] Available at [www.infoabsolvent.cz](http://www.infoabsolvent.cz).
- [53] <https://www.infoabsolvent.cz/Temata/ClanekAbsolventi/4-4-02/Charakteristiky-a-perspektivy-odvetvi-ekonomiky-v-34>[accessed 10.11.2021].
- [54] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV]. [www.mpsv.cz](http://www.mpsv.cz)
- [55] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. [www.msmt.cz](http://www.msmt.cz)
- [56] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [57] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [58] [www.narodnikvalifikace.cz](http://www.narodnikvalifikace.cz)
- [59] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: <https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani> [accessed 10.11.2021].
- [60] A vocational qualification (profesní kvalifikace) is defined as an ability of a person to perform a task or a set of tasks within an occupation. It corresponds to certain activities (e.g. furniture assembly, installation of lifts, manufacture of upholstered seats, sports massage, flower arrangement, cold dishes catering, production of ice cream, etc.) but does not cover the whole occupation.
- [61] A complete vocational qualification (úplná profesní kvalifikace) is defined as a professional

competence to perform all the tasks within an occupation (e.g. pastry chef, hairdresser, plumber, economist, engineering technician, etc.). It can be acquired either by completing an IVET programme or by the recognition of prior learning.

- [62] [www.narodnikvalifikace.cz](http://www.narodnikvalifikace.cz)
- [63] In Czech: Vyšší odborné školy.
- [64] In Czech: Vysoké školy.
- [65] [www.nsp.cz](http://www.nsp.cz)
- [66] <https://www.narodnikvalifikace.cz/>
- [67] [www.nsp.cz](http://www.nsp.cz)
- [68] <https://www.spcr.cz/struktura-sp-cr/45-aktualne/co-by-vas-mohlo-zajimat/10355-zamestnavatele-se-vice-zapoji-do-prakticke-vyuky->; <https://1url.cz/TKha1> [accessed 10.11.2021].
- [94] Bündnis für Arbeit, Ausbildung und Wettbewerbsfähigkeit.
- [97] Institut für Arbeitsmarkt und Berufsforschung (IAB).
- [100] Referenz-Betriebs-System (RBS).
- [101] <https://www.bibb.de/de/12471.php>
- [102] <https://www.bibb.de/en/49603.php>
- [107] Arbeitsmarktbarometer.
- [108] <https://www.iab.de/de/daten/arbeitsmarktbarometer>
- [109] <https://www.iab.de/de/befragungen.aspx> ; <https://www.vdi.de/presse/publikationen/> ; [https://www.bitkom.org/de/markt\\_statistik/806.aspx](https://www.bitkom.org/de/markt_statistik/806.aspx) .
- [110] <https://www.boeckler.de/index.htm>
- [111] <https://www.fes.de/>
- [112] <https://www.kas.de/>
- [113] <https://www.bertelsmann-stiftung.de/cps/rde/xchg/bst>
- [115] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [116] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [117] Ausbildungsberufe.
- [120] Bundesministerium für Wirtschaft und Energie (BMWi)
- [121] Bundesministerium für Bildung und Forschung (BMBF)
- [124] Berufsbildungsgesetz (BBiG)
- [125] Bundesministerium für Wirtschaft und Energie (BMWi).
- [127] Der ‚Bund-Länder-Koordinierungsausschuss Ausbildungsordnungen/Rahmenlehrpläne‘ (KoA).
- [42] Ministry of Economic Affairs and Communications.
- [44] <https://oska.kutsekoda.ee/en/oska-sectors/>
- [45] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [46] <https://www.cedefop.europa.eu/en/tools/european-skills-index>
- [47] Kutsekoda: State register of occupational qualifications: <http://www.kutsekoda.ee/kutseregister>
- [24] <https://beta.oph.fi/fi/tilastot-ja-julkaisut/julkaisut/osaaminen-2035>
- [25] It means that VET providers can decide within the limits of the licence received from

Ministry of Education and Culture what qualifications and training programmes to offer.

- [26] This section is based on Cedefop's Skills Panorama (2017). Skills anticipation in Finland. Analytical highlights series.  
[http://skillspanorama.cedefop.europa.eu/en/analytical\\_highlights/skills-anticipation-finland](http://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-anticipation-finland)
- [27] A reduction in the number of employees, which is achieved by not replacing those who leave.
- [28] Growth in competences for Finland: proposed objectives for degrees and qualifications for the 2020s (Suomi osaamisen kasvu-uralle. Ehdotus tutkintotavoitteista 2020-luvulle).  
<http://julkaisut.valtioneuvosto.fi/handle/10024/75163>
- [29] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [30] <https://www.cedefop.europa.eu/en/tools/european-skills-index>
- [31] <http://www.cedefop.europa.eu/en/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet>
- [32] Teachers, guidance and counselling staff and assessors of competence.
- [34] Uredba o praćenju, analizi i predviđanju potreba tržišta rada za pojedinim zvanjima, te izradi i uzimanju u obzir preporuka za obrazovnu upisnu politiku [Government decree on the monitoring, analyses and prediction of labour market needs and the development of an educational enrolment policy]; Official Gazette No 93/2010.
- [35] Public employment service.
- [36] Zakon o Hrvatskom kvalifikacijskom okviru [Croatian Qualification Framework Act]; Official Gazette No 22/2013, 41/2016, 64/2018, 47/2020, 20/2021.
- [37] Strategy of regional development, Industrial strategy, Smart specialisations strategy, Innovation strategy and Strategy of science, education and technology.
- [38] <http://hko.poslovna.hr/>
- [39] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [40] Zakon o Hrvatskom kvalifikacijskom okviru [Croatian Qualification Framework Act]; Official Gazette No 22/2013, 41/2016, 64/2018, 47/2020, 20/2021..
- [41] Pravilnik o Registru Hrvatskog kvalifikacijskog okvira [Regulation on CROQF Register]; Official Gazette No 96/2021.
- [29] <https://www.oecd.org/education/implementing-policies/collapsecontents/Menntastefna-2030-Sk%C3%BDrsla-OECD-um-innlei%C3%B0ingu-Menntastefn.pdf>
- [30] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [31] Information for Iceland is not available.
- [32] [https://www.government.is/library/01-Ministries/Ministry-of-Education/Curriculum/adskr\\_frsk\\_ens\\_2012.pdf](https://www.government.is/library/01-Ministries/Ministry-of-Education/Curriculum/adskr_frsk_ens_2012.pdf)
- [32] <http://www.unioncamere.gov.it/>
- [33] Information and data collected through the surveys is organised on the basis of the 2011 Classification of occupations and the Classification of economic activities (ATECO).
- [34] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [35] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [37] The Atlas of work and qualifications (work atlas) is a classification and information tool created on the basis of the descriptors of the Classification of economic and professional

sectors, also pursuant to Art. 8 of Legislative Decree 13/2013 and Art. 3, para. 5 of the Inter-Ministerial Decree of 30 June 2015 and an integral part of the information systems pursuant to Arts. 13 and 15 of Legislative Decree 150/2015.

- [38] Vocational schools (Istituti professionali).
- [39] Repertorio nazionale delle qualifiche.
- [40] Istituti tecnici e istituti professionali.
- [41] Profilo Educativo culturale e professionale P.E.Cu.P.
- [42] Decreto del Presidente della Repubblica, 15 marzo 2010, No 88 and Decreto del Presidente della Repubblica 31 luglio 2017, No 134.
- [43] Decreto Legislativo, 13 aprile 2017, No 61:  
<https://www.gazzettaufficiale.it/eli/id/2017/05/16/17G00069/sg>
- [44] Istruzione e formazione tecnica superiore.
- [45] Istituti di Istruzione Tecnica superiore. More information available at:  
<http://www.sistemait.it/istituti-tecnici-superiori-its.php>
- [48] This survey is conducted in collaboration with the Luxembourg Bankers' Association, the Luxembourg Confederation of Commerce, the Chamber of Commerce, the Public employment services (Adem) and the education ministry, with support from the European Union (EURES).
- [50] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.  
[http://libserver.cedefop.europa.eu/vetelib/2019/Vocational\\_Education\\_Training\\_Europe\\_Luxe](http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe)
- [51] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [52] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [57] Based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.  
[http://libserver.cedefop.europa.eu/vetelib/2019/Vocational\\_Education\\_Training\\_Europe\\_Luxe](http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe)

## CHAPTER 11.

# Quality assurance

A national approach to quality assurance has been devised, and evaluation and review procedures are in development. There is no real quality framework, but legislation and the current organisation take the quality component into account.

Quality standards for VET providers are part of legislation and are used for accreditation and funding. Guidelines and standards are used to promote a culture of continuous improvement. Over the past 10 years, the education and training system has been overhauled to provide the resources needed to cope with the challenges of a rapidly changing environment. Administrative structures have been changed to allow modern school management with a degree of autonomy. In 2004, legislation promoted partnership-based school community approaches and school initiatives to improve the quality of education. For VET programmes, the education ministry coordinates the implementation of the EQAVET recommendation ( 58 ).

National indicators related to the 10 proposed by the recommendation are used and monitored nationally. While most are applied in IVET, their use for CVET, which is not monitored centrally, varies by sector or provider.

### **Secondary education - School development plan, PDS ( 59 )**

The school development plan (PDS) was introduced by the law of 15 December 2016 ( 60 ).

Schools should describe their school and extracurricular activities in the school development plan to outline their profile and analyse their general situation, and their continuous development and innovation. This approach covers domains that may help their learners receive the best quality education. Each school should elaborate its own steps in a series of areas that are critical for success.

Seven domains are foreseen for secondary education:

- organisation of pedagogical support. Each learner should have access to remedial measures that meet their needs and capabilities;
- supervision of children with specific needs to provide tailor-made solutions for their needs and support their learning process;
- partnerships with parents to improve their involvement in the schooling process and create a partnership culture between families and schools;
- integration of information and communication technologies (ICT) to prepare learners for the challenges of the employment market influenced by ICT;
- psycho-social support for learners who face problems at school, or have psychological or family problems, to prevent school dropouts/failure;
- relevant guidance for learners to help them make the right choices, according to their profiles;
- extracurricular activities to guarantee equal access for all learners to non-formal learning opportunities, in addition to mainstream classes.

For each of these domains, national objectives have been defined in a national reference framework. Secondary schools are free to choose the domains and objectives they need to focus on.

The school development plan also contains:

- definition of at least one objective in relation to one of the domains mentioned above;

- an action plan for each objective (persons in charge, resources needed, schedule, evaluation criteria);
- evaluation and continuous adaptation of the current PDS.

Following the law of December 2016 ( 61 ), as of the 2017/18 school year each secondary school should elaborate a PDS produced by a school development committee ( 62 ). The development committee is coordinated by the school directorate and includes school staff appointed by the director for a 3-year period that may be renewed. Its mission is to analyse and interpret school data, to identify the school's priority needs, to define school development strategies, to elaborate the school charter, the profile and the PDS, and to ensure internal and external communication, while establishing a triennial plan for the continuing training of its high-school staff.

The Division for the Development of Schools ( 63 ), of the Department for Coordination of Educational and Technological Research and Innovation (SCRIPT), was set up according to the law of 14 March 2017 ( 64 ). Its mission is to accompany schools in their general approach to school development and, more specifically, to elaborate and implement the PDS, collaborating with various departments, education structures, national and international partners, who may help to optimise the quality of schools. The Division for the Development of Schools has provided several transversal tools, such as a website ( 65 ) which has been updated in 2020 and reports on the support offered (e.g. documents, tools, sharing experiences) by the school development division and provides active and continuous support to secondary schools in the implementation of their PDS.

The school development committees have been working on the PDS since September 2017; there were then adopted by the Education Ministry in September 2018. Each PDS is reviewed annually by the school development committee and, if necessary, updated, but the targets and objectives to be achieved cannot be questioned. The school development committee reports to the secondary school education council and to the secondary school conference ( 66 ) on the progress of the PDS.

A National Observatory of School Quality ( 67 ), created in 2018, is responsible for evaluating and supervising the quality of the education system. It is an independent structure. The observatory systematically evaluates the quality of the school system and the implementation of education policies. It does not assess the individual work of teachers, but the organisation and operation of schools and the Ministry of Education. The observatory is composed of eight observers, from public or private sectors, who are totally independent. They visit schools and meet representatives from various school stakeholders, such as parents, learners and teachers, and have exchanges with Ministry of Education departments. The Observatory produces an annual activity ( 68 ) report and at least one thematic report on a priority area. Every 3 years, it produces a national report on the school system with its findings and recommendations.

These reports are transmitted to the government and the chamber of deputies and made accessible to the public.

The Division for Data Analysis of The Department for Coordination of Educational and Technological Research and Innovation (SCRIPT) is commissioned to collect and analyse data on the quality of the education offer by analysing school reports or in the context of a project. The results of the surveys may be consulted during the elaboration of a PDS or before making decisions to improve the school's organisation. This division organises national and international standardised tests. Standardised tests elaborated by the Luxembourg Centre for Educational Testing (University of Luxembourg) and common tests are used as instruments of formative or summative evaluation, which aims at facilitating evidence-based decision making in national education. International tests like the OECD's PISA (Programme for international student assessment), the IEA's ICILS (International computer and literacy study) generate

results which also help with the governance of the education system.

### **Tertiary education**

Short-cycle programmes leading to higher technician certificates (BTS) ( 69 ) are evaluated externally before being accredited by the higher education ministry for a period of 5 years. After this time, the accreditation has to be renewed through a new evaluation. This procedure should ensure that the programmes are relevant to the related professional sector ( 70 ).

The university is largely free to design and implement its own quality assurance processes. At Luxembourg University, quality culture and regular quality control through internal and external evaluation of teaching, research and technical, administrative and logistics services are key elements. External audit of the University of Luxembourg has been conducted every 4 years since 2008 by an external evaluation committee. The independent external evaluator is appointed by the Minister for Higher Education and Research.

The University of Luxembourg produces a key performance indicator report in the frame of a multiannual development contract between the Luxembourgish government and the university (2018-21) ( 71 ); this includes publications per researcher, bachelor degrees awarded, master degrees awarded, and master recruitment rate.

Luxembourg has been a member of the European quality assurance register for higher education (EQAR) since 2008 ( 72 ).

### **Continuing VET**

Even though there is no real quality framework, quality is a major concern and is covered in the legislation and in the organisation of CVET. Quality will be a major issue in the future of CVET.

The white paper on the national lifelong learning strategy ( 73 ), defines six cross-cutting key principles and related measures and recommendations for implementation. These include developing the quality of lifelong learning and establishing a framework for the quality of adult education and training. This framework will be based on:

- a quality label awarded to training providers that meet specified criteria in structure and content of the training offer;
- accreditation of training offers. A working group on training provider accreditation was set up in 2014.

A quality label for municipal governments and non-profit associations can be awarded in adult education by the Minister for Education for a 5-year period ( 74 ). Courses must be of general interest in so-called areas of general education and social advancement. They must meet educational and financial quality criteria. Objectives and course content must be in line with the priorities for adult education.

Quality criteria and priorities are defined for periods of up to 5 years by the education ministry based on the advice of the Adult Education Advisory Committee ( 75 ). The committee consists of the persons in charge of the Adult Education Department, two representatives delegated by schools offering evening classes, a representative of the Department of Vocational Education and a private sector representative. The committee may also involve adult training experts in its work.

While some private providers commit to quality assurance approaches, a large part of CVET is not subject to systematic evaluation or quality assurance ( 76 ).

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[41] See Bmbwf. Quality management system for schools. <https://www.qms.at/> [accessed

31.8.2021].

- [42] With the Education Reform Act (Federal Law Gazette, I No 138/2017 [https://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA\\_2017\\_I\\_138/BGBLA\\_2017\\_I\\_138.pdf](https://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA_2017_I_138/BGBLA_2017_I_138.pdf) 31.8.2021)), in force since autumn 2017, new regulations regarding quality assurance at schools have been introduced. This act foresees the establishment of a monitoring system which comprises quality management and resource controlling. QIBB is to be merged with SQA, the quality management system of general education schools, and further developed. First results of this extensive reform are to be expected for 2020.
- [43] for more information see Bmbwf. Quality management system for schools. <https://www.qms.at/> [accessed 31.8.2021].
- [44] see Federal Institute for Quality Assurance in the Austrian School System. <https://www.iqs.gv.at/> [accessed 31.8.2021].
- [45] See IBW. <https://ibw.at/> [accessed 31.8.2021].
- [36] Decision No 82.592.
- [37] It does not apply in the case of preparatory apprenticeship.
- [38] The term 'field of study' (κλάδος) is broader than the term 'specialisation' (ειδικότητα), as it includes several specialisations. In these terms the field of study 'mechanical engineering' includes four specialisations: 'mechanical engineering', 'vehicle technology', 'building services engineering', and 'natural gas transmission and distribution'.
- [39] Cyprus Agency for Quality Assurance and Accreditation in Higher Education (CYQAA) was established on the basis of the Quality assurance and accreditation of higher education and the establishment and operation of an agency on related matters law, of 2015, and is responsible to ensure the quality of higher education in Cyprus and to support, through the procedures provided by the relevant legislation for the continuous improvement and upgrading of higher education institutions and their programmes of study. More information available at: <https://www.dipae.ac.cy/index.php/en/>
- [70] The School Quality model and related criteria for evaluation were designed and developed within the ESF project The National System for the Inspection Evaluation of the Educational System in the Czech Republic (NIQES), implemented 2011-15.
- [130]Berufsprinzip.
- [132]Berufsbildungsgesetz (BBiG): [https://www.gesetze-im-internet.de/bbig\\_2005/](https://www.gesetze-im-internet.de/bbig_2005/)
- [133]Handwerksordnung (HWO): <https://www.gesetze-im-internet.de/hwo/BjNR014110953.html>
- [134]In the period from 2011 to 2020, 118 occupations (more than a third of all 324 recognised occupations) were modernised, while 4 occupations have been created.
- [136]Kultusministerkonferenz (KMK).
- [137]Last BIBB transition study in 2011: <https://www.bibb.de/de/9039.php>
- [138]<https://www.test.de/thema/weiterbildungsberatung/>
- [139]<https://www.bibb.de/veroeffentlichungen/en/publication/show/8596>
- [140]Deutsches Institut für Erwachsenenbildung (DIE).
- [141]<https://wbmonitor.bibb.de>
- [142]This section is based on: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018. [http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet\\_Germany\\_VET\\_in\\_Europe\\_2018.pdf](http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf)
- [51] Comprising more than 50% self-learning.
- [52] A curriculum group (e.g. media technologies) comprises curricula from related fields (e.g. multimedia; printing technology; and photography).

- [54] <https://www.haridussilm.ee>
- [33] VET provider collects feedback from learners twice: at the beginning of studies and at the end.
- [34] The term used in the legislation.
- [42] Zakon o Nacionalnom centru za vanjsko vrednovanje obrazovanja [National Centre for External Evaluation of Education Act]; Official Gazette No 151/2004.
- [43] Pravilnik o načinu provedbe vanjskog vrednovanja i korištenju rezultata vanjskog vrednovanja školskih ustanova [Regulation on the Means of Implementing External Evaluation and Using the Results of External Evaluation of Education Providers]; Official Gazette No 23/2011.
- [44] Zakon o prosvjetnoj inspekciji [School Inspection Act]; Official Gazette No 61/2011, 16/2012, 98/2019, 52/2021.
- [45] Zakon o stručno-pedagoškom nadzoru [Professional-Pedagogical Monitoring Act]; Official Gazette No 73/1997.
- [46] Pravilnik o Registru Hrvatskog kvalifikacijskog okvira [Regulation on CROQF Register]; Official Gazette No 96/2021.
- [47] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020
- [48] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020
- [49] Zakon o strukovnom obrazovanju [Vocational Education and Training Act]; Official Gazette No 30/2009, 24/2010, 22/2013, 25/2018.
- [50] Agencija za strukovno obrazovanje i obrazovanje odraslih (2011b). Hrvatski okvir za osiguranje kvalitete u strukovnom obrazovanju i osposobljavanju: Priručnik za samovrjednovanje [Croatian framework for quality assurance in VET: manual for self-assessment].  
<http://www.asoo.hr/UserDocsImages/Priru%C4%8Dnik%20za%20samovrjednovanje.pdf>
- [51] <http://e-kvaliteta.asoo.hr>
- [33] IDAN (in Icelandic: IÐAN) is a non-profit education and training provider supported by the federation of employees and unions; a provider of continuing education offering diverse in house- and company courses including accredited programs for qualified professionals in the crafts and trades. Companies have also access to career and vocational counselling through skills assessment, analysis of educational needs and planning and implementation of in-house educational pathways. IÐAN has been heavily involved with the implementation of validation of prior learning in Iceland. IÐAN provides assessment of non-Icelandic professional qualifications and work experience. In addition, a provider of various services for the Ministry of Education, Science and Culture and are involved in creating both national and international partnerships, embracing innovation and meeting new challenges to support the labour market. More information available at: <http://viskaproject.eu/about-us/idan/>
- [46] National Institute for the Evaluation of the Education and Training System / Istituto nazionale per la valutazione del sistema di istruzione e formazione (INVALSI): <http://www.invalsi.it/invalsi/index.php>
- [47] National Institute for Documentation, Innovation and Educational Research / Istituto nazionale di documentazione, innovazione e ricerca educativa (INDIRE): <http://www.indire.it/>
- [48] [www.inapp.org](http://www.inapp.org)
- [58] See EQAVET recommendation at [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32009H0708\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32009H0708(01)&from=EN) [accessed 6.3.2017].
- [59] Plan de développement de l'établissement scolaire (PDS).

- [62] Cellule de développement scolaire (CDS).
- [63] Division du développement des établissements scolaires.
- [65] <https://www.developpement-scolaire.lu/>
- [67] Observatoire national de la qualité scolaire.
- [69] Brevet de technicien supérieur.
- [71] Contrat d'établissement pluriannuel entre l'Etat et l'Université du Luxembourg, 2018-21.
- [72] Although there are no agencies registered in Luxembourg three foreign EQAR agencies operate in the country.
- [75] Commission Consultative à l'Éducation des Adultes.
- [76] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.  
[http://libserver.cedefop.europa.eu/vetelib/2019/Vocational\\_Education\\_Training\\_Europe\\_Luxe](http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe)

## CHAPTER 12.

# Validation of prior learning

Validation of prior learning (VAE) is a process which enables professional and non-professional experience to be recognised with a view to obtaining all or part of a:

- Secondary technical education leaving diploma (*Diplôme de l'enseignement secondaire général*);
- VET diploma or certificate;
- Master craftsmanship (*Brevet de maîtrise*);
- Higher technician certificate (*Brevet de technicien supérieur*);

Access university studies is also possible.

Individuals who have at least 3 years (5 000 hours) of paid, unpaid or voluntary work (whether continuous or not) directly related to the requested qualification may apply for validation of prior learning.

The 2008 legislation ( 77 ) reforming VET and the law of 2010 ( 78 ) define the procedure for the validation of prior learning to obtain all or part of a technical secondary leaving diploma, a VET diploma or certificate (Technician diploma, DAP and CCP) or a master craftsmanship. Validation of prior learning is a two-step procedure that recognises the value of formal, non-formal and informal education and experience (professional and non-professional). As a first step, the validation request must be declared eligible. Next, the applicant must file a validation request, which is submitted for analysis and decision to a validation commission. Throughout the validation procedure, candidates must prove their knowledge, competences, and skills in line with the curricula of the relevant qualification. A law of 2016 ( 79 ), modifying the 2008 legislation, specifies that during the validation of prior learning the Ministry of Education offers support to candidates through either collective workshop or personalised interviews with a coach nominated by the minister. If all conditions are met, the procedure leads to a certificate or diploma, or to a part thereof (to be completed within 3 years of the validation).

At higher technician certificate level ( 80 ), the application for validation of prior learning and the registration application should be sent to the directorate of the corresponding secondary school. The application should be accompanied by a portfolio setting out, with reference to the qualification being sought, the knowledge, skills and abilities that the applicant has gained through experience. An ad hoc evaluation committee is set up for each training programme for which validation of prior learning has been requested.

At university level, validation of prior learning allows formal, non-formal and informal education and experience to be recognised with a view to accessing various bachelor or master university studies and possibly to be partially exempted from taking certain courses ( 81 ). The request (consisting of a portfolio) is considered by a board of examiners whose members are appointed by the chancellor, following recommendation of the dean of the relevant department.

For more information about arrangements for the validation of non-formal and informal learning please visit Cedefop's European database ( 82 ).

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[47] See [https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie\\_zur\\_Validierung\\_nicht-formalen\\_und\\_informellen\\_Lernens.pdf](https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie_zur_Validierung_nicht-formalen_und_informellen_Lernens.pdf) [ [accessed 31.8.2021].

[44] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>

- [28] <https://www.mon.bg/bg/57>
- [29] <https://www.mon.bg/bg/59>
- [30] <https://www.mon.bg/bg/100053>
- [31] <https://www.mon.bg/bg/100305>
- [32] National Agency for Vocational Education and Training (NAVET). Annual reports on the activities of NAVET. <https://www.navet.government.bg/bg/dokumenti/dokumenti-na-napoo/>
- [33] [https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016\\_validate\\_BG.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_BG.pdf)
- [40] Decision No 82.592.
- [41] Council Recommendation 2012/C398/01.
- [42] [https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016\\_validate\\_CY.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_CY.pdf)
- [71] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: <https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani> [accessed 10.11.2021].
- [72] Authorised entities are licenced by the so-called awarding bodies, which are organisations of State administration relevant to the given field (ministries or the Czech National Bank). In 2016 there were 1216 authorised entities.
- [73] There are 182 complete vocational qualifications in the NSK.
- [74] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [143] Fachoberschulreife.
- [145] <http://www.bildungsspiegel.de/news/weiterbildung-bildungspolitik/17-valikom-chancen-fuer-menschen-ohne-berufsabschluss>; [www.validierungsverfahren.de](http://www.validierungsverfahren.de);
- [146] Gleichwertigkeitsfeststellung.
- [147] <https://www.valikom.de/fachtagung/content/impressionen/>
- [148] <https://www.validierungsverfahren.de/en/home>
- [149] [www.ihk-fosa.de](http://www.ihk-fosa.de)
- [150] <https://www.bibb.de/en/68882.php>
- [151] <https://www.anererkennung-in-deutschland.de/html/de/>
- [152] Bundesamt für Migration und Flüchtlinge (BAMF).
- [153] <https://www.anererkennung-in-deutschland.de/html/en/skillsanalysis.php>
- [154] <https://www.anererkennung-in-deutschland.de/html/en/pro/data-reports.php>
- [155] This section is based on: Hippach-Schneider, U.; Huisman, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018. [http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet\\_Germany\\_VET\\_in\\_Europe\\_2018.pdf](http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf)
- [60] Elukestva oppe strateegia täiskasvanuharidusprogramm 2019-22 [Lifelong learning strategy adult education programme 2019-22]. <https://www.hm.ee/et/tegevused/arengukavad>
- [61] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [34] In Icelandic: Raunfærnimat.
- [35] [https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016\\_validate\\_IS.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_IS.pdf)
- [52] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>

[82] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>

## CHAPTER 13.

# Incentives for learners

### **Individual training leave**

The objective of individual training leave is to ease access to continuing training. Employees working in a company for at least 6 months, self-employed workers and individuals in a liberal profession (and having been affiliated to the social security system for at least 2 years) can benefit from 80 days of paid leave during their entire career, but not more than 20 days per 2 years. Employers can have salaries reimbursed by the government. Training must be provided by an institution issuing certificates recognised by the government. The employee is required to submit a request to the education ministry which then approves the leave – stating the number of days granted – or refuses it.

### **Language training leave**

Language training leave allows employees, the self-employed and individuals in a liberal profession of all nationalities to learn Luxembourgish for social and professional integration. The courses take place during normal working hours. The maximum paid leave is 200 hours over a professional career, which must be divided into two shares of 80 to 120 hours each. Each leave hour entitles the persons involved to a compensatory allowance equal to their average hourly salary paid by the employer. The employer advances the allowance and is reimbursed 50% by the State. The request must be sent to the labour ministry by the applicant prior to the start of the course; the leave can be deferred by the employer if it disrupts company operations.

### **Unpaid training leave and personal working time arrangement**

The 2006 Grand Ducal regulation on the organisation of working time (*organisation du temps de travail*) ( 83 ) stipulates a general obligation to reach an agreement on access to CVET through inter-occupational social dialogue to be signed between the trade union federations and the Union of Enterprises. Organising working hours within a flexi-time arrangement and unpaid leave for vocational training purposes is part of this regulation.

Unpaid training leave releases a worker from duties to take part in professional training during minimum of 4 consecutive weeks and a maximum of 6 consecutive months. The agreement applies to private sector employees who have been employed for at least 2 years, regardless of the type of employment contract. During the leave, the employment contract is suspended. The request must be submitted to the employer by registered letter with an acknowledgement of receipt or by a hand-delivered letter with an acknowledgement of receipt. The employer can refuse the unpaid leave, if the applicant is a high-level executive or if the company has fewer than 15 employees. The employer can also defer the unpaid leave for up to 1 year where the leave is no more than 3 months or for up to 2 years where the leave exceeds 3 months.

Employees working flexi-time may request amendment of their working time to support participation in training. The employer can refuse to grant such an amendment based on operational needs or impact on the efficient organisation of the business.

### **Tax deductibility**

Every income tax payer may deduct expenses for professional development from taxable income. Such expenses must have a direct link with the business activity performed by the employee and allow improving professional knowledge. They must be paid by the participant and refund claimed through a tax declaration.

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- [48] For more information about funding in education, see Eurypedia:  
[https://eacea.ec.europa.eu/national-policies/eurydice/content/funding-education-1\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/funding-education-1_en)  
[accessed 31.8.2021].
- [49] See <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009531> [accessed 31.8.2021].
- [50] See <https://www.wko.at/service/bildung-lehre/Lehrlinge.html> [accessed 31.8.2021].
- [43] The grant for the academic year 2018/19 ranges from EUR 1 450 to EUR 1 710. The grant is paid once. [http://www.moec.gov.cy/ypiresia\\_foititikis\\_merimnas/foititiki\\_chorigia.html](http://www.moec.gov.cy/ypiresia_foititikis_merimnas/foititiki_chorigia.html)
- [156] [https://www.bmbf.de/bmbf/de/home/\\_documents/die-novellierung-des-berufsbildungsgesetzes-bbig.html](https://www.bmbf.de/bmbf/de/home/_documents/die-novellierung-des-berufsbildungsgesetzes-bbig.html)
- [157] BIBB Datenreport 2021 [VET data report 2021], Chapter A9.1  
[https://www.bibb.de/datenreport/de/datenreport\\_2021.php](https://www.bibb.de/datenreport/de/datenreport_2021.php)
- [158] [https://www.die-duale.de/dieduale/de/home/home\\_node.html](https://www.die-duale.de/dieduale/de/home/home_node.html)
- [159] Berufsausbildungsbeihilfe BAB: Standard funding support under p. 56 ff. of the German Social Code (SGB III and BAföG). Actual expenditures 2020: EUR 291.2 million.  
[https://dejure.org/gesetze/SGB\\_III/58.html](https://dejure.org/gesetze/SGB_III/58.html) ; [www.bafoeg.bmbf.de](http://www.bafoeg.bmbf.de) ;  
<https://www.arbeitsagentur.de/bildung/ausbildung/berufsausbildungsbeihilfe-bab>  
<https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/Ausb...> ;  
<http://www.bafoeg-aktuell.de/karriere/berufsausbildungsbeihilfe.html>
- [161] <https://www.arbeitsagentur.de/en/training-allowance-disabled-persons>
- [162] Ausbildungsbegleitende Hilfen abH - Standard funding support for dual apprenticeship and introductory training as defined in the German Social Code. (SGB III, 74 to 80).  
<https://www.arbeitsagentur.de/bildung/ausbildung/ausbildungsbegleitende-hilfen>
- [163] Actual expenditures 2020: EUR 107.38 million (BMBF, 2021 p 106).
- [164] Berufsvorbereitende Bildungsmaßnahmen – BvB (SGB III, 51). [www.arbeitsagentur.de](http://www.arbeitsagentur.de)
- [165] Actual spending for 2020: EUR 193,53 million. (BMBF (2021). Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BMBF, p. 108.
- [166] Einstiegsqualifizierung – EQ (SGB III, 54a) <https://www.arbeitsagentur.de>
- [167] Actual spending 2020: € 26,72 million (BMBF (2021). Berufsbildungsbericht 2021 [VET data report 2021], Bonn: BMBF, p.111.
- [169] Integration measures for refugees (BMWi, update 4.2019)  
[https://www.bmwi.de/Redaktion/DE/Downloads/C-D/darstellung-der-massnahmen-der-bundesregierung-fuer-die-sprachfoerderung-und-integration-von-fluechtlingen.pdf?\\_\\_blob=publicationFile&v=6](https://www.bmwi.de/Redaktion/DE/Downloads/C-D/darstellung-der-massnahmen-der-bundesregierung-fuer-die-sprachfoerderung-und-integration-von-fluechtlingen.pdf?__blob=publicationFile&v=6)
- [170] [www.bamf.de](http://www.bamf.de)
- [171] <https://handbookgermany.de/en.html>
- [172] Vocational orientation – provision for refugees (BOF)  
<https://www.berufsorientierungsprogramm.de/angebote-fuer-zugewanderte/de/berufsorientierung-fuer-fluechtlinge-bof-1955.html>
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<https://www.esf.de/portal/DE/Foerderperiode-2014-2020/ESF-Programme/bmas/esf-integrationsrichtlinie-bund.html>
- [174] <http://www.cedefop.europa.eu/en/news-and-press/news/germany-new-act-aid-refugee-integration> and [https://www.bundesregierung.de/Content/EN/Artikel/2016/07\\_en/2016-05-25-integrationsgesetz-beschlossen\\_en.html;jsessionid=9EF13197E8E4E1732BFC105F9A814042.s1t1](https://www.bundesregierung.de/Content/EN/Artikel/2016/07_en/2016-05-25-integrationsgesetz-beschlossen_en.html;jsessionid=9EF13197E8E4E1732BFC105F9A814042.s1t1)

- [175] Make-it-in-Germany portal <https://www.make-it-in-germany.com/en/> and Information portal for the recognition of foreign professional qualifications <https://www.anererkennung-in-deutschland.de/html/en/immigration.php>
- [176] [https://www.aufstiegs-bafoeg.de/aufstiegsbafoeg/de/home/home\\_node.html](https://www.aufstiegs-bafoeg.de/aufstiegsbafoeg/de/home/home_node.html)
- [177] <https://www.bmbf.de/de/das-weiterbildungsstipendium-883.html>
- [178] Bundesministeriums für Bildung und Forschung (BMBF).
- [180] <https://www.bmbf.de/de/das-aufstiegsstipendium-882.html>
- [182] Funding volume in 2020: EUR 29.3 million. BMBF VET report 2021, p. 105.
- [183] <http://www.bildungspraemie.info/>
- [185] KURSNET: <http://kursnet-finden.arbeitsagentur.de/kurs/>
- [186] Several projects on partial qualifications are taking place: DIHK-TQ project website. <https://www.dihk.de/tq-de> ETAPP project's website <https://www.etapp-teilqualifizierung.de/> Website of employer initiative on partial qualification (Bundesweite Initiative zur Fachkräftegewinnung und -entwicklung) <https://www.nachqualifizierung.de/> TQ website of the Federal Employment Agency <https://www.arbeitsagentur.de/bildungstraeger/berufsanschlussfaehige-teilqualifikationen>
- [187] [www.arbeitsagentur.de](http://www.arbeitsagentur.de)
- [188] <http://kursnet-finden.arbeitsagentur.de/kurs/>
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- [192] BA website on the Future starters programme <https://www.arbeitsagentur.de/karriere-und-weiterbildung/foerderung-berufliche-weiterbildung>
- [62] Excluding 'non-stationary' programmes, i.e. comprising more than 50% self-learning.
- [64] Excluding 'non-stationary' programmes, i.e. comprising more than 50% self-learning.
- [67] Unemployment Insurance Fund. <https://www.tootukassa.ee/>
- [35] Learners pay taxes from their allowances if they receive income from other source(s).
- [36] In one or multiple periods.
- [37] <https://www.tyollisyysraha.fi/en/adult-education-allowance/>
- [52] Pravilnik o minimalnim uvjetima za ugovore o naukovanju [Regulation on minimal conditions for apprenticeship contracts]. Official Gazette No 107/2020.
- [53] Pravilnik o načinu organiziranja i izvođenju nastave u strukovnim školama [Regulation on the organisation and implementation of teaching and learning in VET schools]; Official Gazette No 140/2009, 130/2020.
- [53] Endowment consists of a nominal monetary amount that the beneficiary can use on the services included in a tailored intervention programme drawn up in agreement with public or private operators (training providers) accredited to provide such services. The amount of the endowment varies in proportion to the level of employability of the subject and the services included in the individual programme. The beneficiary is never given the sum allocated directly: the financial relationship is only established between the providing public body and the accredited public or private operator that provides the service. For some services, the operator receives the relevant public refund based on the outcome of

the specific activity and not on its simple provision.

- [54] <<https://www.regione.toscana.it/-/industria-4.0-voucher-formativi-per-professionisti-e-imprenditori-al-via-i-due-bandi>>
- [55] This is a specific initiative by Tuscany Region. Maximum amount: EUR 2 500.  
<https://por.regione.puglia.it/-/miformoelavoro>
- [56] Amount given varies and depends on different factors (e.g. economic sector).  
[http://www301.regione.toscana.it/bancadati/atti/Contenuto.xml?id=5123588&nomeFile=Decreto\\_n.7981\\_del\\_29-07-2016-Allegato-A](http://www301.regione.toscana.it/bancadati/atti/Contenuto.xml?id=5123588&nomeFile=Decreto_n.7981_del_29-07-2016-Allegato-A)
- [57] The voucher can cover between 50 and 70% of total training cost. It can vary in relation to the class size of the company. The beneficiary must be at least 18 years old.
- [58] Legge 8 marzo 2000, No 53, art. 5 <http://www.parlamento.it/parlam/leggi/00053l.htm> and : XV Rapporto sulla Formazione Continua in Italia: <https://www.isfol.it/primo-piano/pubblicato-il-xv-rapporto-sulla-formazione-continua>

## CHAPTER 14.

# Incentives for enterprises to boost their participation in VET provision

### **State shared funding for CVET**

A company can receive State funding (operated by the education ministry) for investment in CVET. Private companies established in Luxembourg that undertake most of their activities inside the country are eligible. The training targets:

- employees affiliated with the national social security system;
- persons bound to the company by an employment contract (fixed-term or permanent);
- subcontractors working for the applicant company;
- owners of craft, trade, industry, agriculture or forestry companies.

Investment in training is capped according to the size of the company:

- at 20% of total payroll for companies with 1 to 9 employees;
- at 3% of total payroll for companies with 10 to 249 employees;
- at 2% of total payroll for companies with more than 249 employees.

The share of funding is calculated based on the investment in CVET ( 84 ). Companies receive direct grants: 15-35% of investment (depending on employee profiles).

### **Support for learning Luxembourgish**

Private sector companies legally established in the country can partly recover the costs associated with learning Luxembourgish. Eligible costs, include training fees and study materials, and are paid by the labour ministry.

### **Funding for additional apprenticeship places**

The fund for employment provides financial support for the creation of apprenticeship places to encourage enterprises to hire apprentices. It partly reimburses the apprenticeship allowance (27% for vocational DAP programme ( 85 ) and 40% for the vocational CCP programme ( 86 ) and covers the employer's share of social security costs for the apprentice ( 87 ). Applications for financial support must be submitted by the enterprises and the apprentice to the public employment service before 1 July of the year following the year in which the learning ended.

### **Apprenticeship award for a training company**

Since 2013, the award for the best training company has been presented each year during the apprenticeship graduation ceremony to the company that commits itself most to apprenticeships (creation of apprenticeship places, follow-up of apprentices) ( 88 ).

### **Bonus for the promotion of apprenticeship**

During the COVID-19 crisis, the Ministry of Education, jointly with the ministry of Labour and the social partners (professional chambers and trade unions) has put in place a bonus for the promotion of apprenticeship, which is a direct financial aid to support training organisations that welcome apprentices and ensure their employability.

The measure aims to:

- support training organisations in maintaining apprenticeship contracts;
- offset the risk of a reduction in the number of apprenticeship posts;
- encourage training organisations to offer more apprenticeships;
- encourage the resumption of apprenticeship contracts terminated due to the health crisis.

The bonus amount is determined on the basis of the number of apprenticeship contracts, the number of new apprenticeships created, the number of apprenticeship contracts taken over and the number of apprentices hired during the last 3 years or since the authorisation for training has been granted to the organisation. It varies between EUR 1.500 and EUR 5.000 per apprentice.

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[51] See [https://www.wko.at/service/bildung-lehre/Gesamtuebersicht\\_Foerderarten\\_lehre.html](https://www.wko.at/service/bildung-lehre/Gesamtuebersicht_Foerderarten_lehre.html) [accessed 31.8.2021].

[52] See <https://www.initiative-erwachsenenbildung.at/initiative-erwachsenenbildung/was-ist-das/> [accessed 31.8.2021].

[53] See <https://www.bmbwf.gv.at/Themen/schule/schulpraxis/zentralmatura/bm.html> [accessed 31.8.2021].

[46] Dienststelle für Selbstbestimmtes Leben (DSL).

[45] The single-company training programmes in Cyprus provide incentives to employers to design and organise in-company training programmes, implemented by internal or external trainers, to meet the specific needs of the enterprise for the effective utilisation of its personnel. The single-company training programmes abroad provide incentives to employers to participate with their personnel in training programmes abroad to transfer specialised knowledge and skills in areas related to the introduction of innovation, new technology and technical know-how;

[46] The training programmes are implemented by accredited vocational training centres, at accredited vocational training facilities by certified trainers of vocational training. The programmes are subsidised by the Human Resource Development authority (HRDA):

- multi-company training programmes provide continuing training for meeting the training needs of employed and unemployed persons through their participation in training programmes implemented by public or private training institutions and organisations. They cover a broad range of issues in all operations of the enterprise and in all occupations;
- high-priority multi-company training programmes provide continuing training to meet the training needs of employed persons through their participation in training programmes in specific high-priority issues.

Employees from different companies attend these programmes.

[193] According to BIBB- VET data report 2021 p. 197: in 2007, 24.1% of all companies provided training against 18.5% in 2019/20 – if only considering the companies entitled to provide training, then 54.4% did provide training in 2019/20.

[194] For further information on this, please consult: Hippach-Schneider, U.; Huisman, A.

(2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018.

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[195] Information on federal government website (English)

<https://www.bundesregierung.de/breg-en/news/ausbildung-corona-1774334>

[196] [www.bmwi.de/Redaktion/DE/Text-sammlungen/Mittelstand/hand-werk.html?cms\\_artId=243216](http://www.bmwi.de/Redaktion/DE/Text-sammlungen/Mittelstand/hand-werk.html?cms_artId=243216)

[197] BIBB website on the special programme on digitalisation in ÜBS <https://www.bibb.de/uebs->

## digitalisierung

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- [201] [www.bmwi.de/passgenaue-besetzung](http://www.bmwi.de/passgenaue-besetzung)
- [203] Bundesministerium für Wirtschaft und Energie, BMWi.
- [204] [www.arbeitsagentur.de/personalentwicklung](http://www.arbeitsagentur.de/personalentwicklung)
- [205] <https://www.unternehmen-integrieren-fluechtlinge.de/>
- [206] Information on the chambers Welcome Guides (ZDH) <https://www.zdh.de/fachbereiche/gewerbefoerderung/passgenaue-besetzung-willkommenslotsen/willkommenslotsen/>
- [207] KAUSA training and migration service centres <https://www.bildungsketten.de/de/3135.php>
- [54] Zakon o državnoj potpori za obrazovanje i izobrazbu [Act on State Aid for Education and Training]; Official Gazette No 109/2007, 134/2007, 152/2008, 14/2014.
- [37] In Icelandic: Verkiðn: <http://verkidn.is/>
- [59] See: <https://www.mise.gov.it/index.php/it/incentivi/impresa/credito-d-imposta-formazione>
- [60] The 2019 Italian financial Law has introduced a new measure, Transition plan 4.0, aiming to support enterprises in the transition toward the 4.0 model. In this Law, all the previous government interventions are included (industry 4.0, 2017-18). Law 27 December 2019, No 160. State budget for 2020 (Legge 27 dicembre 2019, No 160. Bilancio dello Stato per il 2020) <https://www.gazzettaufficiale.it/eli/id/2020/12/30/20G00202/sg>
- [85] Vocational aptitude diploma (diplôme d'aptitude professionnelle, DAP).
- [86] Vocational capacity certificate (certificat de capacité professionnelle, CCP).
- [88] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018. [http://libserver.cedefop.europa.eu/vetelib/2019/Vocational\\_Education\\_Training\\_Europe\\_Lux](http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Lux)

## CHAPTER 15.

# Guidance and counselling

In the national school system, there are several milestones in guidance. At the end of primary school, learners are oriented towards lower general or technical secondary education. Then, in secondary schools, based on their results and interests, learners choose their specialisation (including VET).

### **Guidance at secondary schools**

Since 2017, every secondary school must develop its own general guidance approach. The approach has to be in accordance with the reference framework for school and professional guidance elaborated by the House of Guidance ( 89 ). In each secondary school, a guidance unit is responsible for the implementation of the guidance process set out in the school's development plan (PDS). It is composed of at least two members of the teaching staff, two of the educational or psychosocial staff and at least one guidance counsellor.

The Higher Education Documentation and Information Centre (Centre de Documentation et d'Information sur l'Enseignement Supérieur) is available to people who require general information about higher education.

### **House of Guidance**

Most guidance services offered during secondary education, operate within the House of Guidance (*maison de l'orientation*, 2012). The initiative centralises administrations and counselling services that help people (re)-enter working life. It focuses on young people but anyone can find information and advice there. The guidance house includes:

- the vocational guidance service of the public employment service (Adem) which provides information on trades/professions and apprenticeship placement;
- the Psycho-Social and Educational Accompaniment Centre (CePAS) which helps learners in their school or career guidance and may provide psychological support;
- the school reception centre for newcomers (SECAM) ( 90 );
- the Higher Education Documentation and Information Centre of the Higher Education Ministry (CEDIES);
- the Local Bureau for Youth (Antennes locales pour jeunes) of the National Youth Service (SNJ) which offers individual coaching to achieve school or professional projects;
- the Agency for the transition of independent living ( 91 ) (ATVA);
- the adult education department ( 92 ) of the education ministry (SFA).

This centralisation ensures better coordination of services and stakeholders, while improving visibility.

### **Guidance Forum**

In 2017, the Guidance Forum (Forum orientation) was set up; this is a national council in charge of establishing a national information and guidance strategy. It includes ministries, social partners, directors of secondary schools, parent and learner representatives. The guidance forum has adopted the following definition of guidance:

'Guidance refers to a series of activities that enable the citizen, at any time in his/her life:

- to identify his/her abilities, skills and interests;
- to make informed decisions as regards his/her studies and training choices as well as his/her

professional activities.

The shared goal is to foster personal fulfilment and the development of society.'

### **Online guidance tools**

The web site of the House of Guidance centralises information on

- existing education pathways and school guidance;
- tools to identify everyone's interests and skills and get to know the professions and trades better;
- how to get practical experience on the labour market;
- vocational training;
- preparation for a job interview;
- change of career path;
- existing help and supports for learners, parents, young persons, or adults.

Among the available tools, the web site [www.beruffer.anelo.lu](http://www.beruffer.anelo.lu) ( 93 ) contains information on trades and professions and on the training programmes available in Luxembourg or abroad.

Tools have also been developed to support learners in their orientation towards VET:

- TalentCheck, a competence test developed in 2016 by the Chamber of Commerce. It aims to help learners choose a suitable apprenticeship based on better insights into their own strengths and weaknesses;
- the guidance tool [www.basic-check.lu](http://www.basic-check.lu), launched in June 2016 by the Chamber of Employees and the Chamber of Trades and Skilled Crafts, is an aptitude test which analyses the knowledge and skills of fifth grade learners (third year of lower secondary education). It is a guidance tool that helps in making choices before learning a trade/profession.

Once their interests and talents have been identified, the counsellors at the Beruffsinformatiounszenrum (BIZ, Vocational Information Centre) offer individual counselling on a wide variety of occupations and professions in order to assist them in their education and/or professional choices.

The platform [Beruffsausbildung.lu](http://Beruffsausbildung.lu) offers an overview of all apprenticeships by trade and profession.

### **Local offices for youth (Antennes locales pour jeunes)**

The local offices for youth offer individual support to young learners in their transition between school and working life and have the mission to reach out to young school leavers who are neither in training, education nor employment, and offer personalised support, to facilitate their re-entering education or the labour market. They also offer short-time internships in companies, associations or public services to confirm their professional project, and inform interested candidates on the offer of long-term volunteer internships organised by the National Youth Service (Service National de la Jeunesse)

The [lifelong-learning.lu](http://lifelong-learning.lu) portal, is the reference site for lifelong-learning. It is a platform of contact between individuals and training bodies that offers an extensive catalogue of more than 10 000 courses provided by nearly 300 training bodies. It also centralises information on training: news, law, practices, training environment.

Please see:

- Guidance and outreach Luxembourg national report ( 94 );
- Cedefop's labour market intelligence toolkit ( 95 );

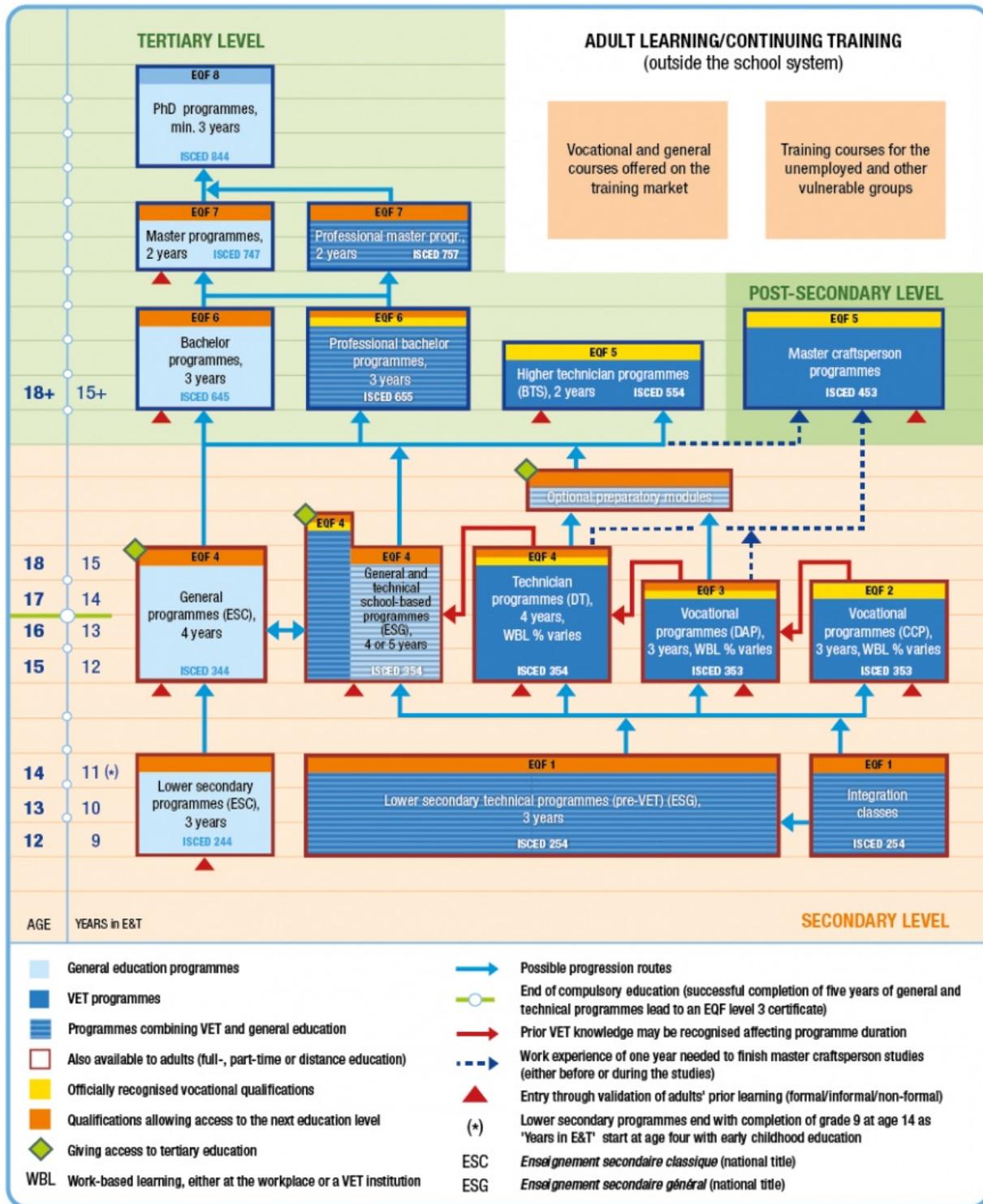
- Cedefop's inventory of lifelong guidance systems and practices ( 96 ).

- [54] BMS (Berufsbildende mittlere Schule): school for intermediate vocational education; BHS (Berufsbildende höhere Schule): college for higher vocational education.
- [55] <http://www.erwachsenenbildung.at> [accessed 31.8.2021].
- [56] Accessible online at the landing page <https://www.karrierekompass.at/> [accessed 31.8.2021].
- [58] <https://www.bic.at> [accessed 31.8.2021].
- [60] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/guidance-and-outreach-inactive-and-unemployed-austria> [accessed 31.8.2021].
- [61] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere> [accessed 31.8.2021].
- [62] <https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices> [accessed 31.8.2021].
- [47] [https://cumulus.cedefop.europa.eu/files/vetelib/2018/guidance\\_outreach\\_Belgium\\_Cedefop\\_](https://cumulus.cedefop.europa.eu/files/vetelib/2018/guidance_outreach_Belgium_Cedefop_)
- [48] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [49] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [35] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [36] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [48] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere/cyprus>
- [49] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [75] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [76] [www.infoabsolvent.cz](http://www.infoabsolvent.cz)
- [77] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [78] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [209] <https://www.bildungsketten.de/> and <https://www.berufsorientierungsprogramm.de/>
- [210] <https://www.jba-hamburg.de/English-71>
- [211] <https://www.servicestelle-jba.de/wws/9.php#/wvs/ueber-uns.php>
- [212] <https://www.berufsorientierungsprogramm.de/angebote-fuer-fluechtlinge/de/english-1993.html>
- [213] <https://www.bmas.de/DE/Themen/Arbeitsmarkt/Modellprogramme/respekt-pilotprogramm.html>
- [214] <https://www.studienabbruch-und-dann.de/>
- [215] <https://www.arbeitsagentur.de/karriere-und-weiterbildung>
- [216] [https://www.der-weiterbildungsratgeber.de/weiterbildungsratgeber/de/home/home\\_node.html](https://www.der-weiterbildungsratgeber.de/weiterbildungsratgeber/de/home/home_node.html)
- [217] BIBB. Überaus. <https://www.ueberaus.de/wvs/dossier-uebergangsmanagement.php>

- [218]BMBF. Die Transferinitiative [the transfer initiative] <https://www.transferinitiative.de/>
- [219]<https://www.arbeitsagentur.de/karriere-und-weiterbildung> ;  
<https://berufenet.arbeitsagentur.de> ; <https://con.arbeitsagentur.de/prod/berufetv/start> ;  
<https://kursnet-finden.arbeitsagentur.de> ;  
<https://www.arbeitsagentur.de/bildung/ausbildung/azubiwelt>
- [220]<https://www.bibb.de/dienst/abp/de/index.php>
- [221]<https://planet-beruf.de/schuelerinnen>
- [222]<https://abi.de/>
- [223]<https://studienwahl.de/>
- [224]<https://www.bildungsserver.de/>
- [225]<https://www.iwwb.de/kurssuche/startseite.html>
- [226]<http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [227]<https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices-germany>
- [72] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports>
- [73] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [74] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [38] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [39] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [40] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices-finland>
- [55] <http://www.cisok.hr>
- [56] [www.e-Usmjeravanje.hzz.hr](http://www.e-Usmjeravanje.hzz.hr)
- [57] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [58] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [38] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [39] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [40] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [64] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [65] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [93] <https://www.beruffer.anelo.lu/>
- [94] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>

- [95] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [96] <https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices>

# Vocational education and training system chart



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Luxembourg, 2022.

# VET Programme Types

EQF 1
Lower secondary technical programmes (pre-VET) (ESG), 3 years ISCED 254

**Lower secondary technical programme (ISCED 254, EQF 1) is considered as pre-VET and lasts 3 years. It comprises the 'orientation programme' and the 'preparatory programme', designed for learners who struggle with the regular secondary education curriculum.**

<b>EQF level</b> 1	<b>ISCED-P 2011 level</b> 254
<b>Usual entry grade</b> 9 ( 97 )	<b>Usual completion grade</b> 11 ( 98 )
<b>Usual entry age</b> 12	<b>Usual completion age</b> 14
<b>Length of a programme (years)</b> 3	
<b>Is it part of compulsory education and training?</b> <input checked="" type="checkbox"/> School attendance is compulsory between 4 and 16 years.	<b>Is it part of formal education and training system?</b> <input checked="" type="checkbox"/>
<b>Is it initial VET?</b> <input checked="" type="checkbox"/>	<b>Is it continuing VET?</b> <input type="checkbox"/>

**Is it offered** ✓  
**free of**  
**charge?**

**Is it** ✓  
**available for**  
**adults?**

Adults may attend the last year of the lower secondary education programme and then access the technical secondary programmes and vocational programmes.

Candidates have the choice between daytime and evening courses.

**ECVET or other credits** Information not available

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**Learning forms (e.g. dual, part-time, distance)** 'Orientation programmes' (Les classes inférieures de la voie d'orientation)

In the orientation programme classes (3 years: 7G, 6G and 5G) of general education (languages, mathematics, human and social sciences, natural sciences) the learners' knowledge is deepened. The language of instruction is German, except for mathematics and the French language course, which are taught in French. During the second year, language courses (French and German), as well as mathematics, are taught on two levels: in a basic course or in an advanced class. The choice of enrolment in one of the two courses is made according to the level of competence of the learner and the orientation advice from the class council. In the last year (5G), English is also taught on two levels. The orientation programme includes workshops in secondary schools that allow the learner to discover several trades and occupations. This is complemented by placements and visits in companies.

There are also special language offers that allow for an upgrade in German or French during the 3 years and an offer where all teaching is done in French except German lessons.

The preparatory programme (Les classes inférieures de la voie de préparation)

The lower grades of the preparatory programme (3 years: 7P, 6P and 5P) are for learners who, in one or more disciplines, have not reached the core competence referred to at the end of cycle 4 of primary education. They prepare learners for later transition to the orientation programme or vocational training. German, French, mathematics, general culture, physical education and sports and practical learning in workshops are taught in modules spread over 3 years of teaching. These allow the learner to progress at his own pace and capitalise on a maximum of modules for the subsequent training envisaged.

These two lower secondary programmes are distinguished by their general orientation, the relative importance of the subjects taught and the teaching methods.

There is also a special language offer where all teaching is provided in French except for German lessons.

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**Main providers** Secondary schools and national school for adults (ENAD).

**Share of work-based learning provided by schools and companies** Information not available

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<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	Programmes include workshops that allow learners to discover several trades and occupations. This is complemented by placements and visits to companies.
<b>Main target groups</b>	Programmes are available for young people and also for adults, including learners with immigration background and with special educational needs. In this respect a mediator for school maintenance, inclusion and integration was set up in mid-2018 ( 99 ). The mediator's role is to deal with complaints about learners at risk of dropping out of school, the inclusion of learners with special educational needs and the integration of children from immigrant backgrounds into the 'main-stream' school system.
<b>Entry requirements for learners (qualification/education level, age)</b>	Young people must have successfully finished primary education. Candidates as adults should be aged 17 or more and have a school level allowing access to the last year of lower secondary education.

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**Assessment of learning outcomes**

The different functions of assessment are given in detail:

- formative evaluation: helping the learner to become aware of their strengths and weaknesses while documenting their learning process;
- certification of the learner's individual knowledge and competences at the end of a learning period;
- serve as a basis for the learner's guidance.

With a view to these objectives, the quarterly school reports (*bulletins trimestriels*) are complemented by a report supplement (*complément au bulletin*).

The quarterly report includes for each taught subject the average (out of 60) of classwork notes and other tests or assignments. The supplement to the report gives information on the progress of the learner in the different areas of competence of the taught subjects, giving an unencrypted assessment. This assessment by skills area offers a differentiated and nuanced view of the learners' abilities.

At the end of each quarter (or semester), the parents (or the adult learner) receive a report (bulletin) detailing:

- quarterly (or each semester) marks of the subjects taught;
- the general quarterly (or each semester) mark;
- remedial measures for unsatisfactory results.

The report at the end of the school year also includes further details:

- each subject's annual mark;
- the general annual mark;
- promotion decision (positive or not) to the higher class (at the third year of the lower cycle of technical secondary education).

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**Diplomas/certificates provided**

Not applicable

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**Examples of qualifications**

Not applicable

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**Progression opportunities for learners after graduation**

After successful completion of the lower cycle, learners can choose between technical secondary programmes and vocational programmes.

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**Destination of graduates**

Information not available

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<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓ Languages, humanities and social sciences, mathematics and natural sciences
<b>Key competences</b>	Mathematics, languages, digital competences
<b>Application of learning outcomes approach</b>	✓ Teaching by competences is applied in the lower classes of technical secondary.  Competences refer to the ability of a learner to implement an organised set of knowledge, skills, and attitudes to provide an adequate response to a problem.  Competences sets describe the knowledge and competences that learners must master in a sustainable way at the end of the last 2 years of lower cycle of technical secondary education.  For language and mathematics, these sets are divided into two levels: basic set and advanced set.  The set of competences differs from the teaching programme, which describes the contents treated in each domain (maths, French, history, etc.).
<b>Share of learners in this programme type compared with the total number of VET learners</b>	At the beginning of school year 2020/21, lower technical secondary education represented 44.1% ( 100 ) of total learners in technical education including VET (lower, medium and upper level) ( 101 ).  The total number of learners in lower technical secondary education has fallen slightly since 2011/12; at that time 13 206 were registered in lower technical secondary education at the beginning of the school year and 11 851 in 2020/21.

[99] SCL (2018b). Loi du 18 juin 2018 portant: (1) Institution d'un service de médiation au maintien, à l'inclusion et à l'intégration scolaires; (2) modification de la loi modifiée du 6 février 2009 relative à l'obligation scolaire. *Mémorial* A 548.  
<http://legilux.public.lu/eli/etat/leg/loi/2018/06/18/a548/jo>

[100]2020/21.

[101]Number of learners by programmes, figures for the start of the school year - public and public schools applying the national curriculum only - excluding adult apprenticeship.

EQF 5

Master craftsperson  
programmes  
ISCED 453

## Master craftsperson programmes leading to EQF 5 and ISCED 453 - Brevet de maîtrise

EQF level 5	ISCED-P 453 2011 level
<p><b>Usual entry grade</b> Applicants, who must be at least 18, must hold one of the following qualifications:</p> <ul style="list-style-type: none"> <li>• vocational aptitude diploma (<i>Diplôme d'aptitude professionnelle</i>, DAP)</li> <li>• technician diploma (<i>Diplôme de Technicien</i>, DT)</li> <li>• technical secondary school leaving diploma (<i>Diplôme de fin d'études secondaires générales</i>, DFESG)</li> <li>• general secondary school leaving diploma (<i>Diplôme de fin d'études secondaires classiques</i>, DFESC)</li> <li>• any other post-secondary qualification (higher technician certificate (<i>Brevet de technicien supérieur</i>, BTS), bachelor, master)</li> <li>• a foreign diploma or certificate recognised by the Ministry of Education, Children and Youth</li> </ul>	<p><b>Usual completion grade</b> Not applicable</p>
<p><b>Usual entry age</b> 18+</p>	<p><b>Usual completion age</b> Not applicable</p>
<p><b>Length of a programme (years)</b> The training usually lasts for 3 years, but the maximum time allowed to pass all of the modules is set at 6 years. Classes are usually held on weekday evenings and at the weekend.</p>	
<p><b>Is it part of compulsory education and training?</b> ✗</p>	<p><b>Is it part of formal education and training system?</b> ✓</p>

<p><b>Is it initial VET?</b> ✘</p>		<p><b>Is it continuing VET?</b> ✔</p>
<p><b>Is it offered free of charge?</b></p>	<p>The registration fee for preparatory courses is EUR 600 per year of registration. The registration fee for exams is EUR 300 per exam session.</p>	<p><b>Is it available for adults?</b> ✔</p>
<p><b>ECVET or other credits</b></p>	<p>Information not available</p>	
<p><b>Learning forms (e.g. dual, part-time, distance)</b></p>	<p>Courses are organised in the evenings on weekdays and weekends. They are held either at the training centre of the Chamber of Trades and Skilled Crafts, or in secondary schools, or in the National Centre for Continuing Vocational Training (CNFPC).</p>	
<p><b>Main providers</b></p>	<p>Programmes are organised by the Chamber of Trades and Skilled Crafts</p>	
<p><b>Share of work-based learning provided by schools and companies</b></p>	<p>Information not available</p>	
<p><b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b></p>	<p>The courses in professional theory are specific to each trade. They consist, in principle, of three to four different modules. The Chamber of Trades and Skilled Crafts proposes the modules that the candidate must follow for the current year. There is a list with the trades for which preparatory courses are offered. In some trades, complementary courses, compulsory and subject to fees, have to be followed.</p>	
<p><b>Main target groups</b></p>	<p>Programmes are available for young people and also for adults.</p>	
<p><b>Entry requirements for learners (qualification/education level, age)</b></p>	<p>To access these programmes, learners are required to have completed at least EQF level 3 in any trades or occupations. Learners should have at least 1 year of work experience to be able to take the final exam.</p>	

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**Assessment of learning outcomes** The master craftsperson programmes are organised in modules and the candidates are free to adapt their training to their own pace. When registering, they choose the modules they would like to follow during the school year.

As the maximum duration to finalise the master craftsperson programmes is 6 years, the Chamber of Trades and Skilled Crafts proposes course planning that allows regular progression, while preserving a safety margin.

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**Diplomas/certificates provided** Graduates receive the master craftsperson qualification.

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**Examples of qualifications** Graduates can become established in the craft industry as self-employed and to train apprentices. The qualification confers the title of master craftsperson in the particular trade.

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**Progression opportunities for learners after graduation** The master craftsperson qualification does not give any access right for higher education; progression opportunities depend on the certificate gained at secondary level.

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**Destination of graduates** Information not available

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**Awards through  
validation of prior  
learning** ✓

Validation of prior learning (VAE) is a process which enables professional and non-professional experience to be recognised with a view to obtaining all or part of Master craftsman qualification (*Brevet de maîtrise*).

Individuals who have at least 3 years (5 000 hours) of paid, unpaid or voluntary work (whether continuous or not) directly related to the requested qualification may request certification from the education ministry. The 2008 legislation ( 152 ) reforming VET and the law of 2010 ( 153 ) define and stipulate the procedure for the validation of prior learning to obtain all or part of a technical secondary leaving diploma, a VET diploma or certificate (Technician diploma, DAP and CCP) or a master craftsmanship. Validation of prior learning is a two-step procedure that recognises the value of formal, non-formal and informal education and experience (professional and non-professional). As a first step, the validation request must be declared eligible. Next, the applicant must file a validation request which is submitted for analysis and decision to a validation commission. Throughout the validation procedure, candidates must prove their knowledge, competences, and skills in line with the curricula of the relevant qualification.

The Vocational Training Act amendment of 2016 ( 154 ) modifying the 2008 legislation, specifies that, during validation of prior learning, the Ministry of Education offers support to candidates through either collective workshop or personalised interviews with a coach nominated by the Minister. If all conditions are met, the procedure leads to a certificate or diploma, or to a part thereof (to be completed within 3 years of the validation).

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**General education  
subjects**

Module A -> Law

Module B -> Quantitative management techniques

Module C -> Management techniques

Module D -> Business creation

Module E -> Applied pedagogy

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**Key competences**

The preparatory courses for the master craftsman programmes are organised in the following fields:

- business organisation and management, and applied pedagogy;
- professional theory and practice.

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**Application of learning  
outcomes approach**

Information not available

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<b>Share of learners in this programme type compared with the total number of VET learners</b>	Number of candidates ( 155 ):
	Spring Session 2020
	384 candidates in management
	384 candidates in professional theory (28 trades)
	133 candidates in professional practice (26 trades)
	Autumn session 2020:
	80 candidates in management
57 candidates in professional theory (15 trades)	

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EQF 5

Higher technician  
programmes (BTS),

2 years

ISCED 554

**Higher technician programme (Brevet de technicien supérieur, BTS) leading to EQF level 5, ISCED 554**

EQF level 5		ISCED-P 2011 level 554	
<b>Usual entry grade</b>	15-17 ( 156 )	<b>Usual completion grade</b>	17 and later ( 157 )
<b>Usual entry age</b>	19-20	<b>Usual completion age</b>	21-22
<b>Length of a programme (years)</b>	2		
<b>Is it part of compulsory education and training?</b>	✗	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	Information not available	<b>Is it continuing VET?</b>	Information not available
<b>Is it offered free of charge?</b>	✓ EUR 100 per semester.	<b>Is it available for adults?</b>	✓
<b>ECVET or other credits</b>	120 credits		
<b>Learning forms (e.g. dual, part-time, distance)</b>	Information not available		
<b>Main providers</b>	Public and private secondary schools, and technical secondary schools recognised by the State.		
<b>Share of work-based learning provided by schools and companies</b>	Information not available		

<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	BTS programmes alternate; they provide both theoretical instruction, including general education (like languages), and training in a work environment ( 158 ).
<b>Main target groups</b>	Programmes are available for young people and also for adults.
<b>Entry requirements for learners (qualification/education level, age)</b>	To be admitted to the programme, learners require either a general or a technical secondary school leaving diploma ( <i>diplôme de fin d'études secondaires technicia</i> , <i>diplôme de fin d'études secondaires générales</i> ), or a technician diploma ( <i>diplôme de technician</i> , DT) complemented by optional modules.
<b>Assessment of learning outcomes</b>	<p>The BTS programme is organised in modules spread over four semesters. Each module has between 5 and 20 ECTS credits and can be composed of different courses with at least one ECTS credit.</p> <p>Attendance at courses, practical training courses and any other pedagogical activities organised as part of the training are compulsory.</p> <p>Each course is subject to knowledge assessment that results in a grade. The score is either the result of a continuous assessment carried out during the 6-month period, or of a final examination carried out exclusively during an examination session, or by these two assessment modes combined.</p>
<b>Diplomas/certificates provided</b>	Graduates receive the higher technician certificate ( <i>Brevet de technicien supérieur</i> , BTS)
<b>Examples of qualifications</b>	Nurse, paediatric nurse, person responsible for exploitation of automated installations, game artist, character designer
<b>Progression opportunities for learners after graduation</b>	Generally, graduation from the higher technician programme does not provide progression possibilities to any other programme. However, some bachelor degrees offered at Luxembourg University may be accessible (bachelor in accounting and finance, bachelor in animation drawing).
<b>Destination of graduates</b>	Information not available

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**Awards through validation of prior learning**

Validation of prior learning (VAE) is a process which enables professional and non-professional experience to be recognised with a view to obtaining all or part of a Higher technician certificate (*Brevet de technicien supérieur*).

Individuals who have at least 3 years (5 000 hours) of paid, unpaid or voluntary work (whether continuous or not) directly related to the requested qualification may apply for validation of prior learning.

In order to identify the diploma matching his/her experience, the applicant is advised to consult the list and obtain information from the relevant secondary schools. Some BTS qualifications are not yet accessible through VAE.

The validation application and registration application should be sent to the Head of the corresponding secondary school. The validation application is accompanied by a portfolio which must set out, with reference to the diploma sought, the knowledge, abilities and skills that the applicant has gained through experience.

Based on the proposal of the secondary school management, the ministry appoints an ad hoc committee for each training programme.

This committee assesses the validation request and the portfolio and interviews the applicant. It may request a placement into a professional situation (whether real-life or simulated). While deliberating, it assesses the knowledge acquired through experience with regard to the curriculum of the desired diploma.

The ad hoc committee may take one or several of the following decisions:

- exemption from producing one of the certificates set out by Article 10 (1) of the Law of 19 June 2009 (setting out the terms and conditions for higher education courses of study leading to a higher technician certificate (BTS));
- registration, provided that an additional part of the curriculum is completed;
- exemption from attending some of the training modules or classes comprising the modules;
- exemption from compliance with some of the validation measures;
- exemption from all of the modules, classes and examinations leading to the diploma being granted.

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**General education subjects**

Depends on the programme

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**Key competences** Depends on the programme

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**Application of learning outcomes approach** Information not available

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**Share of learners in this programme type compared with the total number of VET learners** Information not available

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[158][www.bts.lu](http://www.bts.lu)

EQF 7

Professional master  
programme,  
2 years  
ISCED 757

## Professional master programme leading to EQF level 7, ISCED 757

EQF level 7		ISCED-P 2011 level 757	
<b>Usual entry grade</b>	19-20 ( 163 )	<b>Usual completion grade</b>	20-21 ( 164 )
<b>Usual entry age</b>	21	<b>Usual completion age</b>	23
<b>Length of a programme (years)</b>	2		
<b>Is it part of compulsory education and training?</b>	✗	<b>Is it part of formal education and training system?</b>	Information not available
<b>Is it initial VET?</b>	Information not available	<b>Is it continuing VET?</b>	Information not available
<b>Is it offered free of charge?</b>	Information not available	<b>Is it available for adults?</b>	✓

**ECVET or other credits** 60 to 120 credits

**Learning forms (e.g. dual, part-time, distance)** Information not available

**Main providers** Information not available

**Share of work-based learning provided by schools and companies** Information not available

**Work-based learning type (workshops at schools, in-company training / apprenticeships)** Internship in company/administration

<b>Main target groups</b>	Programmes are available for young people and also for adults.
<b>Entry requirements for learners (qualification/education level, age)</b>	Learners need to hold a (professional) bachelor degree to enter the professional master programme.
<b>Assessment of learning outcomes</b>	Information not available
<b>Diplomas/certificates provided</b>	Graduates receive a master degree ( <i>Master</i> ).
<b>Examples of qualifications</b>	Information not available
<b>Progression opportunities for learners after graduation</b>	Graduates holding a master degree can progress to academic PhD programmes.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	<p>Validation of prior learning (VAE) is a process which enables professional and non-professional experience to be recognised with a view to accessing the different levels of university studies, to obtain a bachelor degree (3 years of higher education) or a master degree (5 years of higher education).</p> <p>Individuals who have at least 3 years (5 000 hours) of paid, unpaid or voluntary work (whether continuous or not) directly related to the requested qualification may apply for validation of prior learning.</p> <p>At university level, validation of prior learning allows formal, non-formal and informal education and experience to be recognised with a view to accessing various bachelor or master university studies, and the possibly to be partially exempted from taking certain courses ( 165 ). The request (consisting of a portfolio) is considered by a board of examiners whose members are appointed by the chancellor, following recommendation of the Dean of the relevant faculty ( 166 ).</p>
<b>General education subjects</b>	Information not available
<b>Key competences</b>	Information not available

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**Application of learning outcomes approach** Information not available

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**Share of learners in this programme type compared with the total number of VET learners** Information not available

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[165] [https://wwwen.uni.lu/students/application\\_for\\_admission/recognition\\_of\\_prior\\_experience](https://wwwen.uni.lu/students/application_for_admission/recognition_of_prior_experience)

[166] <http://www.lifelong-learning.lu/Detail/Article/Diplomes/pour-les-diplomes-universitaires----bachelor-et-master/en> and <http://legilux.public.lu/eli/etat/leg/loi/2009/06/19/n1/jo>

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