

COUNTRY SYSTEM MAPPING

Country Report: Luxembourg

European Agency for Special Needs and Inclusive Education



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This country report has been drafted by Annet de Vroey for the Agency in co-operation with the Luxembourg Team:

Representative Board member: Laurent Dura

National Co-ordinator: Janina Strötgen

Country Analyst: Elisabeth Scheier



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Secretariat

Østre Stationsvej 33

DK-5000 Odense C Denmark

Tel.: +45 64 41 00 20

secretariat@european-agency.org

Brussels Office

Rue Montoyer 21

BE-1000 Brussels Belgium

Tel.: +32 2 213 62 80

brussels.office@european-agency.org



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INTRODUCTION

The goal of the Country System Mapping (CSM) activity is to identify, map and analyse the key features that impact the effective implementation of inclusive education policy in practice in all Agency member countries' education systems. In a departure from previous thematic activities undertaken by the European Agency for Special Needs and Inclusive Education (the Agency), CSM considers the **whole** education system from the perspective of implementing policy for inclusive education in practice. However, within this system-wide view, there is a focus on the specific priorities Representative Board members (RBs) have already identified in relation to monitoring and evaluation, cross-sector working and quality assurance.

The main output from the CSM work is a systematic mapping of information on each country's education system.

Information from the individual CSM Country Reports has been analysed in two ways:

- **Thematic Analysis** to highlight issues (challenges and opportunities) emerging from the reports to use as the starting point for the Agency's Thematic Country Cluster Activities (TCCA).

Challenges for inclusion are defined as things the country needs to work on to reach an inclusive education system. Strengths for inclusion are things that encourage and reinforce inclusive practice in the country and could potentially be shown as an example to other countries.

- **Mapping** to inform TCCA groupings, based on the system structures and processes countries have (or do not have) in common.

The agreed goal for the mapping element of the CSM analysis work was to highlight parameters, or comparative factors, that indicate which country systems are structured and/or working in different – or similar – ways.

The information from the CSM work will be used within the remainder of the [Multi-Annual Work Programme 2021–2027](#) (MAWP). As of autumn 2024, country cluster activities will be organised which are closely aligned to individual country approaches to key issues for inclusive education, as well as system structures and processes countries have in common.



Work within a shared vision for inclusive education systems

All Agency work is aligned with the [position on inclusive education systems](#). This agreed position states that the ultimate vision for inclusive education systems is to ensure that:

All learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers ([European Agency, 2022, p. 1](#))¹.

Agency work focuses on supporting the development of inclusive education systems in member countries to ensure every learner's right to inclusive and equitable educational opportunities. This aim is directed at all learners. However, all aspects of Agency work clearly recognise that some groups of learners face obstacles and barriers that mean they should be considered **learners vulnerable to exclusion from inclusive education in mainstream schools in their local community, alongside their friends and peers**.

UNESCO identifies the possible obstacles and barriers to education learners may face as arising from:

... gender, remoteness, wealth, disability, ethnicity, language, migration, displacement, incarceration, sexual orientation, gender identity and expression, religion and other beliefs and attitudes ([UNESCO, 2020, p. 4](#))².

Many learners may face a combination of these factors and the intersectional (inter-connected) nature of learners' needs must be acknowledged. Every learner has their own unique experiences of discrimination and/or barriers to learning. Everything and anything that can marginalise learners and increase their chances of exclusion from mainstream inclusive education must be understood and recognised.

All Agency member countries are committed to working towards ensuring more inclusive education systems. They do so in different ways, depending on their past and current contexts and histories. Inclusive education systems are a vital component within the wider aspiration of more socially inclusive societies that all countries align themselves with, both ethically and politically. However, all Agency work clearly recognises that countries have differences in their ways of thinking about, identifying and making provision for different groups of learners who may be considered vulnerable to exclusion from inclusive education.

All countries have undergone key conceptual changes in their thinking and policy priorities for developments as they move towards inclusive education as an approach that ensures high-quality education for all learners. Across countries, the first shift was made from the concept of special educational needs to special needs education. This shift represented a focus away from the learner (identified as having special educational needs) towards a focus on the provision they receive (special needs education for learners who experience difficulties at school). The term 'special needs education' has also widened the focus

¹ European Agency for Special Needs and Inclusive Education, 2022. *Agency Position on Inclusive Education Systems*. Odense, Denmark

² UNESCO, 2020. *Global Education Monitoring Report: Inclusion and education: all means all*. Paris: UNESCO



beyond learners with disabilities to include learners who appeared to be failing in school for a wide variety of reasons.

It is worth emphasising here that there have never been agreed definitions of the concepts of special educational needs or special needs education that can be consistently used across countries. The groups of learners considered as having special educational needs which require additional provision largely differ across countries.

The most recent shifts emphasise a move away from a concern with types of special needs or the categories a learner may or may not fall into, towards thinking of inclusion and inclusive education as an approach for all learners. They emphasise the barriers experienced by learners and focus overall on learners who may be vulnerable to exclusion from educational opportunities for different reasons.

Agency work focuses on supporting the development of inclusive education systems in its member countries to ensure every learner's right to inclusive and equitable educational opportunities. This aim is directed at all learners, while recognising the need to specifically address learners who may be vulnerable to exclusion from inclusive education.

Overview of the Country System Mapping

The information collected in the CSM activity aims to provide evidence of and reflection on **where countries currently are** in their inclusive thinking, policy and provision for all learners, but in particular for those learners vulnerable to exclusion from inclusive education.

CSM work focuses on the **whole** education system and how certain structures, mechanisms and processes may impact on the implementation of policy for inclusive education in practice. It aims to get insights into how the needs of all learners – including individuals or groups of learners vulnerable to exclusion from inclusive education – are being considered. Many questions refer to learners vulnerable to exclusion from inclusive education. Countries have opportunities to clarify what 'learners vulnerable to exclusion from inclusive education' means for them and their systems.

However, it is acknowledged that it may not be possible for countries to provide information covering all learners and all learner groups.

The questions specifically focus on four priorities RBs have identified for wider future Agency work in relation to:

- Monitoring and evaluation
- Cross-sector working
- Quality assurance
- Effective policy implementation.

There are six main sections:

Section 1. Background to the inclusive education system

Section 2. Overview of the education system

Section 3. Legislative and policy framework



Section 4. System governance

Section 5. Quality assurance and accountability

Section 6. Stakeholder collaboration, co-operation and effective communication

In each of these sections, relevant information was collected covering International Standard Classification of Education (ISCED) levels 02 (pre-primary education) to 3 (upper-secondary education).

Each section has two subsections which require different types of country information, as outlined below.

All questions were rephrased into statements for the purpose of this report.

System description

Sections 1 to 6 include specific questions that aim to provide a factual description of key aspects of the legislation and policy framework for inclusive education in the country. The system information aims to accurately describe the relevant policy frameworks in countries.

Different types of questions are used to collect information that describes important system features – structures, mechanisms and processes – relating to governance, monitoring, quality assurance and collaboration. The descriptive information includes sources of original material and, where possible, is supported with quotes and citations from relevant policy documents and published work.

The descriptive information will be analysed to highlight parameters, or comparative factors, that indicate how countries are structured and/or working. This mapping will be used to inform country cluster groupings based on system structures and processes that countries have in common.

The descriptive information will also be used to prepare thematic cluster activities with Agency member countries. These activities will elaborate and collect even more detailed country information for the different priority areas from 2023 onwards.

Evaluative commentary

An important element of the questions is the evaluative, qualified and evidenced-based reflection on the factual information provided in sections 1 to 6.

The evaluative commentaries aim to provide a qualified reflection on the implementation of the legislation and policy framework for inclusive education in practice. They provide observations on and interpretations of the system factors that impact positively or negatively on inclusive education.

The evaluative commentaries reflect on **where and why the practice of inclusive education differs from or actively supports the stated policy intentions and goals** in the system description.



For the evaluative commentaries linked to each section, the following general questions are posed:

- What have been the perceived main challenges (barriers and hindrances) for inclusive education? Why do they exist and what are the consequences?
- What have been the perceived opportunities (support and ways forward) for inclusive education? What areas for development are identified and how can they be successfully implemented?

In addition, specific topic-related questions are also suggested.

The analysis of the evaluative commentary information will take a grounded approach. It will aim to identify issues that emerge as barriers to or supporting factors for meeting the needs of all learners in inclusive systems.

This analysis will be used to inform future Agency activities with member countries regarding country-specific and common system challenges and opportunities.



SECTION 1. BACKGROUND TO THE INCLUSIVE EDUCATION SYSTEM

This section provides key background information in relation to inclusive education in the country.

1.1 Overview of the historical development of inclusive education

1912 – Exclusion of children with a disability. Children with physical or intellectual disabilities or intellectual disabilities were not eligible for school.

1968 – Creation of the Speech Therapy Centre as the first offer for children who are deaf, hard of hearing or speech impaired children.

1973 – Segregation of special needs learners. Creation of institutes and the Education différenciée Service (Ediff) with the introduction of the right to schooling.

1994 – Total or partial school integration with the right to attend regular classes of pre-primary and primary education.

1998 – Grand-Ducal regulation establishing the Ambulatory Rehabilitation Service (SREA), which organised, in agreement with the inspector of primary education, educational assistance and educational assistance and outpatient rehabilitation measures, as well as consultations for families.

2009 – Inclusion of learners with special needs has expanded with compulsory education and a re-organisation of basic education. Multi-professional teams, organised by region, have been set up. These teams, consisting of Ediff, basic education staff and the Speech and Language Therapy Centre, carried out diagnostic, classroom assistance, support and classroom advice/guidance, and advice/guidance tasks in basic education. Ediff included several special schools, including eight education centres, four vocational training centres, one school integration centre, and three institutes – one for cerebral palsy, one for autistic children and for autistic and psychotic children, and a third for visually impaired children.

2011– Support for learners who have a particular impairment or disability preventing them from demonstrating the skills they have acquired in evaluation tests by giving them the possibility to obtain reasonable accommodations in evaluation tests ([loi modifiée du 15 juillet 2011](#) visant l'accès aux qualifications scolaires et professionnelles des élèves à besoins éducatifs particuliers).

2018 – Creation of competence centres for specialist psycho-pedagogy fostering school inclusion, creation of the National Inclusion Commission (Commission nationale d'inclusion – CNI) and abrogation of the laws regulating the Ediff and the Centre de logopédie – CL (Centre for language and hearing therapy) ([loi du 20 juillet 2018](#) portant création de Centres de compétences en psycho-pédagogie spécialisée en faveur de l'inclusion scolaire).



2019 – Start of the implementation of the Support teams for learners with special educational needs (Équipes de soutien des élèves à besoins éducatifs particuliers ou spécifiques – ESEB) in secondary education.

1.2 Legislation and policy definitions linked to key concepts within inclusive education systems

Inclusive education

No definition. See amended law of 6 February 2009 on compulsory education ([loi modifiée du 6 février 2009 relative à l'obligation scolaire](#)):

Art. 3: In order to promote equality of opportunities, appropriate provisions shall make it possible for each learner to have access to the different types or levels of school education, in accordance with his or her specific aptitudes and needs.

Art 7: All children living in Luxembourg who have reached the age of 4 before 1 September must attend school. This obligation extends over twelve consecutive years from 1 September of the year in question.

Art 10: Children with specific educational needs may fulfil the obligation to attend school by receiving differentiated teaching according to their needs, as determined by an inclusion commission.

See amended law of 6 February 2009 on the organisation of elementary education ([loi modifiée du 6 février 2009 portant organisation de l'enseignement fondamental](#)):

Art. 22: In order to enable learners to achieve the objectives set by the study plan within the time allowed, the teaching teams rely on the following devices and measures of pedagogical differentiation:

1. devices for differentiating the learning pathways within the class to help learners who are experiencing difficulties and to stimulate learners who show particular aptitudes;
2. decompartmentalisation measures consisting in allowing learners from different classes to be grouped together temporarily according to their needs, interests or level of competence;
3. the possibility for a learner to follow lessons in another cycle;
4. support measures decided at the end of the cycle to be implemented in the following cycle according to the needs of the learner.

[See Code de l'Éducation nationale](#)

(European Agency, Luxembourg: Legal definitions around learners vulnerable to exclusion, pp. 6–7).

Special needs education

Not applicable.



Learners vulnerable to exclusion from inclusive education

Learners who are vulnerable to exclusion are, e.g.:

- learners with severe learning or behavioural difficulties;
- learners who have failed to transfer to the next school level at least two times in the course of their school career;
- learners who, in the last two years, have been expelled from school completely or temporarily;
- learners who suffer from a behavioural disorder;
- learners with special needs;
- learners benefitting from a special grant for learners from low-income families;
- learners reported because of repeated absences or tardiness;
- learners who consistently fail to do their homework or are poorly prepared for class.

See the Grand-Ducal Regulation of 25 March 2009 defining the modalities for the organisation of activities or classes in order to prevent educational exclusion of learners with learning or behavioural disabilities before achieving a qualification, art. 4

([Règlement grand-ducal du 25 mars 2009](#) déterminant les modalités d'après lesquelles les lycées organisent des activités ou des classes pour prévenir l'exclusion scolaire d'élèves ayant des difficultés d'apprentissage ou de comportement graves avant d'avoir obtenu une qualification).

(European Agency, Luxembourg: Legal definitions around learners vulnerable to exclusion, pp. 4–5).

Learners with special educational needs

Children or young people with difficulties according to international classifications, and who encounter more learning difficulties than children or young people of the same age. Also considered are learners with special needs, intellectually precocious children or young people who can benefit from specialist care.

Law of 20 July 2018 on the creation of competence centres for specialist psycho-pedagogy fostering school inclusion, art. 1 al. 1 pt. 3 ([loi du 20 juillet 2018](#) portant création de Centres de compétences en psycho-pédagogie spécialisée en faveur de l'inclusion scolaire)

Amended law of 6 February 2009 on the organisation of elementary education, art. 2 al. 1 pt. 16bis ([loi modifiée du 6 février 2009](#) portant organisation de l'enseignement fondamental)

Amended law of 25 June 2004 on the organisation of secondary education, art. 1 al. 1 pt. g ([loi modifiée du 25 juin 2004 portant organisation des lycées](#))

[See Code de l'Éducation nationale](#)

(European Agency, Luxembourg: Legal definitions around learners vulnerable to exclusion, p. 3).



1.3 Individuals or groups of learners vulnerable to exclusion from inclusive education focused on in the report

The learners focussed on are learners with special needs (*élèves à besoins spécifiques* – EBS) who, according to international classifications, have impairments or difficulties or who have significantly more difficulty in learning than the majority of children or young people of the same age. A learner’s special needs may include motor, visual, language or hearing impairments, cognitive development or behavioural difficulties. Learners with special needs may also be intellectually precocious and require specialist care to enable them to develop their faculties or potential to the full.

1.4 Development of thinking around learners vulnerable to exclusion from inclusive education

See section 1.1.

1.5 Future education system developments that may impact positively or negatively on inclusive education

The Ministry of Education, Children and Youth (MENJE)’s General Directorate for Inclusion (DGI) has been given additional financial and human resources in 2021 to enable it to carry out its communication and awareness-raising mission, and several campaigns are planned for 2023 and subsequent years. These campaigns will be aimed at teachers and school principals, the various teams within the system for dealing with learners with special needs, learners, parents and the general public. The aim of these publications, which will be available in various paper and digital formats, as well as in the form of events for the general public, will be to increase the level of knowledge and understanding of the system and to raise awareness of the issues involved in inclusion among the various audiences.

In addition to these various observations, there is the fact that information on newcomer learners (refugees, migrants) is currently not sufficiently co-ordinated and does not effectively reach the CNI.

In order to remedy this lack of co-ordination and to provide more support to newcomer learners, a bill aimed at creating the *Service de l’intégration et de l’accueil scolaires* (SIA) has been submitted for September 2022. The main aim of the bill is to systematically take charge of all newly arrived learners in Luxembourg’s public education system, in order to guarantee them a fair reception, orientation and support for integration and guidance at school. When a newly arrived learner has specific needs, the SIA assists those with parental authority – or the learner if they are of age – in the procedures for referring the matter to the CNI, an inclusion commission for basic education, or an inclusion commission for secondary education.

Finally, a preliminary draft law aimed at harmonising and adapting the components of the system to the realities on the ground and simplifying procedures is currently being drawn up. In this context, it is also planned to integrate the Commission for Reasonable



Accommodation (CAR) into the system of care for learners with special needs, so that it becomes one of its components, as envisaged in the coalition agreement.

The ATVA (Agency for the Transition to Independent Living) has planned major internal and conceptual restructuring in order to better co-ordinate future pre-service provision and to liaise more effectively between the world of work and the national education system.

A large number of thematic working groups between the various centres have also been set up to work on various aspects of the schooling of learners with special needs, such as the transition to working life, diagnoses, resources and deadlines, electronic management of files, the mobilisation of social workers, etc. In addition, several thematic working groups of the College of Directors of the Centres meet regularly to improve co-ordination between the Centres.

The MENJE's Directorate General for Inclusion is committed to taking more responsibility for co-ordinating and initiating joint projects and shared activities between the different components of the scheme, as well as between these components and the structures and institutions of the national education system in general (high schools, schools, SePAS, etc.).

In addition, a mobile team from the Centre for Motor Development (CDM), called the Hygienic Autonomy Support Service, will be in place from the beginning of the 2022/2023 school year. Their missions will consist of, among other things, helping with the toilet and hygiene care in general, accompanying young girls with motor disabilities in the management of their menstrual cycle in a healthy and dignified manner, assisting the teaching staff in the reception and hygiene of the learners as well as in the preparation and preparation of the material used directly by these learners, assisting during oral care, etc.

The interventions of this team will not be limited to learners with motor or physical disabilities – the target population of the CDM – but will be available, if necessary, for any learner with special needs attending secondary school.

There have been two more recent changes in the Luxembourg education system. The first change concerns the French literacy pilot project 'Zesumme wuessen! Alphabetiséierung op Franséisch', which was implemented in four schools in four municipalities at the beginning of the school year 2022. For learners literate in French, the roles of French and German are reversed in comparison to learners literate in German: French becomes the first written and spoken language, oral German learning begins in cycle 2 and written German learning is introduced in cycle 3.1 ([Règlement grand-ducal du 8 juillet 2022 modifiant le règlement grand-ducal modifié du 11 août 2011 fixant le plan d'études pour les quatre cycles de l'enseignement fondamental](#)).

The second change is the expansion of the offer of public international schools in 2022. As of this year, there are six international schools in Luxembourg designed and developed to integrate learners of different mother tongues in the same school.

While the main objective of these two changes is to provide greater educational equity between Luxembourg speakers and non-German first language speakers, they will also greatly benefit learners with special needs as they will allow them to learn in a language in



which they are more comfortable. In general, difficulties that occur with mainstream learners are exacerbated in special needs learners. Consequently, adjustments to the education system that are made to help mainstream learners benefit special needs learners even more.

An agreement between the University of Luxembourg and the MENJE, supported by the Centre de logopédie, is currently being validated. The aim of this agreement is to develop tests allowing ‘an equitable diagnosis in view of the exceptional linguistic heterogeneity of the population in Luxembourg’. A ‘diagnostic test ... must contain reference standards for different groups of learners according to the languages spoken (e.g. monolingual Luxembourgish, monolingual non-Luxembourgish, bilingual Luxembourgish – other, multilingual)’ (extract from the agreement).

Another agreement between the University of Luxembourg and the MENJE, supported by the Centre pour le développement des apprentissages Grande-Duchesse Maria Teresa (CDA), provides for the creation of diagnostic tools adapted to a multilingual population with learning disabilities, developed in relation to the results of an inventory carried out in the context of a previous agreement between the same signatories (see Ugen et al., 2021). This inventory concerns the tests used by members of the ESEBs of the 15 regional directorates and is aimed exclusively at tests applied to children aged 4 to 12 years attending school in the Grand Duchy of Luxembourg. The inventory serves as a theoretical and empirical reference framework for defining the nature of the exact tests to be developed and validated respectively.

Following the Luxembourg government’s desire to maximise the accessibility of its communications, the Centre for Intellectual Development (CDI) plans to create a service specifically dedicated to easy to read (*Facile à lire et à comprendre* – FALC).

Some Centres offer specific programmes to prevent school drop-out and prepare special needs learners for active and independent life. The Centre for Socio-Emotional Development (CDSE) offers temporary schooling in its annex in Junglinster for this purpose. This offer is mainly at the level of orientation and reintegration for learners in cycle 4.2 and secondary education. In most cases, the learners attend school here after a stay in a therapeutic facility or a long-term hospitalisation. Since 2018, the ‘Stop Mobbing’ campaign has also been integrated into the Centre for Socio-Emotional Development. The aim is to raise awareness in the classrooms with the help of two mediators who work together with the learners to improve the classroom climate.

The Logopaedic Centre (LC) offers a specific class for learners with specific language disorders that may compromise their academic success. They are supervised by teachers from the Lycée technique du Centre (LTC) and a teacher (working part-time) from the Logopaedic Centre.

The Centre for Intellectual Development (CDI) offers a Vocational and Occupational Cycle (VOC) for learners between 16 and 18 years of age, until they have a concrete perspective on the first or second labour market. This cycle includes training in vocational and social skills needed in working life. The offer is individually adapted to the learners and is developed or expanded according to what is required in the first or second labour market. Within this framework, the CDI also offers workshops that enable young people to apply their skills.



In the CDI's Wohnschule project, young people over the age of 16 are prepared for independent living. They learn to live on their own or in a community. The Centre for the Development of Vision Skills (CDV) organises the OPTIC class in collaboration with the Lycée technique de Bonnevoie. This class takes in learners over 16 years of age who, due to difficult situations (progressive eye diseases, family causes, etc.), have not been able to obtain a diploma, nor are they able to meet the requirements of the labour market. The learners are prepared for professional integration through supervised internships and training in professional and social skills.

The extension of compulsory schooling until the age of majority is also one of the key measures to further reduce the school drop-out rate and to ensure better integration into the world of work. In addition, this measure to combat school drop-out will be accompanied by the introduction of alternative training opportunities.

The MENJE has put in place a set of measures: for learners with special needs who are in a fragile state of health, accompaniment with the possibility of care during school transport is guaranteed by the asbl Doheem versuergt – Service des aides et soins de la Croix Rouge luxembourgeoise since the start of the school year 2021/2022. From the start of the 2022/2023 school year, the MENJE, in collaboration with the association ARCUS asbl, will offer a mobile support service to learners who need it in the context of school transport. This accompaniment service will support learners with special needs who have behavioural problems and high levels of self- or hetero-aggression.

A working group was specifically created on this subject in which all the Centres are represented, as well as ATVA. One of the main reflections of this working group concerns the format that a future certification documenting and confirming learning could have. In addition, the 'Badges' working group, made up of actors from various departments of different ministries and public administrations, is considering the possibility of a digital certification.

For these learners, the MENJE is working to develop the provision of distance learning, in particular by mobilising an arsenal of innovative technologies, such as collaborative communication applications, or robotic tools allowing learners to be present in classrooms. These learners also benefit from outpatient teaching at the Luxembourg Hospital Centre or from home teaching (the 'Hausbesuche').

As regards education and care services (SEA – crèches, maisons relais, assistances parentaux), the MENJE has replaced the system of financial support linked to the presence of a child with special needs (so-called 'EBS hours') with a system of funding for 'inclusive education and care services'. This service thus receives funding for additional supervision hours. The additional resources enable these services to develop an inclusive pedagogy adapted to all children. It is no longer the individual situation of the learner that is targeted, instead the focus is the team in its approach to becoming an inclusive education and reception service. The aim is to encourage and support education and care services to develop an inclusive pedagogy that welcomes all children. By opting for an inclusive approach linked to flat-rate funding by the MENJE, the education and care services commit themselves to applying the principles of inclusion.

In order to evaluate the possibilities of access of young people with special needs to non-formal education activities, the Directorate General for Youth, in collaboration with the



Directorate General for Inclusion, has launched a study on the degree of accessibility of youth centres and their annexes in Luxembourg. This study will analyse and identify access problems and propose solutions to remedy them.

The Service National de la Jeunesse (SNJ) is one of the national actors that trains supervisors working in the field of non-formal education. The theme of inclusion is an integral part of the on-going training offered. This training is aimed not only at staff in the education and care services (SEA – crèches, maisons relais, parental assistants), or staff in the youth sector (youth centres, etc.), but also at staff working in holiday camps and sports activities who wish to learn about inclusive approaches.

Each inclusive education and care service ensures that each member of staff in charge devotes at least 4 hours of their on-going training, as provided for in article 36 of the Youth Act, to inclusion-related topics.

The legislation provides for the monitoring of the pedagogical quality of education and care services by regional officers, assigned to the National Youth Service (SNJ). These officers carry out visits to check whether the services are implementing their general action concepts. They check the adequacy of educational practice and the implementation of the provisions on further training, as well as the establishment of a pedagogical referent. They also ensure that an inclusive policy is put into practice in the education and reception services concerned.

Since June 2022, children and young people with special needs have been able to benefit from reasonable accommodation in the same way as in basic and secondary education.

Evaluative commentary

This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of developments towards inclusive education. It specifically considers political decisions that have impacted (positively or negatively) upon the vision for and implementation of inclusive education in the country. It also considers how changes in thinking around learners who are vulnerable to exclusion from inclusive education have impacted upon policy and practice.

A recently conducted evaluation study provided a detailed picture not only of the formal structures and processes but also of the assessment of these by the relevant staff working in the field.

Despite the potential for improvement that was identified during the evaluation, the results show that the structures and components of the system for the education of learners with special needs, as well as the underlying legal foundations, are generally well adapted.

The greatest challenges remain the fluidity of the procedures currently in place, the facilitation of communication between the actors, respectively between the different structural elements of the system, as well as raising awareness about inclusive education. The evaluation revealed that the new laws, regulations and procedures are often not known by all actors working in the field. Furthermore, it showed that there are still some



misunderstandings about the new teams (i.e. ESEB teams) and measures that have been put in place.

The Ministry of Education, Children and Youth (MENJE) is continuously working to develop and enrich training programmes for members of the different professional categories, in order to improve not only their knowledge of inclusive education but also their understanding of how the existing system of care for learners with special needs works.

In parallel, various awareness-raising campaigns to inform the general public about the functioning, elements and measures of the scheme are currently being prepared.

A continuous (re)evaluation of the system, with all its elements, will be an integral part of the Ministry's future efforts. By doing so, a continuous optimisation of the system should be guaranteed.



SECTION 2. THE EDUCATION SYSTEM

This section provides information on the structures and features of the whole education system that influence the development and implementation of inclusive education in the country.

2.1 Overview of the education system

Luxembourg's education system is shaped by the country's political, economic, demographic and linguistic particularities. Luxembourg has a relatively low number of residents, but its population is steadily growing. The country is characterised by high immigration rates and a strong presence of foreign residents or cross-border wage earners. Furthermore, Luxembourg is a trilingual country: the national language is Luxembourgish, the legislative language is French and the official administrative and judicial languages are French, German and Luxembourgish. Moreover, English and the languages spoken by immigrants (e.g. Portuguese and Italian) are gaining importance.

The country's educational provision reflects the **cultural and linguistic heterogeneity** of the population. The national Luxembourgish school system is characterised by **multilingualism**. German is currently still the main language of instruction at primary school and in the lower grades of secondary education. French is being taught at primary school level and is progressively introduced as a language of instruction for most subjects in higher secondary education.

As mentioned under section 1.5, a French literacy pilot project 'Zesumme wuessen! Alphabetiséierung op Franséisch' started in 2022 in order to give learners literate in French the possibility to join classes in which French is the main language of instruction at primary school ([Règlement grand-ducal du 8 juillet 2022](#) modifiant le règlement grand-ducal modifié du 11 août 2011 fixant le plan d'études pour les quatre cycles de l'enseignement fondamental).

English is being taught at secondary school, and other languages may also be learned. Luxembourg has the highest number of foreign languages learnt by each individual. It has also the highest share of learners who do not speak the language of instruction at home. In school year 2018/19, the first language of 65% (pre-) primary learners was other than Luxembourgish; in secondary education, this proportion was 58.4%.

The education system has evolved towards a broad diversification of provision for the **schooling of foreign learners**. At present, there is a variety of [educational offers](#) for learners from different linguistic backgrounds, both at elementary and secondary school level. A number of educational measures aim to reduce inequalities in the distribution of foreign learners across all pathways. In school year 2018/19, they made up 45.9% of primary education learners, 46.5% of learners in the more vocationally oriented general secondary education (ESG) and 25.4% in the more academically oriented classic secondary (ESC) pathway (MENJE, [Rapport d'activité 2019](#), p. 157).

The national education system also provides different **transnational and international variations** (see 2.3 below). Additionally, there are transnational educational mobility



measures allowing residents to enrol in education and training in the Greater Region or in other countries. **European education** is offered by a growing number of public schools at primary and secondary level.

Each child aged **3 years** or above living in the Grand Duchy of Luxembourg has a **right to school education**. At that age, early childhood education is optional (additional year of cycle 1). Nevertheless, children enrolled have to attend school regularly. Before the age of 3 years and available until 4, early childcare services exist. **Compulsory schooling** starts from the moment children have completed the **age of 4 years** on 1 September and finishes after 12 years with the completed age of 16 at the same date. Learners have to take part in all courses and school activities. On 22 February 2022, the draft law on the extension of compulsory education until the age of majority was announced. This obligation is one of the key measures to further reduce the school drop-out rate and to ensure better integration into the professional world. In addition, this measure to combat school drop-out will be accompanied by the introduction of alternative training opportunities.

Elementary school (*enseignement fondamental*) starts with a first cycle of early childhood and pre-primary education (ISCED 0) for children from 3 to 5 years of age. This includes a first, optional year of **early childhood education** (*éducation précoce*) and two years of compulsory **pre-primary education** (*éducation préscolaire*). A total of 166 institutions provide cycle 1, 13 of which are private institutions. Elementary education continues with cycles 2, 3 and 4 in **primary education** (ISCED 1) for children from 6–11 years of age, provided across 174 institutions, 10 of which are private institutions. **Secondary education** (ISCED 2: 3 years, and ISCED 3: 4 years or 3 years in vocational pathways) is provided in either classic secondary or general secondary schools. **Classic secondary education** (ESC; *enseignement secondaire classique*, ‘lycées’) is academically oriented and prepares learners for higher education (post-secondary and university). **General secondary education** (ESG – *enseignement secondaire général*) is more technically oriented and comprises a variety of educational pathways, including vocational education and training. Depending on the educational choice, studies in general secondary education may take from six to eight years to complete, and the final diploma may give access to either higher university studies, higher technical studies, or to vocational post-secondary education or directly to employment. In addition, **post-secondary non-tertiary education** (ISCED 4) consists of preparatory courses for a vocational master’s qualification ([brevet de maîtrise](#)) and **short-cycle programmes** (ISCED 5) offered by several secondary schools lead to advanced technicians diplomas (BTS – [brevet de technicien supérieur](#)) in various fields, as well as specialist preparatory classes for the French ‘grandes écoles’. Finally, **higher education** (ISCED 6, 7, 8) involves a range of bachelor’s and master’s programmes, as well as doctoral studies, offered mainly by the [University of Luxembourg](#) and other institutions of higher education, such as professional associations, foreign universities or public research centres, in collaboration with foreign education providers.

Learners with special needs are integrated in mainstream education as far as possible, or they may receive special education (see 3.1–3.4). Eight **resource centres**, or competence centres, intervene on schools’ request in the framework of regular education. Each resource centre also has one or several local sites:

1. Centre de logopédie (Centre for language and hearing therapy – CL)



2. Centre pour le développement des compétences relatives à la vue (Centre for the development of vision-related skills – CDV)
3. Centre pour le développement socio-émotionnel (Centre for socio-emotional development – CDSE)
4. Centre pour le développement des apprentissages (Centre Grand Duchess Maria Teresa for learning development)
5. Centre pour le développement moteur (Centre for motor development – CDM)
6. Centre pour le développement intellectuel (Centre for intellectual development – CDI)
7. Centre pour enfants et jeunes présentant un trouble du spectre de l'autisme (Centre for children and young people with autism spectrum disorder – CTSA)
8. Centre pour enfants et jeunes à haut potentiel (Centre for children and young people with high potential – CEJHP).

Plus, there is an Agency for the Transition to Independent Living ('Agence pour la transition vers une vie autonome') ([Eurydice, Luxembourg: Overview](#); [Ibid.: Statistics on educational institutions](#)).

2.2 Specific features that are present within the education system

Early tracking of learners into a particular educational pathway (i.e. streaming learners by abilities into different types of provision or school; this includes placing children into separate schools)

- Learners with special needs may receive special education. Competence centres also have local sites (see 3.1–3.4).
- In school year 2018/19, foreign learners made up 46.5% of learners in the more vocationally oriented general secondary education (ESG) and 25.4% in the more academically oriented classic secondary (ESC) pathway (MENJE, [Rapport d'activité 2019](#), p. 157).
- At the end of the fourth cycle of elementary education, learners are oriented towards the next grade of secondary education by means of a guidance decision (*décision d'orientation*), which is taken by a guidance council (*conseil d'orientation*) based on learning achievements, the opinion of the class teacher, the parents and a psychologist, and results in the common nationwide tests (*épreuves communes*). The guidance decisions allow learners to continue their studies either in grade 7e of ESC academically oriented secondary education or in grade 7e of ESG vocationally oriented secondary education ([Eurydice, Luxembourg: Overview](#); [Ibid., Educational support and guidance](#)).

'Double-shift' patterns to the school day (i.e. learners attend for either a morning or afternoon session)

Not present.



Grade retention (i.e. holding learners back to repeat school years, instead of providing flexible support that enables learners to progress with their peers)

- For a child with specific or special needs, if required by their child's physical or intellectual development, parents can ask the municipal council to delay their child's enrolment into Cycle 1 of primary education. This request needs to be endorsed by a paediatrician's certificate (article 15 of the modified law on compulsory education, [loi modifiée du 6 février 2009](#) relative à l'obligation scolaire).
- The duration of the cycle can be extended (article 23 of the modified law on the organisation of primary education, [loi modifiée du 6 février 2009](#) portant organisation de l'enseignement fondamental).

([Eurydice, Luxembourg: organisation of the education system and of its structure](#))

Multiple languages of instruction

Language learning plays a crucial role in school education, as well as in adult education. The choice of the working language of an educational activity is vital for its accessibility and for the learner's educational success. The education system has evolved to offer a broader choice for the **schooling of foreign learners**. At present, there is a variety of [educational offers](#) for learners from different linguistic backgrounds, both at elementary and secondary school level ([Eurydice, Luxembourg: Overview](#)).

Specific policies on access to compulsory education in local schools (i.e. school selection policies)

In each secondary school, there is a **disciplinary council** (*conseil de discipline*) which is called upon to decide on the possible offences that are likely to lead to a definitive expulsion of the learner (article 21 of the modified law on the organisation of secondary education, [loi modifiée du 25 juin 2004](#) portant organisation des lycées)

([Eurydice, Luxembourg: Administration and governance at local and/or institutional level](#)).

Other(s)

Home education

A learner may follow **schooling at home** under the conditions defined by legislation and with the monitoring of the Ministry of Education, Children and Youth (article 21 of the modified law on the organisation of primary education, [loi modifiée du 6 février 2009](#) portant organisation de l'enseignement fondamental). The parents have to enter a declaration at the municipality of their residence and submit a **motivated request** to the head of the regional directorate (directeur de région), which can be made at any moment of the school year. The head of the regional directorate may grant their authorisation for a limited period of time. Home education has to follow the same **curriculum** as public schools. The pedagogical objective is to have the learner achieve the basic skills levels defined by the curriculum.

Legislation does not specify any requirement concerning the home teacher's level of education. Authorisation of the regional directorate is required throughout the learner's



compulsory schooling. If a learner follows a **distance learning programme** via online courses following a different curriculum, the head of the regional directorate may allow an exemption for one or several subjects. At the end of the school year, except if otherwise necessary, the head of the regional directorate examines whether the learner has attained the grade's basic skills levels. The **evaluation** consists of written and oral tests in the subjects defined in article 7 of the law on primary education. In case the instruction received by the learner does not correspond to the set criteria, the head of the regional directorate automatically registers the learner at their primary school of residence. This consequence also applies if the parents do not agree with the evaluation ([Eurydice, Luxembourg: Organisation of the education system and of its structure](#)).

2.3 Public and private authorities responsible for different types of provision

The large majority of learners attend **public schools**. Learner enrolment in private institutions is statistically low ([Eurydice, Luxembourg: Overview](#)).

Luxembourg's **public school system** includes a large variety of educational pathways. A wide choice of internationally minded educational possibilities aims to fit the needs of Luxembourg's increasingly diverse and multicultural population. Besides the national Luxembourgish education system, several **transnational and international variations** are organised and funded by the state **in the framework of free and public education provision**:

- German–Luxembourgish education
- European education
- UK-style education
- International education.

In Luxembourg, there are three types of alternatives to public schools:

- Private schools applying the national curricula and syllabi (denominational schools)
- Private schools applying their own curricula and syllabi
- International schools.

Private schools, whether or not applying national curricula, receive state subsidies. Parents contribute to the private school's costs. In order to be eligible for financing, the institutions have to comply with the requirements set out in the modified law of 13 June 2003 on the relations between the state and private education ([Loi modifiée du 13 juin 2003](#) concernant les relations entre l'Etat et l'enseignement privé). In particular, they have to respect certain requirements concerning educational staff. They also are subjected to educational inspection by the national authorities. Learner enrolment in private institutions is statistically low (11.6% of all learners at the beginning of school year 2018/19). The large majority of learners attend public schools.

Private international schools have a different status. They do not receive subsidies nor are they subjected to official educational inspection.



European schools represent a special category. They are organised under the statute of official educational establishments controlled jointly by the governments of the EU member states. Their facilities and furniture are offered by the state; the teachers are seconded by the member states' governments.

Municipalities play an important role for elementary education: whereas teachers are appointed by the state, in accordance with the 2009 reform of elementary education municipalities are responsible for the organisation of elementary schools, the approval of school success schemes, the evaluation at schools and for designing the extra-curricular education scheme (PEP – *plan d'encadrement périscolaire*). Moreover, the municipalities have to provide infrastructure and educational facilities to elementary schooling. The communal authorities also have to ensure their citizens' compliance with compulsory schooling. In particular, they have to check whether all children of compulsory school age regularly attend school. Monitoring of compulsory schooling is carried out by means of the comparison between the residents' register, managed by the municipalities, and the Education ministry's learner files. Parents of children enrolled in an establishment other than public have to enter a registration certificate at their communal authority. If the child fails to comply with compulsory schooling, the municipal authorities send the parents a letter of formal notice reminding them of their obligations and of the applicable legal sanctions. Failure to comply is punished by a 25€ to 250€ fine.

A learner may also be **schooled at home** under the conditions defined by legislation and with the monitoring of the Ministry of Education, Children and Youth (article 21 of the modified law on the organisation of primary education, [loi modifiée du 6 février 2009](#) portant organisation de l'enseignement fondamental): at the municipality, a declaration of residence is needed, and at the regional directorate, the head (directeur de région) receives a motivated request submitted by the parents. Authorisation may be granted for a limited period of time, and is required throughout the learner's compulsory schooling.

In **distance learning** programmes, the head of the regional directorate is also responsible for granting exemptions for one or several subjects, if a different curriculum is followed.

Children with specific or special needs have to comply with compulsory education as everyone else, so appropriate support related to their needs and difficulties must be provided by the school system. As for learners enrolled in a **specialised psycho-pedagogical competence centre**, they also have to be enrolled in their original school or, if applicable, in a structure designated by the National Inclusion Commission (CNI), according to the law of 20 July 2018 ([loi du 20 juillet 2018](#) portant création de Centres de compétences en psycho-pédagogie spécialisée en faveur de l'inclusion scolaire, art. 34). If required by their child's physical or intellectual development, parents can ask the municipal council to delay their child's enrolment into Cycle 1 of primary education, a request endorsed by a paediatrician's certificate.

Hospital

Since 2019, Luxembourg has opted to offer children suffering from long-term or chronic illnesses the possibility to follow their classes from their tablet via telepresence robotics, currently the so-called 'Avatars'.



Having started as a local pilot project initiated by a hospital teacher, the idea has risen to a national offer being monitored by the ‘Commission nationale d’inclusion’ – the national commission for inclusion.

Thanks to their Avatar, children unable to physically attend their classes for a longer period due to medical reasons can now follow their lessons even if isolated at home, during their treatment in a hospital abroad, or between their appointments for physical rehabilitation.

All they need is a working WiFi network at both ends of the line and a doctor certifying a minimum of six weeks of rehabilitation before they can physically go back to class.

Further investigations are being made to diversify the offer of telepresence robotics to better meet the differing needs of learners with regard to their age and studying grade.

([Eurydice, Luxembourg: Organisation of the education system and of its structure](#); [Eurydice, Luxembourg: organisation of private education](#))

2.4 Levels of autonomy open to educational institutions – schools, local authorities, school maintainers, etc. – within the system

At the central level

The priorities of national education policy are set out in the current [government programme](#). The minister of Education, Children and Youth is also in charge of the Ministry of Higher Education (MESR), together with the deputy minister for Higher Education. The Ministry of Education, Children and Youth (MENJE – Ministère de l’Éducation nationale, de l’Enfance et de la Jeunesse) is responsible for the design and organisation of Luxembourg’s national educational programmes, the planning and management of school education, structures providing non-formal extra-curricular education and care, and the provision and support in adult education.

At the district level

In each of the 15 governing districts, the **commission for inclusion** (*commission d’inclusion*) defines, either at the request of the parents or at the request of the teacher or a representative structure in charge, the needs of learners with difficulties in progress. The commissions develop individual specialist support schemes adapted to the learners’ needs. The parents are free to agree to such support.

At the local level

Municipalities are responsible for the provision of elementary school infrastructure and educational facilities, and for the organisation of elementary schooling, the approval of school success schemes, the evaluation at schools, and the design of extra-curricular education schemes (PEP – *plan d’encadrement périscolaire*).

At the school/institutional level of elementary schools

The following bodies and actors are involved in the administration, management and governance:



Pre-school and primary education inspectorate

Structured into 15 [directorates of elementary education](#), managed by a team made up of one head and two to four deputy heads. The directorates' missions include the management and pedagogical supervision of the schools, as well as the co-ordination of the schooling of learners with special and/or specific needs. The 15 directorates of elementary education are distributed throughout the country according to a distribution that takes into account the number of learners, the number of teachers, schools, municipalities, the distances between schools, etc.

The school committee and its president (*comité d'école; président du comité d'école*)

Each school committee consists of a minimum of three and a maximum of nine members, of which at least two thirds should be teachers. The members are elected by and from the personnel of the school. The committee issues proposals on school organisation and budgets, sets up the school success plan and determines the need for continuing professional learning. It is headed by a president, elected for a five-year period and nominated by the minister of Education, who has to ensure that the school is managed properly. S/he represents the privileged contact person for the municipality as well as the learners' parents and the agency for quality (Agence-Qualité) of the Ministry of Education, Children and Youth. The school president does not have any hierarchical authority over the school's teaching staff, who work under the authority of their regional directorate (direction de région). If no committee is elected, the municipality designates a person in charge of school matters.

A consultation school committee

Made up of the inspector, a teacher, three members of the multi-professional team, and if needed, a doctor and social worker. A reference person is designated for each case; it is this person who then becomes the parents' privileged contact person and follows up the learner's file.

The class teacher (*titulaire*)

Each class is led by a class teacher. Even if teachers do work as a team, each teacher in charge of a class is responsible for their learners.

The teaching team (*équipe pédagogique*)

The teachers and educational staff of the same classes of a cycle work as a teaching team. They meet on a weekly basis in order to discuss various pedagogical issues, teaching methods, progress and difficulties of the learners.

The cycle co-ordinator (*coordinateur de cycle*)

Each cycle's teaching team designates a cycle co-ordinator, whose role is to fix the meetings, set an agenda and lead the meetings. Cycle co-ordinators benefit from a partial reduction of their teaching workload.



At the school level of secondary schools

The following bodies and actors are involved in the administration, management and governance:

*The **principal** (directeur)*

In charge of the proper functioning of the secondary school (*lycée*). They are the hierarchical superior of the school's staff and co-ordinate working relations as well as school development. In charge of pedagogy, they inspect the lessons and control the implementation of the curriculum, lead school projects and other activities of the school, and monitor the educational activities, the surveillance and the safety of the learners. As administrative head, the principal organises the teaching and ensures the school's administrative, technical and material management. They draw up the school's draft budget, represent the school community, assess the teaching provided and keep the Minister informed.

*The **vice-principal** (directeur adjoint)*

Assists the principal according to the duties that are delegated to them by the latter. They replace the principal in their absence.

Teachers attached to the management (attachés à la direction)

Assist in organising the teachings and implementing the school's autonomy on a part-time or a full-time basis.

*The **education council** (conseil d'éducation)*

Comprises the principal, four teachers' committee and two learners' committee representatives, as well as two designated representatives of the learners' parents. It may also be attended by representatives of the local authorities and people from the economic, social and cultural world. The principal calls the Education Council to meet at least once every quarter. Its missions include: adoption of the school charter and the School Project (*projet d'établissement*), proposals on matters concerning life at school, agreement to the school's autonomous activities, advice on the school's budget and agreement on the distribution of the final budget.

*The **disciplinary council** (conseil de discipline)*

The disciplinary council is called upon to decide on the possible offences that are likely to lead to a definitive expulsion of the learner.

*The **teachers' conference** (conférence des professeurs)*

Gathers the school teaching staff to give its opinion on subjects submitted by the Minister or the principal. It deliberates on its own initiative on all important matters that concern teaching and education within the school.



The teachers' committee (comité des professeurs)

Represents the teachers' conference to the management, the Minister, as well as the committees of learners and parents. It submits to the principal proposals on all matters relating to teaching within the school and lifelong learning.

The student committee (comité des élèves)

Represents the learners towards the school management and the other committees (teachers and the parents). It informs the learners of their rights and duties within school, makes proposals on school life and the learners' tasks. It also organises cultural, social and sports activities. It delegates its representatives to the national learners' conference (CNEL – Conférence nationale des élèves du Luxembourg) and to the Education Council.

The learner parents' committee (comité des parents d'élèves)

Represents the learners' parents to the management, the teachers' and learners' committees, and informs the parents on school-related issues. The learner parents' committee may also organise social and cultural events and make suggestions about the learners' tasks and the organisation of teaching. It also delegates representatives to the Education Council.

The class council (conseil de classe)

For each class, the class council, comprising all the teachers concerned as well as the principal, discusses the implementation of teachings, deliberates on the learners' progress, their attitude towards work and disciplinary issues. It decides whether a learner shall be promoted to the next class and expresses its opinion on its orientation. It decides on disciplinary matters. The members of the class council meet whenever needed to ensure efficient teaching and discipline in the class.

[\(Eurydice, Luxembourg: Administration and governance at central and/or regional level\);](#)
[Eurydice, Luxembourg: Administration and governance at local and/or institutional level\)](#)

2.5 General mechanisms for funding schools

State funding for public education

Public elementary and secondary education rely on public funding. Public education is free of cost and funded by the state budget, where it is the highest budgetary entry. Learners and their parents do not contribute to the schools' operating costs

[\(Eurydice, Luxembourg: Funding in education\).](#)

Public pre-primary and primary education

The municipalities bear the costs of public elementary schools' infrastructures and equipment. The amounts required are part of the municipal yearly budgets.

The state contributes to these expenses with its yearly budget. As to the teaching provision, an allotted share of lessons is allocated by the state to the municipalities. The quota of these lessons is determined by a framework based on socio-economic indicators. The state bears the school personnel's salaries, except for lessons or services that exceed



the abovementioned quota ([Règlement grand-ducal modifié du 18 février 2010](#) déterminant les modalités d'établissement du contingent de leçons attribuées aux communes et aux syndicats scolaires pour assurer l'enseignement fondamental). As a result of this distribution, the costs of elementary education are monitored through the budgets of the state and the municipalities.

The budget for education and care service (*service d'éducation et d'accueil – SEA*) has been steadily increasing each year. In 2009, the budget was less than 100 million euro. In 2020, the total budget has risen to 600 million euro.

Source: [Education report 2021 – Factsheet N°2. \(pdf\), p. 39](#), data extracted on 24/01/2022

Public secondary education

Secondary schools operate under the direct authority of the Ministry of Education, Children and Youth (MENJE; Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse). They are considered as 'separately managed' state bodies, which means that they manage their financial resources in a relatively autonomous way.

The state subsidy is allocated on the basis of a budget plan set up by the principal of each secondary school. The distribution of the allocated amount has to be approved by the school's education council.

Their resources comprise:

- a state subsidy approved for a certain contingent of school lessons;
- the balance carried over from the previous year;
- income from services provided or other operating revenues;
- donations and legacies.

As for the state subsidy they have received, secondary schools have to report to the service for secondary education on how and to what end the allocated lessons have been used. Their financial accounts are submitted to the Ministry of Education, Children and Youth where they are controlled by the financial service. The accounts are then transferred to the financial control of the Ministry of Finance, which is in charge of controlling the commitment and authorisation of all State expenditure.

State funding for private education

Parents contribute to private schools' costs. Fees may vary depending on the type of institution (see Eurydice article [6.10. – Organisational variations and alternative structures](#)).

Both private schools that apply and private schools that do not apply national curricula and syllabi receive state subsidies. They are, however, calculated in different ways. To this end, a contract with the state is established. The details of this contract as well as the calculation of state subsidies are defined by the modified law of 13 June 2003 on the relations between the state and the private education system ([loi modifiée du 13 juin 2003](#) concernant les relations entre l'Etat et l'enseignement privé). Private schools receiving state subsidies are subjected to educational monitoring by national authorities. According to article 20 of the modified law of 13 June 2003, private education institutions



that wish to obtain a contract with the state have to provide the state with all documents and information necessary to control their engagements, including balance sheets, bills and receipts.

International schools not organised by the state have a different status and do not receive subsidies nor are they subjected to educational monitoring. [European schools](#) fall into a different category – the administration and the funding of an accredited European school are the responsibility of the school's host member state.

Financial support for learners and their families

Several measures are designed to support families to the benefit of children.

The state-funded **childcare-service voucher** ([CSA](#) – Chèque-Service Accueil) offers financial support to children and their families while providing more equitable access to childcare. This voucher offers differentiated price reductions for accredited public and private day care services, parent assistance and further non-formal educational provision.

Membership of the CSA system is available free of charge to parents of all children living in Luxembourg who are either younger than 13 years or who are still attending elementary education. Families benefitting from the guaranteed minimum wage or identified as being at risk of poverty qualify for a reduced financial contribution. The fourth child is entitled to care and service free of charge.

The [family allowance](#) is a cash benefit allocated to persons in charge of children in compensation of education-related expenses. Every child legally resident, and living continuously and effectively **in Luxembourg**, receives a monthly allowance from their month of birth until the age of **18 years**. This age limit may be **extended up to 25 years of age** for a child/learner:

- pursuing full-time secondary studies (minimum 24 hours per week);
- of an institution or education centre for Special Needs in Luxembourg or abroad;
- in vocational education and training whose compensation is lower than the minimum social wage.

Learners pursuing higher education are not eligible for family allowance. A **child raised abroad** is also entitled to receive family allowance, if at least one of the parents is working in Luxembourg, but the amount may vary. The benefit is the same for each child: **EUR 285.41 per month**, with indexation since 1 April 2022. This amount is supplemented, per child, by **EUR 21.57** from the child's age of **6 years** and by **EUR 53.85** from **12 years** on.

Learners over 6 years residing in Luxembourg and benefitting from the family allowance are automatically granted a yearly one-time **allowance for the beginning of the school year** ([back-to-school allowance](#)), paid in August, varying with the age of the child: **EUR 115** from 6 to 11 years and **EUR 235** from the age of 12 years. The payment of the allowance ceases as from the beginning of the calendar year when studies end.

In addition, **tax advantages** exist for parents of dependent children ([modération d'impôt](#)).

Other types of support and social benefits

Free school books: At elementary school, **books and other didactic material** are provided free of charge by the municipality. Since school year 2018/19, the **mandatory school**



books in all types of **secondary education** applying national curricula are given free of charge to the learners. If the learners can obtain second-hand books, they are given a voucher of 50% of the books' value from the bookshop.

Free public transport: Since 1 March 2020, [public transport](#) in Luxembourg can be used free of charge throughout the country and for all modes of transport – trams, trains and buses. The social measure applies to all users – residents, cross-border commuters or tourists.

Meals: Luxembourg's school canteens are managed by the Ministry of Education, Children and Youth's catering service [Restopolis](#). Learners' meals are subsidised and offered below market-prices.

[Free childcare and meals during school periods](#): Non-formal education and childcare facilities constitute one of the venues for social promotion which enable children to develop the essential skills to support their schooling and development. As such, childcare and midday meals (lunch) for school children are offered at no cost during school periods since 12 September 2022, regardless of the income of the household in which the child lives.

Insurance: Children eligible for family allowance may be [co-insured](#) with their parents' insurance policy, if they are not covered in their own right.

Incentives for participation in continuing professional development (CPD) activities

Continuing vocational training of elementary and secondary school staff takes place during their working hours but, if possible, not during the time of school lessons. Staff members do not pay any fees for training organised by the IFC (Institute for Continuing Training of School Teachers and Educational Staff). However, no salary increases or credits for promotion are foreseen.

([Eurydice, Luxembourg: Funding in education](#); [Ibid., Teachers and education staff](#))

2.6 Specific mechanisms for funding the inclusion of learners vulnerable to exclusion from inclusive education

Funding of early childhood education and care

Since the entry into force of a law of 1 August 2018 on 'mini-crèches' ([Loi du 1er août 2018](#) portant modification de la loi modifiée du 4 juillet 2008 sur la jeunesse), the Luxembourg State participates in ECEC structures through the system of ECEC [service vouchers](#) (CSA – *chèque-service accueil*). This system allows parents to benefit, depending on their income, from reduced rates or even free hours of care in childcare facilities. The ECEC service voucher thus contributes to better equal opportunities. It facilitates all children's access to quality supervision, whatever structure they may use. The ECEC service voucher is intended for all children aged from 0 to 12 years (or even more if still attending elementary education) whose parents reside in Luxembourg or at least one of whose non-resident parents works in Luxembourg and is a citizen of the European Union. With the ECEC service voucher, parents can benefit from reduced rates in crèches, relay houses, homes and with parental assistants provided, however, that the



reception structure is recognised by the Ministry of Education, Children and Youth. To obtain the agreement, the ECEC structure must meet certain well-defined quality requirements, including that of fulfilling a public service mission. The Ministry of Education, Children and Youth is responsible for granting accreditation to the structure. Accreditation is a guarantee of educational quality, since the structure must commit to implementing the [national reference framework on non-formal education](#) for children and young people. The prices applicable vary depending on the household income and the number of children. The offer may also be free.

Early intervention

There are three early intervention services in Luxembourg:

- the 'Service de Rééducation Précoce';
- the 'Hellef fir de Puppelchen' service (both financed by the Ministry of Health);
- the 'Service d'Intervention Précoce Orthopédagogique', which is financed by the Ministry of Family.

Early intervention is free of charge for families.

Special needs education

Special education is organised and managed by the Ministry of Education (Special Education Department) and is free of charge. The government provides the equipment and the didactic material and organises school transport.

Support for secondary school learners from low-income families

Learners from low-income families enrolled in full-time **secondary education in Luxembourg** can obtain two types of support on social grounds. The conditions are determined by a grand-ducal regulation ([Règlement grand-ducal modifié du 29 août 2017](#) fixant les modalités d'octroi de la subvention pour ménage à faible revenu et de la subvention du maintien scolaire):

- A **yearly allowance** ([subvention pour ménage à faible revenu](#)), the amount of which is determined by the social index, calculated on the basis of the net family income and the number of dependent children.
- A **EUR 100 flat-rate voucher for school supplies** (*forfait pour l'achat du matériel scolaire*).

Support for secondary school learners from low-income families ([subvention pour ménage à faible revenu](#)) is managed by the Centre for Educational Psychology and Guidance ([CePAS](#); *Centre psycho-social et d'accompagnement scolaires*).

Financial support for families of learners with special educational needs

[Additional special allowance](#) (*allocation spéciale supplémentaire*)

Awarded to children with a permanent physical or mental impairment of at least 50% compared to a healthy child or adolescent of the same age. It amounts to EUR 200 per month and aims to compensate for additional expenses related to the impairment. The



additional special allowance is paid until the child's age of 25 years, under condition that the impairment of at least 50% persists and is certified by a physician (see art. 274 of the Social Security Code, [Code la sécurité sociale](#)).

Schooling provision

Children and young people with special educational needs (SEN) are included, as far as possible, in mainstream education. The inclusion of SEN learners involves a wide range of areas, including:

- education and training (elementary and secondary, vocational training, higher education, music lessons, adult learning);
- education and childcare services (nurseries and childcare centres);
- activities for young people (youth centres, holiday and leisure activities).

The Ministry of Education, Children and Youth organises SEN monitoring on local, regional and national levels. Since 2018, the Ministry includes competence centres for specialist educational psychology for the follow-up and support of SEN learners (see Eurydice chapter [14 – National reforms in school education](#)). This public offer is free of charge. The state may also provide specific equipment, didactical and re-education material and organise the learners' transport to and from school.

Financial support for learners in psycho-social distress

Financial support to help learners remain in education ([subvention du maintien scolaire](#)) for persons in psycho-social distress is managed by the [CePAS](#) (*Centre psycho-social et d'accompagnement scolaires*).

Family benefits from the 'Assurance dépendance' provide financial support/aid to parents with a child with SEN. The social security system can reimburse, totally or partially, additional teaching support and assistive technology, and can prescribe additional services after the consultation of a doctor. The Ministry of Education, Children and Youth is entitled to give many different kinds of support.

The Ministry of Education, Children and Youth provides guidelines regarding the construction of new schools. Educational infrastructure developments have to be inclusive. The Ministry also provides human resources to enforce inclusive education.

Directors from the Ministry of Education, Children and Youth support special schools to act as resource centres.

Support measures to prevent early tracking and grade retention and to offer targeted support in relation to second-chance educational opportunities – such as the '*classes mosaïques*', '*l'École nationale pour adultes*', '*l'action locale pour jeunes*' – are provided by several institutions. They are all under a global budget for education.

([European Agency, Financing of Inclusive Education: Mapping Country Systems for Inclusive Education: Luxembourg](#); Country information: Luxembourg, [Financing of inclusive education systems](#); Eurydice, Luxembourg: [Funding in education](#)).



Evaluative commentary

This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of system features and structures for the implementation of inclusive education in practice. It specifically considers the impact of policy-making, structures and processes at national, regional, local and school levels on inclusive education practice.

There are no specific comments on the structure or the funding to be made. The aforementioned evaluation report does not address the full education system's structures or funding.



SECTION 3. LEGISLATIVE AND POLICY FRAMEWORK

This section provides information on the overall framework of legislation and policy governing the whole of the education system in the country.

3.1 Is there a single legislation and policy framework covering all learners in all educational settings?

Yes.

3.1a Description of the single legislation and policy framework

Education legislation and policy are related to the general legislative frameworks regarding civil rights, human rights and languages, and to the government's coalition programme. Its administration relates to, among other areas, labour, social allowance and youth legislation. A single legislation and policy framework exists for school education, covering all learners from the age of 4 until 16 years. In addition, specific legislation exists for ECEC and for the different levels and educational provisions.

General legislation

- Civil rights ([Constitution du Grand-Duché de Luxembourg](#))
- Human rights ([Droits de l'Homme](#))
- Personal data ([Loi du 1er août 2018](#) portant organisation de la Commission nationale pour la protection des données et du régime général sur la protection des données)
- Professional chambers ([Chambres professionnelles](#))
- Legislation on languages ([Législation Langues](#)): is gathered in the Compendium on languages, e.g. the law on the promotion of the Luxembourgish language ([Loi du 20 juillet 2018 relative à la promotion de la langue luxembourgeoise](#)) and the law on language regimes ([Loi modifiée du 24 février 1984](#) sur le régime des langues).

([Eurydice, Luxembourg: Legislation and official policy documents](#))

Government coalition programme

The programme of the current three-party coalition government, in power since December 2013, sets out the main orientations and objectives of education policy. The second legislature's [2018–2023 coalition agreement](#) defining the government policy was signed on 3 December 2018 by the representatives of the parties involved: democratic (DP), socialist (LSAP) and 'the Greens' (déi gréng). In the fields of Education, Children and Youth, policy takes a **holistic approach**, meaning that the development of children and youth has to be understood in its entirety. The key objective of the educational strategy is to ensure that all children and young people have equal access to a consistent, comprehensive and quality educational and childcare environment. State schools shall



respond to the learner population's growing **diversity**. Educational provision and schooling offer must fit the learners' actual needs. One major objective of governmental action is to promote **equal opportunities** for all citizens.

The government's educational policy is guided by five main principles:

1. Continuous development to ensure the quality of the reforms undertaken.
2. Putting the child centre stage of the policy.
3. Different schools for different talents.
4. Confidence and autonomy.
5. Innovation and modernisation.

National reform programme: [Extraits de l'accord de coalition 2018-2023](#); Semestre européen, avril 2018. Luxembourg 2020. [Programme national de réforme du Grand-Duché de Luxembourg 2018](#), gouvernement du Grand-Duché du Luxembourg, 2018; [Loi du 19 décembre 2014](#) relative à la mise en œuvre du paquet d'avenir – première partie (2015).

Single education legislation framework

National code of education: [Code de l'Éducation nationale](#).

Compulsory schooling: [Loi modifiée du 6 février 2009 relative à l'obligation scolaire](#).

Geographical distribution: [Règlement grand-ducal du 25 novembre 2005](#) déclarant obligatoire le plan directeur sectoriel 'lycées'.

Co-operation with the communes: [Règlement grand-ducal modifié du 14 mai 2009](#) déterminant les informations relatives à l'organisation scolaire que les communes ou les comités des syndicats scolaires intercommunaux doivent fournir au ministre ayant l'Éducation nationale dans ses attributions ainsi que les modalités de leur transmission.

Competence centres for educational inclusion: [Loi du 20 juillet 2018](#) portant création de Centres de compétences en psycho-pédagogie spécialisée en faveur de l'inclusion scolaire (see 3.1c).

Higher council of national education: [Règlement grand-ducal modifié du 26 juin 2002](#) portant organisation du Conseil Supérieur de l'Éducation Nationale.

Parents' representation: [Loi du 1er août 2018](#) portant création d'une représentation nationale des parents.

House of guidance (Maison de l'orientation): [Loi modifiée du 22 juin 2017](#) ayant pour objet l'organisation de la Maison de l'orientation.

Centre psycho-social et d'accompagnement scolaires (CePAS): [Loi modifiée du 13 juillet 2006](#) portant organisation du centre psycho-social et d'accompagnement scolaires.

Mediation service for educational inclusion and integration: [Loi du 18 juin 2018](#) portant institution d'un service au maintien, à l'inclusion et à l'intégration scolaires de l'Éducation nationale (see 3.1c).



School inclusion: [Loi modifiée du 15 juillet 2011](#) visant l'accès aux qualifications scolaires et professionnelles des élèves à besoins éducatifs particuliers (see 3.1c).

Services in charge: (see 3.1c)

Prevention of exclusion: (see 3.1c)

Access to qualifications: (see 3.1c)

Accredited European schools: [Loi du 6 août 2021](#) portant création d'un lycée à Mersch et modification 1° de la loi modifiée du 22 juillet 2008 portant création d'un lycée à Junglinster ; 2° de la loi modifiée du 13 juin 2013 portant création d'un lycée à Clervaux ; 3° de la loi modifiée du 26 février 2016 portant création d'une école internationale publique à Differdange ; 4° de la loi modifiée du 23 juillet 2016 portant création d'une réserve nationale des employés enseignants des lycées ; 5° de la loi du 13 juillet 2018 portant création d'un lycée à Mondorf-les-Bains ; 6° de la loi du 19 décembre 2020 concernant le budget des recettes et des dépenses de l'État pour l'exercice 2021; [Loi modifiée du 26 février 2016](#) portant création d'une école internationale publique à Differdange.

German–Luxembourgish secondary education: [Loi modifiée du 11 juillet 2007](#) portant a) approbation de l'Accord entre le gouvernement du Grand-Duché de Luxembourg et le gouvernement de la Sarre concernant la création d'un établissement d'enseignement secondaire germano-luxembourgeois, signé à Perl, le 4 décembre 2006; b) approbation du Protocole entre le gouvernement du Grand-Duché de Luxembourg et le «Landkreis Merzig-Wadern» sur les immeubles existants et sur le financement des projets immobiliers ainsi que des dépenses courantes du «Deutsch-Luxemburgisches Schengen-Lyzeum Perl», signé à Perl, le 4 décembre 2006; (1.) portant approbation de l'Accord signé à Luxembourg le 21 mars 2012 entre le Gouvernement du Grand-Duché de Luxembourg et le Gouvernement de la Sarre modifiant l'article 3 de l'Accord entre le Gouvernement du Grand-Duché de Luxembourg et le Gouvernement de la Sarre concernant la création d'un établissement d'enseignement secondaire germano-luxembourgeois, signé à Perl, le 4 décembre 2006 et (2.) autorisant le Gouvernement à procéder aux engagements à titre permanent pour les besoins spécifiques du Service de psychologie et d'orientation scolaires au sein du «Deutsch- Luxemburgisches Schengen-Lyzeum Perl»; [Règlement grand-ducal du 10 octobre 2018](#) modifiant le règlement grand-ducal du 20 juillet 2018 déterminant les modalités des épreuves de l'examen de fin d'études secondaires générales.

Distance learning: [Règlement grand-ducal du 15 août 2019](#); 1. fixant les grilles horaires de l'année scolaire 2019/2020 des formations aux métiers et professions qui sont organisées suivant les dispositions ayant trait à l'organisation de la formation professionnelle de base et de la formation professionnelle initiale et 2. abrogeant le règlement grand-ducal du 31 août 2018 fixant les grilles horaires de l'année scolaire 2018/2019 des formations aux métiers et professions qui sont organisées suivant les dispositions ayant trait à l'organisation de la formation professionnelle de base et de la formation professionnelle initiale; [Règlement grand-ducal du 10 juillet 1987](#) concernant la composition et le fonctionnement de la Commission consultative prévue à l'article 2 de la loi du 6 septembre 1983 portant réglementation de l'enseignement à distance; [Loi du 6 septembre 1983](#) portant réglementation de l'enseignement à distance.



Private education: [Loi modifiée du 13 juin 2003](#) concernant les relations entre l'État et l'enseignement privé et portant abrogation des articles 83 à 87 de la loi modifiée du 10 août 1912 concernant l'organisation de l'enseignement primaire.

Music education: [Loi du 27 mai 2022](#) portant organisation de l'enseignement musical dans le secteur communal; [Règlement grand-ducal du 16 juin 2022](#) déterminant les différentes branches, les niveaux et la durée des cours dans l'enseignement musical.

In addition to the general legislative and policy framework for education covering all learners from 4–16 years old, different educational levels and provisions are guided by the following legislative and policy regulations:

Early childhood education and care

Parental leave: [Loi du 3 novembre 2016](#) portant réforme du congé parental.

Relations between the state and the structures offering social, family or therapy services: (see 3.1c)

Parental assistants: (see 3.1c)

Authorisation of ECEC centres: (see 3.1c)

Quality assurance: [Règlement grand-ducal du 27 juin 2016](#) concernant l'assurance de la qualité dans l'activité de l'assistance parentale, dans les services d'éducation et d'accueil pour enfants et dans les services pour jeunes; [Règlement grand-ducal modifié du 28 juillet 2017](#) portant établissement du cadre de référence national 'Éducation non formelle des enfants et des jeunes'.

School education

Pre-primary and primary education (*enseignement fondamental*)

Organisation: Loi modifiée du 6 février 2009 portant organisation de l'enseignement fondamental [Règlement grand-ducal du 23 septembre 2018](#) portant fixation des délimitations et des sièges des régions de l'enseignement fondamental; [Règlement grand-ducal du 27 avril 2009](#) fixant les missions et le fonctionnement de l'équipe pédagogique ainsi que les attributions et les modalités d'indemnisation du coordinateur de cycle; [TEXTE COORDONNÉ du règlement grand-ducal modifié du 14 mai 2009](#) déterminant les modalités suivant lesquelles un enfant peut être admis dans une école d'une commune autre que sa commune de résidence ainsi que le mode de calcul des frais de scolarité.

Management of extra-curricular activities: [Règlement grand-ducal du 27 juin 2016](#) portant exécution des dispositions relatives au chèque-service accueil de la loi modifiée du 4 juillet 2008 sur la jeunesse; [TEXTE COORDONNÉ du Règlement grand-ducal du 16 mars 2012](#) portant a) exécution de l'article 16 de la loi du 6 février 2009 portant organisation de l'enseignement fondamental, relatif à l'encadrement périscolaire, b) modification du règlement grand-ducal du 17 décembre 2010 concernant l'assurance accident dans le cadre de l'enseignement précoce, préscolaire, scolaire et universitaire; [Règlement grand-ducal du 16 mars 2012](#) portant a) exécution de l'article 16 de la loi du 6 février 2009 portant organisation de l'enseignement fondamental, relatif à l'encadrement périscolaire; b) modification du règlement grand-ducal du 17 décembre 2010 concernant l'assurance accident dans le cadre de l'enseignement précoce, préscolaire, scolaire et universitaire.



Study plans: (see 3.2a)

School development scheme: [Règlement grand-ducal du 14 août 2018](#) fixant les modalités d'élaboration et d'application du plan de développement de l'établissement scolaire dans l'enseignement fondamental.

Courses and welcome classes for children newly arrived to the country: (see 3.1c)

Staff in pre- primary and primary education: [Loi modifiée du 6 février 2009](#) concernant le personnel de l'enseignement fondamental; [TEXTE CO-ORDONNÉ de la loi du 18 juillet 2013](#) concernant des agents intervenant dans l'enseignement fondamental; [Règlement grand-ducal du 23 mars 2009](#) fixant la tâche des instituteurs de l'enseignement fondamental; [Règlement grand-ducal modifié du 27 juin 2016](#) déterminant le détail des critères de classement ainsi que les modalités des procédures d'affectation et de réaffectation des candidats à un poste d'instituteur dans l'enseignement fondamental; [Règlement grand-ducal du 2 août 2017](#) modifiant (1). le règlement grand-ducal du 14 mai 2009 déterminant les informations relatives à l'organisation scolaire que les communes ou les comités des syndicats scolaires intercommunaux doivent fournir au ministre ayant l'Éducation nationale dans ses attributions ainsi que les modalités de leur transmission; (2). le règlement grand-ducal du 11 août 2011 fixant le plan d'études pour les quatre cycles de l'enseignement fondamental; (3). le règlement grand-ducal du 27 juin 2016 déterminant le détail des critères de classement ainsi que les modalités des procédures d'affectation et de réaffectation des candidats à un poste d'instituteur dans l'enseignement fondamental; et abrogeant le règlement grand-ducal du 27 avril 2009 fixant les modalités d'inscription au cours d'éducation morale et sociale et au cours d'instruction religieuse et morale ainsi que les modalités d'organisation du cours d'éducation morale et sociale aux 2e, 3e et 4e cycles de l'enseignement fondamental; [Règlement grand-ducal du 16 janvier 2017](#) modifiant 1. le règlement grand-ducal modifié du 23 mars 2009 fixant la tâche des instituteurs de l'enseignement fondamental; 2. le règlement grand-ducal du 23 mars 2009 fixant le détail de la tâche des chargés de cours, membres de la réserve de suppléants de l'enseignement fondamental; 3. le règlement grand-ducal modifié du 28 mai 2009 fixant les conditions et modalités pour l'obtention de l'attestation habilitant à faire des remplacements dans l'enseignement fondamental; 4. le règlement grand-ducal modifié du 6 juillet 2009 déterminant les modalités d'évaluation des élèves ainsi que le contenu du dossier d'évaluation; et abrogeant le règlement grand-ducal modifié du 14 mai 2009 déterminant: 1. les programmes ainsi que les modalités des épreuves des formations théorique et pratique sanctionnées par le certificat de formation des chargés de cours, membres de la réserve de suppléants pour l'enseignement fondamental; 2. les indemnités a. des formateurs intervenant dans le cadre de la formation sanctionnée par le certificat de formation; b. des membres du jury d'examen.

Teacher training (IFEN): (see 3.3a)

Teachers' tasks in pre- primary and primary education: [Règlement grand-ducal modifié du 23 mars 2009](#) fixant la tâche des instituteurs de l'enseignement fondamental; [Règlement grand-ducal modifié du 23 mars 2009](#) fixant le détail de la tâche des chargés de cours, membres de la réserve de suppléants de l'enseignement fondamental; [Règlement grand-ducal du 6 juillet 2009](#) fixant les détails de la tâche des éducateurs et des éducateurs gradués de l'enseignement fondamental.



Quality assurance in pre- primary and primary education: (see 5.1)

Secondary education

Organisation: [Loi modifiée du 25 juin 2004](#) portant organisation des lycées; [Règlement grand-ducal du 20 juillet 2018](#) concernant le fonctionnement et les missions du Collège des directeurs de l'enseignement secondaire; [Loi modifiée du 10 mai 1968](#) portant réforme de l'enseignement secondaire classique; [Loi modifiée du 4 septembre 1990](#) portant réforme de l'enseignement secondaire général.

Commission de co-ordination de l'enseignement secondaire technique:

[Règlement grand-ducal du 3 mai 1991](#) portant institution de la commission de co-ordination de l'enseignement secondaire technique.

Study programmes and timetables: (see 3.2a)

Evaluation and promotion: [Règlement grand-ducal modifié du 14 juillet 2005](#) déterminant l'évaluation et la promotion des élèves de l'enseignement secondaire général et de l'enseignement secondaire classique; [Règlement grand-ducal du 26 juillet 2022](#) déterminant les modalités des épreuves de l'examen de fin d'études secondaires générales; [Règlement grand-ducal du 26 juillet 2022](#) déterminant les modalités des épreuves de l'examen de fin d'études secondaires classiques; [Règlement grand-ducal modifié du 14 juillet 2005](#) déterminant l'évaluation et la promotion des élèves de l'enseignement secondaire général et de l'enseignement secondaire classique; [Règlement grand-ducal modifié du 31 juillet 2006](#) portant organisation de l'examen de fin d'études secondaires classiques; [Règlement grand-ducal modifié du 31 juillet 2006](#) portant organisation de l'examen de fin d'études secondaires générales.

Welcome and insertion classes: (see 3.1c)

National syllabus commissions (ESC and ESG – ESG lower cycle, preparatory and technical regimes): (see 3.2a)

Vocational education and training

Organisation: [Loi modifiée du 19 décembre 2008](#) portant réforme de la formation professionnelle; [Règlement grand-ducal modifié du 27 février 2011](#) portant institution d'une autorité nationale pour la certification professionnelle.

National VET commissions (ESG – formation professionnelle): [Règlement grand-ducal modifié du 30 juillet 2011](#) portant institution et organisation des équipes curriculaires, des commissions nationales de formation et des commissions nationales de l'enseignement général pour la formation professionnelle de l'enseignement secondaire technique.

Reform of vocational education and training: [Règlement grand-ducal du 9 septembre 2019](#) – 1. déterminant l'organisation des stages de formation en milieu professionnel de la formation professionnelle initiale; 2. fixant la composition et les missions de l'office des stages; 3. abrogeant le règlement grand-ducal du 1er février 2010 portant sur (1). l'organisation des stages de formation en milieu professionnel de la formation professionnelle initiale; (2). la composition et les missions de l'office des stages – [Rectificatif](#): Annexe: convention de stage de formation.

Staff in secondary education: [Loi modifiée du 29 juin 2005](#) portant a) fixation des cadres du personnel des établissements d'enseignement secondaire et secondaire technique...;



[Loi modifiée du 27 mai 2010](#) portant 1. modification de la loi du 29 juin 2005 fixant les cadres du personnel des établissements d'enseignement secondaire et secondaire technique....

Teachers in secondary schools: [Arrêté ministériel du 8 octobre 2021](#) portant répartition, sur les différentes fonctions et spécialités, du nombre total des candidats à admettre dans une carrière d'enseignant de l'enseignement secondaire pendant l'année scolaire 2022/2023; [Arrêté ministériel du 19 octobre 2022](#) portant répartition, sur les différentes fonctions et spécialités, du nombre total des candidats à admettre dans une carrière d'enseignant de l'enseignement secondaire pendant l'année scolaire 2023/2024.

Chargés d'éducation / chargés d'enseignement: [Loi modifiée du 23 juillet 2016](#) portant 1. fixation des conditions d'engagement et de travail des chargés d'éducation à durée déterminée et à tâche complète ou partielle et des chargés d'enseignement à durée indéterminée et à tâche complète ou partielle, 2. fixation des modalités et du déroulement du cycle de formation des chargés d'enseignement engagés à durée indéterminée et à tâche complète ou partielle à l'Institut de formation de l'éducation nationale, 3. création d'une réserve nationale des employés enseignants des lycées.

Fonctionnaires occupant des fonctions dirigeantes: [Loi modifiée du 9 décembre 2005](#) déterminant les conditions et modalités de nomination de certains fonctionnaires occupant des fonctions dirigeantes dans les administrations et services de l'État.

([Eurydice, Luxembourg: Legislation and official policy documents](#); [Ibid., On-going Reforms and Policy Developments](#))

Administration (other than the above and related to education policy)

Public administration: [Administrations, services et établissements publics](#).

Public service: [Code de la fonction publique](#). [Loi du 25 juillet 2018](#) portant création du Centre de gestion du personnel et de l'organisation de l'État.

Civil servants' statute: [Loi modifiée du 16 avril 1979 fixant le statut général des fonctionnaires de l'État](#). [Loi modifiée du 25 mars 2015](#) fixant les conditions et modalités selon lesquelles le fonctionnaire de l'État peut changer d'administration.

Public employees: [Convention collective](#) des salariés de l'État & Avenant à la convention collective des salariés de l'État du 19 décembre 2016. [Avenant à la convention collective](#) de travail des salariés de l'État du 11 février 2021.

Budget: [Loi modifiée du 17 décembre 2021](#) concernant le budget des recettes et des dépenses de l'État pour l'exercice 2022 ; [Règlement grand-ducal du 17 décembre 2021](#) portant exécution de la loi du 17 décembre 2021 concernant le budget des recettes et des dépenses de l'État pour l'exercice 2022.

Public transport: fixant les conditions de transport et les tarifs des transports publics; modifiant les tarifs des transports publics.

Territory: [Loi modifiée du 17 avril 2018](#) concernant l'aménagement du territoire.

Communes: Administration code: [Code communal](#).

Labour: [Code du Travail](#).



Employment agency: [Loi du 18 janvier 2012](#) portant création de l'Agence pour le développement de l'emploi.

Social security: Website of Luxembourg's social security institutions:

- [Site des institutions de sécurité sociale luxembourgeoises;](#)
- [Code de la sécurité sociale;](#)
- [Loi modifiée du 28 juillet 2018 relative au revenu d'inclusion sociale.](#)

Youth: [Loi modifiée du 4 juillet 2008](#) sur la jeunesse.

Family allowance: [Article 269 et suivants du Code de la sécurité sociale.](#)

([Eurydice, Luxembourg: Legislation and official policy documents](#))

3.1b Overview of the general education legislation and policy framework guiding the whole system

Not applicable.

3.1c Overview of the specific education legislation and policy framework impacting on the inclusion of learners who are vulnerable to exclusion from inclusive education

Mediation service for educational inclusion and integration: [Loi du 18 juin 2018](#) portant institution d'un service au maintien, à l'inclusion et à l'intégration scolaires de l'Éducation nationale.

Intercultural mediators: [Règlement grand-ducal du 10 mai 2012](#) déterminant les modalités de recrutement, de classement et de rémunération des médiateurs interculturels au service de l'Éducation nationale.

Courses and welcome classes d'accueil for children newly arrived to the country (elementary education): [Règlement grand-ducal du 16 juin 2009](#) déterminant le fonctionnement des cours d'accueil et des classes d'accueil pour enfants nouvellement installés au pays.

Welcome and insertion classes (secondary education): [Règlement grand-ducal modifié du 10 juillet 2003](#) portant institution de classes d'accueil et de classes d'insertion dans les classes inférieures de l'enseignement secondaire technique.

School inclusion: [Loi modifiée du 15 juillet 2011](#) visant l'accès aux qualifications scolaires et professionnelles des élèves à besoins éducatifs particuliers.

Services in charge: [Loi du 20 juillet 2018](#) portant création de Centres de compétences en psycho-pédagogie spécialisée en faveur de l'inclusion scolaire.

Prevention of exclusion: [Règlement grand-ducal du 25 mars 2009](#) déterminant les modalités d'après lesquelles les lycées organisent des activités ou des classes pour prévenir l'exclusion scolaire d'élèves ayant des difficultés d'apprentissage ou de comportement graves avant d'avoir obtenu une qualification.

Competence centres for educational inclusion: [Loi du 20 juillet 2018](#) portant création de Centres de compétences en psycho-pédagogie spécialisée en faveur de l'inclusion scolaire.



Access to qualifications: [Loi modifiée du 15 juillet 2011](#) visant l'accès aux qualifications scolaires et professionnelles des élèves à besoins éducatifs particuliers.

Relations between the state and the structures offering social, family or therapy services: [Loi modifiée du 8 septembre 1998](#) réglant les relations entre l'État et les organismes œuvrant dans les domaines social, familial et thérapeutique; [Loi modifiée du 16 décembre 2008](#) relative à l'aide à l'enfance et à la famille.

Parental assistants: [Loi du 15 décembre 2017](#) portant réglementation de l'activité d'assistance parentale; [Règlement grand-ducal du 30 mai 2018](#) relatif à la formation aux fonctions d'assistance parentale portant exécution de la loi du 15 décembre 2017 portant réglementation de l'activité d'assistance parentale.

Authorisation of ECEC centres: [Loi modifiée du 8 septembre 1998](#) réglant les relations entre l'État et les organismes œuvrant dans les domaines social, familial et thérapeutique; [Règlement grand-ducal modifié du 10 novembre 2006](#) portant exécution des articles 1er et 2 de la loi du 8 septembre 1998 réglant les relations entre l'État et les organismes œuvrant dans les domaines social, familial et thérapeutique pour ce qui concerne l'agrément à accorder aux personnes physiques ou aux personnes morales entreprenant ou exerçant une activité de consultation, de formation, de conseil, de médiation, d'accueil et d'animation pour familles (accessed 16/01/2020); [Règlement grand-ducal modifié du 14 novembre 2013](#) concernant l'agrément à accorder aux gestionnaires de services d'éducation et d'accueil pour enfants; [Règlement grand-ducal modifié du 17 août 2011](#) concernant l'agrément à accorder aux gestionnaires d'activités pour enfants, jeunes adultes et familles en détresse.

([Eurydice, Luxembourg: Legislation and official policy documents](#))

3.2 Is there a single curriculum framework covering all learners in all educational settings?

Yes.

3.2a Description of the single curriculum framework

[Loi du 13 mars 2018](#) portant sur le développement curriculaire de l'Éducation nationale.

Pre-primary and primary education

Elementary school (*école fondamentale*) is organised in two-year cycles, except the first cycle which includes an optional preliminary year of **early childhood education** for 3-year-olds. Learners usually attend elementary school until the age of 11 years. **Primary education** corresponds to cycles 2 to 4.

- Cycle 1: **early childhood education** (optional at the age of 3 years) and **pre-primary education** (mandatory) for children between the ages of 4 and 5 years
- Cycle 2: for 6 to 7-year-olds
- Cycle 3: for 8 to 9-year-olds
- Cycle 4: for 10 to 11-year-olds.



Public and private elementary education (pre-primary and primary) aims to gradually develop learners’:

- knowledge of foreign languages, mathematics and science;
- intellectual, emotional and social aptitudes, as well as capacity for judgement;
- awareness of time and space, as well as understanding and respect for the world around them, by observation and experimentation;
- motor skills, athletic and physical abilities;
- manual, creative and artistic skills;
- citizenship, sense of responsibility and respect for others.

The objective of elementary school is to make learners fit to continue their education pathway and keep learning throughout all their life.

Primary education aims to improve learners’ educational achievement while allowing teachers the autonomy to adapt their teaching methods to learners’ needs and possibilities. In order for learners to attain the basic skills levels (*socles de compétences*) defined for each cycle, the schools may differentiate their pedagogical methods and launch targeted initiatives on an establishment level.

Study plans: [Règlement grand-ducal modifié du 11 août 2011](#) fixant le plan d’études pour les quatre cycles de l’enseignement fondamental.

Secondary education

The mission of secondary schools is to ensure school instruction and, in addition to the families’ activities, to educate learners according to the laws and regulations on secondary education. School education aims to guide learners towards a recognised certification, to allow them to acquire general knowledge and to prepare them for working life as well as for their responsibilities as citizens and as human beings. Learners are supported in their personal development and orientation.

Secondary education starts at the theoretical age of 12 years. It is subdivided into two branches (*ordres d’enseignement*):

1. **Classic secondary education (ESC)** usually lasts seven years and imparts general knowledge in the fields of human sciences, mathematics and natural sciences. ESC leads to the classic secondary school leaving diploma (*diplôme de fin d’études secondaires classiques*). Teaching and learning in ESC are academically oriented and mainly prepare for higher education and university.
2. **General secondary education (ESG)** is more vocationally oriented and has a standard duration of six to eight years depending on the pathway chosen. ESG prepares learners for working life. It starts with three years of lower secondary education (learners aged 12 to 14 years) or, alternatively, modular classes of the preparatory route (*voie de préparation*) with a view to integrating learners into mainstream technical or vocational education. The general secondary final diploma (*diplôme de fin d’études secondaires générales*) allows access to higher education. ESG also prepares learners



for professional life. The structure of the educational provision in general secondary education is:

- **lower years** of ESG (three years in either ‘Guidance route’, or alternatively the ‘Preparatory route’, which is a modular curriculum aiming at the learners’ integration into the regular ESG classes);
- **higher years** (four years), leading to the general secondary school leaving diploma;
- **vocational** education and training:
 - **technician’s regime** (four years), leading to the technician’s diploma (DT – *diplôme de technicien*) which allows access to higher technical studies via preparatory modules;
 - **vocational regime** (three years), leading to the diploma of vocational aptitude (DAP – *diplôme d’aptitude professionnelle*) or to the certificate of vocational capacity (CCP – *certificat de capacité professionnelle*).

Both technician’s regime and vocational regime represent the [initial vocational education and training](#) as available in the Luxembourgish education system.

Study programmes and timetables: [Règlement grand-ducal du 26 juillet 2022](#) fixant les grilles horaires, les coefficients des disciplines et des disciplines combinées, ainsi que les disciplines fondamentales des classes de l’enseignement secondaire classique; [Règlement grand-ducal du 26 juillet 2022](#) fixant les grilles horaires, les coefficients des disciplines et des disciplines combinées, ainsi que les disciplines fondamentales des classes de l’enseignement secondaire général; [Règlement grand-ducal du 26 juillet 2022](#) fixant les grilles horaires de l’année scolaire 2022/2023 des formations aux métiers et professions qui sont organisées suivant les dispositions applicables à l’organisation de la formation professionnelle de base et de la formation professionnelle initiale.

National syllabus commissions (ESC and ESG – ESG lower cycle, preparatory and technical regimes): [Règlement grand-ducal modifié du 30 juillet 2011](#) portant institution et organisation des commissions nationales pour les programmes de l’enseignement secondaire, ainsi que du cycle inférieur, du régime préparatoire et du régime technique de l’enseignement secondaire technique.

([Eurydice, Luxembourg: Funding in education](#); [ibid., Legislation and official policy documents](#); [ibid., Organisation of the education system and of its structure](#))

3.2b Overview of the general curriculum framework

Not applicable.

3.2c Overview of specific curriculum framework(s) for different groups of learners who are vulnerable to exclusion from inclusive education

Luxembourg makes no distinction between learners with SEN who follow the core curriculum and the ones who do not (European Agency, Financing, p. 11).



3.3 Is there a single legislation and policy framework for all teacher education and professional development?

Yes.

3.3a Description of the single legislation and policy framework for teacher education and professional development

Teacher training (IFEN): [Loi modifiée du 30 juillet 2015](#) portant création d'un Institut de formation de l'éducation nationale (IFEN) ([Eurydice, Luxembourg: Legislation and official policy documents](#)).

ECEC providers: Article 7.(1) of the [amended grand-ducal regulation of 14 November 2013](#) on the approval to be granted to managers of childcare and education services specifies the professional competences of ECEC educational personnel:

- for at least **60% of the hours** of childcare in settings for young children, staff members must have done either a **vocational training** in the psycho-social, pedagogical or socio-educational fields of minimum **secondary school** level, or a recognised **higher education** qualification;
- for a maximum of **40% of the hours** of supervision, the staff may have one of the following qualifications:
 - Authorisation to practise a health profession in Luxembourg.
 - Professional qualification (or higher education certification) in the fields of music, art or motor skills.
 - Certificate of technical and vocational aptitude (CAP) in the psycho-social, pedagogical or socio-educational fields.
 - Certificate of technical and vocational Aptitude (CAP)/Diploma of Vocational Aptitude (DAP), as well as a minimum of 100 hours of further training in the socio-educational field.
 - Certificate of training for the functions of a social and family assistant.
 - Five years' study after elementary education, plus a minimum of 100 hours of further training in the socio-educational field.

Continuing professional development is compulsory for all ECEC providers. It is specified in particular in the [amended grand-ducal regulation of 28 July 2017](#), in Annex II 'Guidelines for the elaboration of the general action concept and the logbook applicable to education and childcare services'. Additionally, guidelines on language education in early childhood care were introduced by the [grand-ducal regulation of 1 March 2019](#) (see Eurydice – [4.3 Educational Guidelines](#)):

Professionals in the sector ... need in-depth knowledge about children's language acquisition in mono- and multilingual conditions, which must be imparted to them in the context of initial and continuing training measures.



Parental assistants: According to the [law of 15 December 2017](#) regulating the activity of parental assistance, Art.5, the approval as parental assistants is granted only to persons who can prove that they have the required professional qualification meeting the cumulative following conditions:

1. **One** of the following training courses:
 - a. Diploma in the psycho-social, pedagogical, socio-educational or health fields;
 - b. Training certificate for family and social workers;
 - c. Training certificate for parental assistance;
2. **Pre-training** in preparation for the practice and organisation of parental care activities;
3. Ability to understand and express oneself in at least **one of the three languages** specified in the amended [law of 24 February 1984](#) on the language regime ([Loi modifiée du 24 février 1984 sur le régime des langues](#)).

Persons who have so far only completed the pre-training course may, pending fulfilment of the other conditions above, be granted a non-renewable provisional authorisation for a period not exceeding three years.

Elementary education

Admission requirements: Candidates may study in Luxembourg or abroad. In order to study at the University of Luxembourg, they have to hold a **secondary school leaving diploma** from a Luxembourgish school or a recognised diploma from a foreign country. Future learners have to further take an **entry examination** (*examen-concours d'admission*) in mathematics and sciences as well as in reading comprehension in French, German and Luxembourgish.

Initial training for elementary school teachers is held by the University of Luxembourg. Leading to a [vocational Bachelor in educational sciences](#) (*bachelor en Sciences de l'Éducation*, 240 ECTS credits), this training is based **on a concurrent model**: From the very beginning, general courses are combined with pedagogical projects and internships inside and outside the school context. The **four-year programme** prepares learners to work with children aged between 3 and 12 years. It thus replaces the former, separate programmes for primary and pre-primary teachers.

Additionally, future teachers may also undergo teacher training in foreign countries:

- Qualifications issued by EU member states have to correspond to the European Commission's directives on the recognition of diplomas.
- Diplomas issued by non-EU countries have to be recognised by the Ministry of Higher Education and Research (MESR – *Ministère de l'Enseignement supérieur et de la Recherche*).

Curriculum: According to the amended [law of 30 July 2015](#) establishing an Institute for National Education Training (IFEN – *Institut de formation de l'éducation nationale*), a training period is defined at the beginning of the career for all teachers in elementary and secondary education. All courses are based on a **reference framework of professional competences** to be developed by teachers, trainees and employees (amended



[grand-ducal regulation of 22 August 2019](#)), which determines the practical arrangements for the course, the initiation period, the teacher training certificate and the period of advanced training.

Learning outcomes: The bachelor programme is built along three main axes: pedagogy, research and professionalisation. It aims to develop six domains of competence:

1. Imparting basic knowledge, aptitudes and methods according to specific target groups
2. Supporting and fostering the development of a mature and socially responsible personality
3. Diagnostics and assessment
4. Communication, support and counselling
5. Organisation and school development
6. Self-reflection and continuing professional development.

During the probationary period for civil servant teachers, or the initial training cycle for employees, nine areas of professional competence are to be developed:

1. Acting as a professional
2. Integrating one's action into a collective dynamic
3. Co-operating with parents
4. Designing and implementing learning situations
5. Organising the functioning of the class group
6. Évaluer les apprentissages
7. Mastering psycho-pedagogical and disciplinary knowledge
8. Communicating with learners and partners inside and outside the school
9. Mastering information and communication technologies (ICT) applied to teaching.

(IFEN, 2017. [Référentiel de compétences professionnelles ciblées pour les stages enseignement fondamental et secondaire](#))

Teaching is provided by university staff and by external experts. During their internships, learners are accompanied by a tutor from the University of Luxembourg and an experienced teacher of the given elementary school (*formateur de terrain*).

Evaluation: Each course of the Bachelor of Science of Education is evaluated by a written test at the end of the term, continual evaluation throughout the term, end-of-term work, or combinations. During the last year of the programme, the learner has to draw up a scientifically founded paper (*travail de fin d'études*). Written in German or French, the paper has to analyse an educational problem related to school life. The paper should demonstrate the learner's aptitude to plan, conduct, evaluate, analyse and present a work of educational research, supported by a tutor and evaluated by the tutor and a second evaluator.



Certification: future teachers who successfully accomplish their studies at the University of Luxembourg obtain a vocational Bachelor of Science of Education (*bachelor en Sciences de l'Éducation*) of 240 ECTS credits.

Additionally, qualifications issued in foreign countries may also be recognised:

- Qualifications issued by EU member states have to correspond to the European Commission's directives on the recognition of diplomas.
- Diplomas issued by non-EU countries have to be recognised by the Ministry of Higher Education and Research.

Continuing professional development: Independent of the staff category concerned, members of teaching teams and multi-professional teams have the right and the obligation to deepen their professional skills via continuing training. Teachers and supply teachers have to use at least eight hours of the 126 hours spent in the school's and learners' interest for continuing professional development. For educators and graduate educators, a minimum of 40 hours of continuing training has been specified.

Each year, the Minister of Education determines priorities and obligatory trainings and ensures that a regular offer is provided. The Institute for Continuing Training of School Teachers and Educational Staff ([IFC](#) – Institut de formation continue du personnel enseignant et éducatif des écoles et des lycées) organises an offer which is adapted to these priorities and to the teachers' timetables. It also provides targeted training for staff on key positions (multipliers, school presidents, members of school committees, etc.).

Continuing training either responds to individual or collective needs of teaching or multi-professional teams, or to local, regional or national specificities.

Currently, training plans are not compulsory, but they are strongly encouraged. School committees (*comités d'école*) have the mission to determine the personnel's need for continuing professional development. Schools may define collective measures corresponding to their specific objectives within the obligatory school success plans (see article 11.1). Furthermore, the development of shared visions and the practice of team teaching (see article 14.3, Reform of elementary education) should lead to a growing awareness of learning needs and possibilities for continuing development.

Secondary education

Admission requirements: In order to take part in the teacher education programme (*formation pédagogique des enseignants du secondaire*) organised by the University of Luxembourg, teacher candidates are required to have successfully passed the entry examination organised by the Ministry of Education. Applicants need to be citizens of an EU member state in which they hold citizen's rights. They have to offer guarantees on their morality and they have to be physically and psychologically able to teach. Candidates have to prove adequate language skills in the three administrative languages: Luxembourgish, French and German. Language teachers must have spent at least two academic years in a country where the target language is spoken.

According to the type of career envisaged, candidates have to hold the following qualifications:

- secondary school teachers (*E7*) need to hold a bachelor and a master diploma;



- technical education teachers (*E5*) need to hold a bachelor diploma;
- special courses teachers (*maître de cours spéciaux – E3*) need to hold a bachelor diploma;
- technical education teachers (*maître d'enseignement technique – E2*) need to hold a master craftsman's diploma (*brevet de maîtrise*).

Training of secondary school teachers corresponds to the **consecutive model**: future teachers first complete higher studies of four or more years in the subject of their choice. In order to get access to the profession, they then take an entry examination (*examen-concours*), which is organised by the Ministry of Education, Children and Youth (MENJE – *Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse*). Successful candidates get enrolled into a two-year training period (*stage pédagogique*) during which they are already teaching at a secondary school while attending a teacher education programme at the University of Luxembourg ([formation pédagogique des enseignants du secondaire](#)). Training at the University is spread over five consecutive three-month terms. It is organised in modules and leads to a certificate issued on the basis of a completed portfolio which has to be evaluated by a commission.

Curriculum: The teacher education programme (*formation pédagogique des enseignants du secondaire*) prepares teachers for three fundamental missions:

1. developing the learners' knowledge and competences;
2. regulating, evaluating and supporting the learners' socialisation;
3. managing a classroom.

The curriculum has been defined in the annexe of a grand-ducal decree regulating teachers' training as well as their probationary period ([règlement grand-ducal modifié du 22 août 2019](#) déterminant les modalités pratiques du stage, du cycle de formation de début de carrière, du certificat de formation pédagogique et de la période d'approfondissement).

The council (*conseil de formation pédagogique*) will:

- issue an opinion on the programme and budget proposals submitted by the teaching institution (the university);
- issue an opinion on the implementation of the training (*stage pédagogique*);
- propose the overall direction that should be given to the teacher education programme;
- evaluate the training according to the agreement that has been concluded between the university and the ministry.

The council is composed of three representatives of the Ministry of Education, three principals of general or technical secondary schools, and five secondary school teachers.

Reference table of required skills: In order to allow candidates to develop the necessary competences, a reference table of the required professional skills (*référentiel des compétences*) has been defined in the annex of the training's regulatory framework.



The contents of the training are organised around these skills:

1. Communicating with internal and external partners
2. Setting up a professional project
3. Understanding the institutional framework of the school system
4. Managing learning activities – where appropriate, with other teachers
5. Regulating learning processes in a formative perspective, considering the learners' diversity
6. Mastering information and communication tools
7. Making use of school-related and socio-cultural information concerning the learners in a multilingual and intercultural perspective
8. Controlling aptitudes and knowledge in a summative perspective
9. Linking together psycho-pedagogical knowledge and subject-related knowledge
10. Helping learners to become autonomous and to set up their personal project
11. Reflexive observation of one's own practice
12. Participating actively in school development
13. Fostering the learners' responsibility at school as well as in their socio-cultural environment.

Main principles and domains: The training is organised according to the **following principles:**

- **dual system**, combining courses at the university with working experience in a secondary school;
- academic training organised in **modules**;
- progressive integration of the learner into the education system, by means of a **tutorial system**.

It addresses **four different fields:**

1. **scientific knowledge** relating to the teacher's profession;
2. **general didactics** focused on providing tailored support for individual learners;
3. **specific didactics** relating to the subjects taught;
4. **institutional knowledge** relating to the school's regulatory framework and the expectations of society.

Each learner has to realise a personal and professional project in order to be prepared to react effectively to different teaching and learning situations.

Teaching staff: In order to ensure the principles of the dual training system, different categories of teachers have been specified by the above-mentioned grand-ducal regulation:

- **Tutors** (*tuteurs*) ensure the learners' gradual introduction to their teaching mission. They are chosen among the **civil servant teachers** of those secondary



schools which are authorised to train future teachers. Working under the authority of the school's principal and in close co-operation with the subject co-ordinators (*coordinateurs de discipline*), they are prepared by a specific training provided or authorised by the university.

- **Trainers** (*formateurs*) intervene in the different modules and may also act as tutors in a secondary school. They may belong to **all kinds of staff** employed by secondary schools or by the university.
- **Subject co-ordinators** (*coordinateur de discipline*) are appointed for each discipline. They guarantee the coherence between the theoretical and the practical part of the training, ensure the co-ordination of the tutoring and conceive different stages and modules of the training. They are chosen among the **civil servant teachers** and need to have a professional experience of at least three years.

The three different functions are compatible. The initial training for sports teachers and for language teachers is the same as for teachers of the secondary level.

Evaluation: At the end of the fourth term of the teacher education programme, a final report (*bilan final*) is established by the subject co-ordinator and by the trainer who has ensured the learner's mentoring (*jury de bilan final*). If a future teacher has successfully passed the four modules, and if they have compiled a complete portfolio on their learning process, the jury suggests to the examination commission (*commission d'examen*) to validate the portfolio and to award a grade to the learner. The grade is proposed by the jury upon consultation with the different trainers (*formateurs*). If one or several modules are negative, the jury proposes a prolongation of the training period (*stage pédagogique*) and the learner suggests an individual curriculum addressing the weaknesses that have been observed by the jury.

Certification: The teacher education programme leads to a certification which is recognised by the Ministry of Education, Children and Youth and which gives its holders access to the probationary period as a secondary school teacher. The certificate contains a grade, which is defined by the Exam Commission.

Continuing professional development: The Grand-Ducal regulation determining the secondary and technical secondary school teachers' work ([Règlement grand-ducal modifié du 24 juillet 2007](#) portant fixation de la tâche des enseignants des lycées et lycées techniques) foresees 72 hours of verifiable availability per academic year according to the needs of the secondary school's organisation. They include a minimum of eight hours of certified continuing training.

Each secondary school which organises training activities together with the IFC has to nominate two training delegates (délégué à la formation continue). Training delegates co-ordinate the trainings which are held in their school. They are appointed by the Minister for a renewable three-year term on joint proposition of the principal and the IFC. The IFC ensures the training, monitoring and professional exchange among training delegates.

Within the concept SCHiLW (*Schulinterne Lehrer/innen-Weiterbildung*), the IFC further supports secondary schools that are willing to set up training plans (*plans de formation*). These plans contribute to a better coherence between the school's objectives and the teachers' training activities. They are not compulsory.



Special education

The initial training for the Bachelor of Science in Education includes the field of special needs education. The BScE prepares for a versatile teaching career, not only in elementary schools, but also in modular education classes and differentiated education institutions in Luxembourg.

I-EBS specialist teachers are recruited at A1 level (Master's degree, plus a minimum of 2 years of service as an elementary school teacher) and they are specialists in the field of special needs support and inclusive pedagogy.

Alternative training pathways

Supply teachers in elementary education: In elementary education, supply teachers may enter into education via alternative training pathways: persons wishing to work as supply teachers first have to complete a four-week probationary period (*stage*) in an elementary school. In order to be admitted to this, they have to hold a secondary school leaving diploma or a recognised equivalent. They further have to pass a test on their linguistic competences in the three official languages of Luxembourgish, French and German. Persons who have passed the probationary period are awarded, by the regional governing body (*direction de région*), a certificate which entitles them to act as supply teachers.

Supply teachers first receive fixed-term contracts, which may be transformed into permanent contracts if they successfully pass an in-service training during their first 12 months of service. The training is provided by the Training institute of national education ([IFEN](#) – *Institut de formation de l'éducation nationale*). It includes a pedagogical and methodological part of 120 hours, as well as a practical part. Evaluation is based on exams as well as on a portfolio documenting the teacher's acquisition of competences, a dossier on classroom work and two in-class learning activities. Successful teachers are awarded a training certificate (*certificat de formation*), which allows them to obtain a permanent contract.

Teaching assistants in secondary education: Apart from secondary school teachers who follow the teacher education programme of the University of Luxembourg, the Ministry of Education, Children and Youth may engage so-called teaching assistants (*chargés d'éducation*). Employed as public employees (*employés d'État*), they support teaching as well as extra-curricular activities.

Chargés may only be engaged for a minimum of 10 lessons per week and if no certified teacher is available. They have to hold a bachelor's diploma or, for subjects such as arts and crafts, a master craftsman's diploma. Just as secondary school teachers, they have to master the three official languages.

During their first year of service, *chargés* have to attend a 60-hour in-service training, which is organised by the IFEN. *Chargés d'éducation* who have successfully passed the programme and obtained a qualification certificate (*certificat de qualification*) may be included into the national reserve (*réserve nationale de chargés d'enseignement pour les lycées et les lycées techniques*) under a permanent contract as public employees.

[\(Eurydice, Luxembourg: Teachers and Education Staff\)](#)



3.3b Overview of the general legislation and policy framework for teacher education and professional development

Not applicable.

3.3c Overview of specific legislation and policy framework for teacher education and professional development and what and who this specific framework focuses on

Special education: (see 3.3a)

3.4 Is there a single legislation and policy framework to ensure support for all learners throughout their school careers?

Yes.

3.4a Description of the single legislation and policy framework that ensures support for all throughout their school careers

Guidance and counselling in Luxembourg is provided as part of schools' autonomous activities, as well as by external services and activities. Depending on their mission and their target public, the different guidance services operate under the authority of different ministries (Labour and Employment; Family and Integration; Higher Education and Research and Education, Children and Youth).

There are two major trends in Luxembourg's guidance and counselling policy:

1. Co-operation of different institutions and services is reinforced. A Co-ordination committee (comité de coordination) for several guidance services was created in 2006. Joint projects, such as a common website were initiated. In September 2012, several public services and organisations providing various guidance and counselling services moved together into a new kind of counselling hub: the House of Guidance ([Maison de l'orientation](#)).
2. Development of learners' decision-making and career-management skills. Rather than relying exclusively on 'external' guidance, learners should be able to recognise their personal strengths and weaknesses, to search for the necessary information and to be in charge of their own decisions.

The following two guidance providers play a major role in all types of guidance and counselling:

Centre for educational psychology and guidance ([CePAS](#) – Centre psycho-social et d'accompagnement scolaires)

Created (under its former name as CPOS) in 1987 and working under the authority of the Ministry of Education, Children and Youth ([MENJE](#) – ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse). During its re-organisation in 2006, the Centre's missions were defined as follows:

- co-ordinating and evaluating the implementation of guidance activities by the secondary schools' educational psycho-social and guidance service (SePAS), as determined by the Minister; regularly submitting a report on their functioning;



- co-ordinating relations with external services and bodies which contribute to the information and guidance of learners;
- ensuring the support of children with psychological or learning difficulties that do not fall within the medical field;
- participating in academic and vocational guidance of learners enrolled in schools that have no educational psycho-social and guidance service;
- raising awareness and informing the school community on relevant social evolutions;
- developing methodologies and contents for guidance and information activities and psychological support;
- organising activities of continuing professional development for CePAS and SePAS staff members;
- preparing information material and publications necessary to fulfil the above-mentioned missions;
- participating, together with the principals of secondary schools, in the recruitment process of the services' psycho-socio-educational staff.

Educational psycho-social and guidance service (SePAS – *Service psycho-social et d'accompagnement scolaires*)

Established in each secondary school and placed under the administrative authority of the school's principal, although the Minister decides upon the general orientation and programme of their activities. The implementation of these activities is co-ordinated and evaluated by the CePAS, which acts as the SePAS's functional authority. The service co-operates with the teachers and parents, in order to identify the needs and priorities for intervention.

Each SePAS is responsible for the following tasks:

- ensuring psychological, personal and social guidance of learners and developing activities in order to respond to their needs;
- helping learners in difficulty with school, psychological or family situations;
- helping learners with their education choices;
- participating in class councils (*conseils de classe*) in order to ensure the monitoring of support activities;
- assisting teachers for the support of learners with educational difficulties or specific educational needs (will become the main mission of the recently established ESEB groups in the near future);
- contributing to the organisation of support activities outside school lessons;
- co-operating with the school's medical service (*service de la médecine scolaire*);
- organising preventive actions;
- co-operating with responsible services and professional chambers in order to ensure vocational guidance;



- contributing to the evaluation of teaching.

Academic and career guidance:

At the end of the fourth cycle of elementary education, learners are oriented towards the next grade of secondary education by means of a guidance decision (*décision d'orientation*), which is taken by a guidance council (*conseil d'orientation*). This council is composed of the head of the regional governing body (*direction de région*) of primary education, the class teacher, one teacher from academically oriented and one from vocationally oriented secondary education. With the parents' agreement, a school psychologist may be called in. Criteria taken into account are the following:

- learning achievements and the development of the learners, according to the intermediary assessment reports (*bilans intermédiaires*) and the end-of cycle assessment reports (*bilans de fin de cycle*);
- opinion of the class teacher and the parents;
- opinion of the psychologist;
- learner's results in the common nationwide tests which have been organised during the school year in order to assess the learners' competences in relation to the national average and the skills levels required.

The guidance decisions allow learners to continue their studies either in grade 7e of ESC academically oriented secondary education, in grade 7e of ESG vocationally oriented secondary education. If parents disagree with the guidance decision, they may register their children for an entry examination into a more demanding class. These exams test the learners' competences in German, French and mathematics according to the admission requirements of their target type of education.

Guidance decisions are prepared together with learners and parents.

- From the beginning of elementary education onwards, teachers propose activities that should contribute to the learners' self-awareness and their decision-making skills: for example, learners can collect their productions in a portfolio, which helps them think over their own learning processes, their strengths and their weaknesses.
- In the second year of the fourth cycle, the decision is prepared by three meetings between parents and class teacher which are held at the end of each three-month term.
- Moreover, the new type of assessment reports, which has been introduced by the 2009 reform of elementary education, contributes to the learners' and parents' understanding of the competence development, and the strengths and weaknesses of each child.

At the beginning of higher general secondary education, the fourth comprehensive grade (4e polyvalente) aims to consolidate the knowledge acquired and to guide the learners towards one of seven specialisation cycles. Initiation courses in chemistry, physics and economy are aimed at supporting learners with their decisions. At the end of this grade, the class council, together with the school's SePAS, gives a written non-compulsory



recommendation for the choice of specialisation, which is based on all the information they have at their disposal.

Throughout secondary education, learners are supported by a range of guidance, counselling and information services. These activities may be organised at school level, at regional or national level, or specifically for certain domains of studies. Some of these activities are jointly organised by several services and bodies.

The main services and bodies involved in learners' academic guidance are:

- the secondary schools (*lycées*) themselves;
- the educational psycho-social and guidance centre (CePAS);
- the educational psycho-social and guidance service (SePAS);
- the documentation and information centre on Higher Education (CEDIES – Centre de Documentation et d'Information sur l'Enseignement Supérieur);
- ESEB in secondary education.

Activities supporting guidance and developing the learner's decision-making skills involve:

- developing and issuing information material and publications;
- collecting and providing information in a documentation centre (CEDIES);
- establishing websites and keeping them up to date (e.g. [CEDIES](#));
- organising events, such as the annual national Student fair (*Foire de l'étudiant*) (CEDIES in co-operation with the other services);
- proposing information sessions to learners and parents, at class or school level (SePAS);
- organising discussions with alumni of different study programmes (SePAS, teachers);
- realising pedagogical projects at class or school level, such as school projects ([projets d'établissement](#)) or psycho-educational workshops;
- establishing tutoring programmes (some secondary schools);
- implementing the approach of the education for choices (*éducation des choix*) at school level, under the guidance of the CePAS (some secondary schools);
- proposing individual support or psychological testing and establishing competence profiles (CePAS, SePAS);
- individual consultations (SePAS, CePAS, CEDIES).

At the end of lower secondary education, the class council provides a guidance recommendation (*avis d'orientation*) to each learner. This recommendation specifies the educational programmes (*voies de formation*) that a learner may access and those recommended by the class council on the basis of the learner's strengths and interests. Minimum requirements for the different programmes and their individual sections are defined by the legislation.



Preparing career decisions in schools:

- Entrepreneurship education (both in ESC and ESC): the non-profit association [Jonk Entrepreneuren](#) brings together representatives of schools and the business world. It was created to perpetuate and stimulate the entrepreneurial spirit in the Luxembourgish education system.
- Assessment reports (lower secondary education): the assessment reports which were introduced together with the competence-based approach in lower secondary education, aim to foster learners' awareness of their own competences and development.
- Internships (in ESG, technical secondary education): In grade 5e (third grade of ESG and last of lower secondary education), learners have to undertake an internship with an employer of their choice, with a view to getting to know the reality of the job market.
- Secondary school reform: the reform of secondary schools included other measures aimed at helping learners to take academic and career decisions: in the two first years of lower secondary education, learners will be accompanied by a personal tutor. They are encouraged to think over their own competences, interests and objectives right from the beginning of secondary education and onwards. All pedagogical staff in contact with a learner are involved in the guidance process.

Other career guidance activities are organised by:

- the secondary schools themselves (due to lycées' autonomy management, the number, frequency and type of activities may vary);
- the educational psycho-social and guidance centre (CePAS);
- the school's educational psycho-social and guidance service (SePAS);
- the service for vocational guidance of the Agency for the Development of Employment (ADEM/OP – Service de l'orientation professionnelle de l'Agence pour le développement de l'emploi) of the Ministry of Labour, Employment and the Social and Solidarity Economy;
- the employers' and employees' chambers (*chambres professionnelles*);
- the Local Youth Action (ALJ – Action Locale pour Jeunes), which is mainly concerned with early school leavers but provides support to learners at risk of dropping out;
- Agency for the Transition to Independent Living (Agence pour la transition vers une vie autonome – ATVA);
- ESEB in secondary education.

Career guidance activities may involve:

- developing and issuing information material and publications on different professions (ADEM/OP, CePAS);



- collecting and providing information in a documentation center (ADEM/OP-BiZ – Berufsinformationen-Zentrum);
- establishing websites and keeping them up to date;
- organising events with potential employers, such as the Girls' Day-Boys' Day;
- proposing information sessions for learners and parents, at class or school level (SePAS);
- organising discussions with employers or graduates of certain professional programmes (SePAS, teachers);
- realising pedagogical projects at class or school level, such as school projects ([projets d'établissement](#)) or psycho-educational workshops, e.g. the project [Stop & Go](#) for early school leavers;
- establishing tutoring programmes (some secondary schools);
- organising internships or visits of different types of employers (schools, SePAS, ALJ);
- implementing the approach of education for choices (*Éducation des choix*) at school level, under the guidance of the CePAS (some secondary schools);
- proposing individual support, psychological testing and establishing competence profiles (CePAS, SePAS, ALJ);
- individual consultations (SePAS, CePAS, ALJ, ADEM/OP, professional chambers).

Psychological support for learners is provided by:

- ESEB: the multi-professional teams propose individual support to learners with special needs who are integrated in mainstream education, as well as for teachers and parents of children.
- The educational psycho-social and guidance centre (CePAS): besides guidance activities, the Centre proposes different types of help and support, such as psychological consultations, therapies or social support, mainly to teenagers.
- The educational psycho-social and guidance service (SePAS): established at each lycée, the SePAS provides individual support to the school's learners who face problems of any kind in the course of their academic career. SePAS services are also engaged in preventive action against early school leaving.
- The service for early detection and intervention (SDIP – Service de détection et d'intervention précoce): this service was created in 2008 by the Ministry of Education and the hospital of Kirchberg, as a department of this hospital, offering individual support to young people with psychiatric problems.
- The National Office for Children ([ONE](#)) is a public administration of the Ministry of National Education, Children and Youth, responsible for the implementation of social assistance to minors and young adults in psycho-social distress (amended [law of 16 December 2008](#)). This service offers assistance tailored to the needs of the child and/or family in order to improve the family situation (Eurydice, Luxembourg: [Quality assurance of early childhood and school education](#)).



([Eurydice, Luxembourg: Educational support and guidance](#))

3.4b Overview of the general legislation and policy framework that ensures support for the majority of learners throughout their school careers

Not applicable.

3.4c Overview of the specific legislation and policy framework that ensures support for learners who are vulnerable to exclusion from inclusive education throughout their school careers

In Luxembourg, specific support measures are proposed for:

- Learners recently arrived in Luxembourg
- Learners with difficulties related to at least one of the official national languages (Luxembourgish, French, German)
- Learners with special educational needs.

Learners recently arrived in Luxembourg

In **elementary school**, recently immigrated learners and their parents are welcomed and guided by their **commune** of residence. Information on schooling is provided in **several languages** by the ministry of Education, Children and Youth (see the [MENJE website](#)).

Moreover, parents can ask for the service of an intercultural mediator who can help, free of charge, with verbal and written translation of documents and, on request, with support in class. A range of different languages are available, together with those usually spoken in the Grand Duchy. The recruitment and missions of the Ministry of Education, Children and Youth's intercultural mediators are defined by the grand-ducal regulation of [10 May 2012](#).

A number of **special lessons** are offered in order to integrate learners who show difficulties with some or all of Luxembourg's official languages (German, Luxembourgish and French). In elementary education, the offer comprises:

- **Welcome classes** (*cours d'accueil*) for newly arrived learners aged between 6 and 12 years who cannot yet master the national languages. These classes involve intensive tuition of the host country languages. Since 2009, welcome classes have been offered as **complementary** to regular tuition, the beneficiaries being already integrated as regular learners in a class corresponding to their age and their former educational career; welcome classes help learners improve their language skills.
- **Remedial lessons** (*cours d'appui*), in addition to the above-mentioned welcome classes, these are offered at communal level to all learners facing academic difficulties.
- **Integrated classes in the learners' mother tongue** (*cours intégrés*) taught in Portuguese, these courses were introduced in 1983 with a view to preserving and developing learners' language skills in their mother tongue, thus giving learners a more solid foundation for additional languages.



Since 1991, [lessons in Portuguese](#) for Portuguese learners have been integrated in the regular timetable of some elementary schools. This possibility has been offered by some communes, concerning a range of different subjects, e. g. introduction to the sciences.

In addition, **support within regular lessons** is provided:

- **Integration into pre-school education and mother tongue assistants:** children below the age of 6 years are integrated into pre-primary classes where they learn Luxembourgish; at some early and pre-primary level classes (cycle 1 of elementary school), if there is a high proportion of children of Portuguese origin, a so-called **mother tongue assistant** may be present in class on a regular basis for a certain number of hours per week.
- **Intercultural education and language awareness** (*éducation interculturelle et éveil aux langues*): activities organised by elementary school teachers to encourage all learners to have an open attitude towards other languages and cultures. These activities are mainly aimed at arousing the learners' curiosity regarding the similarities and differences between the various languages, develop their ability to observe, analyse and reflect on languages, increase their motivation to learn languages, and encourage a positive attitude towards linguistic and cultural diversity. The didactical material is made available to the teachers by the Ministry of Education and the Centre for Intercultural Documentation and Animation (CDAIC – [Centre de documentation et d'animation interculturelles](#)). The project 'Dat sinn ech' aims at helping children aged between 4 and 8 years to discover cultural diversity.

In **secondary education**, recently arrived learners aged 12 years and above and their parents are welcomed and guided by the Reception desk for newly arrived Learners (CASNA – Cellule d'accueil scolaire pour élèves nouveaux arrivants). Documentation on schooling in Luxembourg is provided by the Ministry of Education, Children and Youth in different languages. Moreover, parents can demand the service of intercultural mediators who speak a range of different languages and help with issues related to schooling and education ([grand-ducal regulation of 10 May 2012](#)).

A number of **special classes in 'classical' (ESC) general secondary education** are organised. Learners may be supported by:

- **ALLET classes** (*allemand langue étrangère*): offered at lower general secondary education to learners leaving elementary education with very good French and mathematical skills, but with weaknesses in German; these classes aim at helping learners overcome their difficulties in German in order for them to continue secondary education in regular classes; in ALLET classes, German is taught as a totally foreign language, whereas in mainstream education the proximity of German to Luxembourgish makes learning German easier for Luxembourgish speakers.
- **International baccalaureate (IB)**: general baccalaureate offered by 4,583 schools in 150 countries throughout the world. The IB diploma is recognised as a qualification equivalent to the secondary school diploma. Classes leading to an IB in general secondary education address learners recently arrived in Luxembourg who opt for general secondary instruction in French or English.



Also **special classes in ‘general’ (ESG) technical secondary education** exist:

- **Welcome classes for learners aged from 12 to 15 years** (*classes d’accueil*): open to newly arrived learners during the whole school year, these classes focus on learning French and guide learners towards an insertion class or a regular class whenever the class council judges that the learner is ready. The maximum number of learners in a welcoming class is fixed at 15.
- **Insertion classes** (*classes d’insertion*): introduced in 1989, these classes address learners between 12 and 15 years old who have attained a good academic level in their native country, but lack the language skills they would need for the Luxembourgish education system; learners in insertion classes follow the regular curricula of lower technical secondary education while being offered more intensive language tuition in French (STF classes) or German (STA classes); learners wishing to attend insertion classes have to pass an entrance exam.
- **Welcome classes for young adults** (16 to 17 years) (*CLIIJA – classes d’accueil pour jeunes adultes*): transitory classes offering intensive language tuition in French to prepare young adults either for secondary technical education or for working life.
- **Programmes taught in French** (*classes à régime linguistique spécifique*): classes open to learners aged 15 years and above, not exclusively newly arrived to the country; learners fulfilling all conditions of access except the ones related to German language get the opportunity to enrol in certain programmes of vocational education and training that are entirely held in French (except for German language lessons). These classes are offered for programmes leading to:
 - Secondary school leaving diploma (diplôme de fin d’études secondaires);
 - Technician’s diploma (DT – diplôme de technicien);
 - Vocational aptitude diploma (DAP – diplôme d’aptitude professionnelle);
 - Certificate of vocational ability (CCP – certificat de capacité professionnelle).

Learners with special educational needs (SEN)

The target group of learners with special educational needs (SEN) includes children/young people with impairments or disabilities that, if compensated through reasonable accommodation as outlined by law, will not prevent them from attaining the objectives of their educational level. The specific educational needs’ target group also includes children or young people who are intellectually precocious and need specialist support to develop their full potential.

According to the amended law of 6 February 2009 ([loi modifiée du 6 février 2009](#) portant organisation de l’enseignement fondamental) on the organisation of elementary education, a learner with specific educational needs is defined as follows:

A child subject to compulsory education and who, for reasons of their mental, character, sensorial or motor characteristics, cannot attain the core skills defined for primary education within the regular time span.



The law of 20 July 2018 ([loi du 20 juillet 2018](#) portant création de Centres de compétences en psycho-pédagogie spécialisée en faveur de l'inclusion scolaire) on the creation of specialist psycho-pedagogical competence centres for social inclusion defines children or young people needing specific education as individuals with deficiencies or difficulties according to international classifications, and who encounter more learning difficulties than children or young people of the same age.

As a rule, SEN learners are integrated into regular education as far as possible. SEN learners are included in regular schools while benefitting from specific arrangements corresponding their individual needs. The [modified law of 15 July 2011](#) (loi modifiée du 15 juillet 2011 visant l'accès aux qualifications scolaires et professionnelles des élèves à besoins éducatifs particuliers) regulates SEN learners' access to educational and vocational qualifications. SEN learners are entitled to reasonable arrangements in order to be able to follow regular education programmes and to pass the assessment tests.

If difficulties are being detected, their educational provision, support and monitoring will be organised such as to maintain a maximum level of integration. If the support provision is not sufficient, SEN learners may be directed towards specialist structures in Luxembourg or abroad. Luxembourg's policy developments focus on the quality of support and on a more comprehensive offer for SEN learners. Particular emphasis is placed on the early detection of difficulties.

Learners with difficulties

A third and more general category concerns all learners who encounter physical, psychological or behavioural difficulties in their social environment or on the level of their school career. This target group also includes the two categories mentioned above.

This group is defined by a grand-ducal regulation ([règlement grand-ducal du 25 mars 2009](#) déterminant les modalités d'après lesquelles les lycées organisent des activités ou des classes pour prévenir l'exclusion scolaire d'élèves ayant des difficultés d'apprentissage ou de comportement graves avant d'avoir). Schools' additional staff needs for this category are calculated on the basis of the number of learners with the following characteristics:

- learners having had two or three experiences of educational failure in the course of their academic career;
- learners who have been temporarily or permanently expelled from school in the last two years;
- learners with behavioural difficulties;
- learners with special educational needs (SEN);
- learners benefitting from allowances to low-income families;
- learners reported to be repeatedly absent or late;
- learners who systematically do not do their homework or inadequately prepare for their lessons.

Secondary schools may organise activities and special classes for these learners who are at risk of school drop-out. The objective of these arrangements is to prevent exclusion, lay the foundation for lifelong learning and foster social integration.



Specific support measures

Within mainstream education

Since the creation, at the Ministry of Education, Children and Youth in 2018, of Competence centres for specialised psycho-educational follow-up, learners with **special or specific educational needs** (EBS) are supported and monitored at three levels: local, regional and national.

- **Specialised elementary school teachers** detect needs and monitor the learners' schooling (I-EBS; instituteurs spécialisés dans la scolarisation des élèves à besoins éducatifs particuliers ou spécifiques).
- **A support team for learners with specific needs (*équipe de soutien des élèves à besoins spécifiques* – ESEB)** operates within each of the fifteen directorates for elementary education and in each secondary education. The members of the ESEB advise the teachers and may themselves provide ambulatory care at the school in the form of assistance in the classroom. They may draw up an initial diagnosis in collaboration with the teachers concerned, and provide further support to the learners if the school is not able to do enough. They ensure that the individualised support plan defined for the learner by the inclusion commission is being implemented.
- At national level, **eight competence centres** manage the schooling of children for whom the local and regional solutions prove insufficient. These centres address not only children, but also young people aged over 18 years if the competence centres' action is needed in matters of education or training.

The eight competence centres are the following:

1. **Centre de logopédie** (Centre for language and hearing therapy – CL);
2. **Centre pour le développement des compétences relatives à la vue** (Centre for the development of vision-related skills – CDV);
3. **Centre pour le développement socio-émotionnel** (Centre for socio-emotional development – CDSE) ;
4. **Centre pour le développement des apprentissages** (Centre Grand Duchess Maria Teresa for learning development);
5. **Centre pour le développement moteur** (Centre for motor development – CDM);
6. **Centre pour le développement intellectuel** (Centre for intellectual development – CDI);
7. **Centre pour enfants et jeunes présentant un trouble du spectre de l'autisme** (Centre for children and young people with autism spectrum disorder – CTSA);
8. **Centre pour enfants et jeunes à haut potentiel** (Centre for children and young people with high potential – CEJHP).

The **Agency for the transition to an independent life** (agence pour la transition vers une vie autonome) provides guidance and support to young people and their parents in the steps that lead towards active life.



Separate special educational needs provision

Children with special educational needs are subjected, as all other children, to compulsory schooling. They may attend, according to their possibilities and needs:

- a centre or institute of the education ministry's **service for special education**;
- a **private institution in Luxembourg or abroad**, approved by the ministry of Education, Children and Youth;
- **mainstream education**, while receiving **support and assistance** from the service for special education;
- a **centre or institute of special education**, while **complementarily attending** a class in mainstream education for certain activities.

Admission procedure: In order to ensure a neutral and objective admission to special education, and to prevent children from being prematurely excluded from mainstream elementary education, the guidance procedure for learners with special educational needs includes the following steps:

- According to the amended law on the organisation of elementary education ([loi du 6 février 2009](#) portant organisation de l'enseignement fondamental), each person in charge of a learner with special educational needs is obliged to indicate this case to the **Regional Commission for School Inclusion** (CIS – Commission d'inclusion scolaire régionale). The same applies for municipal administrations, school inspectors, doctors and social workers informed about the case of a child concerned.
- The CIS is composed of at least the following members: the assistant director of the district (*directeur adjoint*), an elementary school teacher and three members of the district's specialised support team (ESEB – équipe de soutien des élèves à besoins éducatifs particuliers ou spécifiques), a representative of the Minister of Education, Children and Youth, a staff member of one of the eight competence centres (*un collaborateur de l'Education différencié ou du Centre de Logopédie*). For each child, and subject to the parents' approval, the CIS draws up a **diagnosis of the child's needs** and proposes an **individual support plan** (*plan de prise en charge individualisé*). This document is prepared by the class teacher in co-operation with the parents. It suggests an adapted type of schooling in an institution of mainstream education or special education, and may include additional support measures.
- If the individual support plan suggests to guide the learners towards a class or an institution of special education in Luxembourg or abroad, this proposal, including the reports of different specialists, is submitted to the National inclusion commission (CNI – Commission nationale d'inclusion). The CNI is composed of specialists from different disciplines and representatives of several ministries. Its members are listed in article 46 of the law of 20 July 2018 on the creation of specialised psycho-pedagogical competence centres for social inclusion ([loi du 20 juillet 2018](#) portant création de Centres de compétences en psycho-pédagogie spécialisée en faveur de l'inclusion scolaire). The CNI examines the request submitted and issues a guidance proposal to the parents.



- The different measures proposed by the CIS or the CNI can only be put into place with the parents' agreement. In the case of disagreement, the parents can contact the Minister of Education, Children and Youth who submits the request to a group of experts who may either support the proposal of the CNI or the CIS, or propose an alternative solution.

The duration of special education within the separate system of Special Education varies according to the children's specific situations. Most centres cater for learners between 4 and 16 years (compulsory school age).

The limited number of learners in the classes of special education allows the teaching to be adapted to each learner's needs. The groups are supervised by teachers, educators, nurses and other socio-educational specialists.

According to the individual needs, learning activities are undertaken in:

- large groups (i.e. swimming, physical education, leisure activities);
- small groups (i.e. practical work, projects, academic learning);
- individual sessions (i.e. psycho-motor re-education, basal stimulation, speech training).

Each year, the class teacher, together with the head of the institution and a psychologist, draws up an **individual educational plan** in agreement with the parents. Based on the joint curriculum of special education, this plan details the priorities for the development of the learners. In addition to academic learning activities, the centres organise educational, therapeutic, recreational, cultural and artistic activities as well as sports (i.e. cooking classes; swimming; therapeutic horse riding; artistic impression, etc.). As far as the **Logopedics Centre** is concerned, the teaching of learners with speech or hearing impairments is based on the curriculum of elementary education.

An assessment report based on the individual education plan is established at least once a year in view of the child's further guidance. A copy is sent to the parents.

The individual education plans and the reports aim to:

- provide guidelines for the pedagogical work;
- inform the parents with regard to the main educational options;
- allow an evaluation of the child's progress.

In order to be able to adapt the plan during the school year, intermediate reports are established on a quarterly or bi-annual basis. The annual evaluation is based on these intermediate reports and the adaptations of the plan. In order to provide comprehensive information for the learners' future guidance at the end of the academic year, the evaluation has to be accomplished by June at the latest.

Approximation of special and mainstream education: In view of a better social and educational inclusion of learners with special educational needs, special attention is devoted to bringing together special and mainstream education. This integration takes different forms:

- **Common buildings in elementary education:** some of the centres for special education are completely integrated into a mainstream elementary school. This



model contributes to reducing existing prejudices and barriers. Joint meals and recreational activities, as well as projects such as celebrations, with classes from mainstream education allow for contacts among all learners. Several learners of these centres regularly take part in courses held at the regular classes (i.e. instruction to sciences; physical education; music).

- **'Cohabitation' classes** (*classes de cohabitation*): a different form of integration consists in integrating a group of learners from a centre or institute of special education in a building of mainstream education. These classes are called 'Cohabitation classes' and exist in several elementary and secondary schools.

Certification: As a rule, secondary school leaving diplomas and vocational qualifications from the formal system of mainstream education are not delivered within special education. They can, however, be attained by learners who (re)integrated into mainstream education.

([Eurydice, Luxembourg: Educational support and guidance](#), 12.1 and 12.2)

3.5 Is there a single legislation and policy framework to ensure support for all learners at times of transition between phases of education and into adult life?

No.

3.5a Description of the single legislation and policy framework that ensures support for all learners at times of transition between phases of education and into adult life

Not applicable.

3.5b Overview of the general legislation and policy framework that ensures support for the majority of learners at times of transition between phases of education and into adult life

Not specified in legislation.

3.5c Overview of the specific legislation and policy framework that ensures support for learners who are vulnerable to exclusion from inclusive education at times of transition between phases of education and into adult life

National School for Adults (ENAD)

This school aims to re-engage those who left school with low or no qualifications, to ensure their integration into the labour market.

ENAD gives young people not having accomplished their studies a new chance to succeed at school. It targets persons who dropped out of school without achieving any recognised qualifications and people fulfilling the requirements to access one of the proposed trainings.

The ENAD was initially created as second-chance school by national law in 2009 and established as a pilot project in 2011. Since 2012, the second-chance school has been



running as a public school. In 2018, the name was changed to ENAD to fit the needs of a larger public in adult education.

Action locale pour jeunes

The 'Action locale pour jeunes' (Local assistance for young people) is part of the department of vocational training of the Ministry of Education.

Its tasks are:

- to organise special measures in order to facilitate the transition from school to work;
- to find those youngsters who might require its help;
- to organise social and pedagogical help for young people in difficulties, when they are already working or when they follow vocational training.

CNFPC – National Centre of Continuing Education

The CNFPC offers vocational training classes in many different fields. One of its main missions is to offer continuing education in vocational training for unemployed people. During this training, youngsters and adults do apprenticeships in different firms. More information is available on the [CNFPC website](#).

Preliminary vocational centres

The special education centres in Clervaux, Walferdange and Warken have structures for vocational training. These centres promote the vocational training of young people with disabilities after compulsory schooling. These centres can include:

- sections for initiation, orientation and vocational training, offering theoretical and practical training in different specialities such as woodwork, metalwork, boarding, painting, cooking, housekeeping and gardening;
- a service that ensures integration (if possible) and guidance for the young persons leaving the centre;
- a re-education service.

[\(European Agency, Country information: Luxembourg, Systems of support and specialist provision\)](#)

Evaluative commentary

This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of the legislative and policy framework for inclusive education in practice. It specifically considers the main challenges and opportunities for effectively translating policy into regional, local and school level practice.

The evaluation report published by the Ministry of Education earlier this year found that people working in education are overall very open towards the principle of inclusion of learners with special educational needs. However, they oftentimes feel uncertain about how to implement and realise inclusion of these learners within their own classroom and



feel that their professional training has not prepared them adequately for this specific task. Moreover, they often are unsure about where to receive relevant information and support. In response to these findings, the government is putting a series of policy measures into place – among these are the creation of a new Master’s programme in inclusive education at the University of Luxembourg, as well as the strengthening of training opportunities and further education for practitioners in the field.

The evaluation also found that people working in education as well as parents are not yet familiar with the new structures and procedures concerning the system of educational inclusion put in place by the legislative reforms in 2017 and 2018. Consequently, the Ministry is currently preparing an awareness campaign and will put a stronger emphasis on information and explanations towards all stakeholders concerning relevant institutions, possibilities, procedures and structures.



SECTION 4. SYSTEM GOVERNANCE

This section provides information on aspects of governance across and between different system levels, bodies and stakeholders in the country.

4.1 Shared responsibilities across and between central and local government

At the **central level**, the **Ministry of Education, Children and Youth** ([MENJE](#) – ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse) manages the legislation on public education, educational provision and access to education and public schools' staff. It organises the educational departments and defines curricula, diplomas and guidelines encompassing all stages of education: non-formal and formal education in early childhood (provision of day-care structures in ECEC), pre-primary and school education at primary and secondary level, vocational education and training and adult education, as well as extra-curricular schooling provision, such as music education. MENJE also co-ordinates government actions for young people and manages accreditations for curricula and validation of learning outcomes. MENJE is subdivided into different services, some of which were created by law and others established for the needs of internal organisation.

The following services are responsible for the different **levels of education**:

- Service for elementary education (Service de l'enseignement fondamental)
- Service for secondary education (Service de l'enseignement secondaire classique et secondaire général)
- Service for vocational education and training (Service de la formation professionnelle)
- Service for adult education (Service de la formation des adultes).

Other services are in charge of specific **transversal aspects of education**, such as:

- Recognition of diplomas (Service de la reconnaissance des diplômes)
- Special education (Service de la scolarisation des élèves à besoins spécifiques)
- Schooling of foreign children (Service de la scolarisation des enfants étrangers)
- School staff (Service du personnel des écoles)
- Statistics and analysis (Service des statistiques et analyses)
- Legal aspects (Service juridique)
- Financial aspects (Service financier)
- Equipment and infrastructure (Service des infrastructures et équipements scolaires)
- Research and innovation (SCRIPT – Service de co-ordination de la recherche et de l'innovation pédagogiques et technologiques).



Additionally, several bodies with different legal status are mandated with **special missions**:

- Co-ordination of school projects (Centre de co-ordination des projets d'établissement)
- Educational psychology and guidance (CePAS – Centre psycho-social et d'accompagnement scolaires)
- Technologies for education (Centre de technologie de l'éducation).

The **Ministry of Higher Education and Research** ([MESR](#) – ministère de l'Enseignement supérieur et de la Recherche) manages legislation on higher education and research, higher education and university-level provision and funding (University of Luxembourg, International University Institute, BTS provision at *lycées*, etc.) and accreditation of higher education programmes, including teacher education.

Other authorities co-operate with the MENJE:

- **Municipalities** (communes) provide the infrastructure and educational facilities for pre-school and primary education, but the teachers are appointed and paid by the state. The communes are responsible for the schools' organisation and they approve the establishments' development schemes.
- The **Ministry of Family Affairs, Integration and the Greater Region** ([MIFA](#) – Ministère de la Famille, de l'Intégration et à la Grande Région) is responsible for social issues and assistance for the benefit of children and their families.
- The **Ministry of Labour, Employment and the Social and Solidarity Economy** ([MTE](#) – Ministère du Travail, de l'Emploi et de l'Économie sociale et solidaire), through its Agency for the development of employment ([ADEM](#) – Agence pour le développement de l'emploi) co-operates with the Ministry of Education, Children and Youth to implement measures and training programmes for unemployed people.

([Eurydice, Luxembourg: Overview](#))

Shared responsibilities for elementary education

The state and the municipalities share the duties and competences related to the implementation of pre-primary and primary school education. The Ministry of Education, Children and Youth (MENJE) organises the education provision for the primary schools. The responsibility for the management of pre-primary and primary schools lies with the **regional directorates** (*direction de région*) of the MENJE and the **local school committees**.

The municipalities have to provide the school facilities. Teachers are appointed and paid by the state and allocated to the municipalities. The regional directorate is the hierarchical head of its district's teachers. It acts as an intermediary between the school and the ministry, and is expected to ensure that legislation and official directives are duly implemented. With regard to school development, the regional directorate monitors the actions of the school presidents within its district and also participates in the implementation of school success plans ([PDS](#) – *plan de de développement de l'établissement*). The regional directorates also include specialist teachers – the **resource-teachers** (*instituteurs-ressources*) who provide support and advice to elementary schools.



The resource-teacher is a teacher having acquired theoretical and practical knowledge in a given field of education.

In each region, a specialist **support team for learners with special/specific educational needs** (ESEB – équipe de soutien des élèves à besoins éducatifs particuliers ou spécifiques) also exists, consisting of specialists (psychologists, psycho-motorists, social workers or educators). Its aim is to detect the needs and to monitor the schooling of children with special educational needs.

The **municipal school commission** (commission scolaire communale) provides the structure for partnership between school authorities, school staff and parents. This body follows up the schools' organisational implementation, as well as the school success plans, promotes initiatives for after-school supervision and expresses its opinion on the schools' budgetary proposals. The Municipal School Commission is composed of the mayor, of representatives of the Municipal Council, of the schools' staff and of parents.

Shared responsibilities for secondary schools

Secondary schools are managed by their respective principal (*directeur*) under the direct responsibility of the Ministry of Education, Children and Youth (MENJE – Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse). Local authorities are not involved in the organisation of secondary education. The Ministry is responsible for educational laws (acts, regulations, administrative circulars) and for pedagogy and didactic matters (global objectives, curricula, assessment, timetables). The schools enjoy relative autonomy as to pedagogy, organisational and financial matters.

Several bodies are in charge of co-ordination among secondary schools and between the schools and their external partners. The three main bodies are:

1. The **national syllabus commissions** (commissions nationales des programmes): there is a separate syllabus commission for each subject. Their principal role is to propose syllabi as well as textbooks, which are submitted to the Ministry for approval. Each national syllabus commission brings together a representative of each secondary school in which the given subject is taught.
2. The **colleges of principals** (collège des directeurs): the co-operation among secondary schools is ensured by the colleges of lycées' principals. These bodies are composed of the principals and vice-principals of classical (ESC) and technical (ESG) respectively general secondary education.
3. The **higher council of national education** (conseil supérieur de l'Éducation nationale): the higher council of national education is a consultative body at ministerial level. Its mission is to study general issues related to education and teaching, to give its opinion on questions raised by the Minister and to make suggestions, on its own initiative, related to reforms that would be indicated within the curricular and extra-curricular contexts. The higher council of national education is made up of representatives of the following stakeholders:
 - Ministries: Education, Sports, Health, Family Affairs, Interior
 - Colleges of principals, regional directorates
 - Trade unions, parents' associations, cultural and sports' school associations



- The economic world
- Private denominational schools.

([Eurydice, Luxembourg; Administration and governance at central and/or regional level](#))

4.2 Specific areas for shared responsibilities across and between central and local government

Policy development, implementation and co-ordination

No information.

Identification of needs / referral for services

In each region (primary school) and secondary school, a specialised **support team for learners with special/specific educational needs** (ESEB – équipe de soutien des élèves à besoins éducatifs particuliers ou spécifiques) also exists, consisting of specialists (psychologists, psycho-motorists, social workers or educators). Its aim is to detect the needs and to monitor the schooling of children with special educational needs ([Eurydice, Luxembourg; Administration and governance at central and/or regional level](#)).

Data collection and sharing

No information.

Monitoring and evaluation

No information.

Quality assurance and accountability

No information.

Funding

No information.

4.3 Formal and informal collaboration across ministries

The Minister of Education, Children and Youth (MENJE) is also in charge of the Ministry of Higher Education (MESR), together with the deputy minister for higher education.

The Ministry of Education, Children and Youth collaborates with:

- The Ministry of Finance, e.g. secondary schools' financial accounts are submitted to the Ministry of Education, Children and Youth where they are controlled by the financial service. The accounts are then transferred to the financial control of the Ministry of Finance, which is in charge of controlling the commitment and authorisation of all state expenditure (Eurydice, Luxembourg, Funding in education).



- The Ministry of Labour, Employment and the Social and Solidarity Economy (MTE – Ministère du Travail, de l'Emploi et de l'Économie sociale et solidaire), through its Agency for the development of employment (ADEM – Agence pour le développement de l'emploi), co-operates with the Ministry of Education, Children and Youth to implement measures and training programmes for unemployed people and for a number of career guidance activities (Eurydice, Luxembourg: Educational support and guidance).
- The Ministry of Family Affairs, Integration and the Greater Region (MIFA – Ministère de la Famille, de l'Intégration et à la Grande Région) is responsible for social issues and assistance for the benefit of children and their families (see 4.1).

([Eurydice, Luxembourg: Administration and governance](#))

4.4 Specific mechanisms for formal and informal collaboration that impact on inclusive education

Development of a shared vision for inclusive education

Direction générale de l'inclusion (MENJE)

Policy development, implementation and co-ordination

Direction générale de l'inclusion (MENJE)

Ministère de la Famille: [Plan d'action handicap](#)

Identification of needs / referral for services

Direction générale de l'inclusion (MENJE)

Ministère de la Famille: [Plan d'action handicap](#)

Data collection and sharing

Direction générale de l'inclusion (MENJE)

Ministère de la Famille: [Plan d'action handicap](#)

Monitoring and evaluation

Direction générale de l'inclusion (MENJE)

Ministère de la Famille: [Plan d'action handicap](#)

Quality assurance and accountability

Direction générale de l'inclusion (MENJE)

Ministère de la Famille: [Plan d'action handicap](#)

Funding

MENJE



Evaluative commentary

This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of system governance for the implementation of inclusive education in practice. It specifically considers the impact of levels of decentralisation/centralisation in the country on inclusive education in practice.

The system of inclusion in Luxembourg operates on different levels: there are commissions of inclusion within the regional directorates which are co-ordinating the primary schools in the corresponding regions, as well as commissions of inclusion that are directly affiliated to the secondary schools of the country. These commissions build the link between local practitioners and inclusion teams on the one hand, and the national commission of inclusion on the other hand. Thus, all levels are taken into account within the system.



SECTION 5. QUALITY ASSURANCE AND ACCOUNTABILITY

This section provides information on the general and specific quality assurance and accountability frameworks and mechanisms informing the country's education system.

5.1 School inspection processes and structures for all forms of educational provision

Inspection and quality monitoring of formal and informal education in all phases of children's and young people's development falls within the remit of the **Ministry of Education, Children and Youth** ([MENJE](#)) and the services placed under its authority. This centralised approach aims to achieve coherence among all types of educational pathways, at all levels and across all pathways, with the aim of undertaking relevant systemic improvements. Quality assurance is carried out according to different approaches:

Early childhood education and care (ECEC): (see 5.2)

School education: Several services operate under the authority of the MENJE carrying out studies and analysis while supporting the quality assessment of the educational provision and the overall school system. The result of their observations is submitted as recommendations to the MENJE.

Since 2018 ([loi modifiée du 13 mars 2018](#) portant création d'un Observatoire national de la qualité scolaire), Luxembourg has an independent evaluation structure for the overall assessment of the school system, the **National Observatory on School Quality** ([ONQS](#) – Observatoire national de la qualité scolaire). This body has the remit to ensure the systemic consistency and quality of education in all educational pathways and at all levels. Its area of competence covers from the beginning of elementary school (from early childhood education onwards) to the end of secondary education. The ONQS's factual findings and analysis of the school system as it is currently operating are the starting point for possible improvements and reforms. Each year, the Observatory publishes a thematic report on a priority area selected jointly with the Minister of Education. Once every three years, it publishes a national report on the school system (see [Evaluation Report 2020](#)). In order to complete its information on the current situation of the school system, the Observatory may meet with national representations of parents, learners, teachers and municipalities, as well as with professional chambers.

Since the start of the 2017/18 school year, elementary schools and secondary schools are required to draft a school development plan (PDS – plan de développement de l'établissement scolaire). Each school defines its own approaches in the policy areas essential to the success of its learners. There are six areas for elementary schools and seven for secondary schools. For each of these areas, national objectives are specified in a reference framework. Schools and lycées are autonomous in their choice of practices deemed best suited to the needs of their learner population. Elementary and secondary schools' individual development schemes ([plans de développement scolaire](#)) are managed by the **Co-ordination service for educational and technological Research and Innovation**



([SCRIPT](#) – Service de Co-ordination de la Recherche et de l’Innovation pédagogiques et technologiques) under the authority of the MENJE. SCRIPT is in charge of the implementation of educational policy priorities and thus contributes to the development of school quality. In co-operation with research institutes, SCRIPT co-ordinates educational research activities at national level. Fifteen **teachers specialised in school development (I-DS)** are assigned to SCRIPT. Article 12bis of the amended law of 6 February 2009 on the organisation of elementary education specifies the policy fields concerned by the PDS in elementary schools:

- quality improvement of learning and teaching;
- assistance to learners with special or specific educational needs;
- organisation of pedagogical support and measures for support and differentiation;
- co-operation and communication with parents;
- integration of information and communication technologies;
- co-operation with the education and childcare service.

Inspection and quality monitoring of elementary schools is carried out at regional level by the 15 [directorates of elementary education](#). Following consultation with the presidents of the school committees, the directorates of elementary education arrange the appropriate measures for school inclusion, monitor the implementation of the school development plans and determine the priorities for the school staff’s professional development. Within the directorate of elementary education, a deputy director is responsible for the inclusion of **learners with special needs**. They head the **committee on inclusion**. The support teams for learners with special educational needs (ESEB) are part of the directorates.

The instruments put in place to support the development of school quality involve several school partners. In **elementary schools**, the development and implementation of projects involve the following stakeholders:

- School committee and its president
- Communal council and school commission
- Parents’ representatives
- Pedagogical teams
- Regional directorate.

In secondary education, school projects are promoted, managed, co-ordinated and evaluated independently by the **Co-ordination service for school establishment projects** ([CCPÉ](#) – Centre de coordination des projets d’établissement), which is a legally and financially independent structure operating under the authority of the MENJE. Its aim is to foster school development in accordance with the identified needs of each school.

External quality monitoring is performed by means of [national tests](#) (e.g. [ÉpStan](#) standardised tests produced and evaluated by Luxembourg University’s Centre for Educational Testing – [LUCET](#)) and other international assessments (e.g. [PISA](#) and [IEA](#)). **LUCET** is a research and transfer centre of the Faculty of Humanities, Education and Social Sciences at the University of Luxembourg. Its activities focus on research and



development projects in the context of national and international assessment programmes (e.g. [standardised tests](#), PISA, etc.). These tests are designed to assess learners' learning achievements in different areas of competence and at key moments in their educational pathway. Monitoring is carried out in elementary education as well as in the lower cycle of secondary education. The results obtained by the learners on these tests represent a snapshot, at a given moment, of their academic skills in various disciplines. They thus cannot reflect the improvement achieved by the learners as they have been learning.

The mission of the **School mediation service** ([Service de médiation scolaire](#)): see 5.5.

[Eurydice, Luxembourg: Quality assurance in early childhood and school education](#)

[Règlement grand-ducal modifié du 6 octobre 2009](#) déterminant la composition et le fonctionnement de la commission d'experts prévue par l'article 29 de la loi modifiée du 6 février 2009 concernant le personnel de l'enseignement fondamental ;

[Règlement grand-ducal du 24 mars 2014](#) concernant les modalités de fonctionnement du collège des inspecteurs de l'enseignement fondamental; [Règlement grand-ducal du 24 mars 2014](#) portant abrogation du règlement grand-ducal modifié du 13 mai 2009 portant réglementation des modalités de recrutement des candidats-inspecteurs ainsi que des études, du stage et de l'examen pour l'obtention du certificat d'aptitude aux fonctions d'inspecteur de l'enseignement fondamental.

[Loi modifiée du 13 mars 2018](#) portant création d'un Observatoire national de la qualité scolaire.

[Eurydice, Luxembourg: Legislation and official policy documents](#)

5.2 Other quality assurance processes for all forms of educational provision

Early childhood education and care (ECEC): in order to be recognised as CSA providers (*chèque-service accueil*), ECEC centres need to be accredited by the Ministry of Education, Children and Youth (MENJE). The MENJE manages the ECEC providers' accreditation and the quality monitoring of the ECEC structures. ECEC centres' accreditation by the MENJE is based on the amended law of 8 September 1998 regulating relations between the state and organisations working in the social, family and therapeutic fields. The amended grand-ducal regulation of 14 November 2013 specifies the requirements and obligations to which ECEC service providers have to comply.

Within MENJE, the National Youth Service (SNJ) ensures the control and monitoring of educational quality of non-formal education providers (education and reception services, parental assistants, youth centres). The [SNJ website](#) presents a range of publications on various aspects of non-formal education. Quality assessment and monitoring in ECEC settings or with parental assistants is carried out by some 20 regional officers working for the National Youth Service (Art. 35 de la [loi modifiée du 4 juillet 2008](#) sur la jeunesse). The SNJ's regional officers inspect each education and care establishment and each parental assistant on average twice a year. They check, among other things, the logbook (for the



establishment's development project) and the staff or parental assistant's continuous training activities.

The Ministry carries out the quality assessment and manages each structure's agreement. The [amended law of 8 September 1998](#) regulating relations between the state and organisations working in the social, family and therapeutic fields guarantees the structural quality of establishments. This law also specifies the terms and conditions for financial support from the state. The quality of childcare and non-formal education facilities is assessed according to two main criteria:

1. **Structural quality:** child–educator ratio, group size, available infrastructure, etc.
2. **Process quality:** pedagogical approach of the educational team, programme of activities, interaction between educators and children or young people.

On its website, the National Youth Service (SNJ) describes the [quality assurance measures](#) that have to be applied in childcare and non-formal education settings in order to qualify for state financial support. The following information applies to ECEC:

- legal basis of the service voucher system: amended law of 4 July 2008 on Youth (unofficial co-ordinated text for practical use by providers of childcare and education services);
- explanations on [quality assurance](#) in childcare centres;
- [general action concept](#) and logbook for education and care services;
- guidelines for the establishment project, the activity report and the quality assurance for parental assistants.

The guidelines to be followed in the [action field](#) of non-formal education include the [national reference framework on non-formal education for children and young people](#). This framework is binding for all child and youth services receiving financial support from the state, for the various educational and childcare services and for childminders who provide home-based services, insofar as they participate in the [childcare voucher system](#). ([Eurydice, Luxembourg: Quality assurance in early childhood and school education](#))

5.3 Evaluation mechanisms used to monitor outcomes at different system levels

General outcomes (academic, social, well-being, etc.) for all learners

External quality monitoring is performed by means of national tests (e.g. [ÉpStan](#) standardised tests produced and evaluated by Luxembourg University's Centre for Educational Testing – [LUCET](#)) and other international assessments (e.g. [PISA](#) and [IEA](#)). [LUCET](#) is a research and transfer centre of the Faculty of Humanities, Education and Social Sciences at the University of Luxembourg. Its activities focus on research and development projects in the context of national and international assessment programmes (e.g. [standardised tests](#), PISA, etc.). These tests are designed to assess learners' learning achievements in different areas of competence and at key moments in their educational pathway. Monitoring is carried out in elementary education as well as in the lower cycle of secondary education. The results obtained by the learners on these



tests represent a snapshot, at a given moment, of their academic skills in various disciplines. They thus cannot reflect the improvement achieved by the learners as they have been learning ([Eurydice, Luxembourg: Quality assurance in early childhood and school education](#)).

Specific outcomes (academic, social, well-being, etc.) for learners vulnerable to exclusion

No information.

Outcomes for schools (professional development, staff and personal well-being, etc.)

No information.

Outcomes for parents and families (support, participation, family well-being, etc.)

No information.

5.4 Evaluation mechanisms used to monitor the effectiveness of processes at different system levels

Effectiveness of teaching and learning processes

Evaluation study conducted by the MENJE:

- Form: survey and interviews
- Participants: all the actors implicated in the schooling of learners with special needs.

Effectiveness of school management processes

No information.

Effectiveness of teacher professional development processes

No information.

Efficiency and effectiveness of funding mechanisms

No information.

Effectiveness of (vertical) co-operation between stakeholders at different system levels

No information.

Effectiveness of (horizontal) co-operation between ministries and ministerial departments

No information.



5.5 Specific monitoring mechanisms relating to learners vulnerable to exclusion from inclusive education

The mission of the **School mediation service** (Service de médiation scolaire) is to support school integration at the individual level by dealing with specific complaints and intervening in difficult situations. The objective is to obtain the retention in secondary school of young people at risk of dropping out. Furthermore, the service aims to improve the **inclusion** of learners with special needs. It also intervenes to improve school integration of children with an immigrant background. The [school mediators' website](#) informs the target audience (parents of adult learners, adult learners and education professionals) about recourse and assistance. The mediator interacts with educational institutions and the Minister to find solutions and possibly improve the education system. The mediation service's intervention may be asked after all other forms of appeal within the system have been exhausted ([Eurydice, Luxembourg: Quality assurance in early childhood and school education](#)).

5.6 Specific evaluation mechanisms relating to learners vulnerable to exclusion from inclusive education

No information.

5.7 Specific accountability mechanisms to ensure the inclusion of learners vulnerable to exclusion from inclusive education

No information.

Evaluative commentary

This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of quality assurance and accountability for inclusive education in practice. It specifically considers the implications of how different stakeholders across the education system are accountable for ensuring the effective implementation of policy for inclusive education in practice.

The National Observatory for School Quality (Observatoire national de la qualité scolaire – ONQS) has the mission to evaluate and supervise the quality of education provided in the education system in Luxembourg. In 2023, the ONQS will publish a [report](#) on the inclusion system in Luxembourg.

Moreover, there is a statutory national report on education which is published every three years by the University of Luxembourg and which evaluates the education system as a whole. The next report, which will be published in 2024, will put a larger focus on inclusion in the Luxembourgish school system.



SECTION 6. STAKEHOLDER COLLABORATION, CO-OPERATION AND EFFECTIVE COMMUNICATION

This section provides information on the structures, mechanisms and opportunities for stakeholder collaboration and co-operation in the country.

6.1 Does the legislation and policy framework specify learner voices are used to inform the development of learning and teaching environments?

Yes.

6.1a Description of the legislation and policy framework around the use of learner voice

At the central level, learners and families are part of the Higher Council of National Education (CSEN – Conseil Supérieur de l'Éducation Nationale) established in 2002 ([loi du 10 juin 2002](#) portant institution d'un Conseil Supérieur de l'Éducation Nationale), beside teaching staff, school authorities and representatives of the economic, social, associative and cultural world, as stated in the [national education code](#).

At the local level, the **parents' representatives** (*représentants des parents*) are invited by the president of the school committee, and when requested, the learners' parents' representatives meet the School Committee in order to:

- discuss, and if necessary amend and/or complete the proposal for school organisation and the school success plan drawn up by the School Committee;
- organise joint meetings and events with the school partners;
- write down proposals relative to school organisation, in partnership with the learners.

A **parents' representation** at the national level was created in 2018 ([Loi du 1er août 2018](#) portant création d'une représentation nationale des parents).

At the **individual learner's** level, if parents disagree with an academic guidance decision, they may register their children for an entry examination into a more demanding class (Eurydice, Luxembourg: [Administration and governance at local and/or institutional level](#); *ibid.*, [Educational Support and Guidance](#)).

6.2 Does the legislation and policy framework ensure curriculum development processes take account of all learners and their communities?

Yes.



6.2a Description of how the legislation and policy framework around curriculum development processes take account of all learners and their communities

Generally speaking, Luxembourg strives to take all groups of learners and their communities into account. However, this is a work in progress and it remains unclear if the inclusion of all learners in the curriculum development is a reality yet in Luxembourg.

6.3 Does the legislation and policy framework support the active involvement of different stakeholders in ensuring inclusive learning environments?

Parents and families

Parents' representatives can, for example, give advice on draft laws ([loi du 1er août 2018](#) portant création d'une représentation nationale des parents).

School-leaders/leadership teams, teachers and specialist staff

Different unions exist for the staff working with learners with special educational needs:

- SPEBS (Syndicat du personnel de l'Éducation nationale œuvrant spécifiquement dans l'intérêt des élèves à besoins éducatifs spécifiques)
- APCCA (Association du Personnel des Centres de Compétences et de l'Agence)
- SLO (Syndicat du personnel d'enseignement logopédique).

Stakeholders in the local communities

The Ministry of Education, Children and Youth has signed conventions with different associations (e.g. Arcus, Caritas, Help, Paerd's Atelier, Lëtzebuerger Aktiounskrees Psychomotorik, Schrëtt fir Schrëtt Asbl, Croix-rouge) acting at a national level.

One type of convention the Ministry of Education, Children and Youth can sign with different stakeholders is the so-called 'ASFT conventions', which are regulated by an amended law of 1998 ([Loi du 8 septembre 1998](#) réglant les relations entre l'Etat et les organismes œuvrant dans les domaines social, familial et thérapeutique).

Local-level decision-/policy-makers

No information.

Non-governmental organisations, disabled people's organisations or other organisations representing vulnerable groups

No information.



6.4 Does the legislation and policy framework ensure that curriculum development processes involve the participation and contribution of different stakeholders?

Yes.

6.4a Description of the legislation and policy framework ensuring the involvement of stakeholders in curriculum development processes

See question 6.2.

6.5 Does the legislation and policy framework support the development of learning communities in local/regional areas?

Yes.

6.5a Description of the legislation and policy framework that supports the development of learning communities

The Ministry of Education has a whole department – SCRIPT (Service de co-ordination de la recherche et de l'innovation pédagogiques et technologiques) – that has the mission to promote, implement and co-ordinate initiatives and research aimed at pedagogical and technological innovation throughout the Luxembourgish education system, as well as the development of quality assurance mechanisms in both the area of education and in the field of teaching practice.

Moreover, the different departments of the Ministry collaborate with research institutes and universities in order to provide research evidence in specific areas of the education system and to develop new and innovative practices.

People working in the Luxembourgish education system can also access the IFEN (Institut de formation de l'Éducation nationale) in order to take courses on specific topics to further their professional training, seek out professional supervision and organise networking and exchange events between practitioners in the field.

Evaluative commentary

This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of stakeholder collaboration, co-operation and effective communication for the implementation of inclusive education in practice. It specifically considers how effectively different stakeholders across the education system are supported to increase their personal and collective ability to be inclusive in practice.

See [evaluative comment for section 3](#).