

LUXEMBOURG

Summary

**Country Report on the Vocational Education and
Training system, REFERNET Cedefop**

and

**Summary report on Vocational Education and
Training (VET) for learners with Special
Educational Needs (SEN)**



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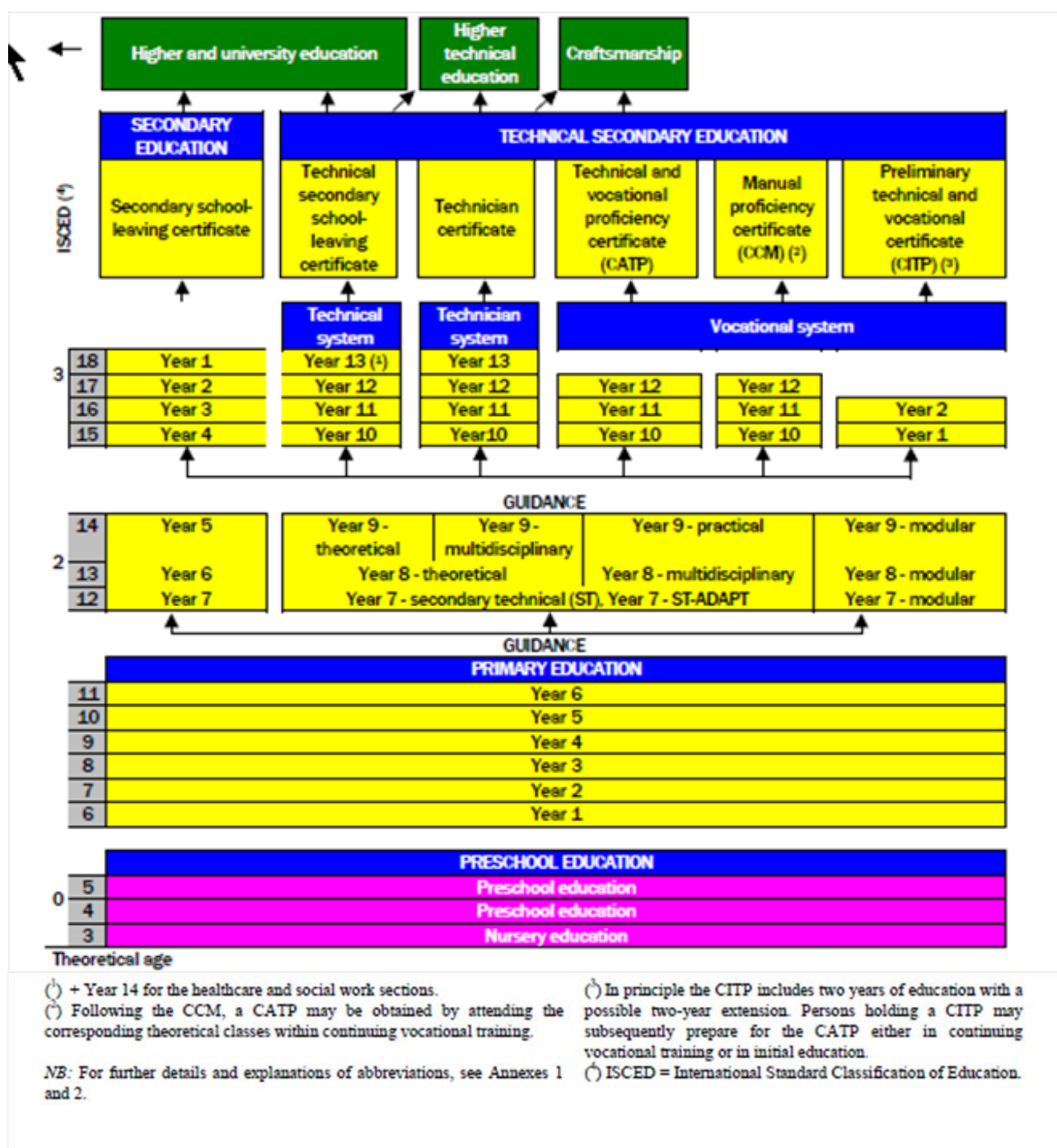
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1 VOCATIONAL EDUCATION AND TRAINING SYSTEM

1.1 Diagram of the education and training system



Ministry of Education and Vocational Training. In Noesen (2005)

1.2 Definitions

There is a very strong link between education and training; this is reflected by a single political and administrative structure for both strands: the Ministry of Education and Vocational Training. The most distinctive feature of its vocational training is the provision in schools of a system of vocational education comparable to the German “*Duales System*”. General education and technical and vocational theoretical education are provided in schools, while, for most occupations, practical instruction takes place in enterprises. While



this arrangement applies particularly to apprenticeship, the concept of Alternance is part and parcel of many training schemes.

INITIAL VOCATIONAL TRAINING (*formation professionnelle initiale*): a system intended to provide general, theoretical and practical education in order to obtain a vocational qualification recognised by an official diploma or certificate.

TECHNICAL SECONDARY EDUCATION. Post-primary education (*enseignement postprimaire*) includes secondary education (*enseignement secondaire*) and technical secondary education (*enseignement secondaire technique*). Technical secondary education is taught in technical secondary schools (*lycées techniques*). Some schools are both secondary and technical secondary schools. Preparatory system (*régime préparatoire*) is part of technical secondary education. This is designed to enable such students: to transfer to the lower (or intermediate cycle of the vocational system of technical secondary education; to move directly into working life. The teaching practices used are based on personalised instruction.

THE TECHNICIAN TRAINING SYSTEM (*régime de la formation de technicien*) is a full-time system preparing students largely for technician education in the upper cycle.

THE TECHNICAL SYSTEM (*régime technique*) is a full-time system largely preparing students for the technical baccalaureate.

VOCATIONAL SYSTEM (*régime professionnel*) is apprenticeship, including practical in-company training under an apprenticeship contract and the attendance of concomitant vocational courses in a technical secondary school, notwithstanding the provisions governing the mixed system (*filière mixte*) and the full-time stream.


APPRENTICESHIP (*apprentissage*): apprenticeship in Luxembourg is an 'alternance' training system comparable to the German *duales System*. It is the traditional vocational training pathway.

ALTERNANCE (*alternance*): training by alternance is a broader and more comprehensive notion than apprenticeship. In addition to traditional apprenticeship based on an apprenticeship contract, it enables training pathways in which trainees learn to practice a trade or occupation in an enterprise by attending work placements of varying length.

SOCIO-OCCUPATIONAL INTEGRATION TRAINING (*formation d'insertion socioprofessionnelle*): training for students whose results prior to entry into initial vocational education or during this education show that they are unable to reach the set goals. This training is geared towards the acquisition of clearly defined vocational competences for direct entry into the labour market.

1.3 Objectives and priorities of the national policy development areas of VET

- Fight against failure at school has been a priority of policy in this area. As the Government Programme for 2004-09 states: 'overall success depends on individual success' with the aim to provide opportunities for success and to avoid the human wastage of unnecessary failures, while maintaining requirement levels and making all the partners more responsible.
- New methods are being introduced to pave the way for a coherent lifelong education and training strategy, the two most significant of which are modularisation and validation of experience.

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- A second chance will be offered to young people who have left the system prematurely for whatever reason: secondary schools will be encouraged to run classes for young adults that are open to all, where admission will be based on a dossier taking account of prior school and work experience’.

1.4 Institutional and legislative framework for IVET

- **National level:** The Luxembourg administration in 2005 was centralised: most matters are decided nationally. The Ministry of Education and Vocational Training (*Ministère de l'éducation nationale et de la formation professionnelle* - MENFP) is responsible for both policy and administration in all areas of education and vocational training, although the Chambers of Labour and Trade (*chambres professionnelles*) have some powers.
- **Social Partners:** The Chambers of Labour and Trade (*chambres professionnelles*) were created by the Law of 4 April 1924. They have the status of public establishments, are legal persons governed by civil law, enjoy financial autonomy and are supervised by the competent minister. They act as independent think-tanks and are officially consulted since they are directly involved in Luxembourg's legislative procedure.

IVET Policies:

- Law of 11 July 1996 organising training leading to the master craftsman's diploma (*brevet de maîtrise*) and laying down conditions for obtaining the title and the *brevet*
- Law of 12 February 1999 on the implementation of the 1998 national action plan on Employment. A reform of the apprenticeship system in their respective government manifestoes, introducing the Law of 12 February 1999 on the implementation of the 1998 national action plan on employment. The law stresses that the prime objective of technical secondary education is to prepare people for working life, and focuses on apprenticeship training and access to education in the technician training and technical systems for people aged over 18.
- Law of 25 June 2004 organising secondary (*lycées*) and technical secondary schools (*lycées techniques*). Under this law, post primary educational establishments are to be provided with the resources that they need to work as partnership-based school communities and will be able to take teaching initiatives to improve the quality of education.

1.5 Types of teacher and trainer occupations in VET

The term trainer (*formateur*) is chiefly used in non-formal training, while the term teacher (*enseignant*) tends to be used in formal education. This difference is also to be found in their training and recruitment. The training of teachers in initial vocational education (technical secondary education) is laid down by legislation on the education system. The recruitment of teachers with civil servant status is by competitive examination, after the Ministry of Education and Vocational Training has planned teaching staff needs each year. In enterprises, trainee supervisors (*patrons de stage*) act as tutors for apprentices in the concomitant system.

1.6 Guidance and counselling for learning, career and employment in IVET

The current government programme places a particular stress on lifelong education and training and, therefore, on guidance. Four bodies are currently active in the area of vocational and school guidance, two of which are answerable to the Ministry of Education



and Vocational Training, the CPOS (Centre for Psychology and Educational Guidance) and ALJ (Local Action for Youth), one to the Ministry of Culture, Higher Education and Research, the CEDIES (Higher Education Information and Documentation Centre), and one to the Ministry of Labour and Employment, the OP (Guidance Service). The new legislation will define school and vocational guidance as a coherent strategy throughout life, including guidance, information and counselling schemes open to people from youth to adulthood. While the work of the CPOS and CEDIES focuses more on guidance at school or university, the work of the OP and ALJ is not limited to guidance on a trade or guidance for young people at school, but also includes counselling and mentoring for unskilled people and jobseekers.

1.7 Funding for initial vocational education and training

The State funds vocational training almost exclusively through budget appropriations for training being run in training establishments and the amount of this expenditure is set annually in the budget law. Budgets are at present managed centrally by the Ministry of Education and Vocational Training. Enterprises are responsible for the apprenticeship allowances of young people in CATP (*Certificat d'aptitude technique et professionnelle*/ Technical and vocational proficiency certificate), CCM (*Certificat de capacité manuelle*/ Manual proficiency certificate) and CITP (*Certificat d'initiation technique et professionnelle*/ Preliminary technical and vocational certificate) training. These apprenticeship allowances vary greatly from one trade to another and from one year of apprenticeship to another.

1.8 References

It is important to highlight that this document is based on the last “Short Description and “Thematic Overview” from Luxembourg published by CEDEFOP. Therefore, the data from this document was collected and published on 2006, and some information could differ with current Vet system. It is advised that the following sections are not included in the referenced documents: “Systems and mechanisms for the anticipation of skill needs” and “Practices to match vet provision with skill needs”

Noesen, J (2005) Vocational education and training in Luxembourg Short description. Cedefop Panorama series; 108 Luxembourg: Office for Official Publications of the European Communities
ReferNet Luxembourg(2006) Luxembourg: overview of the Vocational Education and Training System in 2006. Published online on http://www.trainingvillage.gr/etv/Information_resources/NationalVet/



2 VOCATIONAL EDUCATION AND TRAINING (VET) FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

2.1 Population

Legal Definition of SEN

Nowadays, the SEN population in Luxembourg is defined using the OECD definition, covering pupils with A, B and C needs.

2.2 Organisation and Provision of VET programmes

2.2.1 IVET system options for SEN learners: lower and upper secondary levels, apprenticeship training and other youth programmes.

Lower secondary level: no VET programmes, except work experience weeks. Lessons for counselling, guiding and mentoring students in their last compulsory school year.

Upper secondary level: introduction courses aimed at practical careers guidance; special courses for SEN pupils (OECD definition A);

Apprenticeship training: basic vocational training with an apprenticeship contract with an employer

Other youth programmes: volunteer year.

2.2.2 Different types of educational/VET settings

- a) Mainstream educational/VET settings, where learners with SEN are included in mainstream VET courses,
- b) Special VET units attended by learners with SEN within mainstream educational/VET settings,
- c) Special educational/VET settings addressed to learners with SEN.
- d) Others

a + b + c

2.2.3 The curricula of VET programmes, the assessment procedures, types of qualifications and assessment criteria (e.g. flexibility on curricula composition and individual adaptations, diplomas etc.)

Curricula adapted to individual needs, providing soft skills and/or hard skills.

Assessment differs (assessment by marks and /or competences).

Individual adaptations to compensate for disadvantage at all school levels, by decision of a special commission (CAR).

2.3 VET programmes and employment

2.3.1 Strategies and practices used to match the local labour market needs with the skills acquired by learners in the course of the VET programmes

Local initiatives on an individual/organisational basis.



2.4 Data (relating to learners with SEN aged between 14 and 25 years old and enrolled in VET programmes in the academic year 2010/2011 and relating to their transition to employment)

2.4.1 Data on the number of learners with SEN aged between 14 and 25 years old who are enrolled in VET programmes, at national and/or local level.

No data available.

2.4.2 Data on how many of these learners are enrolled in mainstream VET programmes, how many are enrolled in special units within mainstream VET settings and how many are enrolled in special VET programmes.

No data available.

2.4.3 Data on the number and percentage of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the number and percentage of the general youth population of the same age enrolled in VET programmes, at national and/or local level

No data available.

2.4.4 Brief definition and explanation of “drop out”. Data concerning the drop out rate of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the drop out rate of the general youth population, at national and/or local level.

Drop out: school leavers without qualifications.

No data available.

2.4.5 Data on the transition rate of learners with SEN from VET to employment in comparison with the transition rate of the general youth population from VET to employment at national and/or local level

No data available.

2.5 Legislation and policy

2.5.1 Brief description of existing legislation

Financial incentives for employers.

Law providing for the minimum rate of workers with SEN in companies.

Training workshops to bridge the gap between 16 and 18, when youth with SEN obtain the status of a disabled worker.

Sheltered workshops.

2.5.2 Main objectives and priorities of the national/regional policy relating to VET for learners with SEN and the transition from VET to employment

National policy aims at ensuring that as many pupils with SEN qualify and enter employment as possible; official and private initiatives are sustained by the Government; financial incentives are provided to help the initiatives on all levels.



2.5.3 Roles and responsibilities within the institutional framework

All actors follow the principle of interdependent economy (économie solidaire) at all levels.

2.5.4 The actors involved in improving standards and evaluating the VET programmes on offer for learners with SEN, relating to the job market

There is not yet any form of systematic evaluation for improving standards and evaluating programmes.

2.6. VET teachers, trainers and other professionals

2.6.1 Information on the VET staff (teachers, trainers, career counsellors, transition officers etc.)

- A) the qualifications required
- B) initial training
- C) in-service training possibilities

A, B and C depend on the organisational structure

2.6.2 Information on the careers/employment guidance and counselling services offered to learners with SEN who are enrolled in VET programmes

Learners with SEN can make use of all the guidance services available for regular students and jobseekers.

2.7 Funding

- a) Financial support is regulated by laws on employment and family needs
- b) Contracts regulate 'interdependent economy' companies; financial incentives are provided to companies in the regular economy that offer vocational training contracts and job contracts to young people with SEN.