



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



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](#).