



Structures of Education,
Vocational Training
and Adult Education
Systems in Europe

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Unité d'Eurydice
Ministère de la Culture, de l'Enseignement supérieur et de la
Recherche (CEDIES)
211, Route d'Esch
L – 1471 Luxembourg

Membre du réseau documentaire CEDEFOP
Etudes et Formation S.A.
335 route de Longwy
L-1941 Luxembourg

If you wish to have more detailed information on education systems in Europe, we warmly recommend that you consult the EURYBASE database (<http://www.eurydice.org>) and the CEDEFOP monographs (<http://www.cedefop.eu.int>)

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INTRODUCTION

Europe is characterised by a very wide variety of education and training systems. In order that this diversity should be fully appreciated, EURYDICE, the information network on education in Europe, the European Centre for the Development of Vocational Training (CEDEFOP) and the European Training Foundation (ETF) regularly update a set of national monographs entitled *Structures of Education, Vocational Training and Adult Education Systems in Europe*.

Descriptions relating to individual countries in turn include basic information on the administration and structure of their systems of education and initial vocational training at all levels (from pre-primary to tertiary). Also included are descriptions of initial vocational education and training in alternance and adult education and training within provision for lifelong learning. The initial and in-service training of teachers and their status are also considered.

The information is set out in accordance with a common structure to facilitate inter-country comparisons while ensuring that special features peculiar to each system are duly emphasised.

The description for each country is preceded by a diagram of its education system. Here again, the way the diagrams are presented has, as far as possible, been standardised so that common – and differing – features of the various systems can be more easily identified and compared.

The first chapter within each country section is devoted to a short presentation of the country concerned, together with the basic principles governing its education and training, the division of responsibilities and then more specific information (relating to administration, inspection, financing, private schooling and advisory bodies). The major reforms of education systems are also considered.

The other chapters deal in turn with pre-primary education, compulsory and post-compulsory education (general, technical and vocational provision entirely within schools). The way these chapters are structured depends on each national context. Where pre-primary education is not in reality separate from primary education, or where compulsory education spans different levels, no artificial division has been created. In the case of all countries, a brief description of the aims and structure of the level of education concerned is followed by further headings devoted to the curriculum, assessment, teachers and statistics.

Initial vocational education and training in alternance is the subject of a chapter in its own right. It includes all education and training for young people that is not essentially school-based, and thus covers for example apprenticeships based on the 'dual system' pattern, sandwich course training and any other initiatives and experiments with major elements of 'on-the-job' experience.

This is followed by a chapter on tertiary education, in which a summary description is supplemented by sections on admission, tuition fees, the academic year, courses, qualifications and assessment. The chapter includes any initiatives implemented as part of the Bologna process.

The last chapter deals with continuing education and training for adults (whether in or outside the labour market, employed or unemployed). It provides information on the political, legislative and financial framework of this kind of education, on the authorities concerned and their responsibilities, as well as on the general organisation of training for adults (types of institution, access requirements, programme objectives, the curriculum and quality assurance). There is also a brief description of guidance/counselling services, as well as of questions relating to assessment and accreditation including the recognition of non-formal kinds of learning.

The situation regarding teachers is dealt with in a specific section for each level of education discussed. Also provided are national statistics on the number of pupils, students, teachers and educational institutions and, where figures are available, on pupil or student/teacher ratios, attendance and attainment rates or, yet again, on the choice of branches of study or areas of specialisation.

The National Units in the EURYDICE Network have drafted the descriptions for their countries, each using the same proposed outline of content as a common framework. The information on initial vocational education and training in alternance, and on adult education has been prepared in close collaboration with members of the CEDEFOP REFER Network (in the case of the European Union and EFTA/EEA countries) and the National Observatories of the European Training Foundation (ETF) in the case of the 12 candidate countries. We are extremely grateful to them and to all those who were involved in this project in the EURYDICE European Unit in Brussels, CEDEFOP in Thessaloniki, and the ETF in Turin for their invaluable contribution to this fundamental source of information which is vital to a better understanding of education and training systems in Europe.

Given the number of countries now covered ⁽¹⁾ and the amount of data available, the description of each system of education and training may be consulted solely electronically on the website of the EURYDICE Network (<http://www.eurydice.org>), which brings it to the attention of the largest possible number of people and enables it to be updated on a more regular basis.

Patricia Wastiau-Schlüter
Head of the EURYDICE
European Unit

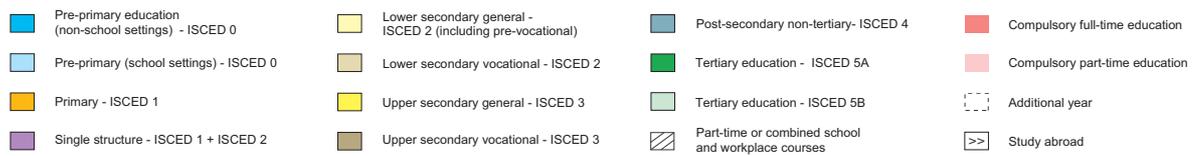
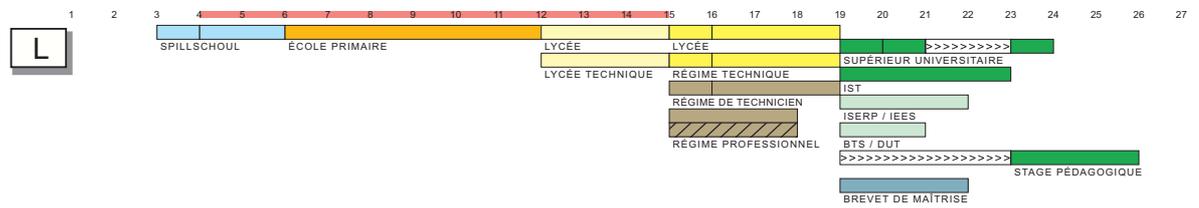
Johan van Rens
Director of CEDEFOP

Peter de Roij
Director of the ETF

June 2003

(1) The 30 European countries taking part in the EU Education Programme, Socrates.

Organisation of the education system in Luxembourg, 2003/04



Source: Eurydice.

Note:

After completing the first year of certain programmes (medicine, pharmacy, literature, social sciences), students continue their studies abroad.

This structure will be modified in accordance with the Bologna Process when the University of Luxembourg is established.

1. RESPONSIBILITIES AND ADMINISTRATION

1.1 Background

Situated in the heart of Europe, Luxembourg borders on Belgium, Germany and France. It is the smallest state in the European Union with a surface area of 2,586 square kilometres.

Luxembourg is a constitutional monarchy and is governed by a parliamentary democracy. It has traditionally been administered by coalition governments made up of two of its three dominant parties, specifically the Christian Social, the Socialist and the Democratic parties, with liberal tendencies. The new governmental coalition divided education and teaching between two ministries: The Ministry of National Education, Vocational Training and Sports (*Ministère de l'Éducation nationale, de la Formation professionnelle et des Sports*) and the Ministry of Culture, Higher education and Research (*Ministère de la Culture, de l'Enseignement Supérieur et de la Recherche*).

Luxembourg is officially a trilingual country. The Law of 24 February 1984 stipulates that Luxembourgish (*Letzeburgesch* – a Frankish-Moselle dialect that is the vernacular for the entire indigenous population of Luxembourg) is the national language of Luxembourg. The French language is used in legislation and French, German and Luxembourgish are the administrative and judicial languages.

As of 1 January 2001, Luxembourg had a population of 439,500. According to the last general population census (March 1991), the Grand Duchy had a population of 385,317 or 20,715 (+5,7%) more than in the previous census of 1981.

Over 166,500 foreigners are currently resident in Luxembourg making up more than 30% of the total population (as opposed to 17% during the 1960s). Most (more than 90%) of the foreigners who live in Luxembourg come from the Member States of the European Union, primarily Portugal and Italy. The proportion of foreigners in the active resident population came to more than 30% in 1991 (in contrast to less than 19% in the early 1960s). Furthermore, this figure does not fully reflect the participatory role foreigners play in Luxembourg's economic life, as the massive influx of persons living on the other side of the French, Belgian and German borders since 1980 must also be taken into account. More than 45,000 workers

currently live on the other side of the border (as opposed to 8,200 in 1975). Thus, in a total active population of approximately 198,000 the proportion of foreigners (immigrants and individuals living on the other side of the border) comes to almost 106,000 or 54%. The proportion of foreign participation doubled between 1966 and 1992.

Luxembourg has one of the highest standards of living in the European Union. Thus, its GDP at market prices is the highest in Europe ahead of Denmark, Belgium and Austria at 31,531 purchasing power parities. The Luxembourg economy increasingly focuses on services. The unemployment rate is traditionally very low at around 3%.

1.2 Basis of the education system: principles and legislation

According to Article 23 of the Constitution of the Grand Duchy of Luxembourg, "the State shall ensure that all Luxembourgers receive primary education, which shall be compulsory and free of charge. Medical and social assistance shall be regulated by Law. The State shall set up the requisite secondary school establishments and higher education courses, and shall also set up vocational training courses to be provided free of charge".

The education system of Luxembourg is highly centralised and its legislation is permeated by the principles of being free of charge and compulsory. It was not however a key characteristic of the Luxembourg system that education be secular, therefore religious education predominated at primary school level until 1998.

1.3 Distribution of responsibilities for the organisation and administration of the education and training system

All aspects of education are governed by laws and by Grand-Ducal and ministerial regulations. The vast majority of schools are public. The administrative system can

reasonably be considered to be centralised as the principal issues are decided at national level. Legislation and guidance involving programmes, general objectives and certification at all levels of education and training are established at ministerial level.

Due to the small size of its territory, only the local – i.e. the schools themselves – and national levels influence the organisation and administration of education. The administration of pre-primary and primary education is one of the duties divided between the Ministry of National Education, Vocational Training and Sports and the communes.

The hierarchy of responsibilities for post-primary education passes directly from the Ministry of National Education, Vocational Training and Sports to the schools.

The Ministry of Culture, Higher Education and Research and institutions of higher education share responsibility for higher education.

The situation of continuing vocational training is more complex because of the role played by companies and the social partners. The provisions governing continuing vocational training in the Law of 4 September 1990, relating to the reformation of technical secondary education and continuing vocational training, make it possible for communes to organise continuing vocational training activities.

Through the medium of the professional chambers, the social partners are consulted on certain issues involving technical secondary education and vocational training. They exercise extensive legal responsibility for the apprenticeship system.

1.4 Inspection/supervision/guidance

Primary education inspectors are State functionaries responsible directly to the Ministry of National Education. They oversee the execution of the laws and regulations governing pre-primary and primary education and the application of programmes established by the Ministry of National Education. For this purpose, they regularly visit the schools situated in their geographical area. There are no school heads at pre-primary or primary level. Teachers are directly subject to the inspectors' control.

School heads control and inspect post-primary education. The role played by school heads is identical to that of the inspectors in primary education.

1.5 Financing

The National Education budget for the 2002 financial year rose to EURO 637 million (compared with 559 million in 2001) and in terms of size is between the budgets of the Ministry of Family Affairs and Social Support (*Ministère de la Famille et de la Solidarité*). The percentage of the State's total expenditure on ordinary expenses for national education came to 10.28% of the 2002 budget (compared with 9.85% in 2001).

Financing for pre-primary and primary education is divided between the State and the communes. Specifically, the State assumes two-thirds of the cost of teachers' salaries and the communes assume the remaining third. School textbooks are provided free of charge at primary level.

The State provides the financing for post-primary public education in Luxembourg on the basis of a budget established by the Ministry of National Education, Vocational Training and Sports. The Ministry of Culture, Higher Education and Research is responsible for financing higher education.

Luxembourg applies the principle of providing public education free of charge.

1.6 Advisory and consultative bodies

The social partners generally act through professional chambers:

- Chamber of Commerce: business and industrial employers
- Chamber of Trade: employers in the crafts sector
- Chamber of Private Employees: wage earners with the status of employee
- Chamber of Labour: wage earners with the status of manual labourer
- Chamber of Agriculture: agricultural, viti- and vinicultural and horticultural employers
- Chamber of Civil Servants' and Public Employees responsible notably for all provisions involving the teaching staff.

Professional chambers participate at several levels:

Vocational training level

Professional chambers representing employers and employees advise on the entire legislative and regulatory plan and on every draft law or regulation before it is submitted to the legislative bodies. The government takes its decisions on the basis of this advice.

Apprenticeship level

Since the introduction of a programme of systematic apprenticeship in 1929 the political authorities have delegated very extensive legal powers to the professional chambers in this area.

Professional chambers

- determine which professions will require apprenticeship and for what duration, in partnership with the Employment Administration (Ministry of Labour) and Ministry of National Education, Vocational Training and Sports;
- grant and withdraw the right to train apprentices and establish the conditions a firm must fulfil to be able to train apprentices;
- establish the clauses in apprenticeship contracts that must bind all parties equally in order to fulfil contractual obligations;
- establish training programmes in the workplace requiring apprentices to enrol in courses at a technical *lycée* (*lycée technique*);
- must grant their approval for a contract to be terminated and in certain cases only the chambers can invalidate a contract;
- approve any extension of the contract;
- control and supervise the apprenticeship;
- establish the programmes of the end-of-apprenticeship examination, nominate the members of boards of examiners to the Minister and award the certificate of technical and vocational proficiency (*certificat d'aptitude technique et professionnelle* – CATP) and certificate of technical and vocational initiation (*certificat d'initiation technique et professionnelle* – CITP).

Secondary education level

The professional chambers are actively involved in training in the schools by:

- co-ordination of theoretical and practical portions of the training by appointing apprenticeship counsellors (*conseillers à l'apprentissage*) and ensuring that training provided both by the firm and the school is

up to date with technical developments;

- participation in co-ordination committees;
- assisting of the development of programmes of vocational theory and practical training;
- representation in meetings of the class council (*conseil de classe*).

Master craftsman's certificate (*maîtrise*) level

A training programme is provided in the crafts sector that leads to a master craftsman's certificate (*brevet de maîtrise*). This certificate entitles holders to establish themselves independently and train apprentices subject to those legal arrangements regarding the right to practice a profession (*droit d'établissement*) and train apprentices. Courses that prepare for a master craftsman's certificate include management and technical courses providing vocational theory and practical experience and courses in applied pedagogy.

In order to enrol in courses, the candidate must hold either a certificate of technical and vocational proficiency (CATP) or present what are regarded by the Ministry as equivalent documents.

Authorities are advised by various groups in public life who participate in the schools through the following principal committees:

- the Higher Council of National Education (*Conseil Supérieur de l'Education nationale*);
- education councils at school level;
- programming committees;
- the technical secondary education co-ordination committee;
- the permanent advisory committee, whose purpose is to advise the Minister for National Education, Vocational Training and Sports and the Minister for Health in the field of training statutes and rules governing the exercise of health professions (*Ministre de la Santé en matière de formation, de statuts et de règles de l'exercice des professions de santé*).

1.7 Private schools

Unlike other countries, parents and pupils in Luxembourg have, for the most part, little more than the following four pedagogical alternatives:

- denominational schools;
- the private Waldorf school;

- the international schools;
- education offered in neighbouring countries.

The Ministry of National Education does not supervise private schools directly as it does public schools whose heads are directly responsible to the higher authority.

Private schools in fact have their own administration (governing body, secretariat, teachers) that is not subject to the aforementioned Ministry. Nonetheless, private schools must offer the same programmes as public schools in order to receive State subsidies. Furthermore, only the Ministry of National Education can award certificates such

as the CATP, the secondary or technical secondary school-leaving and technician's certificate. Schools themselves are solely directed towards the preparation of pupils for these certificates.

The system used to assess pupils in private schools is also practically identical to the one used in public ones. The Waldorf School constitutes an exception to this as do foreign schools, which have of course their own systems of assessment and certification.

Parents generally contribute to the financing of private schools.

2. PRE-PRIMARY EDUCATION

The Law of 10 August 1912 on primary education stipulates that education is "free-of-charge (chapter 8) and compulsory (chapter 1)" at primary level. It only became compulsory to create nursery schools (*jardins d'enfants*) in 1963. Every child who reaches four full years of age before 1 September of the current year is subject to compulsory education.

Interested communes have had the option of creating a year of early education (*éducation précoce*) for children aged three since the beginning of the 1998-1999 school year.

Special education, which is adapted to the specific needs of handicapped children, is available in Luxembourg.

Pre-primary education is not designed to impart any strict educational knowledge, but rather aims at providing a global education of the child's personality.

Schools provide pre-primary education. The organisation of each school varies from one commune to the next. It depends on the number of inhabitants and the resulting number of children attending the school. Several classes and even parallel classes are often grouped together in the same building. There are relatively few pupils in Luxembourg. There is an average of 17-18 children in each class.

2.1 Organisation

The Ministry is responsible for the school calendar and weekly timetable.

There is no strict weekly timetable and the duration of each lesson is not strictly established. Each individual teacher has sole responsibility for the structuring of time spent at school.

Pre-primary teachers have a weekly workload of 25 hours of direct teaching per week and one hour for continuing vocational training and consultations with and informing of parents.

Children are grouped together according to a family model: children of different ages come together within the same groups. By regulation, the maximum number of children per adult cannot exceed 26.

Pre-primary education is free of charge for all (including those children who attend early education).

2.2 Curriculum/assessment

Official guidelines include, among others, the objectives to be pursued in pre-primary education, indications of the subjects and contents to be addressed and recommendations involving the organisation of teaching and assessment of the children's progress.

Teaching methods focus completely on the child and are global and active. Great importance is placed on play and adapting to individual differences. Teachers are free to choose their own methods and assess pupils' progress themselves.

No oral written examinations are called for and pupils progress unconditionally from one class to the next. Assessment is usually the subject of consultations with parents.

There is no promotion of infants in the full sense of the term as no school programmes are provided as at primary level. Promotion at pre-primary level is solely a function of the child's age and general maturity. The child must have reached the age of six before 15 September (date of the beginning of classes) to enter compulsory primary education.

The objective of (optional) early education is to assist in children's global development and more specifically so they can be taught Luxembourgish in order to prepare for a smooth integration of children from all backgrounds – and foreign children in particular – into the schools.

2.3 Teachers

Each class has a full-time teacher. Although teachers at this level do not specialise in specific subjects, specially trained monitors teach such courses as swimming and the physical activities.

Teachers are in principle graduates of a teacher training college (*école d'instituteur*) and are civil servants.

Continuing teacher training is optional.

2.4 Statistics

	1980/ 81	1990/ 91	1996/ 97	1997/ 98	2000/ 01
Number of pupils	7,621	8,354	9,932	10,191	10,706
Number of teachers	428	428	584	613	749

Source: STATEC

3. COMPULSORY EDUCATION AND TRAINING (BASIC SCHOOL)

In Luxembourg, school attendance is compulsory to age 15. Pre-primary education makes up the two first years, primary education the following six years and secondary or technical secondary education the remaining years.

3A Primary education

In addition to Article 23 of the Constitution, the relevant legislation is based on the Law of 10 August 1912 involving the organisation of primary education and modified notably by the Law of 5 August 1963 and Law of 6 September 1983.

The Law of 5 August 1963 distinguishes between primary education strictly speaking and complementary education (*enseignement complémentaire*). Primary education comprises six years at the end of which the children could (before this examination was terminated recently) sit an examination for admission to secondary or technical secondary education. Children who failed to pass on to either of these two secondary education paths completed their compulsory schooling at complementary education level. Complementary education was linked organisationally and administratively to primary education. It was abolished by the Law of 3 June 1994 and replaced by the integrated preparatory regime in the context of technical secondary education.

The August 1989 curriculum currently in force is based on the following principle:

"The true vocation of primary schools is to provide each pupil with the basic education necessary for any further learning, any further training or adaptation to new situations. While it is true that the elementary cultural techniques of reading, writing and mathematics constitute a primordial body of knowledge, equally great importance must be attributed to development of thought strategies, problem solving skills and communications techniques. Self-knowledge also constitutes a part of this basic education, i.e. the creation of adequate attitudes and behaviours towards society, the natural and cultural environment, technology and oneself."

Further to this, schools must also assist each child to become a free and autonomous, responsible and concerned adult, to develop their aptitudes, attitudes and behaviours by teaching skills and providing basic knowledge. Primary school is responsible for providing both instruction and education.

The structure of each school varies from one commune to the next. It depends on the number of inhabitants and resulting number of children attending primary school. Several classes and even parallel classes are often grouped together in the same building. There are relatively few pupils in Luxembourg. The average is 17-18 children per class.

The Law of 10 August 1912 on the organisation of primary education stipulates: "Any child who has completed six years of age by 1 September may be admitted and must be enrolled in the school in his or her own school district."

Primary education is subdivided into six years of study that are grouped together on three levels:

- lower level consisting of the first two years;
- intermediate level consisting of the third and fourth years;
- final level consisting of the fifth and sixth years.

3A.1 Organisation

Teachers enjoy considerable freedom to achieve the level required by the end of each year as long as they respect the curriculum. Neither teaching methods nor tools are prescribed. The Ministry makes the necessary teaching materials available to teachers.

The Ministry is responsible for the school calendar and weekly timetable.

The inspector ensures that the prescribed programme is observed and intervenes when individual pupils have problems.

The Ministry of National Education, Vocational Training and Sports publishes school textbooks. The teaching staff must use the school textbooks prescribed by the Ministry of National Education.

3A.2 Curriculum

Let us first mention the provisions in the Curriculum regarding the use of particular languages in courses.

"The teaching language is, in principle, the one used in the textbook. That is to say, German is used in German courses, mathematics, introduction to science and natural sciences, history, geography and religious education or non-denominational ethics; Luxembourgish is used in Luxembourgish courses, and French in French courses. Luxembourgish may be used in courses involving expression, musical education, physical education and sports and the creative activities, "optional" courses and ones addressing "diverse subjects". In any case, written explanations must be provided and drawn up in German. Luxembourgish may be used when pupils are performing experiments or manipulating materials in lessons providing an introduction to the sciences." (Curriculum, 1989).

3A.3 Assessment/certification/guidance

Teachers in each class must carry out periodic assessments of pupils' work and academic progress during the six years of primary education. These make it possible to establish a kind of report card with each pupil's academic results at the end of each trimester, which determines whether they will progress to the following class at the end of the school year.

Teachers are responsible for this assessment. The inspector intervenes if parents complain.

In future, pupils will be admitted to preparatory education (modular class in the preparatory regime) in technical secondary education or to the seventh class of technical secondary education or orientation class in secondary education on the basis of guidance advice based on the following criteria:

- parental advice;
- the advice of the teacher responsible for the class in the sixth year of primary education on the development of the pupil's skills;
- marks in reports during the sixth year of primary education;
- results of a series of standardised tests to be offered in the course of the sixth year of primary education.

At the end of the school year, children receive a report summarising their marks, which will inform them of their success during the years of primary education.

3A.4 Teachers

Each class has a full-time teacher. Teachers other than the primary teacher teach certain subjects, notably the religion course.

Teachers are, in principle, graduates of a teacher training college and are civil servants.

Continuing teacher training is optional.

3A.5 Statistics

	1980/ 81	1990/ 91	1996/ 97	1996/ 97	2000/ 01
Number of pupils	28,591	26,612	28,437	28,437	30896
Number of teachers	1,929	1,740	1,844	1,844	2185

Source: STATEC

3B Compulsory secondary education

In Luxembourg, the key distinction at secondary level is between secondary education strictly speaking and technical secondary education. Specific legislative structures provide the foundations for secondary education and technical secondary education.

The Law of 10 May 1968, which reforms secondary education, specifically modifies the structure of education by calling for a division into a lower cycle of three years and an upper cycle of four years. The changes brought by the Law of 22 June 1989 essentially introduced a new subdivision into three cycles, of which the first included the last three years of compulsory education.

Article 44 of the Law of 10 May 1968, which reforms education, specifies that secondary education essentially prepares pupils for higher education at university level on the basis of extensive general education.

Secondary education is provided in public schools commonly known as *lycées* or technical *lycées*. Certain technical *lycées* in effect provide secondary education of the lower cycle.

In principle, pupils are free to choose their own school.

Secondary education is provided to pupils from the age of 12. The lower cycle comprises the three first years (7th, 6th and 5th) and covers the compulsory portion of secondary education.

In future, pupils will be admitted to the orientation class in secondary education on the basis of guidance advice based on the following criteria:

- parental advice;
- the advice of the teacher responsible for the class in the sixth year of primary education on the development of the pupil's skills;
- marks in reports during the sixth year of primary education;
- results of a series of standardised tests to be offered in the course of the sixth year of primary education.

See section 4

3B.1 Organisation

In secondary education the timetable comprises 30 weekly lessons. This is generally distributed over three "full" days (both morning and afternoon classes) and three half days (only morning classes). A certain number of *lycées* also have a rearranged timetable (notably to accommodate young athletes and musicians) that calls for classes that last from 8 a.m. to 2 p.m. and leave Saturdays free.

The Ministry of National Education essentially dictates the teaching materials (teachers can sometimes only choose among certain readers).

At the level of the lower cycle of secondary education, the only significant difference with respect to the organisation of classes is in the pupil's choice in the sixth class between a Latin and a modern section (with English).

3B.2 Curriculum

In the lower division of secondary education, the sections chosen determine the programme and contents of the courses.

Teachers are required to respect predefined programmes. Teaching methods, however, are not prescribed in the strict sense of the word.

Specialisation of any kind is avoided in the lower cycle of technical secondary education. It is an observation and orientation cycle. The preparatory regime established by the Law of 3 June 1994 functions alongside the lower cycle. The preparatory regime is designed to prepare pupils for progression to the lower or intermediate cycle of the vocational regime of technical secondary education or the transition to working life.

3B.3 Assessment/certification/guidance

In the lower division of secondary education, pupils are assessed on the basis of periodic examinations that deal with a portion of the subject matter taught. Depending on the subject, there will be one, two or three examinations each trimester. These assessments are included in pupils' report cards of academic results at the end of each trimester and determine whether they will be promoted to the following class at the end of the school year. In most cases, assessments are made in writing (with the exception of certain subjects in which written assessments are inadequate) and on a 60-point scale. Certain specific branches have recently introduced oral examinations notably to prepare for the oral examinations in the secondary school-leaving examination.

3B.4 Teachers

With the exception of pupils in class 1 (*classe de première*), the class council decides which of the pupils who have passed the examinations in all branches included in the programme should be promoted at the end of the school year.

Decisions involving promotion are based on the report cards for the school year. Report cards include the following results:

- a) marks in the branches relevant to promotion,
- b) the sum of the coefficients of unsatisfactory marks,
- c) the weighted annual average.

In the lower division of secondary education, pupils are assessed on the basis of periodic examinations that deal with a portion of the subject matter taught. Depending on the

subject, there will be two or three examinations each trimester. These assessments are included in pupils' report cards of academic results at the end of each trimester and determine whether they will be promoted to the following class at the end of the school year. A certificate will be awarded to all pupils who have satisfied the compulsory education requirement. Pupils who have successfully completed a ninth class and pupils who have successfully completed all modules in a modular path receive a passing certificate for the lower cycle of technical secondary education.

3B.5 Teachers

Teachers, called *professeurs*, must in principle have received university training, have been selected in a competitive recruitment examination and have completed pedagogical training. Teachers are civil servants.

Technical secondary education also employs instructors for certain courses and instructors of technical education.

The teachers are generally specialised in the subjects they teach, but may also teach other subjects.

Continuing teacher training is optional.

3B.6 Statistics

There were 9859 public and private pupils in secondary education in 2000/01.

Number of schools: 13 *lycées* and technical *lycées*, 3 private schools

Number of pupils in the lower cycle of technical secondary education:

(2000/01 school year): 10196 (public and private).

Number of schools: 13 technical *lycées*, 6 private schools

4. POST-COMPULSORY SECONDARY EDUCATION

4A Secondary education

Secondary education is provided to pupils from age 12. This school cycle lasts seven years. Pupils can thus finish a complete cycle at the earliest at age 19.

The post-compulsory portion of secondary education is subdivided into two levels:

- a comprehensive cycle in the upper division including the fourth and fifth years (classes 4 and 5);
- a specialisation cycle in the upper division including the two final years (classes 2 and 1).

Article 44 of the Law of 10 May 1968, which reforms education, specifies that secondary education essentially prepares pupils for higher education at university level on the basis of extensive general education.

With the end of the period of compulsory education, pupils have satisfied their compulsory education requirement. To obtain a school or vocational certificate, however, pupils must continue their studies in post-compulsory education.

In general secondary education and technical secondary education, it is enough for pupils to successfully complete the final class in the corresponding lower cycle (class 5 in secondary education and class 9 in technical secondary education).

At the level of technical secondary education, successful completion of a specific class 9 (there are three different streams) determines the further options available to the pupil (in terms of admission to the technical, technician's or vocational regimes).

Public post-compulsory education is provided free of charge.

4A.1 Organisation

Secondary education is provided in public schools commonly known as *lycées* or technical *lycées*. Certain technical *lycées* in effect provide secondary education of the lower cycle.

In principle, pupils are free to choose their own school.

The school timetable comprises a weekly workload of between 28 and 31 lessons depending on the classes and sections chosen in secondary education (intermediate and upper cycles).

The general organisation is identical to that of the lower cycle (same number of weeks of courses and school holidays).

Pupils are also assessed according to the identical criteria. The Ministry of National Education prescribes the textbooks (limited choice at the level of reading textbooks).

Secondary education (upper cycle) is provided during the day and for a limited number of sections during the evening by the Adult Education Service of the Ministry of National Education.

4A.2 Curriculum

The programme and contents of the courses are determined on the basis of the sections chosen.

Teachers are required to respect predefined programmes. Teaching methods, however, are not prescribed in the strict sense of the word.

4A.3 Assessment/certification

Pupils are assessed on the basis of periodic examinations that deal with a portion of the subject matter taught. Depending on the subject, there will be one, two or three examinations each trimester. These assessments are included in pupils' report cards of academic results at the end of each trimester and determine whether they will progress to the following class at the end of the school year. In most cases, assessments are made in writing (with the exception of certain subjects in which written assessments are inadequate) and on a 60-point scale. Certain specific branches have recently introduced oral examinations notably to prepare for the oral examinations in the secondary school-leaving examination.

4A.4 Guidance

With the exception of pupils in class 1, the class council decides which of the pupils who have passed the examinations in all branches included in programme should be promoted at the end of school year.

Decisions involving promotion are based on the report cards for the school year. Report cards include the following results:

- a) marks in the branches relevant to promotion,
- b) the sum of the coefficients of unsatisfactory marks,
- c) the weighted annual average.

Secondary education leads to a secondary school-leaving examination at the end of class. The examination is provided at national level and successful completion – taking into account the year's results – entitles pupils to a secondary school-leaving certificate. This is a certificate awarded by the State of Luxembourg. A secondary school-leaving certificate gives access to higher education in all disciplines.

4A.5 Teachers

Teachers, called *professeurs*, must have received university training, have been selected in a competitive recruitment examination and have completed pedagogical training. Teachers are civil servants.

The teachers are generally specialised in the subjects they teach, but may also teach other subjects.

Continuing teacher training is optional, but it will be reformed in the near future in line with the new educational tasks.

4A.6 Statistics

For further details please refer to next part.

4B Technical secondary education

The Law of 4 September 1990, which reforms technical secondary education and continuing vocational training, governs the current structure of technical secondary education.

The post-compulsory portion of technical secondary education is organised in two cycles:

- 1) an intermediate cycle that comprises:
 - a vocational branch, in which courses usually last three years;
 - a technician's training branch, in which courses usually last two years; and
 - a technical branch, in which courses usually last two years.
- 2) an upper cycle that comprises:
 - a technician's training branch, in which courses usually last two years; and
 - a technical branch, in which courses usually last two years.

The primary objective of technical secondary education is to prepare pupils for vocational life and further education at the end of the technical or technician's course.

Pupils who wish to obtain a particular vocational certificate must attend technical secondary education.

4B.1 Organisation

Technical secondary education is provided in State schools, some of which are specialised (such as in a technical agricultural, hotel or health *lycées*), commonly known as technical *lycées*. Certain technical *lycées* also provide secondary education of the lower cycle.

In principle, pupils are free to choose their own school.

The organisation of the courses varies depending on the particular branches and sections chosen. There are directed courses, work projects in groups and vocational training courses (Point 4B.2).

As in secondary education, courses are provided either during the day or in some cases in the evening.

4B.2 Curriculum

The post-compulsory portion of technical secondary education is provided in two cycles that comprise the following divisions:

	Intermediate cycle	Upper cycle
Technician's training branch, (normal duration of each cycle: two years)	Administration and commerce; agriculture; art; biology; chemistry; electro-technology; health and social services professions; civil engineering; hotel and tourism; computer science; mechanics	Administration and commerce; agriculture; art; chemistry; electro-technology; civil engineering; hotel and tourism; computer science; mechanics
Technical branch, (normal duration of each cycle: two years)	Administration and commerce; agriculture; art; hotel and tourism; health and social services professions; general technology	Administration and commerce; health and social services professions; general technology

4B.3 Assessment/certification/guidance

In principle, pupils are assessed on the basis of periodic examinations that deal with a portion of the subject matter taught. Depending on the subject, there will be two or three examinations each trimester. These assessments are included in pupils' report cards of academic results at the end of each trimester and determine whether they will be promoted to the following class at the end of the school year.

The Law of 4 September 1990 introduces a new system of criteria for promotion in the lower classes of the intermediate cycle of the technical regime and of the upper cycle of technical secondary education.

Certification

The upper cycle of the technician's training branch leads to an examination at national level. Pupils who pass this examination receive a technician's certificate (*diplôme de technicien*) specifying the division and disciplines in which they have been examined and mentioning that they possess the requisite knowledge for higher technical studies.

The upper cycle technical branch also leads to an examination at national level. Pupils who pass this examination receive a technical secondary education leaving certificate (*diplôme de fin d'études secondaires techniques*) specifying the division, section if appropriate and disciplines in which the candidates have been examined and mentioning that they have the requisite knowledge for higher studies (and university studies in particular).

Certificates awarded for the technical course confer the same rights as the secondary school-leaving certificate in terms of access to the regulated occupations and public-sector jobs.

4B.4 Guidance

For further details please refer to previous section.

4B.5 Teachers

Teachers, called *professeurs*, must have received university training, have been selected in a competitive recruitment examination and have completed pedagogical training.

Teachers are civil servants. Technical secondary education also employs instructors for certain courses and instructors of technical education.

The teachers are generally specialised in the subjects they teach, but may also teach other subjects.

Continuing training is optional.

4B.6 Statistics

Number of pupils	1982/83	1992/93	1996/97	1997/98	1998/99	2000/01
Technical secondary education *	16,016	13,183	19,020	20,039	20,763	21359
General secondary education	9,120	8,712	9,463	9,553	9,471	10196
Technical secondary education (apprentices, included in TSE)	No data available	1,942	2,098	2,224	2,366	2670

Private education included, preparatory regime included from 1994/95

Number of teachers	1980/81	1990/91	1996/97	1997/98	2000/01
Secondary (+ university)	1,944	2,269	2,674	2,743	3125

Source: STATEC

5. INITIAL/VOCATIONAL TRAINING

5.1 Organisation

Historically, the system of initial vocational training in the Grand Duchy of Luxembourg is based on the Law of 5 January 1929 and Grand-Ducal decree of 8 October 1945, which make it compulsory for apprentices to attend school part time. The Law of 1 December 1953 creates generalised vocational training and stipulates that "vocational training that prepares pupils for vocational aptitude examinations will be provided for apprentices in the crafts, commerce and industry" in a school or vocational training centre.

The Law of 21 May 1979, which organises vocational training and technical secondary education, modified by the Law of 30 May 1984, for the first time organises all the existing legislation and creates technical secondary education. It deals both with the organisation of vocational training and technical secondary education and with the organisation of continuing vocational training. It can also lay claim to having made technical education a co-ordinated system by standardising the structures and establishing equivalencies among certificates awarded in various training paths.

The measures in the Law of 4 September 1990 reforming technical secondary education and continuing vocational training are designed to encourage more young people to receive certified vocational training, ensure better guidance, improve vocational training and prepare for Horizon 2000. The Law of 3 June 1994 integrates the former system of complementary education (*enseignement complémentaire*) – which targeted young people who could not attend either general secondary education or technical secondary education – in the structure of technical secondary education in the form of the preparatory regime. This reform has made it easier for these young people to gain access to a training programme leading to a certificate.

5.2 Establishments of initial/vocational training

Initial/vocational training thus has no autonomous structure. It is integrated into the system of post-compulsory vocational secondary education.

The vocational branch thus constitutes an intermediate cycle in technical secondary education and provides apprenticeships that alternate between practical training in a company and academic education provided by a technical *lycée*. It covers a wide range of professions in the fields of industry, the crafts and commerce. The training generally lasts three years and leads to the certificate of technical and vocational proficiency (CATP).

5.3 Curriculum

The vocational branch usually lasts three years and comprises the following divisions: agriculture, crafts, commerce, hotel and tourism, industry, domestic science and health and social services.

5.4 Assessment/qualifications

The vocational branch has provided apprenticeship at two levels since 1991. The first, which normally lasts two years, confers a partial vocational qualification that leads to a certificate of technical and vocational initiation (CITP). The second level confers holders of the CITP the additional qualification required to obtain a CATP. It is provided in the context of both the vocational regime and continuing vocational training. This apprenticeship programme in two levels is designed for young people who have difficulty learning theoretical subjects although they are able to learn practical vocational skills and aptitudes normally.

In addition, the certificate of manual competence (*Certificat de capacité manuelle – CCM*) has been introduced for pupils whose results show that before they begin the apprenticeship or during the apprenticeship itself they are unable to achieve the objectives of the vocational branch by the deadline imposed by law. This parallel branch takes the same number of years and uses the same programme as those that lead to the CATP in the respective professions and occupations, but pupils follow a programme that has been simplified with respect to vocational theory.

5.5 Guidance

Students holding a certificate of technical and vocational proficiency (CATP) can receive training leading to a master craftsman's certificate. The provisions of the Law of 11 July 1996 establish the conditions for obtaining the title of Master and the certificate. Students must be 21 years old, demonstrate that they have had three years of experience in that particular occupation after being awarded the CATP to sit the practical vocational examinations.

Students holding a master craftsman's certificate bear the title of master craftsman (*maître-artisan*) in their respective profession and are qualified to establish themselves independently in the crafts sector and train apprentices subject to those legal provisions regarding setting up in a profession and the training of apprentices. The director of vocational training provides general supervision of the training leading to the master craftsman's certificate and master's examinations with the assistance of the deputy director. The Chamber of Trade organises theoretical and practical courses that prepare students for a master craftsman's certificate. These courses are compulsory.

5.6 Teachers

In addition to teachers in technical secondary education (who must all have received university training), there are also instructors of special subjects (such as *mercéologie* or in the paramedical field) (who must hold an academic qualification such as for a short course of higher education) and instructors of practical courses (who must hold a master craftsman's certificate).

Some civil servants have also received practical pedagogical training in Luxembourg after completing initial training.

There is no in-service training.

5.7 Statistics

Number of pupils	1997/98	1998/99
Total	20039	20763
Lower cycle	9927	10168
Intermediate cycle	3752	4082
Upper cycle	6360	6513
Apprentices	2224	2366

6. HIGHER EDUCATION

The history of higher education in Luxembourg is, on the one hand, characterised by the absence of a complete university structure and, on the other, becomes confused with the various training programmes that made it necessary to create various specialised schools.

As there is no complete university cycle in Luxembourg, students who wish to pursue university studies must inevitably enrol in a foreign university.

Luxembourg has had a law reforming higher education since 1996 that provides more structure to the level of higher education and gives schools greater autonomy.

6A Non-university higher education

Several types of non-university higher education are offered:

The higher technician's certificate (*Brevet de technicien supérieur – BTS*) is offered in some technical secondary education schools following a course of a maximum two-year duration.

In the fields of education and special education, the Institute of Higher Education and Pedagogical Research (*Institut Supérieur d'Etudes et de Recherches Pédagogiques – ISERP*) offers a training programme lasting three years and targeting future primary and pre-primary teachers, and the Institute for Educational and Social studies (*Institut d'études éducatives et sociales*) (IEES) offers training for future teachers and graduate teachers either in full-time courses lasting three years or at least half-time for six years, as the student engages in a professional special education activity.

The Higher Institute of Technology (*Institut supérieur de technologie – IST*) provides training in the field of industrial engineering. IST is one of the higher education institutions whose status will be governed by the Law of 11 August 1996 from 1 September 1997. This institute is designed among other things to provide initial and continuing training and to perform scientific research in the field of industrial engineering. Equivalent to the technical colleges (*Fachhochschulen*) in Germany, the Institute offers training courses lasting four years in the fields of civil engineering, electrical engineering (electronics and industrial engineering), applied computer science and mechanical engineering.

By contrast, higher courses in management traditionally known as the short course (Cycle court) correspond to a university course offered by the Luxembourg University Centre (*Centre Universitaire de Luxembourg – CUNLUX*) and are designed to train middle managers in management and computer science. Following the reform of higher education, CUNLUX has been transformed into a private school with a legal status designed solely to provide short courses of higher studies lasting two years to prepare students for employment in various fields.

6A.1 Admission requirements

The Higher technician's certificate (*brevet de technicien supérieur – BTS*)

Applicants must hold either a technician's certificate or a general or technical secondary school-leaving certificate. The law also calls for access to be possible under certain conditions for applicants holding a certificate of technical and vocational proficiency (CATP).

To be considered for admission to the first year of studies leading to the Graduate teacher's certificate, applicants must have:

- either a Luxembourg secondary school-leaving certificate or the equivalent or a teaching certificate (Law of 6 August 1990);
- a satisfactory command of the three traditional languages in the country (Luxembourgish, French and German).

Applicants for admission to training as an instructor must:

- hold a Luxembourg general or technical secondary school-leaving certificate or a foreign secondary school-leaving certificate recognised as equivalent by Luxembourg legislation and regulations;
- take preliminary examinations in the three traditional languages in the country (Luxembourgish, French and German);
- be under 35 years of age.

A limited number of applicants will be accepted on the basis of their results in the examination for the general or technical secondary school-leaving certificate.

6A.2 Fees/financial support for students

Luxembourg recognises the principle of providing public education free of charge. Financial assistance can take the form of scholarships or interest-bearing student loans.

6A.3 Academic year

The academic year runs from October to July. Coursework is divided into semesters and provided at the University Centre and other institutions of higher education.

6A.4 Courses

The programmes and contents of the courses depend on the sections chosen. Certain courses lead to practical training courses.

Several sections of BTS are currently provided including accounting and business management, secretarial and office skills, marketing – international commerce, cartoon art. The training will last for a maximum of two years.

IEES offers training leading to a graduate teaching certificate either in full-time or at least half-time courses, as the student engages in a professional special education activity. The full-time higher education course comprises three years; the course taken while the student is employed, takes six years. Both courses have identical programmes and requirements. They comprise three cycles: the first is essentially probationary, the second provides diverse training in the education sciences, psychology and expression techniques, and the third is essentially devoted to specialisation.

The Institute of Higher Education and Pedagogical Research (*Institut Supérieur d'Etudes et de Recherches Pédagogiques – ISERP*) offers a training programme lasting three years that leads to a certificate of pedagogical aptitude (training for future primary and pre-primary teachers).

After a first year of common training, candidates for positions in primary education and pre-primary education continue their studies for two years in two partially distinct sections.

6A.5 Assessment/qualifications

Candidates for a higher technician's certificate (BTS) are assessed in terms of their individual performance and/or performance as part of a team. The theoretical and practical results in the various modules over the course of the two years of training are taken into account when the BTS is awarded on the basis of units and an assessment report at the end of the second year. The second year leads to a school-leaving certificate called a "higher technician's certificate" (*Brevet de Technicien Supérieur*). The certificate mentions the specialisation, level attained in language studies and a comment.

Students receiving training as a graduate teacher are assessed in the form of examinations at the end of the semester. The Ministry awards a graduate teaching certificate for the section selected to students who pass the final examination.

Future instructors are assessed in the form of examinations at the end of the semester. The Ministry awards a certificate of educational studies (*Certificat d'études pédagogiques*) (with the option of primary or pre-primary education) to students who pass the final examination at the end of three years of study.

6A.6 Teachers

Please refer to section 6B.6 for further details

6A.7 Statistics

Please refer to section 6B.7 for further details

6B University higher education

This level of education is provided by two institutions, the Higher Institute of Technology (IST) and Luxembourg University Centre. Both institutions are designed primarily to provide short courses of higher education leading to professional activity, provide higher education at university level (leading either to employment as a technician in a field of production, applied research or services, or further university

studies), participate in graduate training programmes and provide such training where needed, provide or participate in the training of trainers, organise specialist training in practical training courses, participate in continuing vocational training, engage in scientific and applied research in the fields in which it has expertise and maintain relations with the economic and professional centres.

Training for engineers

The Higher Institute of Technology (IST) has traditionally provided a three-year training course leading to a technical engineering certificate (*diplôme d'ingénieur technicien*).

The Law of 11 August 1996 on higher education specified and extended the objectives of the Higher Institute of Technology. The institute, which was created by the Law of 21 May 1979 dealing with the creation of a higher institute of technology, has been made a public institution with legal status, which gives it financial, administrative, pedagogical and scientific autonomy.

An engineering degree was created at university level conferring the title industrial engineer (*ingénieur industriel*). This is a higher education degree equivalent to the one awarded by technical colleges (*Fachhochschulen*) in Germany.

The Luxembourg University Centre offers two types of training

The first known as the short course (*Cycle court*) and the others lasting one to two years offered by the various departments.

One of the peculiarities of the education system in the Grand Duchy was and is the absence of a complete cycle of university education (i.e. one lasting at least four years). In fact only one and recently a second year of studies known as university courses are offered in Luxembourg. The Luxembourg University Centre (CUNLUX) offers these courses.

The Law of 11 August 1996 on higher education specifies and extends the Luxembourg University Centre's objectives. The Centre, which was created by the Law of 18 June 1969 on higher education and the approval of foreign higher education titles and degrees, has been made into a public institution with legal status, which gives it financial, administrative, pedagogical and scientific autonomy.

The Luxembourg University Centre comprises six departments (law and economics; literature and social sciences; sciences; management studies and computer science; teacher and legal training).

The former "short course of higher education in management studies" (*Cycle court d'études*

supérieures de gestion) has been reorganised. The two years of courses are now offered in a new department: the department of management studies and computer science leading to a university technology certificate (*Diplôme universitaire de technologie – DUT*)

6B.1 Admission requirements

Candidates must generally hold a Luxembourg general or technical secondary school-leaving certificate, a European Baccalaureate (awarded by the European schools) or a foreign secondary school-leaving certificate recognised as equivalent by the Ministry of National Education. Candidates holding a Luxembourg technician's certificate will be admitted to the engineering sub-section of the Department of Science and to the short course of higher education in management studies.

6B.2 Fees/financial support for students

Luxembourg recognises the principle of providing public education free of charge.

Financial assistance can take the form of scholarships or interest-bearing student loans.

6B.3 Academic year

The academic year runs from October to July divided into semesters.

6B.4 Courses

The programmes and contents of the courses and number of hours assigned for each subject depend on the sections chosen.

The Department of management studies and computer science provides courses lasting two years in various sections (management computer science and management) and subsections (commerce and banking, supervision and management).

Three year courses leading to an engineering degree were provided in four sections (electrical engineering, civil engineering, mechanical

engineering and applied computer science) up to 1997, the year the new law was applied. IST currently prepares students for the engineering degree at university level under the name of industrial engineering. The four sections have been renamed departments (civil engineering, electrical engineering, applied computer science and mechanical engineering).

Studies at IST that prepare for this degree comprise two cycles of four semesters each. The eight semesters include a semester of practical vocational training and one involving a final-year project.

The various departments of the Luxembourg University Centre (law and economics, literature and social science, science) provide courses for a first and in some cases even a second year of university studies.

6B.5 Assessment/qualifications

Students are assessed on the basis of an examination involving both written and oral tests at the end of either the semester or the school year.

A school-leaving examination concludes the second year of studies. Candidates who pass this examination receive a higher education certificate in management that indicates the subsection selected by the candidate.

Accepted candidates are awarded the comments "*très bien*" or "*bien*" or receive no comment at all depending on the marks they receive on the examination. The credit units (*unités de valeur – U.V.*) at IST each lead to a final examination. The Industrial Engineering Certificate is awarded to candidates who have passed the second cycle.

Students at the CUNLUX are assessed on the basis of an examination at the end of either the semester or the school year.

A certificate is awarded at the end of the school year to students who have passed the university courses. Each certificate indicates the subjects of the studies involved.

6B.6 Teachers

Teachers, called *professeurs*, must in principle have received university training, have been selected in a competitive recruitment examination and have completed pedagogical training. Teachers are civil servants.

Course leaders (*chargés de cours*) take responsibility for certain types of courses.

Appropriately selected specialists teach certain subjects.

6B.7 Statistics

	1980/ 81	1990/ 91	1996/ 97	1997/ 98	1999/ 2000
Higher institute of technology (<i>Institut supérieur de technologie</i>)	587	305	298	283	278
ISERP	180	223	326	371	385
University courses	328	472	398	446	1409
Luxembourg students at foreign universities*	...	2,122	3,474	4,021	4401
in Belgium*	...	748	1,319	1,253	1166
in France*	...	489	724	688	885

* based on university scholarship file

7. ADULT EDUCATION

Use of the concept "adult education" is somewhat ambiguous in Luxembourg. In the strict sense, the term refers to the Law of 19 July 1991, which creates an adult education service and grants legal status to the Luxembourg Language Centre in the Ministry of National Education, Vocational Training and Sports. By opting for this limited definition, however, one would exclude all the continuing vocational training measures that companies, professional chambers and ministries provide for employees and/or the unemployed.

The growing importance attributed to continuing vocational training is due to the fact that the Ministry of National Education was renamed very symbolically the Ministry of National Education and Vocational Training when the ministries were restructured in early 1995. A law was also voted the 22 June 1999 specifically to develop and provide support for continuing vocational training.

7.1 Legislative framework

Several legal texts must be taken into account:

1) The Law of 19 July 1991, which creates an adult education service and grants legal status to the Luxembourg Language Centre.

The Adult education service's objectives are limited to the:

- co-ordination of the education provided for adults by general and technical secondary education, the Higher institute of technology, the University Centre and Language Centre during the evening;
- organisation of an adult course by using evening classes to provide access to degrees and certificates awarded for education during the day;
- provision of basic education for adults resident in Luxembourg who desire it;
- organisation of courses of general interest in the so-called fields of general education and social promotion either directly or through the mediation of the municipalities or not-for-profit associations that meet certain criteria;
- definition of programmes of general interest courses and courses organised for adults.

2) Continuing vocational training in turn has its legal foundations in the Law of 4 September 1990, which reforms technical secondary education and continuing vocational training.

The vocational training service was created in accordance with this law. This service makes it possible to meet the objectives the law devolves on the director of vocational training in the context of vocational training and continuing vocational training.

The objectives of continuing vocational training are:

- to assist individuals who hold a vocational qualification to adapt it to the evolution of technological progress and the needs of the economy, to supplement it or to extend it;
- to offer individuals who are engaged in a professional activity as employees or independents, or are unemployed, an opportunity to prepare for the degrees or certificates targeted by the law governing technical secondary education and to acquire a vocational qualification in an accelerated training system.
- to support and supplement practical apprenticeships provided in companies at the request of the relevant professional chambers.

The law specifies that continuing vocational training can be provided by the:

- 1) Ministry of National Education and Vocational Training;
- 2) professional chambers;
- 3) communes;
- 4) private associations approved individually by the Ministry for this purpose.

The government created a public law institution to develop continuing vocational training by the Law of 1 December 1992 in order to restructure and energise vocational training: the National Institute for the Development of Continuing Vocational Training (*Institut national pour le développement de la formation professionnelle continue* – INFPC). This institute was designed to participate in the formulation of continuing vocational training concepts and the achievement of certain objectives defined in Article 46 of the Law of 4 September 1990.

The INFPC operates on the basis of the Grand-Ducal Regulation of 4 February 1993, which established the operations of the public institution for the development of continuing vocational training. The Institute is charged with the provision of continuing vocational training activities, and development and transfer of skills designed to promote technological progress and pedagogical innovation in the field of continuing vocational training.

The Law of 31 July 1995 on employment and vocational training was designed to provide a legal basis for the National Employee Pact (*Pacte National de l'Emploi*) established by the government and the social partners in the national context of tripartite co-ordination. This law provides for such things as financial compensation to companies who provide practical training for students, psychological, social and educational support for individuals seeking employment and in particular individuals from disadvantaged backgrounds and provisions supporting an individual approach.

After long negotiations, the Law designed to support and develop continuing vocational training was finally voted on 22 June 1999. The greatest changes can be seen in the field of continuing vocational training. The framework law came into effect on 1 January 2000. It outlines the application of continuing vocational training and is based on four pillars:

- Collective access to continuing vocational training in the context of the firm;
- The right to establish continuing vocational training units;
- Direct subsidies or tax deductions for training projects or plans of firms;
- Protection for investment in training by firms.

To outline the legislative perspective of the provisions specified in the context of the National Action Plan: the Law of 12 February 1999 on the implementation of the 1998 national action plan for employment was voted. It is a preventative approach to unemployment, which pinpoints the skill profiles of individuals seeking employment along with a number of individualised measures and notably specific training measures. The measures promoting employment for young people primarily involve practical training courses leading to employment designed to provide young people seeking employment initial experience with practical vocational work in a firm. Secondly, it calls for temporary auxiliary contracts (*Contrats d'auxiliaires temporaires* – CAT) comprising alternating periods of practical and theoretical training in the public and private sectors. In the public sector, CATs make it possible to create temporary employment for

young people seeking employment in activities of general interest. Additional measures have also been designed to ensure equal opportunity.

7.2 Administration

The law on technical secondary education of 4 September 1990, which also deals with continuing vocational training, creates the Vocational training service (*Service de la formation professionnelle* – SFP) in the Ministry of National Education. The Law establishes that the Ministry will provide continuing vocational training in institutions of the National Centre for Continuing Vocational Training (*Centre national de formation professionnelle continue* – CNFPC).

The CNFPC organises activities in its centres in Esch-sur-Alzette and Ettelbruck at several levels and targets an audience consisting of adults seeking social training (*formation sociale*) in a continuing vocational training or in a retraining programme, and young people receiving employment training or retraining. Some of the CNFPC's activities also target employees in firms.

The Adult Education Service (*Service de la formation des adultes* – SFA) of the Ministry of National Education, Vocational Training and Sports (MENFPS) has provided courses for adults since 1965 and was officially created by the Law of 19 July 1991.

The objective of the Language Centre, which is directly subordinate to the Adult education service, is to provide language courses to allow everyone to acquire the ability to understand and express themselves, which is indispensable for integration into the social, economic and cultural life of Luxembourg. This objective is particularly important given the multilingual character of economic life and the presence of a very significant proportion of foreign employees.

The Law of 1 December 1992 creates the National Institute for the Development of Continuing Vocational Training (INFPC) to develop initial vocational training, retraining, adaptation and further training programmes and provide projects furthering technological progress and pedagogical innovation. After encountering initial difficulties, however, there appears at present to be some discussion of what this institute's future goals should be.

In the ministerial regulation of 16 September 1996, the Ministry of National Education and Vocational Training instituted a tripartite consultative committee on vocational training. The committee has been called to issue its

opinion before the necessary measures are taken in the context of initial and continuing vocational training to improve the connection between the objectives of vocational training and needs of the various sectors of the Luxembourg economy. It co-ordinates the actions of the ministerial departments involved, notably by anticipating needs involving vocational training. Its work is based on an examination of the overall economic and social situation and an analysis of the employment and unemployment situation by the tripartite co-ordination committee instituted by the Law of 24 December 1977 authorising the government to take measures designed to stimulate economic growth and maintain full employment.

7.3 Funding

Adult education (in the strict sense of the term), the Language Centre and the measures undertaken by the FPC in accordance with the Law of 4 September 1990 come under the authority of the Ministry of National Education and Vocational Training and receive financial support from it.

Given its statutes, the INFPC is responsible to its board of directors and is ultimately seeking financial autonomy.

FPC measures carried out by firms and/or professional chambers or sectoral training institutes are subject to decisions by the firm and/or professional chambers and depend on the firms' or the interested individuals' financial resources. The professional chambers receive State subsidies to cover part of their costs.

The Law of 22 June 1999 on continuing vocational training will certainly have serious repercussions on the financing of continuing vocational training and, as a result, will also affect its development.

7.4 Human resources

There is no specific legislation regarding required qualifications for vocational training teachers/trainers.

Staff of training institutes depending on the *Ministère de l'Éducation Nationale, de la Formation Professionnelle et des Sports* are all civil servants who are involved in training activities.

7.5 Organisation

The following are some of the principal branches of adult education and continuing vocational training:

Adult education provided in accordance with the Law of 19 July 1991

Adult education is provided in accordance with the Law of 19 July 1991, which created the adult education service and granted legal status to the Language Centre. It is based on the following organisational approach: the adult education service is responsible for administering such things as the provision of premises and the dissemination of information about courses in conjunction with school directors.

The education and courses provided by adult education in the various schools are grouped together to form three networks in the following areas: the North and East, the Centre and the South.

Degrees and certificates awarded at the end of courses in the adult education system confer the same rights as the corresponding degrees awarded in daytime education.

Language learning

The objective of the Luxembourg language centre is to provide language courses to allow everyone to acquire the ability to understand and express themselves, which is indispensable for integration into the social, economic and cultural life of the country. Languages are taught intensively at the Luxembourg Language Centre (10 lessons per week) during the day or in an accelerated fashion during the evening. In addition, numerous schools and technical lycées throughout the country provide language courses for adults. These courses take place during the evening at the rate of two or four hours per week.

Continuing vocational training in accordance with the Law of 4 September 1990

The organisation of the continuing vocational training provided in accordance with the Law of 4 September 1990 is more complex. It is subject to a co-ordination committee and the training centres.

A co-ordination committee proposes organisational methods for continuing vocational training to the Minister. In addition to the director of vocational training and representatives of the Minister for National Education and Vocational Training, this committee includes representatives of the

Minister for Labour, Minister for Small Businesses, Minister for Agriculture and Viticulture, Minister for Health, Minister for the Interior and of the relevant professional chambers and heads of the technical lycées to the extent that they are involved.

The law calls for the continuing vocational training provided by the Minister for National Education and Vocational Training to be provided in continuing vocational training centres. The Minister may decide that certain continuing vocational training courses can operate equally well in technical lycées under the supervision and authority of the respective school head.

- Vocational training for individuals seeking employment and the unemployed

The general objective of the training provided by the vocational training service with the financial support of the employment fund and European Social Fund is to develop the vocational, personal and social skills of individuals seeking employment and the unemployed in order to increase their chances of finding employment in the labour market.

The approach adopted depends on the target group. The CFBC provides:

- Versatile training courses for the unemployed and individuals seeking long-term employment who are not highly qualified (young people and adults);
- Training courses leading to a partial or full qualification in a specific area of activity for young people with a higher level of qualification and/or vocational experience who are unemployed or seeking employment;
- Tailored courses in a specific area of activity for individuals seeking employment and the unemployed who hold a qualification or have had vocational experience (such as women who have been working at home and wish to return to the employment market and retrained workers). These measures are defined in close co-operation with the Employment Administration and social partners.

Vocational training determined by companies

Companies provide further vocational training for their employees on the basis of business decisions in accordance with provisions included in collective agreements either on their own or in conjunction with sectoral training centres or professional chambers. They will be the first to benefit from the Law of 22 June 1999 for the support and development of continuing vocational training.

The professional chambers and sectoral training centres (such as the Bank Training Institute

(*Institut de Formation Bancaire*), Luxembourg) are very active at the level of further vocational training. They provide training cycles, seminars and conferences for this purpose throughout the year.

7.6 Guidance

There is no specific legislative framework regarding guidance services at this level. However, people involved in adult vocational training can benefit from advices of the *Institut National pour le Développement de la Formation Professionnelle Continue* (INFPC) of the *Centre d'Orientation et de Psychologie Scolaire* (CPOS), or of the *Administration de l'Emploi*.

7.7 Assessment and qualifications

Assessment methods used in adult vocational training are mainly summative methods. But they can be defined by the providers on their own.

7.8 Statistics

No official statistic available.