



LE GOUVERNEMENT
DU GRAND-DUCHÉ DE LUXEMBOURG
Ministère de l'Éducation nationale,
de l'Enfance et de la Jeunesse



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THE LUXEMBOURG EDUCATION SYSTEM



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C H A P T E R A

INTRODUCTION

INTRODUCTION

A. Introduction

As a result of strong political determination, Luxembourg's education system has considerably evolved in recent years. These developments go hand in hand with the changes in the country's society and an international environment in which digitalisation has become extremely important.

The Grand Duchy has many specific features that explain some of the choices that have been made in the country's education policy - its multilingualism being one of them. The Grand Duchy is nevertheless experiencing the same major upheavals as every other developed country (accelerated technological change, galloping digitalisation, globalisation, pressure of global economic competition, etc.) and must come up with solutions of its own.

Because of its small population (about 614,000 inhabitants in 2019, in an area of 2,586 sq.km.), it is easy to forget that the Grand Duchy is a sovereign State in its own right. It is a founding Member State of the European Union, which it presides on a rotating basis. It is also a founding member of the United Nations: in 2013-2014 it occupied one of the ten non-permanent seats on the Security Council.

The population may be small in number, but it is extremely diverse: nearly 47,5% of residents are foreigners in 2019, representing more than 170 different nationalities; 85% are from a European Union member State. French, Belgian and German cross-border workers also play a key role in the Grand Duchy's economy: over 200,000 people enter the Grand Duchy each day to work. Immigration and cross-border mobility are reflected in the working population, 71% of whom are foreigners (45% cross-border workers and 26% foreign residents). Diversity goes beyond passports: it is reflected in the languages spoken, people's socio-economic origin, their migration experience, family and social histories, and their talents.

Although any national education policy must adopt an ambitious vision for the future, this must be based on the realities of the country's situation, taking into account its strengths but also its challenges.

The Grand Duchy has made the choice of basing its education policy on a number of guidelines that have been drawn up on the basis of both the real-life situation and the social and democratic values that form the foundation for the Grand Duchy's social pact:

- giving each child the best possible opportunity for success: the education system makes every effort to reduce academic **inequalities** in relevance to social origin, migration, or language spoken;
- placing the child at the centre of all concern: connecting formal and non-formal education promotes a **holistic** approach to the child; as a result, the education system is understood as including all the areas involved in developing the abilities of children and young people and encouraging them to thrive;
- offering **different** schools for different pupils: the school offer is becoming increasingly diversified in order to adapt to the diversity of pupils' backgrounds and talents;
- continuing to develop **digital** skills: preparing young people for a successful working life requires an innovative and modern education system.

This brochure describes the implementation of these guidelines and provides an overview of the organisation and functioning of the education system. It is intended for use by anyone, whether in the Grand Duchy or elsewhere, wanting to find out about the subject. More detailed information is available on the Ministry's website at www.men.lu.



C H A P T E R **B**

MAJOR THEMES

1. A global approach to the child

The Grand Duchy has adopted a global approach to the child. As a result, the Ministry of Education, Children and Youth (*ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse*) covers every field directed at developing the abilities of children and young people as well as the various support measures they are entitled to receive. Formal and non-formal education both fall within the remit of the same authority, which ensures a seamless transition from one to the other.

Schools, childcare structures, music teaching and extracurricular activities are all parts of a single educational landscape which is being expanded and developed so that each child can be offered the best opportunities for success.

Cooperation and networking among the players in formal and non-formal education are supported by various means. Since 2013, the *plan d'encadrement périscolaire* (extracurricular care plan) has made it compulsory for municipalities (responsible for organising elementary education), elementary schools and education and childcare services (day care centres - *maisons relais*, *foyers de jour*, *foyers scolaires*) that are responsible for children outside school hours, to collaborate.

Similarly, the ministry encourages municipalities to build infrastructures that can be used by both schools and childcare structures. All-day elementary schools are pioneers in that they offer extended hours (7 a.m. to 7 p.m., for example) during which learning periods requiring concentration alternate with periods of rest and recreational activities.

The ministry also encourages each municipality to develop networking among the elementary schools, day-care centres, musical education facilities and sport clubs offering activities in the said municipality, including the organisation of free transport linking all the various venues. This provides easier access to the offer of cultural and sports activities regardless of parents' availability and financial resources.

The socio-educational services of secondary schools offer a varied range of extracurricular activities after classroom hours and encourage pupils to participate actively. Secondary schools are now increasingly also becoming places for living rather than only places for formal learning.

Thus, Luxembourg's education system aims to enable parents, educators, teachers, youth activity workers, etc. to work together in synergy, trusting each other, for the benefit of each individual child and young person.

Close partnership with the parents

Whatever the child's age, its parents or legal guardian have a key role to play in its successful development and learning. That is why educators, teachers and supervisory staff cooperate respectfully with the parents, at every level. The National Reference Framework on the non-formal education of children and young people (Cadre de référence nationale sur l'éducation non formelle des enfants et des jeunes) suggests different ways in which education and childcare services can involve parents. In elementary schools, parents' representatives are elected every three years and each secondary school has a committee of parents, whose members are also elected. The National Parent Representation formalizes the partnership between the world of education and parents, serving as a mouthpiece for parents and advisory body with the Minister.

The childcare cheque scheme (chèque-service accueil - CSA)

In 2009, a scheme was set up to provide financial support for families and ensure fairer access to education and childcare structures for children under 13. Initially, the CSA, financed by the State and the municipalities, paid for three hours of childcare for all parents, in the area of their choosing (supervision, sport, music) and subsidized extra hours at means-tested rates. The scheme was reinforced in 2017, with an increase in the number of hours of free childcare to the present 20 hours for children 1 to 4 years old, providing them with the plurilingual education programme.

Initially, the scheme was a purely financial measure, but it has since become a steering tool in education policy, accelerating the development of quality in the field of non-formal education

¹Parental assistants cannot offer the plurilingual education programme since they are alone with the children. See page 25.

2. Reducing social inequalities

Socio-economic, cultural and linguistic diversity is a positive factor in the Grand Duchy, but it has also proved to be a source of inequality. A number of strategies are being deployed to remedy the situation.

2.1. Diversification of the language offer

It is by taking into consideration the variety of pupils' linguistic profiles that the public school system is able to give each child the opportunity to make use of its potential, regardless of its family's income. (See page 16)

2.2. Reinforcement of non-formal education and early childhood education

International studies point to the role that pre-schooling and early schooling can play in reducing social inequalities.

In the Grand Duchy, since the late 1990s, the education of young children and childcare facilities have been totally transformed. Firstly, children now enter the school system at a younger age, with the introduction in 1998 of early childhood education (éducation précoce), i.e. free, optional schooling for children aged 3 to 4. Secondly, as a result of a policy of public subsidies adopted in 2009 (the childcare cheque scheme), the number of available places in education and childcare structures has more than doubled in the space of eight years; the attendance rate for these structures increased from 33 to 55.5% of the total population of children under 12 years of age between 2009 and 2017. No other country has seen a comparable expansion, and it has been accompanied by the determination to add an educational aspect to the traditional mission of childcare. That is why a quality assurance system is in place for those education and childcare structures that wish to be recognised by the Ministry of Education, Children and Youth as service providers under the CSA scheme (in 2019 almost all these structures are recognised as such). The system includes:

The National Reference Framework on the non-formal education of children and young people (*Cadre de référence nationale sur l'éducation non formelle des enfants et des jeunes*), which describes the general objectives and educational principles that non-formal education structures must implement in favour of the children they care for as part of their educational mission;

The plurilingual education programme: in education and childcare structures providing services under the CSA scheme¹ children between 1 and 4 years old are exposed to Luxembourgish and French in a playful manner suited to their age. This early, daily contact stimulates the young children, who are curious by nature,

without constraining their potential. All children are also encouraged to express themselves in their home language, which is essential for the development of their identity and the acquisition of language. The programme is accompanied by a scientific council made up of twelve national and international experts.

The quality system. It comprises:

- for each collective education and childcare service: a general action concept, a logbook, compulsory continuing training for staff (32 hours over a two-year period for a full-time member of staff),
- for each parental assistant (see page 25): an establishment project, an activity report, compulsory continuing training (20 hours per year).

Supervision of quality: the regional agents of the Ministry's National Youth Service (Service national de la jeunesse – SNJ) monitor educational quality by carrying out regular inspections.

While the development of non-formal education is in keeping with the international trend, the plurilingual education programme is specific to the Grand Duchy.

2.3. Extension of free education

In line with the free plurilingual education programme for 1-to-4-year-olds, the ministry has adopted a number of measures in favour of pupils in public secondary education.

The MyBooks.lu app enables pupils in public and private secondary schools applying the official syllabuses to obtain their textbooks free of charge. This scheme began at the start of the 2018-2019 school year for secondary schools; textbooks at elementary school have been free of charge for a long time already.

Public transport is completely free of charge for young people up to the age of 20 or 25 for those still attending a secondary educational institution. Public transport will be free of charge for everyone from March 2020.



3. Multilingualism - an opportunity and a challenge

The Grand Duchy is a trilingual country. The national language is Luxembourgish while the language of legislation is French. French, German and Luxembourgish are the three languages used for administrative and legal purposes. They are also the languages used in the traditional education system, alongside English.

The languages spoken by foreign residents, particularly Portuguese and English, are becoming increasingly important.

In 2018, the language most widely spoken at home by more than 62% of pupils enrolled in public education was not Luxembourgish². Many pupils are not capable of achieving the level required in the three and subsequently four languages (English at secondary school) taught. The government considers it a priority to maintain the multilingualism of the Grand Duchy's schools while ensuring that this does not turn into a set-back for some children. This involves a more flexible and more diversified linguistic offer. It prevents families sending their children to another country, an option that is often impossible for low-income families.

Traditional education

Elementary education

Language learning at elementary school follows on from the plurilingual education programme introduced in crèches that has been familiarising children between the ages of 1 and 4 with Luxembourgish and French in an intuitive fashion since 2017. (see page 14)

In early childhood education (3-year-olds) and pre-school education (4 and 5-year-olds), which are also called Cycle 1, children develop their language skills naturally through play and everyday activities. That is why, in Cycle 1, language learning focuses on:

- developing oral skills in Luxembourgish, which is the main language for communication,
- introducing the children to spoken French,
- affirming the language spoken at home.

During Cycles 2 to 4 (children 6 to 11 years old), children learn to read and write in German, which becomes the language used for teaching purposes (vehicle language) for all subjects other than French. Exposure to Luxembourgish since crèche prepares them for learning German, since the two languages are very similar.

Following on from the relaxed, playful introduction to the language during Cycle 1, familiarisation with French continues in Cycle 2, only orally and in a natural, fun way. Thus, the children are better prepared and more motivated when they start learning written French during Cycle 3 (children 8 to 9 years old).

² More than 43% of pupils in public education do not have Luxembourgish nationality.

This approach not only facilitates a natural and gradual acquisition of language skills, but also boosts self-confidence and encourages an open-mindedness and tolerance.

Secondary education

The importance of languages varies according to the type of education.

In classical secondary education, German dominates as the teaching or 'vehicle' language during the first three years at secondary school. During the following four years all subjects are taught in French, except for German and English.

During the first three years of general secondary education, the vehicle language is German, except for mathematics, which is taught in French. Thereafter the vehicle language usually remains German, except for certain subjects which are taught in French.

Since the start of the 2018-2019 school year, basic and advanced language classes (French and German) have been introduced to enable pupils to work at a level that corresponds to their abilities and skills. This new system improves the chances of pupils struggling in one of the languages of obtaining the diploma certifying the successful completion of their general secondary education (*diplôme de fin d'études secondaires générales*).

There is also a whole range of classes or schemes using an approach to languages in line with pupils' specific situations (classes taught in French, classes with additional French or German lessons, mathematics taught in German rather than in French, etc.).

European education

Four public institutions offer European secondary education; three of them also offer primary education. They follow the official syllabuses for European Schools, with English-, French- and German-speaking sections. One of the institutions offers Portuguese as first language (taught at mother tongue level), which enables many pupils from an immigration background to use their mother tongue at school. Classes lead up to the European Baccalaureate, a qualification that is recognised throughout the European Union.

There are also two European Schools, which share between them the languages of the European Union.



Luxembourgish for all

Learning Luxembourgish is an integral part of the European and international public curricula.

International education

Three public secondary schools and two private institutions prepare pupils for the International Baccalaureate (IB) in either French or English, in accordance with the provisions of the International Baccalaureate Organisation, which is recognised in most countries.

UK-style education

One public school and one private school prepare pupils for the following diplomas and qualifications:

- International General Certificate of Secondary Education (IGCSEs) at about age 16;
- Advanced Subsidiary level (AS-levels);
- Advanced level (A-levels) at about age 18.

German-Luxembourgish education

One secondary school in Perl has a bi-national cross-frontier offer. Its educational offer combines elements of the German and Luxembourgish school systems, and leads to a qualification under the German system as well as to the Luxembourgish secondary school leaving diploma. German is the main vehicle language. It is recommended that pupils join the school at the end of Cycle 3 of elementary school, but it is also possible to join at the end of Cycle 4.

4. Different schools suited to different pupils

One single school model is no longer sufficient if all pupils are to be able to develop their personal abilities and talents to the full. Diversification involves much more than just the linguistic offer as described above. Thanks to their autonomy, and the support of the Ministry, the secondary schools are in fact able to devise innovative courses that are in line with the times. Examples include:

- the 'Future Hub' label awarded to those secondary schools that are opening up to technology and innovative learning of science subjects, particularly in the field of computer science,
- the 'Entrepreneurial Schools', i.e. secondary schools that promote links with the economic and social world around them and encourage pupils to develop transversal skills that prepare them for taking up entrepreneurial challenges,
- new subject areas (*sections*) and courses are being added continuously: subject area Information Technology (*section I*) in classical secondary education (and no longer only in general secondary education), Environmental Sciences, Hospitality Management, Architecture, Design and Sustainable Development in general secondary education, etc.

5. The digitalisation of education

The Grand Duchy has chosen to position itself as an innovative and pioneering nation in the digital economy, as witnessed by initiatives such as 'Digital Lëtzebuerg' and the strategic study of the *Third Industrial Revolution* compiled in collaboration with Jeremy Rifkin. In the field of education, *Digital(4)Education*, initiated in 2015, is changing the face of the Grand Duchy's schools.

Digital learning aids have become indispensable in any school that aims to be modern, effective and attractive. Acquiring digital skills is also becoming increasingly important in an education system that aims to prepare young people for the jobs of today and tomorrow.

Tools such as the *mathemaTIC* digital learning environment are profoundly transforming education, which is becoming more flexible, playful, interactive and differentiated. The physical presence of the teacher is still essential, but his/her role is evolving into that of tutor, companion, and facilitator.

The *One2One* programme is gradually providing every secondary school pupil with a digital tablet or laptop computer.

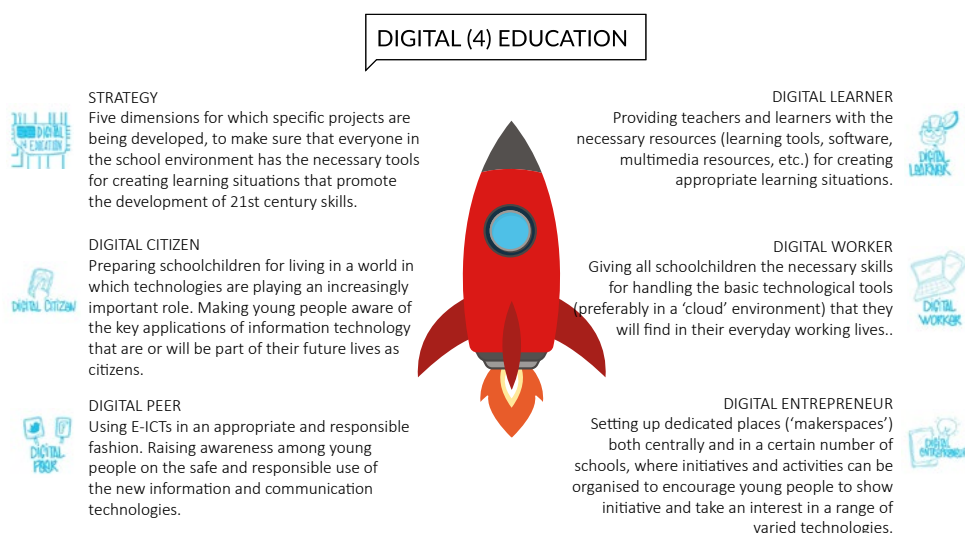
Every class has its own electronic class book; pupils and their parents can log on to this at any time using a smartphone, tablet or computer to view homework, absences, subjects covered, or comments on behaviour.

The *Future Hub* label of excellence encourages secondary schools to specialise in ICT training courses and incorporate the technologies holistically in the learning methods used, while at the same time promoting the creativity and entrepreneurial spirit of the pupils.

A number of *makerspaces* have sprung up throughout the country since 2015, mainly at secondary schools: these areas of freedom and creativity enable young people to experiment with digital tools and develop their own ideas both during and outside classroom hours.

In the *Luxembourg Tech School* programme, the future digital leaders who are currently aged between 15 and 19 learn how to carry out their own projects in a team as they acquire the foundations for Game Development, Big Data and FinTech. The programme takes place in secondary school after classes.

These actions fall within the scope of reasonable, argued use of supports and content. The ministry ensures that both pupils and parents are made aware of the responsible, knowledgeable use of ICTs by means of initiatives such as Bee Secure.



6. Development of quality assurance systems - a transversal priority

The concern for quality education is reflected in the setting up of additional structures and processes, acting at different levels of the education system. .

Non-formal sector

(See page 14) Reinforcement of non-formal education and early childhood education.

Initial and continuing training for teachers

Various international studies confirm it: the teacher has a key role to play in the pupil's development and learning; the same is true of the educational and psycho-social staff involved in non-formal activities. It is therefore important to assist education professionals by paying particular attention to the initial phase of their careers and to lifelong learning.

Future teachers and educators employed by the Ministry of Education go through a professional insertion training period that usually lasts two years; it is organised and assessed by the National Education Training Institute (*Institut de formation de l'Éducation nationale - IFEN*). The traineeship is in three parts: general training (legislation, educational theory, etc.), special training (choice of modules) and professional practice training (accompanied by an educational adviser, observation visits, etc.).

At the end of the traineeship, teachers benefit from a one-year period of in-depth exploration. They are then required to attend a minimum of 48 hours of continuing training over a three-year-period. Supervisory staff at childcare structures and youth services are required to attend 32 hours of continuing training over a two-year-period.

School development in elementary and secondary schools

Each elementary and secondary school draws up a school development plan (*plan de développement de l'établissement scolaire - PDS*) in collaboration with all the partners, including the pupils' parents. The PDS is drawn up for a three-year period; it includes an inventory, identifies the school's strong and weak points, and sets out the desired outcomes in the fields laid down in the corresponding legislation (pedagogical support, special needs, ICT, cooperation with parents, etc.). Its aim is to address both the local particularities of the school and the pupils' needs.

Fifteen teachers specialising in school development accompany the elementary schools in this process. In secondary education, the ministry's school development division (*Division du développement scolaire*) accompanies the school development unit (*cellule de développement scolaire*) which, in each secondary school, is responsible for drawing up and implementing the PDS.

National Observatory of School Quality (*Observatoire national de la qualité scolaire*)

This is an independent structure which was created in 2018; it comprises eight observers. Its role is to assess the quality of the education dispensed. The Observatory draws up an annual report and at least one themed report on a priority area as well as a three-yearly national report on the school system, with observations and recommendations. The reports, which are public, are communicated to the government and the Chamber of Deputies.

School Mediation Service (Service de médiation scolaire)

This service has been operational since September 2018; it deals with disagreements over:

- keeping at school pupils who are at risk of dropping out;
- the inclusion of pupils with special needs;
- the integration of pupils with an immigration background.

The school mediator makes recommendations to the parties concerned with a view to allowing an amicable settlement of the disagreement. He/she sends the Minister recommendations aimed at improving the functioning of the services and schools in which he/she has been active. He/she draws up a public annual report, which is communicated to the Chamber of Deputies and to the government.

Institutionalised collaboration and dialogue

A number of bodies promote dialogue among the various players in the education system.

The National Parent Representation (*Représentation nationale des parents*) was created in 2018; twelve representatives are elected for a (renewable) three-year term of office to serve as a spokesperson for parents and as an advisor to the Minister of Education.

The Higher National Education Council (*Conseil supérieur de l'Éducation nationale - CSEN*) has 36 members who represent parents, pupils and students, teaching staff, school-related authorities (school principals, municipalities, etc.), and the economic, social, associative and cultural world. It takes positions on any matter related to school education, and more particularly on the major guidelines for the education system.

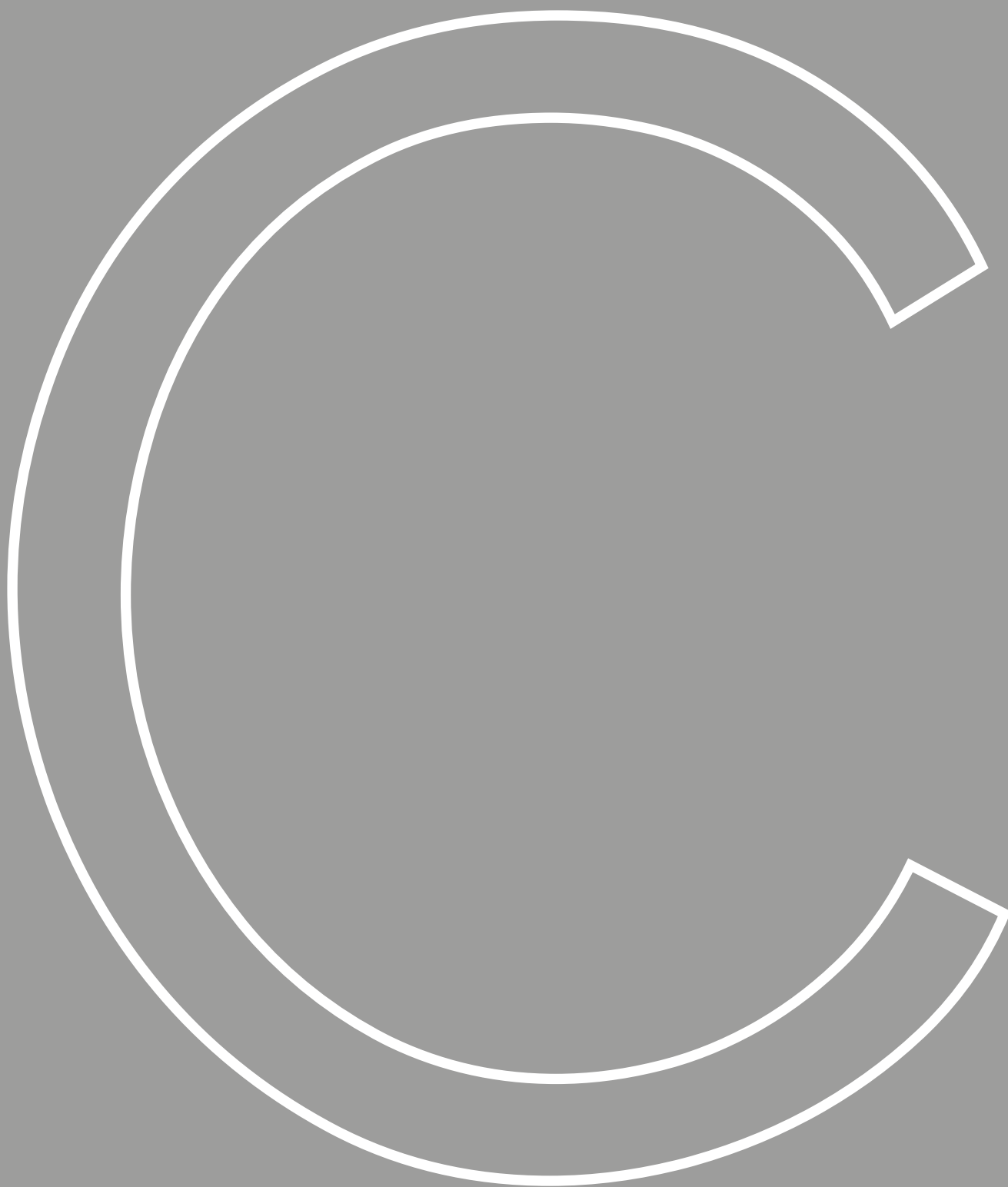
The National School Commission (*Commission scolaire nationale*) brings together parent representatives, school authorities, and the staff of elementary schools. It submits proposals to the Minister on reforms, areas for research, continuous training offers and improvements it deems necessary.

The National Curricula Committee (*Conseil national des programmes*), created in 2018, has eight members, selected for their experience and competence in various areas (education, culture, the economy, ecology, digital matters, etc.). It ensures that teaching remains consistent from elementary school through to the end of schooling, and advises the Minister on matters involving curricula and syllabuses and the way they are created.

Academic research

The ministry maintains a close relationship with the University of Luxembourg. Areas of collaboration include the assessment of pupil performances (*Luxembourg Centre for Educational Testing - LUCET*), youth-related studies (national report on the situation of young people in the Grand Duchy, the HBSC survey on Health Behaviour in School-aged Children, etc.), plurilingualism, the child assistance sector, the education system generally, training for the various players in the education system, etc.

International cooperation activities provide opportunities for pooling knowledge and good practices, particularly in the field of plurilingualism.



C H A P T E R C

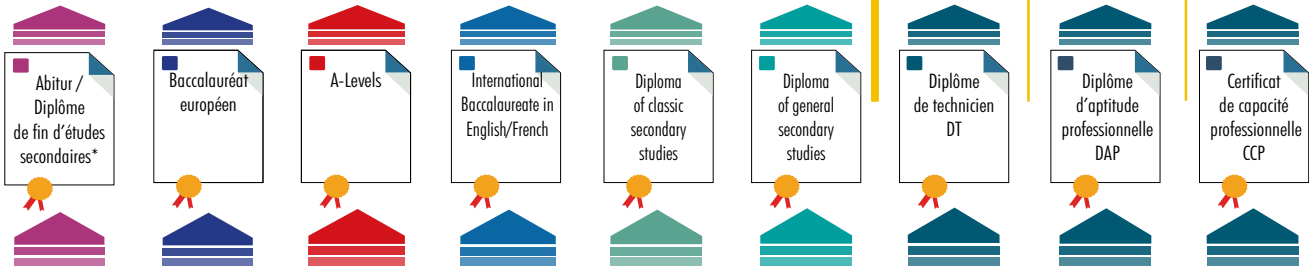
ORGANISATION OF LUXEMBOURG'S EDUCATION SYSTEM

Higher and university studies

Employment

Master craftsman's diploma
(brevet de maîtrise)

Higher technical
studies
(via preparatory modules)



12th Year	S7	1 A	1 BI	1 C	1 G**	1 T		
11th Year	S6	2 AS	2 BI	2 C	2 G	2 T	3rd year DAP	3rd year CCP
	S5	3 IGCSE	3 I	3 C	3 G	3 T	2nd year DAP	2nd year CCP
				GUIDANCE				
10th Year	S4	4 IGCSE	4 I	4 C	4 G	4 T	1st year DAP	1st year CCP

VOCATIONAL TRAINING

					GUIDANCE		
9th Year	S3	5 I	5 I	5 C	5 G	5 AD	5 P
8th Year	S2	6 I	6 I	6 C	6 G		6 P
7th Year	S1	7 I	7 I	7 C	7 G		7 P

GUIDANCE ROUTE

PREPARATORY ROUTE

INTERNATIONAL
EDUCATION

CLASSIC
SECONDARY
EDUCATION

GENERAL SECONDARY EDUCATION



GERMAN-
LUXEMBOURGISH
EDUCATION

EUROPEAN
EDUCATION

UK-STYLE
EDUCATION

PRIMARY EDUCATION



* Diploma of classic secondary studies and Diploma of general secondary studies
* also a "IG+1" class leading to professions in the health and social sectors

1. Children up to 4 years old

1.1 Education and childcare structures

Several types of structures look after children from a very early age up to 12 years of age. Collective education and childcare structures may, as appropriate, be called *crèches* (nursery), mini-*crèches* or *foyers du jour* (daycare centres), *maisons relais* (childcare centres), *foyers scolaires* (school childcare centres).

There are collective education and childcare structures operating under a convention with the government, and commercially orientated private collective education and childcare structures.

There is also another type of childcare: parental assistance (*assistants parentaux*). A parental assistant welcomes children into their home, during the daytime or overnight. No more than five children can be cared for at any one time, in addition to the assistant's own children. Parental assistants are self-employed.

1.2 The childcare cheque scheme

The childcare cheque system (*Chèque-Service Accueil* - CSA) involves financial support from the government for out-of-school care, for children under 13 or still in elementary education whose parents live in the Grand Duchy or where at least one of the parents who is a non-resident works in the Grand Duchy and is a European Union citizen. (See page 14)

1.3. Free plurilingual education

Since 2017, children between the ages of 1 and 4 who are looked after in a collective structure under the CSA scheme are entitled to 20 hours of supervision free of charge; a programme allowing them to be exposed to French and Luxembourgish. Emphasis is also placed on the child's mother tongue See page 14.

1.4. Optional schooling from the age of 3

Elementary education is organised in four learning cycles. (See page 26)

Cycle 1 corresponds to pre-school education. The first year (for children aged between 3 and 4), also called early childhood education (*éducation précoce*), is optional. Attendance is encouraged, since this schooling is a factor in reducing social inequalities. It also makes it possible to continue the playful introduction to French and Luxembourgish included in the plurilingual education programme.



2. 2.Children from 4 to 11 years old

2.1. Schooling

School attendance is compulsory for all children aged between 4 (before 1 September of the current year) and 16.

There are some 160 public elementary schools in the Grand Duchy, spread throughout all the 105 municipalities in the country, and about a dozen private schools. There is no charge for pupils attending public schools, and textbooks are provided free of charge.

2.1.1. Public national elementary school

Les Parents registered before 1 March in the municipality where they live automatically receive documents for enrolling their child at their local elementary school as soon as their child reaches the age for compulsory schooling.

The school year begins on 15 September and ends on 15 July.

As a rule, children attend school for three full days (Monday, Wednesday and Friday) from 8 a.m. to 4 p.m. with a two-hour break at midday, and two half-days (mornings) on Tuesday and Thursday.

The average number of pupils per class is 15.5³; it may not exceed 24 (20 in early childhood education).

2.1.1.1. Organisation in cycles

Elementary education is organised in four learning cycles.

- ▶ Cycle 1 corresponds to pre-school education; it is for children aged 4 and 5 (or, optionally, from the age of 3 years: see page 25). Cycles 2 to 4 correspondent to elementary (primary) education.
- ▶ Cycle 2 is for children aged between 6 and 7.
- ▶ Cycle 3 is for children aged between 8 and 9.
- ▶ Cycle 4 is for children aged between 10 and 11.

2.1.1.2. Learning

Learning is based on skills, i.e., on the capacity of the child to use acquired knowledge in order to achieve a result.

The detailed study plan for each of the development and learning fields⁴ in elementary education covers:

- the basic skills the child must master before progressing to the next cycle;
- the syllabuses;
- the weekly schedules.

³ In 2017-2018.

⁴ Logical and mathematical reasoning; language, Luxembourgish, language awareness and introduction to French; discovery of the world using all the senses; psychomotricity, physical expression and health; creative expression, awareness of aesthetics and culture; living together in a group, and values..

In principle, each cycle has a duration of two years. In exceptional cases, pupils may cover one cycle in one year or take three years to acquire the defined skills bases.

2.1.1.3. Assessment

Teachers assess pupils regularly. The methods used vary: tests, analysis of productions, portfolio, observations, personal work, etc.

At the end of each term, an intermediary review, explained and commented at an individual meeting with the teacher, informs the parents of the assessment and the progress being made by their child in relation to the desired outcomes (formative assessment).

At the end of each learning cycle, the teaching team prepares an end-of-cycle-review (*bilan de fin de cycle*). It certifies the skills acquired by the pupil in order to move on to the next cycle (evaluative assessment).

These two reviews are based on the skills bases (*socles de compétences*) the pupil is supposed to develop during the cycle.

2.1.1.4. The orientation procedure

Starting in the first year of Cycle 4, individual meetings between the pupil's teacher and its parents provide an opportunity for discussing their views on the direction the child should take on completing elementary school. A first prognosis is prepared in the third term by the pupil's class teacher.

Two individual meetings are specifically devoted to orientation. The first, at the start of the sixth term in Cycle 4, provides information on the results of the common tests (*épreuves communes*), the pupil's academic results (intermediary review), and the results of tests carried out by the school psychologist (these tests are not compulsory, they are proposed to the parents).

It is during the second individual meeting, at the end of Cycle 4, that the parents and the class teacher decide together on the pupil's future (orientation towards general secondary

education, classical secondary education, European education, etc.).

In the event of disagreement, an orientation commission meets in order to make a decision. The commission is chaired by the regional director of elementary education; the other members are one teacher in Cycle 4 of elementary education, one teacher in classical secondary education, one teacher in general secondary education, and one school psychologist. The parents of the pupil concerned and his/her teacher are invited to attend the meeting, but do not have a vote.

2.1.1.5. The players

The Grand Duchy is divided into fifteen directorates for elementary education, each headed by a director. He/she is the hierarchical head of all teachers and the contact person for parents should any particular difficulties arise. The directors of elementary education meet regularly as a panel (*collège des directeurs de l'enseignement fondamental*).

Each class of pupils is the responsibility of a single teacher (the class teacher - *titulaire de classe*). The teaching and educational staff responsible for the classes in a single cycle at a school form the teaching team of that cycle. The team meetings are managed by the cycle coordinator.

Each school has a school committee of which the members are elected among the school staff. The president, who is elected for 5 years, supervises the good functioning of the school and oversees the relations with the municipality and the parents of the pupils.

Every three years in each school parents elect at least two parents' representatives. The school committee and the parents' representatives meet at least three times a year to discuss the school's organisation and its development plan. (see page 20)

In addition to these players, there are the teachers specialising in schooling for pupils with special needs (*instituteurs pour élèves à besoins spécifiques / I-EBS*) as well as the support teams for pupils with special needs (*équipes de soutien des élèves à besoins spécifiques - ESEB*).



The municipality's school commission monitors the implementation of the school organisation and the school development plans, reviews the extracurricular supervision plan (plan d'encadrement périscolaire) (see page 13) and the schools' budget. The commission includes among others the mayor or the deputy mayor, representatives of the municipal council, representatives of the school staff and of the parents.

Parents are also represented on the National School Commission (*Commission scolaire nationale*) and by the National Parent Representation (*Représentation nationale des parents*). (see page 21)

At national level, the national commissions for elementary education (*commissions nationales de l'enseignement fondamental - CNEF*) update and develop the school syllabuses.

2.1.2. International public schools

2.1.2.1. European education in approved European schools

Three public schools offer a European curriculum from the primary classes upwards. They dispense multilingual, multicultural education. They are open to all pupils, and there is no charge for enrolment. Pupils may then continue into secondary education (see page 37) leading to the European Baccalaureate.

One school located east of the capital offers pre-school education (for children 4 to 6 years old) and primary education (for children 6 to 11 years old) in German- and English-speaking sections.

Two schools in the southern part of the Grand Duchy offer primary education in French- and English-speaking sections.

2.1.2.2. UK-style education

One secondary school offers classes taught in English following the Cambridge Primary curriculum while also introducing pupils to the national languages (Luxembourgish and either French or German).

2.1.3. Private schools

There are a number of private schools that apply either the same curriculum as the Grand Duchy's public schools or another curriculum, while being subsidised by the government.

In addition to these schools, there are pre-school and primary classes at the two European Schools in the Grand Duchy; they are primarily intended for the children of staff at the European Institutions, who are not required to pay fees.



2.1.4. Support for foreign pupils

Foreign children newly arrived in the Grand Duchy and/or pupils who are not mastering Luxembourgish or German when they start elementary school in the Grand Duchy may be entitled to a certain number of hours of language support classes (*cours d'accueil*), dispensed during class hours instead of other courses. The number of hours depends on the child's progress.

For Portuguese-speaking pupils⁵, various schemes are aimed at valuing their mother tongue and easing their integration in the class (classes taught in Portuguese incorporated in the school timetable, Portuguese-speaking assistants, parallel classes, and extra classes outside the school timetable).

Teachers are encouraged to organise language discovery activities directed at all the pupils in their class.

To facilitate communication, parents, teachers and the school authorities have the possibility of calling on the services of the Ministry's intercultural mediators, who speak several languages⁶. There is no charge for this service.

2.1.5. Support in elementary education for pupils with special needs

When a child is having difficulty keeping up with the normal pace of teaching, measures tailored to its learning difficulties are proposed; these range from adapting the teaching and support from the pupil's class teachers to continuing the child's education in a class at a specialised psycho-educational centre (*centre de compétences en psychopédagogie spécialisée*).

2.1.5.1. At local level

Teachers specialising in dealing with pupils with special needs (*instituteurs pour élèves à besoins spécifiques / I-EBS*) provide support for class teachers and educational teams in implementing adapted teaching.

2.1.5.2. At regional level

In each of the fifteen directorates for elementary education, a support team for pupils with special needs (*équipes de soutien des élèves à besoins spécifiques - ESEB*)⁷ advises teachers and is able to offer specialised external intervention. The ESEBs make an initial diagnosis in collaboration with the teachers concerned and monitor the support provided for pupils if the support provided by the school is not enough. It is then for the inclusion commission (*commission d'inclusion - CI*) to define the form the action is to take; the action is again carried out by the support team.

⁵ In 2017-2018, Portuguese pupils accounted for 21% of the total number of children attending public elementary schools and the private elementary schools that follow the Ministry of Education's official syllabuses.

⁶ Albanian, Arabic, Chinese, Cape Verdean Creole, Italian, Kurdish, Persian, Portuguese, Russian, Bosnian-Croatian-Montenegrin-Serbian (BCMS), Spanish, and Greek.

⁷ ESEBs' staff may include teachers, educationalists, psychologists, educational therapists, speech therapists, psychomotor therapists and psychotherapists, occupational therapists, social workers, nurses, paediatric nurses, and educators.

The mission of the inclusion commission, which can be found in every directorate for elementary education, is – when requested by either the parents or the teacher or a representative of the day-care centre, and with parental consent – to define what action should be applied to the pupils who need assistance. Any intervention in respect of the child is noted in a personalised action plan (*plan de prise en charge individualisé*) that is submitted to the child's parents for approval.

2.1.5.3. At national level

In cases where the efforts made at local and regional levels in favour of a pupil with special needs have not made it possible to achieve the desired results, there remains the possibility of making use of the competence centres for specialised psycho-educational follow-up (*centres de compétences en psychopédagogie spécialisée*), which intervene at national level, each in their own area of specialisation.

It is the National Inclusion Commission (*Commission nationale d'inclusion - CNI*) which proposes, on the basis of a dossier and a specialised diagnosis, that one or more of these centres should be responsible for a child or a young person. This cannot take place without the parents' agreement.

It may take the form of specialised external intervention, i.e. pupils are monitored by a competence centre while still attending ordinary classes. It may also take the form of specialised schooling in a class at the centre, either full-time or in addition to schooling in ordinary education.

With the parents' agreement, an inclusion commission, an approved body in the social, family or therapeutic field, or the pupil's doctor may refer the child's case to the CNI; parents may also contact the CNI directly.

The competence centres

- *Centre pour le développement des apprentissages Grande-Duchesse Maria Teresa* – CDA (learning development)
- *Centre pour le développement intellectuel* – CDI (intellectual development)
- *Centre pour le développement moteur* – CDM (motor development)
- *Centre pour le développement socio-émotionnel* – CDSE (socio-emotional development)
- *Centre pour le développement des compétences relatives à la vue* – CDV (development of vision-related skills)
- *Centre pour enfants et jeunes à haut potentiel* – CEJHP (children and young people with high potential)
- *Centre de logopédie* – CL (Language and speech therapy)
- *Centre pour enfants et jeunes présentant un trouble du spectre de l'autisme* – CTSA (children and young people with autism spectrum disorder)
- *Agence pour la transition vers une vie autonome* – ATVA (transition to independent living)



2.2. Non-formal education

Extracurricular supervision

Outside classroom hours and during school holidays, children may be looked after either by a parental assistant or by a collective education and childcare structure (*maison relais, day-care centre, mini-crèche, etc.*), generally located near the school, and sometimes even in the same building or group of buildings (*see page 13*). The CSA scheme (*see page 14*) reduces the cost borne by the parents. The offer of childcare remains variable, in terms of both opening hours and the services provided, apart from the compulsory services required by the National Reference Framework on the non-formal education of children and young people (*Cadre de référence nationale sur l'éducation non formelle des enfants et des jeunes*).

The teaching teams in schools are encouraged to cooperate with the socio-educational staff of education and childcare structures, through projects and shared activities.

Extracurricular activities

The Ministry of Education deploys a range of activities for children attending elementary school (nature trips, music camps, language and sport travel, etc.); the aim is to support the development of their social skills and contribute to their development and wellbeing.

3. Students from 12 years upwards

3.1. Schooling

Abitur / Diplôme de fin d'études secondaires	Baccalauréat européen	A-levels	International Baccalaureate in English/ French	Diploma of classic secondary studies	Diploma of general secondary studie	Diplôme de technicien DT	Diplôme d'aptitude professionnelle DAP	Certificat de capacité professionnelle CCP
▲	▲	▲	▲	▲	▲	▲	▲	▲
	S 7	1 A	1 BI	1 C	1 G	1 T		
12th Year	S 6	2 AS	2 BI	2 C	2 G	2 T	3rd year DAP	3rd year CCP
11th Year	S 2	3 IGCSE	3 I	3 C	3 G	3 T	2nd year DAP	2nd year CP
				GUIDANCE				
10th Year	S 4	4 IGCSE	4 I	4 C	4 G	4 T	1st year DAP	1st year CCP
						VOCATIONAL TRAINING		
					GUIDANCE			
9th Year	S 3	5 I	5 I	5 C	5 G	5 AD		5 P
8th Year	S 2	6 I	6 I	6 C	6 G			6 P
7th Year	S 1	7 I	7 I	7 C	7 G			7 P
GERMAN- LUXEMBOURGISH EDUCATION	EUROPEAN EDUCATION	UK-STYLE EDUCATION	INTERNATIONAL EDUCATION	CLASSIC SECONDARY EDUCATION	GUIDANCE ROUTE		PREPARATION ROUTE	
					GENERAL SECONDAIRE EDUCATION			

Secondary education is for young people from 12 years upwards. It is dispensed by more than 50 institutions: public institutions (mainly secondary schools), private institutions applying the ministry's official curricula, private institutions applying a different curriculum, and European schools.

The offer of both courses and qualifications is very varied, and is becoming increasingly diversified (see page 18). Pupils and their families identify the institution that best suits them by consulting various publications and the www.mengschoul.lu portal. Enrolment is made directly with the institution selected.

3.1.1. Public national secondary education

While applying the ministry's official curriculum, each secondary school may, as part of its autonomy, introduce an educational approach, classes or specific measures tailored to its pupils' needs and expectations.

The average number of pupils per class varies between 12 and 29, depending on the pupils' age and level.

3.1.1.1 Classical secondary education

Classical secondary education is general schooling spread over a period of seven years, with the objective to convey general knowledge and skills in human sciences, literature, mathematics and natural sciences. It prepares pupils for higher and university studies; on successful completion of their studies, they are awarded the corresponding secondary school leaving diploma.

German is the vehicle language for the first three years. During the following four years, all subjects (except German and English) are taught in French. (*see page 17*)

Starting in the second year of classical secondary education (6 C class), pupils may choose English or Latin (or Chinese in one school). From the third year (5 C class) onwards, all pupils are also taught English. At the end of the fourth year (4 C class), pupils may choose one of the eight existing subject areas (*sections*).

HIGHER CLASSES	1 CA	1 CB	1 CC	1 CD	1 CE	1 CF	1 CG	1 CI
	2 CA	2 CB	2 CC	2 CD	2 CE	2 CF	2 CG	2 CI
	3 CA	3 CB	3 CC	3 CD	3 CE	3 CF	3 CG	3 CI
	modern languages	mathematics and information technology	natural sciences and mathematics	economics and mathematics	visual arts	music	social and human sciences	information technology and communication
	A	B	C	D	E	F	G	I
	SUBJECT AREAS							
LOWER CLASSES	4 C							
	5 C							
	6 C							
	7 C							

At the end of each term (or semester), the transcript (bulletin de notes) indicates the marks obtained in the various subjects taught (marked out of 60), any remedial measures, absences, and comments on behaviour. At the end of the school year, it indicates the decision on promotion (whether the student is to move on to the next class up, or not) and, during the transition phases, it also includes the school's opinion regarding guidance (*avis d'orientation*) of the pupil. During the first three years of secondary school, there is a transcript supplement, indicating the level achieved in each field of competence (very good, good, average, poor, very poor).

Preparatory route (voie de préparation - VP)

This educational route of the general secondary education is for pupils who have not achieved the required skills bases by the end of elementary education. The teaching is based on modules, enabling them to progress at their own pace and get prepared for joining a more demanding adaptation class (5 AD class) or vocational training. Pupils can follow this route in either German or French.

3.1.1.2. General secondary education

General secondary education (ESG - *Enseignement secondaire général*) covers 7 years leading up to the corresponding secondary school leaving diploma (*diplôme de fin d'études secondaires générales*). This diploma grants the same rights as the classical secondary school leaving diploma: the holder can either start a professional career or enrol in higher education (university or non-university studies).

During the first three years (*guidance route – voie d'orientation*), the vehicle language is German, except for mathematics, which is taught in French. Thereafter, the vehicle language usually remains German, except for certain subjects which are taught in French. (see page 17)

At the end of the third year of general education (5 G or 5 AD class), pupils may continue their education either in vocational training or in one of the five streams (*divisions*) of general secondary education.

Each stream can be subdivided into several subject areas (*sections*).

1 GCG	1 GCC	1 GSH	1 GSI	1 GED	1 GSO	1 GSE	1 GIG	1 GIN	1 GA3D	1 GSN	1 GACV	1 GGH
2 GCG	2 GCC	2 GSH	2 GSI	2 GED	2 GSO	2 GSE	2 GIG	2 GIN	2 GA3D	2 GSN	2 GACV	2 GGH
SUBJECT AREAS												
Management	Communication and Organisation	Health Science	Nursing	Educator	Social Sciences	Environmental Sciences	Engineering	Information Technology	Architecture, Design and Sustainable Development	Natural Sciences	Arts and Visual Communication	Hospitality Management
3 GCM		3 GPS		3 GSO		3 GIG	3 GA3D	3 GSN			3 GACV	3 GGH
4 GCM		4 GPS		4 GSO		4 GIG	4 GA3D	4 GSN			4 GACV	4 GGH
Administration and Business		Health and Social Professions		Social Sciences		Engineering	Architecture, Design and Sustainable Development	Natural Sciences			Arts and Visual Communication	Hospitality Management
administration and commercial stream		health and social professions stream				general technical stream					arts stream	hotel management and tourism stream
				5 G	5 AD			5 P				
				6 G				6 P				
				7 G				7 P				
				GUIDANCE ROUTE				PREPARATORY ROUTE				

Assessment in general secondary education follows the same principles as classical secondary education.

3.1.1.3 Vocational training

Initial vocational training provides young people with a general theoretical and practical education that enables them to obtain a professional qualification that takes the form of a diploma or an official certificate. It begins after the third year of secondary education. Some 125 training courses are available, directed at obtaining one of three qualifications:

- ▶ *Certificat de capacité professionnelle* (CCP; Certificate of professional capacity), with a duration of three years;
- ▶ *Diplôme d'aptitude professionnelle* (DAP; degree of professional ability), also with a duration of three years;
- ▶ *Diplôme de technicien* (DT; technician's diploma), with a duration of four years.

Vocational training may be carried out:

- ▶ under the concurrent scheme (*régime concomitant*): the vocational teaching partly takes place in a company (under an apprenticeship contract), and partly at a secondary school;
- ▶ under a mixed scheme (*régime mixte*), the apprentice attends vocational classes full-time at a secondary school for one or more years and carries out the rest of the training under the concurrent scheme;
- ▶ under the full-time scheme (*régime à plein temps*), training takes place at a secondary school, with periods of work experience totalling at least twelve weeks (under an internship contract).

There are bridging classes for those pupils who do not yet meet the conditions for undertaking the vocational training of their choosing (professional guidance and initiation courses (*cours d'orientation et d'initiation professionnelle* – COIP), professional initiation classes (*classes d'initiation professionnelle* – CIP).

Most training courses are taught in German, although some are also taught in French and English (special language classes – *classes à régime linguistique spécifique*). The offer of courses taught in French and English keeps growing.

Teaching is carried out in modules (and not by subject). Each module is designed to develop a number of skills and focuses on real-life professional situations.

Assessment is made on a semi-annual basis with transcripts, an intermediate review during training, a final review, an intermediate integrated project – *projet intégré intermédiaire* (except for pupils undertaking CCP training and under the full-time scheme), and a final integrated project (*projet intégré final*). This integrated project places the pupil in a real or simulated professional situation; it may take place over a number of days.



3.1.1.4. The players in public secondary education

Within each secondary school

The director is responsible for the smooth running of his/her school. He/she is the hierarchical head of the school's staff, and is appointed by the Grand Duke on a proposal from the government.

Each class is under the authority of a head teacher (*régent de classe*), who is designated by the director among all the teachers from that class.

For each class, a class council (*conseil de classe*) brings together the school's director or his/her delegate and all the teachers of the class. They may be joined by a member of the SePAS (see below), with consultative status. The council meets at least at the end of each term (or semester) to decide on the pupils' results and whether they are to progress to the next class up or not.

The school conference (*conférence du lycée*) brings together the teachers and the members of the support services. It gives its opinion either when requested by the Minister or the school's director, or on its own initiative.

The Psychosocial and Scholastic Assistance Service (*Service psychosocial et d'accompagnement scolaires - SePAS*) carries out various tasks in favour of pupils' wellbeing (psychological guidance, assistance in making guidance choices, prevention activities, etc.). It includes psychologists, social workers, teachers, and qualified educators.

The socio-educational service (*Service socio-éducatif*), which either works in close collaboration with the SePAS or forms a part of it, organises extracurricular activities and supervised study outside classroom hours or when a teacher is absent. Its action is in keeping with the guidelines of the Reference Framework for psychosocial and extracurricular offer (*Cadre de référence commun pour l'accompagnement psychosocial et l'offre périscolaire dans les lycées*).

The disciplinary council (*conseil de discipline*) decides on the possible expulsion of any pupil who has committed a serious offence. The council comprises representatives of the school management, teachers, one member of the SePAS, and one parent representative.

In each secondary school, a school inclusion commission (*commission d'inclusion scolaire - CIS*) defines the action to be adopted in order to provide for young people with special needs.

The school development unit (*cellule de développement scolaire - CDS*) draws up and implements the school development plan (see page 20).

The orientation unit (*cellule d'orientation*) is responsible for implementing the school's educational and vocational guidance procedures, in accordance with the Reference Framework for Guidance (*Cadre de référence pour l'orientation scolaire et professionnelle*).

The school's pupils elect a pupils' committee (*comité des élèves*) whose mission is to represent its interests during meeting with the school's management, the school conference, and the pupils' parents' committee. The parents' committee is elected by the general meeting of parents and plays the same role for parents.

The education council (*conseil d'éducation*) has nine members: the school's director, four representatives of the school conference, two representatives of the pupils' committee and two representatives of the pupils' parents' committee. It adopts or reviews various projects and documents that are essential to the smooth running of the school (school charter, budget, etc). It draws up proposals on all organisational matters.

At national level

The directors and deputy directors of secondary schools meet regularly as a college (*collège des directeurs de l'enseignement secondaire*).

The national commissions for secondary education (*commissions nationales de l'enseignement secondaire - CNES*), whose members are teachers, update and develop the school syllabuses.

The national training commissions (*commissions nationales de formation*) carry out the same work in respect of vocational training; their members are teachers and representatives of the professional world. A vocational training committee

defines the broad outlines and ensures that the aims of the vocational training correspond to the needs of the Grand Duchy's economy.

The Psychosocial and Scholastic Assistance Centre (*Centre psychosocial et d'accompagnement scolaires - CePAS*) is the psychosocial resource centre for secondary schools; it supplements their offer of psychosocial assistance and serves as a school mediator. Any member of the school community may refer to the CePAS.

The parents of secondary school students take part in the process for electing members of the National Parent Representation (*Représentation nationale des parents*). (see page 13)

3.1.2 Public international secondary education

3.1.2.1 European education

Four Luxembourgish schools offer a European secondary school syllabus, leading to the European Baccalaureate. The schools are open to all pupils, and there is no enrolment fee.

One secondary school, in Junglinster, has English- and German-speaking sections.

One school in the northern part of the Grand Duchy and two in the south have English-, French- and German-speaking sections.

3.1.2.2 International education

Three public secondary schools offer the syllabus leading to the International Baccalaureate (IB): two offer the syllabus in English and one in French. This is a classic baccalaureate, offered by 2,500 secondary schools in 140 countries worldwide.

3.1.2.3 UK-style education

One secondary school offers teaching leading to the International General Certificate of Secondary Education (IGCSE) at about the age of 16, Advanced Subsidiary (AS) levels, and Advanced (A) levels at about the age of 18. Teaching leading to the A-level qualification is offered in more than 125 countries worldwide. The qualification attests that the pupil has completed his/her secondary education.

3.1.2.4 German-Luxembourgish education

See page 17.

3.1.3 Private secondary education

Five private secondary schools follow the ministry's official curricula.

One private school prepares pupils for the International Baccalaureate in English, and another prepares pupils for the International Baccalaureate in French.

One other private school prepares pupils for IGCSEs and A-levels.

Three institutions follow France's official curriculum.

In addition to these institutions there are also secondary classes at the two European Schools; they are primarily intended for the children of staff at the European Institutions, who are not required to pay fees.

3.1.4 Schooling for foreign pupils

The Reception Unit for newly-arrived pupils (*CASNA - Cellule d'accueil scolaire pour élèves nouveaux arrivants*) provides information on Luxembourg's school system and the assistance available for children with foreign mother tongues. The unit aims to help young people between the ages of 12 and 24 who have recently arrived in the Grand Duchy and wish to continue their studies here.

According to their level of education, the language(s) they speak, their age, and their aims, the CASNA guides newly-arrived pupils towards different types of classes: integration classes (*classes d'insertion*) with extra lessons in either German or French, classes taught in French, reception classes for pupils with no knowledge of either German or French, etc.

As is the case in elementary education, the ministry's intercultural mediators are available to help with communication. (see page 29)

3.1.5. Support in secondary education for pupils with special needs

For those children who find it difficult to keep up with the normal pace of teaching, there are assistance schemes at both the local and national levels, following on from the scheme in operation in elementary education.

3.1.5.1. At the local level

At the request of either the parents or the school's director, the school's inclusion commission (*commission d'inclusion*) defines the assistance to be given and measures offered to a pupil with special needs and monitors the process. If these measures are insufficient, the commission proposes a personalised training plan (*plan de formation individualisé*), submitted to the parents for their approval. The plan is implemented by the support team for pupils with special needs (*équipe de soutien des élèves à besoins spécifiques - ESEB*). The inclusion commission also advises the school's principal on implementing the reasonable accommodations (*aménagements raisonnables*) that may be made for certain pupils (extra time in examinations, use of human assistance or technological aids, etc).

3.1.5.2. At the national level

This functions in the same way as the scheme applied for pupils in elementary schools. (See page 30)

3.1.6. Guidance

Guidance (or orientation) is a continuous process that begins at the end of elementary school (see page 27) and continues throughout a person's life. It depends on the results obtained and on personal aspirations.

La Maison de l'orientation (Vocational Guidance Center)

This centre brings together under one roof most of the state's services in charge of guidance, thereby facilitating access to information and the provision of personalized support.

Each secondary school defines its orientation approach in its school development plan (see page 20), and the approach is implemented by the orientation unit (*cellule d'orientation*). The aim of the approach is to help each young person make appropriate choices that correspond to his/her profile and provide the best chance of success. Throughout their secondary education, pupils take part in activities that encourage them to find out about jobs and their own desires and aspirations (self-awareness).

Outside the schools, the ALJ - *antennes locales pour jeunes* (local centres for young people) provide support for young people as they make the transition from school to working life. They are spread over twelve sites throughout the Grand Duchy, which means they can be close to young people and their realities. The voluntary services coordinated by the National Youth Service (*Service national de la jeunesse - SNJ*) provide young people with an opportunity to get involved in a specific general-interest project, which helps them develop their soft skills and opens up professional prospects, either directly or indirectly (national volunteer service, European Solidarity Corps, cooperation volunteer service, volunteer service in the Greater Region).

The Higher Education Documentation and Information Centre (*Centre de documentation et d'information sur l'enseignement supérieur - CEDIES*) operated by the Ministry of Higher Education and Research provides information on higher education, admission conditions and enrolment procedures at universities, and on financial assistance for students in higher education.

The vocational guidance service from the employment development agency (*ADEM-OP - Service d'orientation professionnelle de l'Agence pour le développement de l'emploi*) offers guidance interviews and group information sessions..

3.2. Non-formal education

3.2.1. The extracurricular and participatory approach in secondary schools

Each secondary school is encouraged to implement its own extracurricular and participatory approach as part of its school development plan (see page 20) and with reference to the Reference Framework for psychosocial and extracurricular offer (*Cadre de référence commun pour l'accompagnement psychosocial et l'offre périscolaire dans les lycées*).

Within the school, the socio-educational service (*service socio-éducatif*) is the main player in the extracurricular offer, which includes learning, cultural and sport activities, and other activities intended to familiarise pupils with the players in the cultural, political, professional and social life of the Grand Duchy.

Pupils' committees play a central role in the active participation of pupils in the life of their school. They are entitled to a place to meet on the school's premises, and must receive support from a person appointed by the school's director.

At the national level, pupils are represented by the National Pupils' Conference (*Conférence nationale des élèves au Luxembourg - CNEL*), which may submit opinions and proposals to the Minister of Education on any matter involving pupils' lives and their secondary education.

3.2.2. Young people's participation outside school

Many services are available to young people (youth centres, *Service Formation de la Fédération nationale des Éclaireurs et des Éclaireuses*, etc.) as well as a number of youth organisations. The Luxembourg National Youth Council (*Conférence nationale de la jeunesse du Luxembourg - CNEL*) represents 29 youth organisations.

The ministry subsidises those organisations either in full, or for half of their running cost if they receive funding from the municipalities (the youth centres, for instance). The network of these youth centres is particularly dense (there are more than sixty); the socio-educational activities they organise are led by professionals whose missions are laid down by

law (contributing to the young people's development and to their social and professional insertion; promoting the group dynamic; facilitating democratic and sociocultural participation at the local level, etc). Synergies between secondary schools' socio-educational services and the youth centres are encouraged.

The Youth Parliament (*Parlement des jeunes*) is a platform where all young people between the ages of 14 and 24 can talk about topics they are interested in. Thematic committees prepare opinions that are presented on an annual basis to the Chamber of Deputies (*Chambre des Députés*).

The Higher Youth Council (*Conseil supérieur de la jeunesse*) is a consultative body that is responsible for studying matters related to young people. Its members are representatives of the organisations active in the youth sector, representatives of the sector of research into young people, the municipalities, and the Minister.

The Structured Dialogue (*Dialogue structuré*), an initiative launched by the European Union, encourages consultations between politicians and youth organisations.

The voluntary services coordinated by the ministry's National Youth Service create opportunities for participation at various levels.

3.3. Higher education

3.3.1. The 'BTS' qualification

The higher technician's qualification (*brevet de technicien supérieur - BTS*) is awarded at the end of a short course of higher education (four to six semesters) starting after the high school-leaving qualification. Its aim is to provide candidates with higher vocational training in their specialisation to enable them to start working; the training focuses mainly on the acquisition of vocational and technological skills.

These training courses are for students who already hold either a Luxembourgish qualification awarded at the end of classical or general secondary studies or - subject to certain conditions - a technician's diploma or a foreign qualification that is recognised as being equivalent. The secondary schools



offering this training programme accept students on the basis of their application, and may apply an additional admission test. Details of the full offer may be consulted online at www.mengschoul.lu.

For certain training courses (accounting and taxation, animated drawing), bridges are in place to make it easier for students wishing to add to their BTS qualification a Bachelor's degree in the same field.

3.3.2. University education

The University of Luxembourg www.uni.lu, created in 2003, has already earned an international reputation for its multilingualism (German, English and French), its internationality (students of 125 different nationalities), and its research programmes (including computer sciences, biomedicine, European law, education sciences). It comprises three faculties:

- ▶ Faculty of Sciences, Technology, and Communication;
- ▶ Faculty of Language and Literature, Humanities, Arts and Education;
- ▶ Faculty of Law, Economics, and Finance.

Students currently have the possibility of choosing from 14 courses leading to a Bachelor's degree and 44 courses leading to a Master's degree, as well as a number of courses leading to a specific qualification, and lifelong learning courses. Postgraduate studies may be carried out at the four doctoral schools: science and engineering, law, economics and finance, humanities and social sciences.

There are currently two private specialized higher education institutions accredited by the Minister of Higher Education and Research offering accredited programmes of higher studies: Lunex (sport, physiotherapy) and the Luxembourg School of Business (LSB) (business and management). Sacred Heart University Luxembourg (business and management) is authorised to organise courses in the Grand Duchy; one of these leads to an American higher education qualification (MBA).

3.3.3. Financial assistance

Students who have enrolled for an eligible cycle of higher studies may apply for financial assistance from the government for higher studies regardless of whether they are resident in the Grand Duchy, on condition that they meet the eligibility conditions laid down in the amended law of 24 July 2014 on financial assistance from the government for higher studies. The assistance comprises a basic grant plus possibly a mobility grant, a grant based on social criteria, a family grant, and a state-backed loan, and is paid to the student each semester.

4. Adultes

4.1 Recognition of diplomas and degrees

Generally speaking, foreign certificates and diplomas are not recognised automatically. The holder must apply for recognition, and this is subject to certain conditions. Different procedures correspond to different needs: continuing schooling, having secondary studies recognised, gaining access to regulated professions, having higher/university studies recognised, etc.

4.2 Validation of prior experiential learning

The validation of prior experiential learning (validation des acquis de l'expérience - VAE) makes it possible to gain recognition for the skills acquired throughout one's life and obtain corresponding certificates and diplomas. Diplomas or qualifications obtained under the VAE scheme have the same value as those obtained under an initial training scheme.

4.3 Support for continuing training

4.3.1. Individual paid leave for training (*congé individuel de formation*)

Salaried workers, the self-employed and people in the liberal professions may request individual paid leave for training for up to 80 days in the course of their career; it is paid for by the government.

4.3.2. Paid leave for language training (*congé linguistique*)

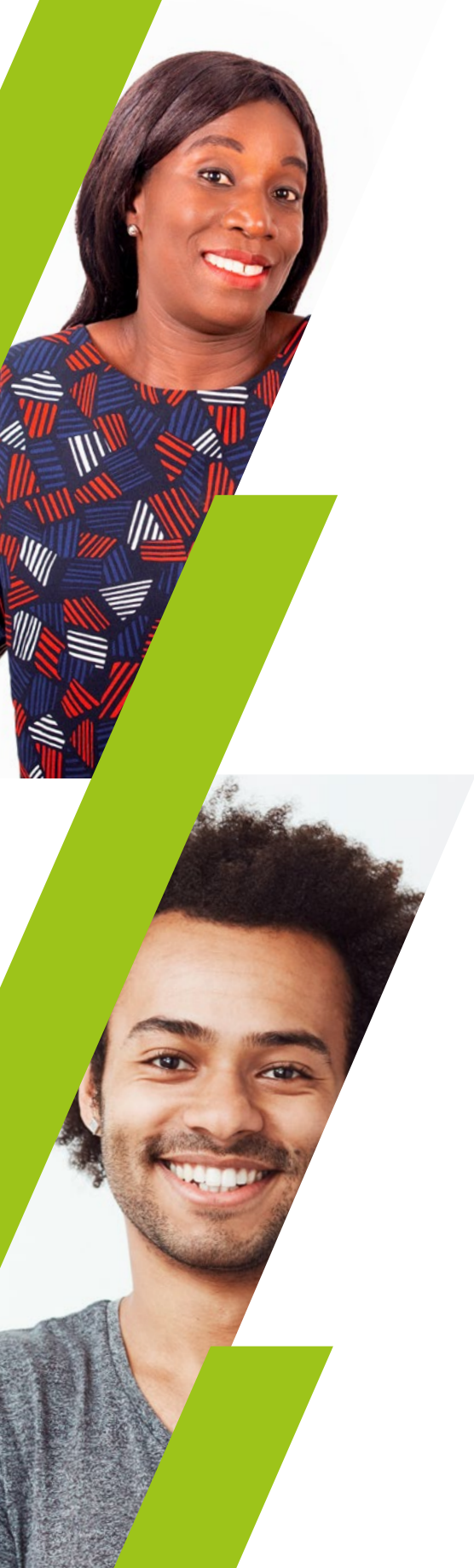
Salaried workers, the self-employed and people in the liberal professions may request paid leave for language training in order to learn Luxembourgish or improve their level. The leave may be granted for up to 200 hours in the course of their career; 50% of the cost is paid for by the government.

4.3.3. Reduced enrolment fees

For people in a precarious situation or who have signed an integration and reception contract (contrat d'accueil d'intégration), the cost of enrolling for a general-interest course is reduced to ten euros.

4.3.4. Co-funding of continuing training in companies

Private-sector businesses established in the Grand Duchy can obtain government assistance for funding training, amounting to 15% of the annual amount invested. The government's financial participation is increased to 35% for the salary costs of participants who have no formal qualifications and have been with the company for less than ten years, and participants over 45 years of age.



4.4 Back-to-education option

The back-to-education programme (*2^e voie de qualification*) enables adults to obtain a recognised formal qualification. There is no charge for the options offered by the Ministry of Education in cooperation with the secondary schools and the National School for Adults (*École nationale pour adultes - ENAD*). There are three possibilities:

- classes of the third year of secondary education (5^e classes) which give access to vocational training and general secondary education;
- vocational training courses for adults and vocational training sandwich courses (evening classes or 'blended learning');
- tracks leading to a diploma attesting the successful completion of classical or general secondary studies (*diplôme de fin d'études secondaires classiques*, *diplôme de fin d'études secondaires générales*) or to a diploma giving access to higher studies (*diplôme d'accès aux études supérieures - DAES*).

4.5 Master craftsman's diploma (*Brevet de maîtrise*)

This qualification entitles its holder to set up a business in the craft trades as a self-employed person and train apprentices. Obtaining this qualification confers the title of master craftsman (*maître-artisan*).

Courses leading up to the master craftsman's diploma are organised by the Chamber of Skilled Trades and Crafts (*Chambre des métiers*). They usually last three years, and are open to people holding certain diplomas (DAP, DT, diploma attesting the successful completion of secondary studies, etc.) who have at least one year professional experience in the particular craft.

4.6 General and civic training for adults

The ministry's department of adult education (*Service de la formation des adultes*) organises general and civic training courses in secondary schools and through the municipalities and various approved not-for-profit associations.

4.6.1. Basic education

Basic education (*instruction de base*) is available for adults who wish to improve their writing and reading skills in at least one of the official languages of the country - French or German - and to those who want to improve their digital skills.

4.6.2. General-interest courses (cours d'intérêt général)

The ministry supports a very wide range of courses in all kinds of areas: art and craft, economics, wellbeing, ICTs, etc. Language courses are particularly well developed, because of the country's linguistic situation and the considerable proportion of population of foreign origin living and/or working in the Grand Duchy.

4.6.3. Training courses in respect to integration and nationality

Newly arrived citizens with the benefit of the guided integration scheme (*Parcours d'intégration accompagné - PIA*)⁸ attend two language integration programmes: the first aims to explain the linguistic situation in the Grand Duchy and the school system and provide an initial contact with Luxembourgish; the second comprises 120 hours of introduction to either the Roman alphabet or French as a foreign language, as appropriate.

Any foreigner over 16 years of age who is legally residing in the Grand Duchy and wants to stay here for a substantial amount of time may, if he/she so desires, sign a 'reception and integration contract' (*contrat d'accueil et d'intégration*). This involves reduced-price language training in one of the three official languages, civic instruction classes, and one guidance day.

People applying for Luxembourgish nationality must take the Sproochentest to assess the level of their Luxembourgish at the INL. They must also obtain the 'Living Together in Luxembourg' (*Vivre ensemble au Grand-Duché de Luxembourg*) certificate. This certificate is issued by the ministry to people who have either attended 24 hours of classes or taken an examination. The classes and the examination cover fundamental rights, State and municipal institutions in the Grand Duchy, the country's history, and European integration.

4.7 L4S Learn for Success

The L4S personalised learning workshops provide an opportunity to face up professional or personal challenges quickly by means of an initial interview to determine what the candidate needs in terms of personalised, flexible training in a language (French, German, English) and in mathematics/science, with the possibility of starting at any time in the year.

*The National Institute for
Languages
(Institut national des langues -
INL)*

***In addition to the classes offered
by municipalities and not-for-profit
associations, the INL provides adult
language classes where eight different
languages are taught. It also acts as
the national certification centre for
language skills in Luxembourgish and
foreign languages. It has more than 120
teachers, on three sites.***

⁸ Compulsory for anyone between 18 and 65 years of age applying for international protection.



C H A P T E R D

APPENDICES

5. APPENDICES

INFORMATION WEBSITES

Ministry of Education, Children and Youth
Ministry of Higher Education and Research
National Education Systems, Luxembourg, Eurydice
Lifelong learning portal

www.men.lu
www.mesr.public.lu
<https://bit.ly/2GgvBtO>
www.lifelong-learning.lu

PUBLICATIONS



Cadre de référence commun pour l'accompagnement psycho-social et l'offre périscolaire dans les lycées
(Reference Framework for psychosocial and extracurricular offer)



Cadre de référence national sur l'éducation non formelle des enfants et des jeunes
(Reference Framework on school and vocational guidance)



Cadre de référence pour l'orientation scolaire et professionnelle



Catalogue Éducation et formation des adultes 2019-2020
(Adult Education and Training Catalogue)



Rapport national sur l'éducation au Luxembourg 2018
(National report on education in Luxembourg 2018)



ABBREVIATIONS

IGCSE: International General Certificate of Secondary Education

Ministry of Education / ministry: Ministry of Education, Children and Youth

E-ICTs : information and communication technologies in education

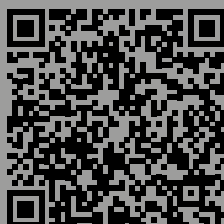
ARE YOU PLANNING TO MOVE TO
LUXEMBOURG?
YOU WISH TO PREPARE IN THE BEST
WAY POSSIBLE YOUR CHILDREN'S
ARRIVAL AND THEIR INTEGRATION
INTO THE SCHOOL SYSTEM?

For any information or appointment, please contact the CASNA (Cellule d'accueil pour élèves nouveaux arrivants; reception unit for newly-arrived pupils) of the Luxembourg Ministry of Education, Children and Youth.

Telephone: (+352) 247-85207

E-mail: casna@men.lu

You can also visit the following website :



LE GOUVERNEMENT
DU GRAND-DUCHÉ DE LUXEMBOURG
Ministère de l'Éducation nationale,
de l'Enfance et de la Jeunesse