THE KEY FIGURES OF THE NATIONAL EDUCATION

STATISTICS AND INDICATORS 2015/2016

11 052
TEACHERS

215
SCHOOLS

100 527
PUPILS

5 237
DIPLOMAS AND CERTIFICATES

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

THE KEY FIGURES OF THE NATIONAL EDUCATION

STATISTICS AND INDICATORS 2015/2016

Ministry of National Education, Children and Youth
Department of statistics and analysis
Grand Duchy of Luxembourg

Claude Meisch

Minister of National Education, Children and Youth

For the 15th consecutive year, the „Key Figures of National Education" provides essential statistical indicators used as a basis for education policy-making, planning and follow-up of of relevant national initiatives.

Structured in eight chapters and annexes, the 2017 edition offers an overview of the education system in Luxembourg. As in the previous editions, the educational system in general is described at the beginning. This is then followed by the data for the school year 2015-2016, related to themes within the public schools and those private schools using the official national curriculum. The figures, texts, tables or charts provide trend data related to student enrollment by nationality and language spoken as well as the number of teachers. Other information include student attainment rates, number of schools and the costs and funding of the school system. A chapter provides an overview of the total pupils enrolled in Luxembourg, including those who attend a private or international school, whether or not teaching in those schools is based on the official national curriculum.

Once again, this edition provides data to monitor the efforts to implement the national education priorities and to support decision-making. I hope that this publication remains a reference for statistics on education and as an objective basis underpinning debates on Luxembourg's system of education.

TABLE DES MATIÈRES

1 GENERAL INFORMATION 7

Education system 8

2 STUDENTS 13

General statistics 14

Cycle 1 of elementary education 20

Cycles 2-4 of elementary education 22

Secondary education 26

General secondary education 27

Technical secondary education 32

Special needs education 38

Transition from elementary to secondary education 42

3 DIPLOMAS AND CERTIFICATES 45

Secondary education 47

General secondary education 48

Technical secondary education 50

Certification rates 56

4 TEACHERS 57

Elementary education 58

Cycle 1 of elementary education 60

Cycles 2-4 of elementary education 62

Secondary education 64

Special needs education 66

5 SCHOOLS 67

Elementary education 68

Secondary education 72

Ecoles internationales 74

6 BUDGET OF THE NATIONAL EDUCATION 75

General presentation of the budget 76

Evolution 78

Financial indicators of education 80

7 NATIONALITY AND LANGUAGE SPOKEN 83

Demographic context 84

Elementary education 85

Secondary education 87

Nationalities and distribution in the different educational levels 89

8 ENROLLED STUDENTS - GLOBAL VIEW 91

Nationality and level of education 92

Diplomas and certificates 94

9 ANNEXES 95

Bibliographical reference 96

Glossary 97

GENERAL INFORMATION

SCHOOLING OPTIONS FOR RESIDENTS

The Luxembourgish constitution assigns to the state, the role of organising and regulating the educational system.

Article 107 states that the commune (or district authority) takes part in the implementation of education.

The diagram below briefly describes the different possibilities offered to the Luxembourgish residents to complete their studies.

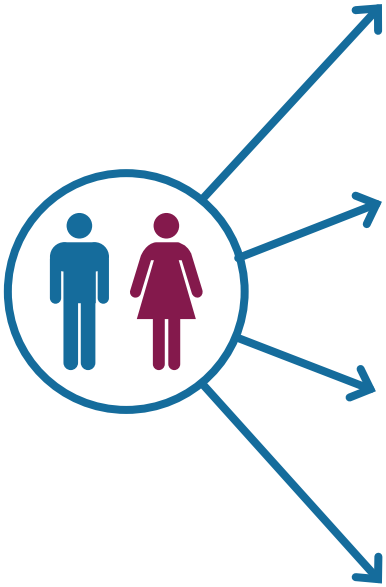
Public education in Luxembourg is free of charge. The relevant costs for elementary education are covered by both the state budget and the communes whereas the state budget alone funds all secondary education. Pupils do not contribute to the expenses of the school they attend.

The private or international schools offer the majority of the types of schools.

Moreover, pupils living in Luxembourg also have the possibility to attend schools abroad.
The following chapters will include mainly data related to the public and private education institutions that follow the official national curriculum.

The statistical analysis is mainly based on datasets included in the national source databases related to “Pupils”, “Baccalaureate” and “Scolaria” of the MENJE. These centralised systems cover every pupil attending a public or private establishment that follows the official national curriculum. The data of other private or international schools come directly from the schools themselves.

SCHOOLING OPTIONS FOR RESIDENTS



PUBLIC SCHOOLS IN LUXEMBOURG
Elementary education cycle 1 – Early education
Elementary education cycle 1 – Pre-school
Elementary education cycle 2-4
Special needs education
General secondary school and technical secondary school

PRIVATE SCHOOLS FOLLOWING THE OFFCIAL NATIONAL CURRICULUM
Elementary education cycle 2-4
General secondary education and technical secondary education

PRIVATE SCHOOLS AND INTERNATIONAL SCHOOLS NOT FOLLOWING THE OFFCIAL NATIONAL CURRICULUM
Pre-school education
Elementary education
General secondary education and technical secondary education

SCHOOLS ABROAD
Pre-school education
Elementary education
Special education
Special needs education
General secondary education and technical secondary education

STRUCTURE OF THE LUXEMBOURGISH EDUCATION SYSTEM

Following the law of the 6th February 2009 regarding compulsory education, "every child living in Luxembourg who is four years old before 1st September, has to attend school. This obligation is valid for the twelve consecutive years from the 1st September of the year in question."

Elementary education is governed by the law of 6th February 2009 which relates to the organisation of the elementary schools.

Cycle 1 of the elementary education includes the groups of early childhood education and of pre-school education.

- Early childhood education has progressively been introduced since 1998 and is offered by every commune since 2009. While being optional for children, it is intended for 3 year-olds and aims to increase socialisation of children and initiating immigrant children to the national cultural context.
- The attendance of preschool education is compulsory for all children who are 4 years old before the 1st September, according to the Grand-Ducal Regulation of 2nd September 1992.

Cycles 2 to 4 of elementary education correspond to the former primary school. Each cycle lasts for two years.

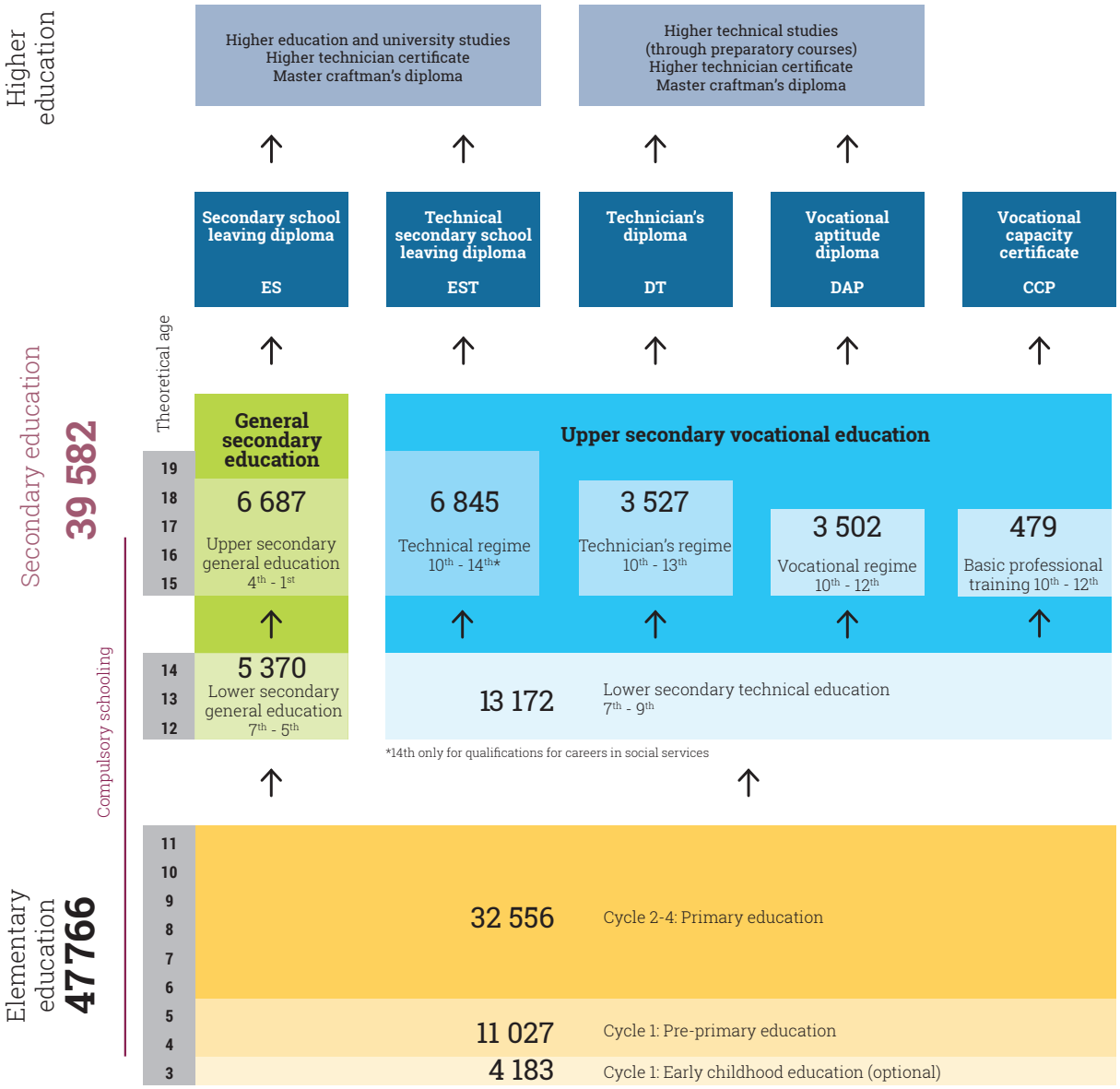
Secondary education and technical secondary education is divided into two types:

- General secondary education, governed by the organic law of 10th May 1968 modified by the law of 22nd June 1989 and the law of 12th July 2002. Schooling lasts seven years and leads to a post-secondary school diploma intended to prepare the student for further academic studies.
- Technical secondary education, governed by the modified law of 4th September 1990 reforming the technical secondary education as well as vocational education. Schooling includes various training schemes, which last from five to eight years, depending on the chosen orientation.

The reform of vocational education (law of 19th December 2008) has been in place since the beginning of the academic school year of 2010-2011. Following this law, among other, the technician's training scheme has been reorganised and is integrated in the vocational education.
The law of 14th March 1973 relative to the creation of institutes and of services of special needs education has introduced compulsory education for every child with a disability/handicap or every child in need of special education.

EDUCATION SYSTEM

LUXEMBOURGISH EDUCATION SYSTEM – NATIONAL CURRICULUM



2
STUDENTS

100 527

PUPILS

NATIONAL CURRICULUM

47 766
ELEMENTARY EDUCATION

918
SPECIAL NEEDS EDUCATION

39 582
SECONDARY EDUCATION

INTERNATIONAL CURRICULUM

5 924
ELEMENTARY EDUCATION

6 337
SECONDARY EDUCATION

GENERAL STATISTICS

EFFECTIFS

For the school year 2015/2016, the total number of pupils in Luxembourg was 100 527 and this is distributed as follows:

	Number of pupils 2015-2016				
Level of education	**Public schools**	**Private schools***	**Total public and private***	**Private and international schools****	**Total**
Cycle 1 Early childhood education	4 183	-	4 183	314	**4 497**
Cycle 1 Pre-primary education	11 027	-	11 027	1 540	**12 567**
Cycle 2-4 Primary education	32 458	98	32 556	4 070	**36 626**
Special needs education (EDIFF)	918	-	918	-	**918**
General secondary education (ES)	11 804	253	12 057	5 908	**17 965**
Technical secondary education (EST)	24 107	3 418	27 525	429	**27 954**
Total	**84 497**	**3 769**	**88 266**	**12 261**	**100 527**

** Education following the official national curriculum*
*** Education not following the official national curriculum*

From this page on, the presentation of key data will cover only aspects related to public and private education following the national official curriculum.

GENERAL STATISTICS

EVOLUTION

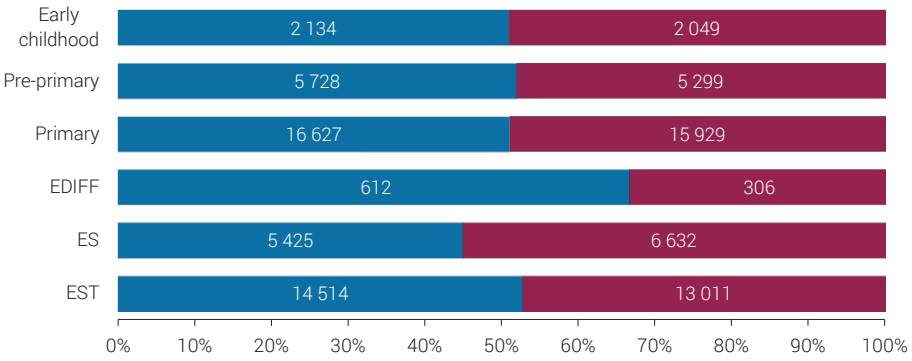
The demographic increase of the population living in Luxembourg has its repercussions on the school system. For most of the levels of education, the number of pupils increases constantly from one year to another.

	Number of pupils						
Level of education	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**2015/16**
Cycle 1 Early childhood education	4 105	3 961	4 258	4 141	4 283	4 045	4 183
Cycle 1 Pre-primary education	10 026	10 195	10 434	10 740	10 748	10 948	11 027
Cycle 2-4 Primary education	32 312	32 096	32 269	31 975	31 894	32 152	32 556
Special needs education (EDIFF)	608	690	779	848	835	884	918
General secondary education (ES)	12 757	12 825	12 975	12 958	12 832	12 501	12 057
Technical secondary education (EST)	25 184	25 879	26 330	26 627	26 998	27 152	27 525
Total	**84 992**	**85 646**	**87 045**	**87 289**	**87 590**	**87 682**	**88 266**

GENERAL STATISTICS

DISTRIBUTION BY GENDER

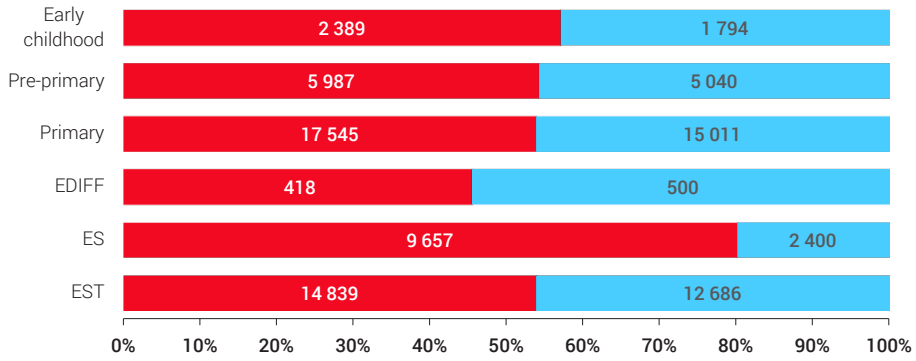
	Number of pupils 2015-2016				
Level of education	**Male**		**Female**		**Total**
Cycle 1 Early childhood education	2 134	51,0%	2 049	49,0%	**4 183**
Cycle 1 Pre-primary education	5 728	51,9%	5 299	48,1%	**11 027**
Cycle 2-4 Primary education	16 627	51,1%	15 929	48,9%	**32 556**
Special needs education (EDIFF)	612	66,7%	306	33,3%	**918**
General secondary education (ES)	5 425	45,0%	6 632	55,0%	**12 057**
Technical secondary education (EST)	14 514	52,7%	13 011	47,3%	**27 525**
Total	**45 040**	**51,0%**	**43 226**	**49,0%**	**88 266**



GENERAL STATISTICS

DISTRIBUTION BY NATIONALITY

	Number of pupils 2015-2016				
Level of education	**Luxembourgers**		**Foreign pupils**		**Total**
Cycle 1 Early childhood education	2 389	57,1%	1 794	42,9%	**4 183**
Cycle 1 Pre-primary education	5 987	54,3%	5 040	45,7%	**11 027**
Cycle 2-4 Primary education	17 545	53,9%	15 011	46,1%	**32 556**
Special needs education (EDIFF)	418	45,5%	500	54,5%	**918**
General secondary education (ES)	9 657	80,1%	2 400	19,9%	**12 057**
Technical secondary education (EST)	14 839	53,9%	12 686	46,1%	**27 525**
Total	**50 835**	**57,6%**	**37 431**	**42,4%**	**88 266**



NATIONALITIES - DISTRIBUTION BY NATIONALITY AND LEVEL OF EDUCATION

Number of pupils 2015-2016

	Elementary				EDIFF	ES	Technical secondary education (EST)								
Nat.	Early childhood	Pre-primary	Primary	TOTAL Elementary	Special needs	Secondary education	Preparatory (modular)	Reception and integration classes	Lower level technical secondary education	Technical regime	Technician's regime	Vocational regime	TOTAL EST	TOTAL ES et EST	TOTAL
Luxembg.	2 389	5 987	17 545	**25 921**	418	9 657	1 015	147	4 976	4 475	2 005	2 221	14 839	**24 496**	**50 835**
Portuguese	706	2 450	7 900	**11 056**	326	876	1 125	276	2 983	1 497	1 015	1 137	8 033	**8 909**	**20 291**
Ex-Youg.	144	356	1 249	**1 749**	37	183	166	47	513	267	176	151	1 320	**1 503**	**3 289**
French	304	669	1 608	**2 581**	37	311	74	11	267	146	81	89	668	**979**	**3 597**
Italian	76	187	495	**758**	8	95	47	15	172	98	57	51	440	**535**	**1 301**
Belgian	110	222	642	**974**	7	279	24	2	93	64	27	51	261	**540**	**1 521**
German	59	165	458	**682**	5	192	13	6	65	40	15	91	230	**422**	**1 109**
others	395	991	2 659	**4 045**	80	464	209	341	585	258	151	190	1 734	**2 198**	**6 323**
Tot. foreign	1 794	5 040	15 011	**21 845**	500	2 400	1 658	698	4 678	2 370	1 522	1 760	12 686	**15 086**	**37 431**
Total	**4 183**	**11 027**	**32 556**	47 766	**918**	**12 057**	**2 673**	**845**	**9 654**	**6 845**	**3 527**	**3 981**	**27 525**	39 582	88 266

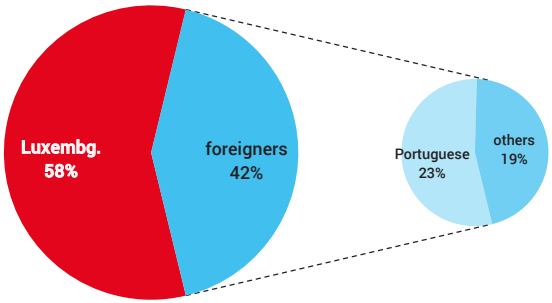
Percentage of pupils 2015-2016

	Elementary				EDIFF	ES	Technical secondary education (EST)								
Nat.	Early childhood	Pre-primary	Primary	TOTAL Elementary	Special needs	Secondary education	Preparatory (modular)	Reception and integration classes	Lower level technical secondary education	Technical regime	Technician's regime	Vocational regime	TOTAL EST	TOTAL ES et EST	TOTAL
Luxembg.	57,1	54,3	53,9	**54,3**	45,5	80,1	38,0	17,4	51,5	65,4	56,8	55,8	53,9	**61,9**	**57,6**
Portuguese	16,9	22,2	24,3	**23,1**	35,5	7,3	42,1	32,7	30,9	21,9	28,8	28,6	29,2	**22,5**	**23,0**
Ex-Youg.	3,4	3,2	3,8	**3,7**	4,0	1,5	6,2	5,6	5,3	3,9	5,0	3,8	4,8	**3,8**	**3,7**
French	7,3	6,1	4,9	**5,4**	4,0	2,6	2,8	1,3	2,8	2,1	2,3	2,2	2,4	**2,5**	**4,1**
Italian	1,8	1,7	1,5	**1,6**	0,9	0,8	1,8	1,8	1,8	1,4	1,6	1,3	1,6	**1,4**	**1,5**
Belgian	2,6	2,0	2,0	**2,0**	0,8	2,3	0,9	0,2	1,0	0,9	0,8	1,3	0,9	**1,4**	**1,7**
German	1,4	1,5	1,4	**1,4**	0,5	1,6	0,5	0,7	0,7	0,6	0,4	2,3	0,8	**1,1**	**1,3**
others	9,4	9,0	8,2	**8,5**	8,7	3,8	7,8	40,4	6,1	3,8	4,3	4,8	6,3	**5,6**	**7,2**
Tot. foreign	42,9	45,7	46,1	**45,7**	54,5	19,9	62,0	82,6	48,5	34,6	43,2	44,2	46,1	**38,1**	**42,4**
Total	**100**	**100**	**100**	100	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	100	100

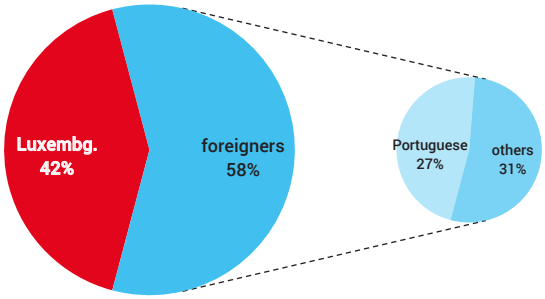
GENERAL STATISTICS

DISTRIBUTION BY NATIONALITY AND FIRST LANGUAGE SPOKEN

Distribution by nationality



Distribution by first language spoken



CYCLE 1 OF ELEMENTARY EDUCATION

DESCRIPTION

Cycle 1, which corresponds to the former pre-school education, extends over three years and is meant for children between the ages of three and five. The first year (early childhood education) is optional for three-year-old children. The enrolment into the second year of cycle 1 is compulsory for any child that has reached the age of four before 1st September.

The curricula of early childhood and preschool education are determined by the respective framework plans, which are drawn up by the Ministry of National Education, Children and Youth. The preschools are placed under joint authority of the Ministry of National Education and the municipal authorities.

	2015-2016		
	Number of pupils	**Number of classes (groups)**	**Average pupils / class (group)**
Cycle 1 - Early childhood education	4 183	245	17,1
Cycle 1 - Pre-primary education	11 027	676	16,3
Total	**15 210**	**921**	**16,5**

	Evolution Cycle1 - Early childhood education						
	2009/10	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**2015/16**
Communes	102	103	100	106	105	105	105
Groups*	229	227	233	230	234	221	245
Pupils	4 105	3 961	4 258	4 141	4 283	4 045	4 183

	Evolution Cycle1 - Pre-primary education						
	2009/10	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**2015/16**
Classes	646	651	656	677	689	711	676
Pupils	10 026	10 195	10 434	10 740	10 748	10 948	11 027

CYCLE 1 OF ELEMENTARY EDUCATION

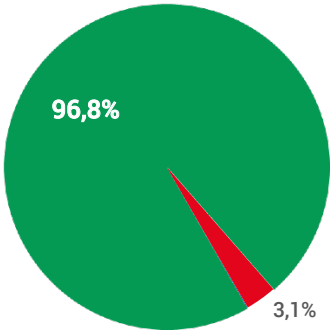
THEORETICAL AGE – STUDENT DISTRIBUTION BY AGE

The distribution of pupils by age and grade shows the academic delay (school lag) compared to the theoretical age for the attendance of different school grades.

The notion of theoretical age (green areas in the table below) assumes that the pupils have been enrolled in the first year of pre-school education at the age of four.

	Cycle 1 - Early childhood education 2015 - 2016					
age	**3**	**4**	**5**	**6**	**> 6**	**Total**
N	11	5 261	5 415	327	13	**11 027**
%	0,1%	47,7%	49,1%	3,0%	0,1%	**100,0%**

	Cycle 1 - Early childhood education 2015 - 2016		
theoretical age	**<**	**=**	**>**
N	11	10 676	340
%	0,1%	96,8%	3,1%



CYCLES 2-4 OF ELEMENTARY EDUCATION

DESCRIPTION

Cycles 2 to 4 correspond to the former primary education.

- Cycle 2 concerns six and seven-year-old children
- Cycle 3 concerns eight and nine-year-old children
- Cycle 4 concerns ten and eleven-year-old children

Every cycle lasts for two years. At the end of each cycle the students has to have acquired the standard skills, in other words, the expected learning objectives, in order to continue their course into the next cycle. In exceptional cases, the student can pass a cycle in one year or require three years to develop the core skills.

The competences to be acquired fall within the domains of development and learning that are defined by article 7 of the law of 6th February 2009 which organises elementary education:

1. Literacy and language teaching ;German, French and Luxembourgish as well as an openness to languages;
2. Mathematics;
3. An introduction to arts and natural sciences;
4. Body language, psychomotor skills, sports and health;
5. An introduction to aesthetics, creation and culture, arts and music;
6. Living together and the values taught by moral and social education or
7. Religious and moral education

At the end of cycle 4 of the elementary education, the pupils are oriented, either towards the general secondary education or towards the technical secondary education. A report regarding their academic orientation is used to guide the pupils towards the level of secondary education which corresponds to their abilities, interests and needs.

CYCLES 2-4 OF ELEMENTARY EDUCATION

DISTRIBUTION BY CYCLE OF STUDY

	2015-2016		
Level	**Number of pupils**	**Number of classes**	**Average pupils/class**
Cycle 2.1	5 347	318	16,8
Cycle 2.2	6 227	422	14,8
Cycle 3.1	5 343	324	16,5
Cycle 3.2	5 765	390	14,8
Cycle 4.1	5 023	307	16,4
Cycle 4.2	4 851	353	13,7
Total	**32 556**	**2 114**	**15,4**

EVOLUTION

	Evolution of number of pupils - Primary education cycle 2-4						
	2009/10	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**2015/16**
Primary education cycle 2-4	32 312	32 096	32 269	31 975	31 894	32 152	32 556
Total	**32 312**	**32 096**	**32 269**	**31 975**	**31 894**	**32 152**	**32 556**

THEORETICAL AGE – STUDENT DISTRIBUTION BY AGE AND BY CYCLE OF STUDY

The distribution of pupils by age and grade shows the academic delay (school lag) compared to the theoretical age for the attendance of different school grades.

The notion of theoretical age (green areas in the table below) assumes that the pupils have been enrolled in the first year of pre-school education at the age of four.

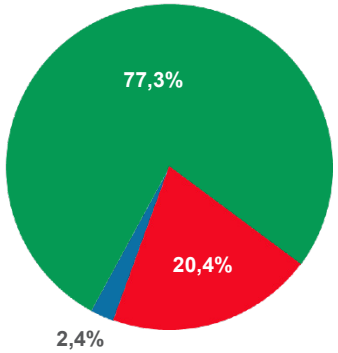
	Number of pupils 2015-2016										
age	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**>13**	**Total**
Cycle 2.1	91	4 858	379	16	3						**5 347**
Cycle 2.2	2	181	4 898	1 027	118	1					**6 227**
Cycle 3.1			91	4 141	996	111	4				**5 343**
Cycle 3.2			1	121	4 059	1 302	276	6			**5 765**
Cycle 4.1				2	112	3 624	1 157	126	2		**5 023**
Cycle 4.2					1	173	3 570	1 018	89		**4 851**
Total	**93**	**5 039**	**5 369**	**5 307**	**5 289**	**5 211**	**5 007**	**1 150**	**91**	**0**	**32 556**

	Percentage of pupils 2015-2016										
age	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**>13**	**Total**
Cycle 2.1	1,7	90,9	7,1	0,3	0,1						**100**
Cycle 2.2	0,0	2,9	78,7	16,5	1,9	0,0					**100**
Cycle 3.1			1,7	77,5	18,6	2,1	0,1				**100**
Cycle 3.2			0,0	2,1	70,4	22,6	4,8	0,1			**100**
Cycle 4.1				0,0	2,2	72,1	23,0	2,5	0,0		**100**
Cycle 4.2					0,0	3,6	73,6	21,0	1,8		**100**
Total	**0,3**	**15,5**	**16,5**	**16,3**	**16,2**	**16,0**	**15,4**	**3,5**	**0,3**	**0,0**	**100**

THEORETICAL AGE – STUDENT DISTRIBUTION BY THEORETICAL AGE AND CYCLE

Among the pupils attending the regular classes of primary education (cycles 2 to 4), 2.4% are below and 20.4% are above the theoretical age corresponding to their respective level of studies.

	Cycle 2-4 2015-2016		
theoretical age	<	=	>
N	775	25 150	6 631
%	2,4%	77,3%	20,4%



GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

DESCRIPTION

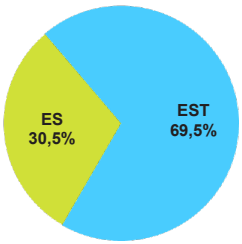
The state is responsible for the supervision of the general secondary and technical secondary education. This supervision is exercised by the Minister of National Education, Children and Youth and by the respective directors of these secondary schools.

The curricula of the general secondary and technical secondary education are set by the Minister based on the propositions made by the National Curriculum Commissions.

NUMBERS – EVOLUTION

	Number of pupils - Evolution				
	General secondary education		Technical secondary education		
	N	%	N	%	Total
2009/10	12 757	33,6%	25 184	66,4%	**37 941**
2010/11	12 825	33,1%	25 879	66,9%	**38 704**
2011/12	12 975	33,0%	26 330	67,0%	**39 305**
2012/13	12 958	32,7%	26 627	67,3%	**39 585**
2013/14	12 832	32,2%	26 998	67,8%	**39 830**
2014/15	12 501	31,5%	27 152	68,5%	**39 653**
2015/16	**12 057**	**30,5%**	**27 525**	**69,5%**	39 582

Distribution 2015/16



GENERAL SECONDARY EDUCATION

DESCRIPTION

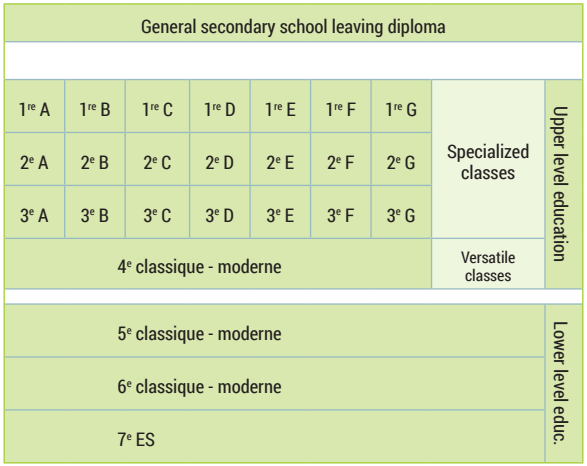
The Luxembourgish general secondary education is governed by the organic law of 10th May 1968, modified by the law of 22nd June 1989 and the law of 12th July 2002. General secondary education lasts for seven years and leads to a secondary school diploma. General secondary education is principally designed to prepare students for further academic studies.

General secondary education includes a lower and an upper cycle. The lower cycle includes grades 7, 6 and 5. After their first year of secondary school, the students can opt between classical education (where they will learn Latin as a third language) or modern education (where they will learn English as a third language). In classical education, English will be taught as a fourth language as of grade 5.

The upper cycle includes a general grade level (4th grade) and a specialisation cycle (3rd, 2nd and 1st grades). The specialisation occurs from the 3rd grade onwards.

The specialisation cycle of the higher division includes seven sections:

Section A -	predominant subjects:	Modern languages
Section B -	predominant subjects:	Mathematics and ICT
Section C -	predominant subjects:	Natural sciences and mathematics
Section D -	predominant subjects:	Economics and mathematics
Section E -	predominant subjects:	Fine arts
Section F -	predominant subjects:	Musical sciences
Section G -	predominant subjects:	Humanities and social sciences



NUMBERS – STUDENT DISTRIBUTION BY GRADE OF EDUCATION

Inside general secondary education, the students are spread across from grade 7 down to grade 1 (equivalent to grade 13).

General secondary education 2015-2016

Level	Number of pupils	Number of classes	Average pupils/class
7e	1 802	80	22,5
6e	1 767	77	22,9
5e	1 801	83	21,7
4e	1 743	81	21,5
3e	1 651	89	18,6
2e	1 562	82	19,0
1re	1 731	86	20,1
Total	**12 057**	**578**	**21**

2015-2016 Lower level general secondary education

Level	Classical	Modern	LEM[1)]	E2C[2)]	Total
7e (orientation)	1 729		73		1 802
6e	257	1 436	74		1 767
5e	184	1 539	73	5	1 801
Total 6e, 5e	**441**	**2 975**	**147**	**5**	**3 568**
6e, 5e %	12,4%	83,4%	4,1%	0,1%	**100,0%**

2015-2016 general (polyvalent) classes of general secondary education

Level	Classical	Modern	LEM[1)]	E2C[2)]	Total
4e	**301**	**1 378**	**64**		**1 743**
4e %	17,3%	79,1%	3,7%		**100,0%**

DESCRIPTION

2015-2016 Upper level general secondary education								
Level	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**Total**
3e classical	24	58	118	36	4	2	9	**251**
3e modern	100	170	338	335	100	23	334	**1 400**
3e Total	**124**	**228**	**456**	**371**	**104**	**25**	**343**	**1 651**
3e %	7,5%	13,8%	27,6%	22,5%	6,3%	1,5%	20,8%	**100,0%**
2e classical	15	48	85	31	3	3	12	**197**
2e modern	86	147	325	308	85	40	374	**1 365**
2e Total	**101**	**195**	**410**	**339**	**88**	**43**	**386**	**1 562**
2e %	6,5%	12,5%	26,2%	21,7%	5,6%	2,8%	24,7%	**100,0%**
1re classical	15	56	97	32	8	6	15	**229**
1re modern	85	115	348	368	96	40	450	**1 502**
1re Total	**100**	**171**	**445**	**400**	**104**	**46**	**465**	**1 731**
1re %	5,8%	9,9%	25,7%	23,1%	6,0%	2,7%	26,9%	**100,0%**
Total	**325**	**594**	**1 311**	**1 110**	**296**	**114**	**1 194**	**4 944**
Total %	**6,6%**	**12,0%**	**26,5%**	**22,5%**	**6,0%**	**2,3%**	**24,2%**	**100,0%**

[1] LEM: Lycée Ermesinde Mersch (formerly Neie Lycée)
[2] E2C: 2nd chance school

GENERAL SECONDARY EDUCATION

DESCRIPTION

The distribution of the students by age and grade shows the academic delay (school lag) compared to the theoretical age for the attendance of different grades.
The notion of theoretical age (green areas in the table below) assumes that the students have been enrolled in the first year of primary education at the age of six and that they have been admitted in grade 7 after their sixth year of elementary school without having repeated or skipped any grade.

ES Number of pupils 2015-2016

age	<12	12	13	14	15	16	17	18	19	20	21	22	>22	Total
7th	100	1 608	92	2										**1 802**
6th		69	1 512	169	17									**1 767**
5th			67	1 464	243	20	3	2	1				1	**1 801**
4th			3	72	1 363	260	34	10		1				**1 743**
3rd				1	52	1 280	263	50	5					**1 651**
2nd					1	37	1 173	275	63	13				**1 562**
1st						2	42	1 163	370	114	28	10	2	**1 731**
Total	**100**	**1 677**	**1 674**	**1 708**	**1 676**	**1 599**	**1 515**	**1 500**	**439**	**128**	**28**	**10**	**3**	**12 057**

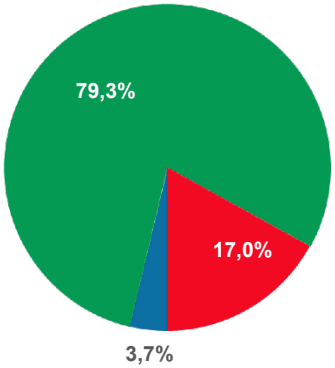
ES Percentage of pupils 2015-2016

age	<12	12	13	14	15	16	17	18	19	20	21	22	>22	Total
7th	5,5	89,2	5,1	0,1										**100**
6th		3,9	85,6	9,6	1,0									**100**
5th			3,7	81,3	13,5	1,1	0,2	0,1	0,1				0,1	**100**
4th			0,2	4,1	78,2	14,9	2,0	0,6		0,1				**100**
3rd				0,1	3,1	77,5	15,9	3,0	0,3					**100**
2nd					0,1	2,4	75,1	17,6	4,0	0,8				**100**
1st						0,1	2,4	67,2	21,4	6,6	1,6	0,6	0,1	**100**
Total	**0,8**	**13,9**	**13,9**	**14,2**	**13,9**	**13,3**	**12,6**	**12,4**	**3,6**	**1,1**	**0,2**	**0,1**	**0,0**	**100**

THEORETICAL AGE – STUDENT DISTRIBUTION COMPARED TO THEORETICAL AGE

The general secondary education presents a rate of 3.7% of students who are ahead of the theoretical age and a rate of 17.0% of students who have fallen behind.

	ES 2015-2016		
theoretical age	**<**	**=**	**>**
N	446	9 563	2 048
%	3,7%	79,3%	17,0%



TECHNICAL SECONDARY EDUCATION

DESCRIPTION

The technical secondary education is governed by the modified law of 4th September 1990 reforming the technical secondary education and vocational education. It is placed under the authority of the Minister.

The technical secondary education is made up of the following cycles: the lower cycle, the intermediate cycle and the higher cycle. The lower cycle includes the first three years of study, namely grades 7, 8 and 9 as well as the modular classes of the preparatory scheme intended for pupils with learning difficulties. There are three different types of technical secondary education included in the intermediate and the higher cycles: the technical education, the training scheme for technicians and that for vocational education.

The technical education is a four-year-course, from the 10th to the 13th grade. It leads to the technical baccalaureate equivalent to the technical secondary school leaving diploma. This diploma prepares for job entry into a certain vocation or craft and gives access to higher academic as well as non-academic studies. This course includes the general technical division, the administrative and commercial division and the division for healthcare and social professions. The latter division requires an extra year of study (grade 14).

The reform of vocational education (law of 19th December 2008) was implemented at the beginning of the school year 2010-2011. Following this law, among others, the training for technicians has been reorganised and is now an integral part of vocational education which henceforth relates to three different levels:

- The programme leading to the Certificate of professional competence (Certificat de capacité professionnelle, CCP). This programme has a normal duration of three years and mainly takes place in a professional environment. It concerns students with learning difficulties and replaces the former CCM and the CITP.

- The programme leading to the Diploma of vocational aptitude (Diplôme d'aptitude professionnelle, DAP). This programme replaces the Certificate of technical and vocational aptitude (Certificat d'aptitude technique et professionnelle, CATP). It has a normal duration of three years and can be offered either under a an apprenticeship or internship contract

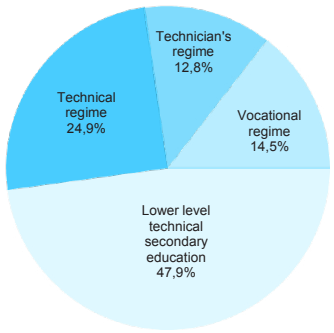
- The programme leading to the Technician's diploma (Diplôme de technician, DT). This programme with a more technical scope has a normal duration of four years and is oriented towards professional practice. It is mainly organised according to an internship contract.

EVOLUTION OF NUMBERS IN THE DIFFERENT CYCLES AND PROGRAMMES

The table below includes the totality of the number of students in technical secondary education and the evolution of their number over the past years. The lower cycle also includes the students of the modular classes of the preparatory scheme, of reception and integration classes.

	Lower level technical secondary education		Technical regime		Technician's regime		Vocational regime		Total
	N	%	N	%	N	%	N	%	N
2009/10	12 421	49,3%	5 220	20,7%	3 198	12,7%	4 345	17,3%	**25 184**
2010/11	12 746	49,3%	5 405	20,9%	3 315	12,8%	4 413	17,1%	**25 879**
2011/12	12 915	49,1%	5 677	21,6%	3 378	12,8%	4 360	16,6%	**26 330**
2012/13	13 152	49,4%	5 897	22,1%	3 494	13,1%	4 084	15,3%	**26 627**
2013/14	13 316	49,3%	6 239	23,1%	3 483	12,9%	3 960	14,7%	**26 998**
2014/15	13 185	48,6%	6 568	24,2%	3 464	12,8%	3 935	14,5%	**27 152**
2015/16	**13 172**	**47,9%**	**6 845**	**24,9%**	**3 527**	**12,8%**	**3 981**	**14,5%**	27 525

Distribution 2015/16



FIGURES – STUDENT DISTRIBUTION BY GRADE

	Lower level technical secondary education 2015-2016		
Level	**Number of pupils**	**Number of classes**	**average pupils/class**
7e preparatory	857	62	13,8
8e preparatory	929	70	13,3
9e preparatory	887	66	13,4
Total preparatory	**2 673**	**198**	**13,5**
Reception classes	375	29	12,9
Integration classes (young adults)	96	8	12,0
E2C (2nd chance school)	96	7	13,7
IPDM (professional integration)	374	36	10,4
Total reception / integration	**941**	**80**	**11,8**
7e technical	1 788	84	21,3
7e integration classes	97	8	12,1
7e LEM	66	3	22,0
7e project classes (PROCI)	650	34	19,1
Total 7e lower level technical	**2 601**	**129**	**20,2**
8e technical	1 518	68	22,3
8e integration classes	244	14	17,4
8e polyvalent	281	16	17,6
8e LEM	48	3	16,0
8e project classes (PROCI)	685	35	19,6
Total 8e lower level technical	**2 776**	**136**	**20,4**
9e technical	1 501	67	22,4
9e integration classes	454	28	16,2
9e polyvalent	618	36	17,2
9e practical	716	44	16,3
9e LEM	60	3	20,0
9e project classes (PROCI)	832	44	18,9
Total 9e lower level technical	**4 181**	**222**	**18,8**
Total	**13 172**	**765**	**17,2**

FIGURES – STUDENT DISTRIBUTION BY PROGRAMME, DIVISION AND PROFESSION

Technical regime	2015-2016
(10th, 11th, 12th, 13th and 14th grade)	**Number of pupils**
General technical regime	1 624
Administrative and commercial division	1 897
Health and social professions	3 018
Arts	152
Natural sciences division	154
Total	**6 845**

Technician's regime	2015-2016
(10th, 11th, 12th and 13th grade)	**Number of pupils**
Administrative and commercial division	1 917
Agricultural and horticultural division	151
Civil engineering	351
Arts	146
IT division	381
Chemical division	4
Mechanics	213
Electrical engineering	183
Hotel and tourist division	138
Building equipment division	43
Total	**3 527**

Vocational regime	2015-2016
(10th, 11th, 12th and 13th grade)	**Number of pupils**
Chamber of Agriculture	180
Chamber of Crafts	2 026
Chamber of Commerce	1 338
Ministère de l'Éducation nationale	437
Total	**3 981**

THEORETICAL AGE – STUDENT DISTRIBUTION BY AGE AND BY GRADE

The distribution of the students by age and grade shows the academic delay (school lag) compared to the theoretical age for the attendance of different grades.
The notion of theoretical age (green areas in the table below) assumes that the students have been enrolled in the first year of primary education at the age of six and that they have been admitted in grade 7 after their sixth year of elementary school without having repeated or skipped any grade.

	EST Number of pupils 2015-2016													
age	**<12**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**>22**	**Total**
7th	15	2 191	1 116	130	4		2							**3 458**
8th		17	2 056	1 316	281	35								**3 705**
9th			15	2 066	1 905	795	223	35	14	6	5	2	2	**5 068**
10th				14	1 310	1 381	911	427	175	89	54	30	49	**4 440**
11th					9	953	1 062	780	357	153	79	31	28	**3 452**
12th						9	805	1 070	832	429	260	126	121	**3 652**
13th							4	619	723	583	349	139	76	**2 493**
14th									92	104	50	40	30	**316**
99	10	82	92	86	186	246	139	46	30	10	5	6	3	**941**
Total	**25**	**2 290**	**3 279**	**3 612**	**3 695**	**3 419**	**3 146**	**2 977**	**2 223**	**1 374**	**802**	**374**	**309**	**27 525**

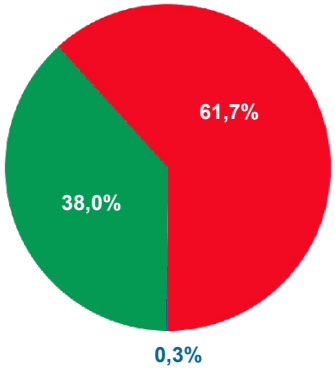
TECHNICAL SECONDARY EDUCATION

	EST Percentage of pupils 2015-2016													
age	**<12**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**>22**	**Total**
7th	0,4	63,4	32,3	3,8	0,1		0,1							**100**
8th		0,5	55,5	35,5	7,6	0,9								**100**
9th			0,3	40,8	37,6	15,7	4,4	0,7	0,3	0,1	0,1	0,0	0,0	**100**
10th				0,3	29,5	31,1	20,5	9,6	3,9	2,0	1,2	0,7	1,1	**100**
11th					0,3	27,6	30,8	22,6	10,3	4,4	2,3	0,9	0,8	**100**
12th						0,2	22,0	29,3	22,8	11,7	7,1	3,5	3,3	**100**
13th							0,2	24,8	29,0	23,4	14,0	5,6	3,0	**100**
14th									29,1	32,9	15,8	12,7	9,5	**100**
99	1,1	8,7	9,8	9,1	19,8	26,1	14,8	4,9	3,2	1,1	0,5	0,6	0,3	**100**
Total	**0,1**	**8,3**	**11,9**	**13,1**	**13,4**	**12,4**	**11,4**	**10,8**	**8,1**	**5,0**	**2,9**	**1,4**	**1,1**	**100**

THEORETICAL AGE – STUDENT DISTRIBUTION COMPARED TO THE THEORETICAL AGE

The technical secondary education presents a rate of 61.7% of students that have fallen behind, which is substantially higher that the rate observed in the general secondary education (17.0%). This trend is noticeable as soon as grade 7.

	EST 2015-2016		
theoretical age	**<**	**=**	**>**
N	83	10 092	16 409
%	0,3%	38,0%	61,7%



SPECIAL NEEDS EDUCATION

DESCRIPTION

The law of 14th March 1973 regarding the establishment of special needs education institutes and services has generalised mandatory education for every child in need of special education.In fact, the law of 10th August 1912 did not include the school enrolment of disabled children.

Following the replacement of this law by the law of 28th June 1994 regarding "school integration", these pupils can follow their compulsory education:

- Within classes of the regular education;
- Part-time in a class corresponding to the two types of education mentioned before;
- Within classes that are part of education centres and institutes specialised in special needs education;
- In a specialised institute abroad.

The enrolment in education centres and institutes specialised in special needs education occurs following a proposition by the National, Medical, Psychological and Pedagogical Committee.

The ministry in charge of National Education is responsible for the educational aspect, the ministry in charge of Public Health is responsible for the medical aspect and the ministry of Family is responsible for the domestic and social aspects of special needs education. The centres and institutes are managed by the board of Special Needs Education which is part of the ministry in charge of National Education.

The description of Special Needs Education is twofold:

- The school enrolment in the centres and institutes for special needs education (schools);
- The services providing ambulatory assistance.

SPECIAL NEEDS EDUCATION

The information included in this chapter contain the data concerning the ambulatory work of the Speech Therapy Centre, the institute for the visually impaired and of multi-professional teams of the special needs education (former SREA and SGE). The children who benefit from one or several of these services are enrolled in a class of elementary education or in a centre or institute for Special Needs Education.

The institutions that are subsidised by the state by means of a convention are not part of this statistical description.

SCHOOL ENROLMENT IN THE SPECIAL NEEDS EDUCATION

During the school year 2015/2016, 918 students were enrolled in the special school centres or units included in the Special Needs Education.

FIGURES – GENDER DISTRIBUTION

	2015-2016		
Institution	**Male**	**Female**	**Total**
Special needs education centers	271	172	**443**
Center of speech therapy	239	93	**332**
School integration and observation center	11	0	**11**
Institute for autistic and psychotic children	61	12	**73**
Institute for cerebral palsy	30	29	**59**
TOTAL	**612**	**306**	**918**

FIGURES – DISTRIBUTION BY NATIONALITY

	2015-2016								
Institution	**luxembg.**	**Portuguese**	**Ex-Youg.**	**French**	**Italian**	**Belgian**	**German**	**others**	**Total**
Special needs education centers	223	147	16	4	15	2	2	34	**443**
Center of speech therapy	147	131	12	2	13	1	2	24	**332**
School integration and observation center	7	3	1						**11**
Institute for autistic and psychotic children	26	23	5	1	5	2		11	**73**
Institute for cerebral palsy	15	22	3	1	4	2	1	11	**59**
TOTAL	**418**	**326**	**37**	**8**	**37**	**7**	**5**	**80**	**918**

AMBULATORY WORK

The services providing ambulatory assistance are:

- The Centre for Speech Therapy

The Centre for Speech Therapy does not only ensure the school enrolment of students suffering from speech or hearing impairment, but also includes the pupils in question within the regular classes.
In 2015/2016, 6 027 children have profited from an ambulatory speech therapy treatment.

- The Institute for the Visually impaired (L'institut pour déficients visuels, IDV)

Created in 1975, the institute for the visually impaired is a state institution within the Special Needs Education. Its goals are the education, schooling, autonomy and the family, school and social integration of blind or visually impaired people.

In 2015/2016, 123 children with visual deficiencies were integrated in a class of regular education (elementary, general secondary and technical secondary) and profit from the support of the Institute for the Visually impaired.

- The multi-professional teams of the Special Needs Education (former SREA)

The law of 28th June 1994 provides for the possibility of admission in classes of the regular education instead of an admission in centres and institutes of special needs education for children with sensory, motor, mental or behavioural disabilities. If needed, these children have the right to any kind of support which has to be organised within the school.

In 2015/2016, 644 children with special educational needs or with significant learning disabilities are integrated in a class of the regular education (elementary, general secondary and technical secondary) and benefit from the support of the multi-professional teams (former SREA).

- The multi-professional teams of the Special Needs Education (former SGE)

The Child Guidance Service has been developed as part of the law of 14th March 1973 establishing institutes and services of Special Needs Education.From 9th June 1990, it has officially been implemented by the respective Grand-Ducal Regulations that establish and organise the Child Guidance Service.

In 2015/2016, the multi-professional teams (former SGE) have helped 1 931 children who, because of educational, psychological, psychosomatic, neurological or mental problems have encountered developmental difficulties within their family and school, in elementary education or in an institution of the Special Needs Education.

TRANSITION FROM ELEMENTARY TO SECONDARY EDUCATION

PROCEDURE

The transfer procedure from elementary to general secondary and technical secondary education replaces the former entry exam and has been modified for the school year of 2012/2013. It has been in effect since the school year 1996/1997. Under the new provisions, the admission to a grade 7 class is based on the decision of orientations issued by a Board of Orientation that is implemented for every class at the end of cycle 4 of elementary education.

The Board of Orientation is presided by the district inspector and includes the head teacher of the cycle 4.2 of the elementary education as well as an experienced teacher from general secondary education and a teacher with experience in the technical secondary education. Since the school year of 1997/1998, a psychologist of the CPOS (*Centre de Psychologie et d'Orientation Scolaire*) can be part of the Board of Orientation as an advisor if the parents opt for his intervention.

The Boards of Orientation elaborate and formulate a decision on every pupil's orientation, based on the following criteria:

- The parents' opinion;
- The opinion of the head teacher of cycle 4.2 regarding the pupil's skill development;
- The report cards of cycle 4.2;
- The results of standardised tests which are organised in the course of the last school year of cycle 4.

The decision about the pupil's orientation is taken regarding one of the three possible programmes following cycle 4 of elementary education:

- Grade 7 of the technical secondary education (EST)
- The orientation class of the general secondary education (ES)
- The preparatory education (modular classes of the preparatory regime) of the technical secondary education (PREP)

An extension of cycle 4 of the elementary education is possible in exceptional cases at the request of the parents or by decision of the head teacher and the agreement of the district inspector. Every student oriented towards an orientation class of the general secondary education can enrol in a 7th grade of the technical secondary education. Appeal procedures are possible if parents wish to enrol their child in a 7th grade of the general secondary education although the child has previously been oriented towards a 7th grade of the technical secondary education, or if they wish to enrol the child in a 7th grade of the technical secondary education although the child has been oriented towards a preparatory class of the technical secondary education.

PROCEDURE – STUDENT ORIENTATION

At the end of the school year 2015/2016, 5 063 pupils of elementary education were oriented towards the general secondary and technical secondary education. Among these pupils, 4 769 (94.2%) had taken part ,at the end of cycle 2.4, in the regular orientation procedure of the elementary education towards the general secondary and the technical secondary education.
294 pupils (5.8%) were oriented towards the general secondary and the technical secondary education before the end of elementary education, because of their age, their academic delay or, when appropriate, because of their advanced learning abilities.

	2015-2016	
Student orientation at the end of cycle 4.2	**N**	**%**
7e general secondary education	1 797	**37,7%**
7e technical secondary education	2 417	**50,7%**
Preparatory education of the technical secondary education	506	**10,6%**
Extension of cycle 4.2	49	**1,0%**
Total	**4 769**	**100,0%**

Student orientation before end of cycle 4.2	**N**	**%**
7e general secondary education	2	**0,7%**
7e technical secondary education		**0,0%**
Preparatory education of the technical secondary education	291	**99,0%**
Extension of cycle 4.2	1	**0,3%**
Total	**294**	**100,0%**

PROCEDURE – TREND DATA ON THE PUPILS' ORIENTATION AT THE END OF CYCLE 2.4

	7e ES		7e ST		7e PREP		Extension		Total
1996/97	1 565	39,6%	2 040	51,6%	336	8,5%	9	0,2%	**3 950**
1997/98	1 534	39,4%	2 070	53,1%	283	7,3%	8	0,2%	**3 895**
1998/99	1 652	39,9%	2 136	51,6%	347	8,4%	8	0,2%	**4 143**
1999/00	1 709	40,9%	2 164	51,8%	302	7,2%	6	0,1%	**4 181**
2000/01	1 705	39,5%	2 251	52,2%	343	8,0%	12	0,3%	**4 311**
2001/02	1 711	37,8%	2 444	54,0%	351	7,8%	22	0,5%	**4 528**
2002/03	1 756	38,4%	2 456	53,7%	317	6,9%	42	0,9%	**4 571**
2003/04	1 779	38,6%	2 454	53,2%	337	7,3%	44	1,0%	**4 614**
2004/05	1 975	42,7%	2 319	50,2%	295	6,4%	34	0,7%	**4 623**
2005/06	2 004	40,1%	2 618	52,4%	327	6,5%	44	0,9%	**4 993**
2006/07	2 061	41,8%	2 528	51,3%	294	6,0%	43	0,9%	**4 926**
2007/08	2 067	40,7%	2 658	52,4%	327	6,4%	24	0,5%	**5 076**
2008/09	2 037	39,7%	2 708	52,8%	360	7,0%	26	0,5%	**5 131**
2009/10	1 939	38,1%	2 674	52,5%	444	8,7%	38	0,7%	**5 095**
2010/11	1 941	37,7%	2 667	51,7%	474	9,2%	72	1,4%	**5 154**
2011/12	1 943	36,9%	2 720	51,6%	543	10,3%	62	1,2%	**5 268**
2012/13	1 820	36,0%	2 644	52,3%	538	10,6%	54	1,1%	**5 056**
2013/14	1 685	35,1%	2 470	51,5%	605	12,6%	38	0,8%	**4 798**
2014/15	1 805	37,7%	2 408	50,3%	525	11,0%	51	1,1%	**4 789**
2015/16	**1 797**	**37,7%**	**2 417**	**50,7%**	**506**	**10,6%**	**49**	**1,0%**	**4 769**

3
DIPLOMAS AND CERTIFICATES

1 446

END OF TECHNICAL SECONDARY SCHOOL DIPLOMAS

1 539

END OF SECONDARY SCHOOL DIPLOMAS

572

TECHNICIAN'S DIPLOMAS

816

VOCATIONAL APTITUDE DIPLOMAS

107

VOCATIONAL CAPACITY CERTIFICATE

GLOBAL OVERVIEW OF THE DIPLOMAS AND CERTIFICATES ISSUED IN 2015/2016

This chapter reviews the different diplomas and certificates issued in the Luxembourgish general secondary and technical secondary education during the year 2015/2016.

This comprises the following diplomas:

General secondary education:
End-of-secondary-school diploma

Technical secondary education:

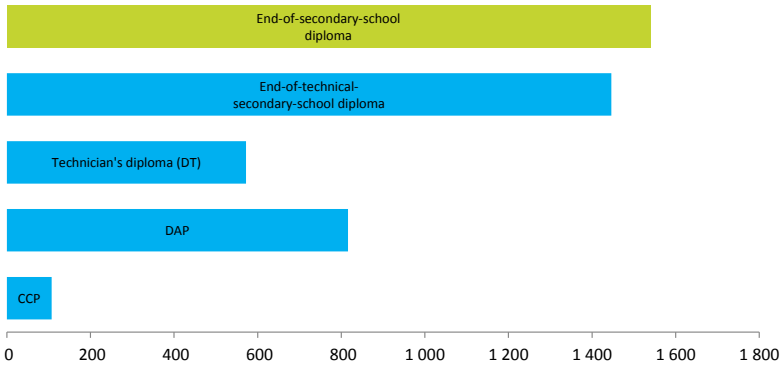
- Technical regime:
  End-of-technical-secondary-school diploma

- Technician's regime, former regime
  Technician's diploma

- Technician's regime, new regime
  Technician's diploma
  Vocational aptitude diploma
  Vocational capacity certificate

GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

	2015-2016
	Diplomas
End-of-secondary-school diploma	1 539
End-of-technical-secondary-school diploma	1 446
Technician's diploma (DT)	572
Vocational aptitude diploma (DAP)	816
Vocational capacity certificate (CCP)	107
Total	**4 480**



GENERAL SECONDARY EDUCATION – END-OF-SECONDARY-SCHOOL DIPLOMA

DESCRIPTION

The successful completion of the secondary studies is certified by a end-of-secondary-school diploma in one of the 7 sections that has been chosen in 3rd grade.

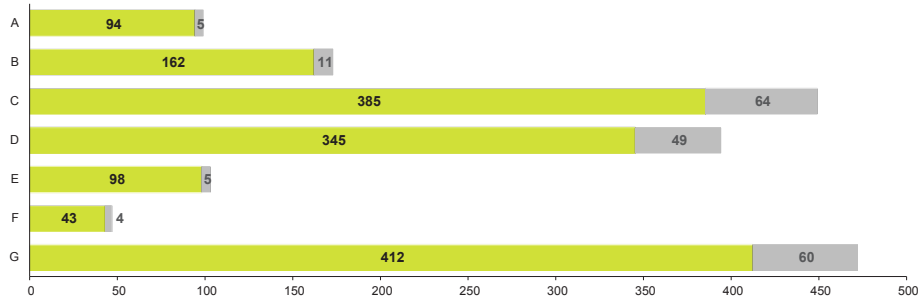
ATTAINMENT RATE BY SECTION

The attainment rates of the end-of-secondary-school diploma vary between 85.7% for the section C (Natural sciences, mathematics) and 95.1% for the section E (Fine arts).

	End-of-secondary-school diploma 2015-2016				
	Passed		Not passed		
Sections	**N**	**%**	**N**	**%**	**Total**
Section A: Modern languages	94	94,9%	5	5,1%	**99**
Section B: Mathematics, ICT	162	93,6%	11	6,4%	**173**
Section C: Natural sciences, mathematics	385	85,7%	64	14,3%	**449**
Section D: Economics, mathematics	345	87,6%	49	12,4%	**394**
Section E: Fine arts	98	95,1%	5	4,9%	**103**
Section F: Musical sciences	43	91,5%	4	8,5%	**47**
Section G: Humanities and social sciences	412	87,3%	60	12,7%	**472**
Total	**1 539**	**88,6%**	**198**	**11,4%**	**1 737**

GENERAL SECONDARY EDUCATION

ATTAINMENT RATE BY SECTION



EVOLUTION OF THE ATTAINMENT RATE

	Passed		Not passed		
Year	**N**	**%**	**N**	**%**	**Total**
2009/10	1 309	86,4%	206	13,6%	**1 515**
2010/11	1 303	86,1%	211	13,9%	**1 514**
2011/12	1 441	88,0%	197	12,0%	**1 638**
2012/13	1 486	85,5%	252	14,5%	**1 738**
2013/14	1 550	86,4%	244	13,6%	**1 794**
2014/15	1 651	88,1%	222	11,9%	**1 873**
2015/16	1 539	88,6%	198	11,4%	**1 737**

TECHNICAL REGIME – END-OF-TECHNICAL-SECONDARY-SCHOOL DIPLOMA

DESCRIPTION

The technical regime of the the technical secondary education is certified by a technical secondary school leaving diploma. This diploma is obtained after successfully passing the exam at the end of the 13th grade respectively at the end of the 14th grade for health and social professions (past regime).

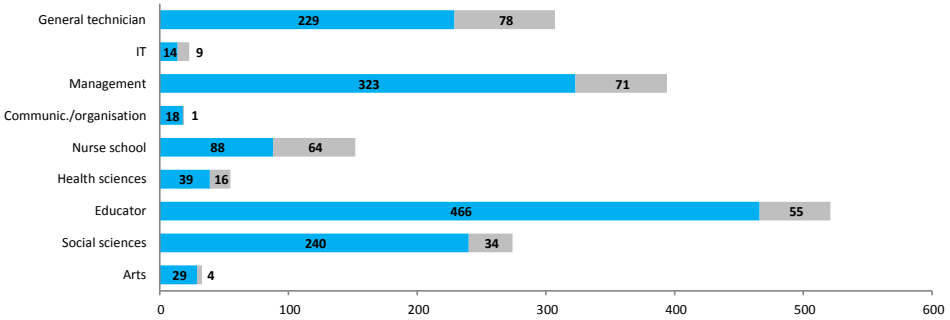
ATTAINMENT RATES BY SECTION

The success rate varies significantly from one section to the other. Indeed, one notices a success rate of 94.7% for the "Communication/organisation" section, compared to a attainment rate of 57.9% for the section "Nurse school".

		End-of-technical-secondary-school diploma 2015-2016				
		Passed		Not passed		
Division	**Section**	**N**	**%**	**N**	**%**	**Total**
General technical regime	General technician	229	74,6%	78	25,4%	**307**
	IT	14	60,9%	9	39,1%	**23**
Administrative and commercial division	Management	323	82,0%	71	18,0%	**394**
	Communic./organisation	18	94,7%	1	5,3%	**19**
Health and social professions	Nurse school	88	57,9%	64	42,1%	**152**
	Health sciences	39	70,9%	16	29,1%	**55**
	Educator	466	89,4%	55	10,6%	**521**
	Social sciences	240	87,6%	34	12,4%	**274**
Arts		29	87,9%	4	12,1%	**33**
TOTAL		**1 446**	**81,3%**	**332**	**18,7%**	**1 778**

GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

ATTAINMENT RATES BY SECTION



EVOLUTION OF THE ATTAINMENT RATES

	Passed		Not passed		
Year	**N**	**%**	**N**	**%**	**Total**
2009/10	764	79,5%	197	20,5%	**961**
2010/11	846	81,0%	199	19,0%	**1 045**
2011/12	1 027	84,4%	190	15,6%	**1 217**
2012/13	934	80,7%	223	19,3%	**1 157**
2013/14	955	82,4%	204	17,6%	**1 159**
2014/15	1 003	78,9%	268	21,1%	**1 271**
2015/16	1 446	81,3%	332	18,7%	**1 778**

TECHNICIAN'S REGIME – TECHNICIAN'S DIPLOMA (FORMER REGIME)

DESCRIPTION

The technician's regime (past regime) of the technical secondary education is certified by the technician's diploma at the end of the 13th grade.

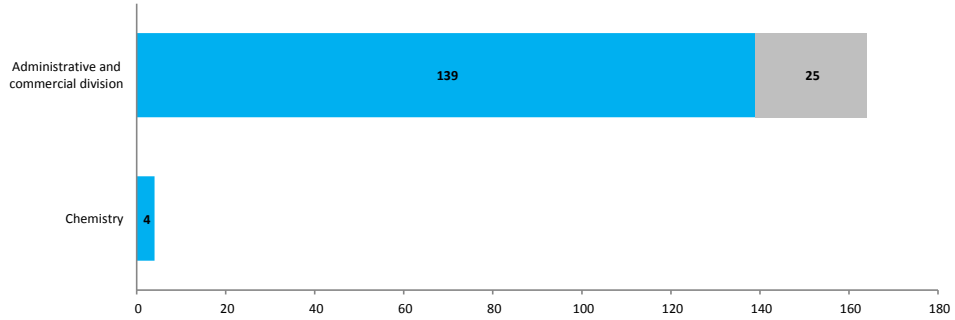
The number of candidates in technician training (past regime) has gradually decreased in recent years, as less and less courses have been organized under the past regime.

ATTAINMENT RATES BY SECTION

	Technician's diploma 2015-2016 (old regime)				
	Passed		Not passed		
Division	**N**	**%**	**N**	**%**	**Total**
Administrative and commercial division	139	84,8%	25	15,2%	**164**
Chemistry	4	100,0%			**4**
Total	**143**	**85,1%**	**25**	**14,9%**	**168**

GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

ATTAINMENT RATES BY SECTION



EVOLUTION OF ATTAINMENT RATES

	Passed		Not passed		
Year	**N**	**%**	**N**	**%**	**Total**
2009/10	410	68,9%	185	31,1%	**595**
2010/11	547	78,3%	152	21,7%	**699**
2011/12	539	79,6%	138	20,4%	**677**
2012/13	576	78,3%	160	21,7%	**736**
2013/14	606	76,2%	189	23,8%	**795**
2014/15	427	79,2%	112	20,8%	**539**
2015/16	143	85,1%	25	14,9%	**168**

VOCATIONAL REGIME – DT, DAP, CCP

DESCRIPTION

With the reform of the vocational training, the accomplishment of the vocational regime leads to either the technician's diploma (DT), the vocational aptitude diploma (DAP) or the vocational capacity certificate (CCP).

Following the the nature of the course attended, there is joint intervention of one of the employers chambers, Chamber of Crafts, Chamber of Commerce or Chamber of Agriculture and one of the employees chambers, Chamber of Labour or Chamber of Private Employees.

ATTAINMENT RATES BY CHAMBER AND COURSE

Certificates and diplomas for vocational regime 2015-2016

	DT	DAP	CCP	Total
Chamber of Agriculture	24	37	7	**68**
Chamber of Crafts	124	201	69	**394**
Chamber of Commerce	281	454	31	**766**
MENJE		124		**124**
Total	**429**	**816**	**107**	**1 352**

EVOLUTION OF ATTAINMENT RATES

	Certificates and diplomas for vocational regime						
Year	**DT**	**DAP**	**CCP**	**CATP**	**CCM**	**CITP**	**Total**
2000/01				821	82	103	**1 006**
2001/02				912	71	96	**1 079**
2002/03				878	64	132	**1 074**
2003/04				871	61	116	**1 048**
2004/05				876	63	125	**1 064**
2005/06				842	66	101	**1 009**
2006/07				873	68	94	**1 035**
2007/08				920	59	73	**1 052**
2008/09				936	47	79	**1 062**
2009/10				945	49	87	**1 081**
2010/11				929	63	98	**1 090**
2011/12				990	37	59	**1 086**
2012/13		103	29	861	64	4	**1 061**
2013/14	7	731	136	130	3		**1 007**
2014/15	233	796	167				**1 196**
2015/16	**429**	**816**	**107**				**1 352**

CERTIFICATION RATES

The goal of the entire educational system is to allow a maximum of students to reach the certification which best suits their skills. The calculation of the certification rate for the Luxembourgish general secondary and the technical secondary education allows to determine to what extent the Luxembourgish educational system reaches this goal.

Starting numbers	
7e Preparatory	656
7e PROCI	677
7e EST	1 894
7e ES	1 894
Total	**5 121**

End-of-school diplomas / certificates*	
DAP, CCP	963
Technician's diploma	572
End-of-technical-secondary-school diploma	1 446
End-of-secondary-school diploma	1 539
Students who have obtained a certificate of completion for the intermediate cycle and who have not continued their studies	56
Total	**4 576**

** The rate was calculated on the basis of enrollment in the 7th grade at the beginning of the school year in September 2009 and the number of students having obtained their certificate of success in the 11th / 3rd class in 2014, their CCM or DAP in 2015 and their final diploma in 2016.*

The relation between the number of diplomas and certificates delivered and the student number gives a rate of certification of 89.4% for the year 2015/2016.

Year	Certification rate
2001/02	79,8%
2002/03	79,1%
2003/04	82,8%
2004/05	80,9%
2005/06	80,8%
2006/07	83,2%
2007/08	82,4%
2008/09	82,2%

Year	Certification rate
2009/10	80,4%
2010/11	85,6%
2011/12**	89,0%
2012/13	87,1%
2013/14	88,8%
2014/15	88,5%
2015/16**	**89,4%**

***The restructuring of studies for health professions in 2011/12 and for Educators in 2015/16, where exceptionally two classes (13th and 14th) took their final exam, leads to an increased certification rate in this years.*

4
TEACHERS

5 635
ELEMEMENTARY EDUCATION

4 332
SECONDARY EDUCATION

10 478
TEACHERS

511
STAFF EMPLOYED IN SPECIAL NEEDS EDUCATION

ELEMENTARY EDUCATION

DEFINITIONS

APPOINTED ELEMEMENTARY SCHOOL TEACHER / OTHER PARTICIPANTS

In the context of the present statistics, 'appointed elememetary school teacher' refers to the elememetary school teacher who is holder of a elememetary school teacher's diploma or to the kindergarten teacher who has successfully passed the competitive examination giving him/her access to the position of pre-school or elememetary school teacher as well as meeting the necessary qualifications set by the law of 6th February 2009 regarding the staff of elementary education.

As other participants in an educational context are considered:

- Teaching assistants
  - The holders of a teacher's diploma who have not passed the competitive admission's exam to the function of teacher;
  - The holders of a certificate of qualification or a certificate of eligibility reserved for substitute teachers;
  - The holders of a secondary enf-of-school diploma and of a replacement authorisation issued by the "Collège des Inspecteurs»;
- The "second interveners within early education", with educators' degrees, as well as all other staff intervening in the the elementary education, are also included in this category.

CLASS TEACHER / SUPERNUMERARY TEACHERS

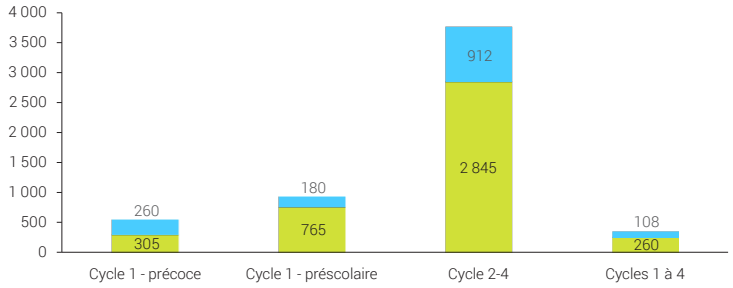
By "class teacher" is meant the teacher who in their class teaches all the subjects that are considered as core subjects, and who takes the educational responsibility in that class, particularly in what concerns the pupils' educational advancement. The head teacher is the person of reference for the pupils and their parents.

Article 4 of the law of 6th February 2009 regarding the staff of the elementary education fixes the normal weekly workload of a teacher of the first cycle at 25 hours of in-class instruction. The normal weekly workload of teachers of the second, third and fourth cycle entails 23 hours of direct instruction.
To this workload are added 54 hours of annual pedagogical support as well as 26 hours of annual work in the interest of the students and the school.
The difference between weekly lessons to be held by the teachers and the pupils' standard schedule (28 weekly hours) is either to be fulfilled by the class teacher in the form of overtime hours, or by "specially-assigned support teachers" that intervene in several classes.

DISTRIBUTION OF APPOINTED TEACHERS AND OTHER PARTICIPANTS IN EDUCATION

	Class teachers / other participants 2015-2016				
Level	**Class teachers**		**Other participants**		**Total**
Cycle 1 Early childhood	305	54,0%	260	46,0%	**565**
Cycle 1 Pre-primary	765	81,0%	180	19,0%	**945**
Cycle 2-4 Primary	2 845	75,7%	912	24,3%	**3 757**
Cycles 1 to 4*	260	70,7%	108	29,3%	**368**
Total	**4 175**	**74,1%**	**1 460**	**25,9%**	**5 635**

* teachers assigned to different levels of education



CYCLE 1 OF THE ELEMENTARY EDUCATION

In cycle 1 of elementary education, the education is primarily in the hands of the teachers who have successfully passed the competitive examination giving them access to their post.
The eligibility to this competitive examination is subject to the condition that one is holder of a bachelor in educational sciences or of a diploma of higher studies that prepares for the teacher's profession and is recognised by the Ministry of National Education.

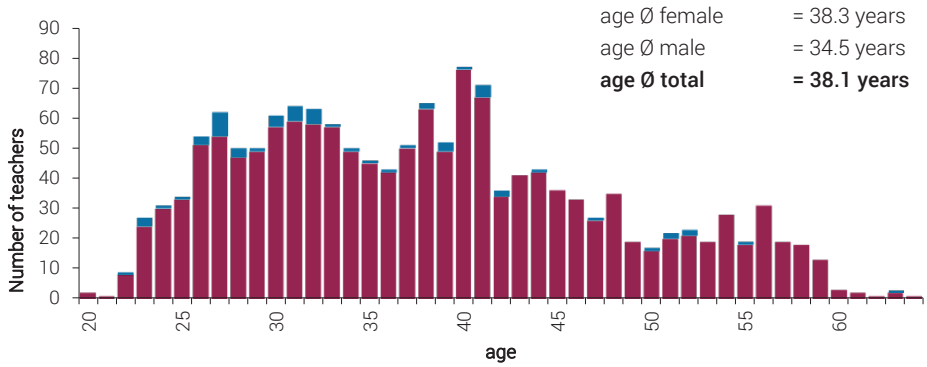
The interveners in pre-school education can be class teachers, special support teacher in one or several classes, assistant teacher in early education, assistant teachers providinig language support in Luxembourgish and assistants in class.

Furthermore, it is possible to differentiate between appointed teachers and other support or assistant teachers who provide pre-school education per se or early childhood education.

Breakdown by gender and age group

The distribution of the teaching staff of the cycle 1 by gender is unquestionably in favour of women. Indeed, pre-school education counts 1 449 female personnel compared to only 61 male personnel, or 96.0% compared to only 4.0% respectively.

	Cycle 1 - 2015-2016			
age range	Female	Male	Total	%
< 25	65	5	**70**	4,6%
25-29	234	16	**250**	16,6%
30-34	280	16	**296**	19,6%
35-39	249	8	**257**	17,0%
40-44	260	8	**268**	17,7%
45-49	149	1	**150**	9,9%
50-54	104	5	**109**	7,2%
55-59	99	1	**100**	6,6%
>60	9	1	**10**	0,7%
Total	**1 449**	**61**	**1 510**	100,0%
%	**96,0%**	**4,0%**	**100,0%**	



CYCLE 2-4 OF THE ELEMENTARY EDUCATION

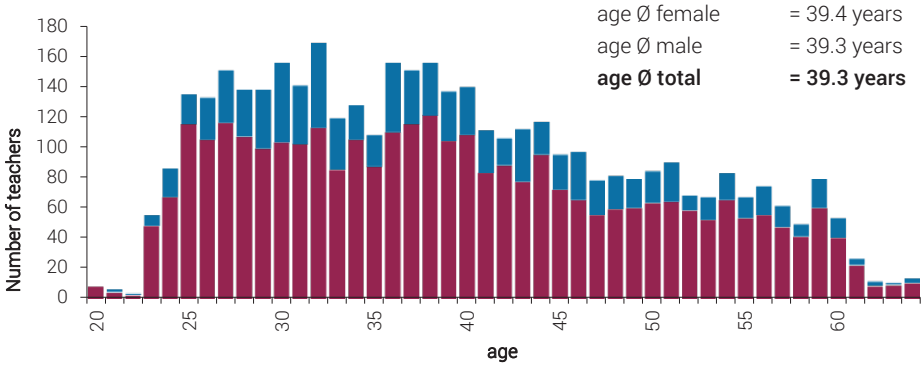
In the elementary education cycle 2-4, education is primarily insured by teachers who have passed a competitive examination giving them access to their post. The eligibility provided to this competitive examination is under the condition that one is holder of a diploma of higher studies of at least three years which is recognised by the Ministry of National Education.

The personnel in the cycles 2 to 4 of the elementary education and those in several orders of education are 75.3% appointed teachers and 24.7% other staff.

Breakdown by gender and age group

The cycles 2 to 4 are characterised by a majority of female teachers rather than male teachers. Although this numeric supremacy may not be as significant as for the pre-school education, it reaches nonetheless 75.8% of the entire personnel. However, one notices that the female part of the teaching staff is on the rise.

	Cycle 2-4 2015-2016			
age range	Female	Male	Total	%
< 25	129	29	**158**	3,8%
25-29	542	153	**695**	16,8%
30-34	508	205	**713**	17,3%
35-39	537	171	**708**	17,2%
40-44	451	135	**586**	14,2%
45-49	311	119	**430**	10,4%
50-54	302	90	**392**	9,5%
55-59	256	74	**330**	8,0%
>60	89	24	**113**	2,7%
Total	**3 125**	**1 000**	**4 125**	100,0%
%	**75,8%**	**24,2%**	**100,0%**	



GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

In the general secondary and technical secondary education, education is primarily provided by teachers who have successfully accomplished their educational training period. One is only eligible to this educational training after successfully passing a competitive recruiting examination in the respective specialty. The eligibility to this competitive recruiting is under the condition that one holds a diploma of higher education of at least four years which is recognised by the Ministry of National Education.

The teaching staff of the general secondary and the technical secondary education, which is formed by a total number of 4 332 professors, is distributed as follows:

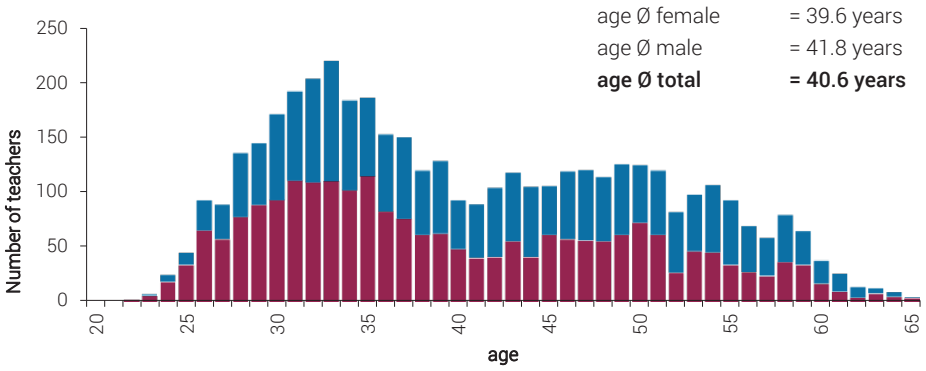
Civil servant teachers / Assigned teachers 2015-2016

	Civil servant teachers		Assigned teachers		Total
Female	1 852	83,3%	372	16,7%	**2 224**
Male	1 702	80,7%	406	19,3%	**2 108**
Total	**3 554**	**82,0%**	**778**	**18,0%**	**4 332**

Breakdown by gender and age group

In 2015/2016, the distribution between male and female teaching staff of the general secondary and the technical secondary education is, unlike for elementary education, more or less equal for both genders. Among the younger age groups, the ratio is in favour of women.

	2015-2016			
age range	Female	Male	Total	%
< 25	25	7	**32**	0,7%
25-29	320	186	**506**	11,7%
30-34	524	448	**972**	22,4%
35-39	395	342	**737**	17,0%
40-44	223	285	**508**	11,7%
45-49	290	293	**583**	13,5%
50-54	250	280	**530**	12,2%
55-59	153	210	**363**	8,4%
>60	44	57	**100**	2,3%
Total	**2 224**	**2 108**	**4 332**	100,0%
%	**51,3%**	**48,7%**	**100,0%**	



SPECIAL NEEDS EDUCATION

The special needs education is characterised by a much wider range of personnel. Contrary to elementary education and general secondary and technical secondary education where the education is primarily guaranteed by teachers, the special needs education includes a staff with very specific qualifications.

The workforce of the special needs education includes:

2015-2106	Special needs	Speech therapy	Total
Direction	2,5	1	3,5
Graduate teaching assistants	109,1	7,5	116,6
Teaching assistants	57,25	3,5	60,75
Instructors	6,75		6,75
Teachers	19	20,75	39,75
Elementary school speech therapists			
Swimming instructors	4	1	5
Pedagogues	79,5		79,5
Secondary school speech therapists		44	44
Health professions	52,75		52,75
Psychologists	35,25	1,5	36,75
Support teachers	10,4	5,5	15,9
Administrative staff	9,75	6,5	16,25
Technical staff	23,72	10	33,72
Total	**409,97**	**101,25**	**511,22**

5
SCHOOLS

36
PUBLIC POSTPRIMARY EDUCATION

5
PRIVATE POSTPRIMARY EDUCATION

9
POSTPRIMARY INTERNATIONAL SCHOOLS

157
PUBLIC ELEMENTARY EDUCATION

1
PRIVATE ELEMENTARY EDUCATION

13
INTERNATIONAL PRIMARY SCHOOLS

16
SPECIAL NEEDS EDUCATION

LIST OF SCHOOL SCHOOLS BY GRADE AND COMMUNE

The 47 766 pupils attending elementary education are distributed over the 106 Luxembourgish communes as follows:

List of schools by grade and commune 2015-2016

	Cycle 1 Early childhood		Cycle 1 Pre-primary		Cycle 2-4 Primary		Total		
Commune	pupils	groups	pupils	classes	pupils	classes	pupils	classes	schools
Äerenzdall	28	2	63	5	214	13	305	20	1
Beaufort	34	2	65	4	223	16	322	22	1
Beckerich	19	1	41	3	134	12	194	16	1
Berdorf	20	1	45	3	118	8	183	12	1
Bertrange	47	3	120	8	353	23	520	34	1
Bettembourg	75	5	216	12	647	41	938	58	3
Bettendorf	16	1	51	4	180	15	247	20	1
Betzdorf	51	3	102	6	284	19	437	28	1
Bissen	20	4	71	5	215	12	306	21	1
Biwer	15	1	38	2	106	8	159	11	1
Boevange/Attert	25	1	50	4	149	12	224	17	1
Bourscheid	14	1	40	2	99	6	153	9	1
Bous	10	1	27	2	81	6	118	9	1
Clervaux	48	2	109	6	312	18	469	26	1
Colmar-Berg	23	1	42	3	135	9	200	13	1
Consdorf	21	1	43	3	120	9	184	13	1
Contern	26	1	62	5	186	13	274	19	1
Dalheim	21	1	48	3	116	7	185	11	1
Diekirch	53	3	109	8	350	20	512	31	1
Differdange	238	13	602	41	1 901	131	2 741	185	5
Dippach	20	1	61	4	216	15	297	20	1
Dudelange	127	7	450	27	1 354	86	1 931	120	6
Echternach	37	2	89	3	352	25	478	30	1
Ell	19	1	23	1	90	6	132	8	1
Erpeldange	11	1	47	3	144	9	202	13	1
Esch-sur-Alzette	207	9	771	25	2 323	79	3 301	113	8
Esch-sur-Sûre	24	1	50	4	174	12	248	17	1
Ettelbruck	46	3	169	6	560	37	775	46	1
Feulen	22	1	57	4	144	10	223	15	1
Fischbach	21	1	32	2	100	6	153	9	1
Frisange	30	2	89	6	221	13	340	21	1

ELEMENTARY EDUCATION

List of schools by grade and commune 2015-2016

Commune	Cycle 1 Early childhood pupils	Cycle 1 Early childhood groups	Cycle 1 Pre-primary pupils	Cycle 1 Pre-primary classes	Cycle 2-4 Primary pupils	Cycle 2-4 Primary classes	Total pupils	Total classes	schools
Garnich	19	1	41	3	133	9	193	13	1
Goesdorf	15	1	32	2	100	6	147	9	1
Grevenmacher	31	2	96	7	295	23	422	32	1
Grosbous	12	1	21	1	80	6	113	8	1
Heffingen	13	1	35	2	99	7	147	10	1
Hesperange	103	6	245	17	730	50	1 078	73	4
Hobscheid	34	2	70	5	213	14	317	21	1
Junglinster	102	5	146	8	428	27	676	40	3
Käerjeng	39	2	171	12	568	35	778	49	2
Kayl	53	4	187	12	550	36	790	52	1
Kehlen	42	2	76	6	282	18	400	26	1
Koerich	12	1	56	4	154	12	222	17	1
Kopstal	16	1	46	4	167	12	229	17	1
Larochette	21	1	53	4	172	13	246	18	1
Lenningen	24	1	42	3	154	11	220	15	1
Leudelange	28	2	49	3	135	11	212	16	1
Lintgen	21	1	51	3	141	12	213	16	1
Lorentzweiler	31	2	72	5	164	12	267	19	1
Luxembourg	425	30	1 193	82	3 218	241	4 836	353	19
Mamer	94	6	189	11	468	33	751	50	1
Mersch	58	3	212	12	583	35	853	50	1
Mertert	48	2	82	6	272	18	402	26	2
Mertzig	22	1	64	4	152	12	238	17	1
Mompach	14	1	31	1	86	6	131	8	1
Mondercange	58	3	123	8	347	21	528	32	1
Mondorf-les-Bains	40	2	83	6	245	18	368	26	1
Niederanven	49	3	92	5	261	16	402	24	1
Nommern	17	1	31	2	103	7	151	10	1
Pétange	92	4	455	28	1 296	84	1 843	116	3
Préizerdaul	12	1	29	2	84	6	125	9	1
Rambrouch	36	2	72	5	264	17	372	24	1
Reckange-sur-Mess	21	1	43	3	151	10	215	14	1
Redange-sur-Attert	16	1	49	3	167	12	232	16	1
Reisdorf	13	1	31	2	99	6	143	9	1
Remich	31	2	55	4	175	14	261	20	1
Roeser	58	3	107	6	301	18	466	27	1
Rosport	16	1	51	3	154	12	221	16	1

ELEMENTARY EDUCATION

	List of schools by grade and commune 2015-2016								
	Cycle 1	Early childhood	Cycle 1	Pre-primary	Cycle 2-4	Primary	Total		
Commune	pupils	groups	pupils	classes	pupils	classes	pupils	classes	schools
Rumelange	38	2	138	9	451	30	627	41	1
Saeul			12	1	45	3	57	4	1
Sandweiler	22	1	55	4	186	12	263	17	1
Sanem	101	6	328	20	1 004	63	1 433	89	6
Schengen	49	3	103	6	304	21	456	30	3
Schieren	29	2	39	3	133	9	201	14	1
Schifflange	83	3	234	13	706	43	1 023	59	3
Schuttrange	46	3	77	5	195	11	318	19	1
Septfontaines			16	1	50	3	66	4	cf. Tuntange
Stadtbredimus	22	1	24	2	98	7	144	10	1
Steinfort	39	2	109	6	261	18	409	26	1
Steinsel	41	3	97	6	263	17	401	26	1
Strassen	68	4	152	10	367	25	587	39	1
Syndicat Billek	40	2	93	5	262	18	395	25	1
Syndicat Harlange	32	2	88	6	262	16	382	24	1
Syndicat SCHOULKAUZ	19	1	57	3	156	10	232	14	1
Syndicat SISPOLO	49	3	115	6	353	10	517	19	1
Syndicat SYNECOSPORT	26	2	58	4	194	15	278	21	1
Tandel	24	1	51	4	158	12	233	17	1
Troisvierges	37	2	76	6	242	18	355	26	1
Tuntange	22	1	46	3	97	5	165	9	1
Useldange	12	1	45	3	111	8	168	12	1
Vianden	9	2	46	1	113	10	168	13	1
Vichten	16		38	2	73	3	127	5	1
Wahl	12	1	29	2	66	6	107	9	1
Waldbillig	16	1	48	3	112	8	176	12	1
Waldbredimus	17	1	20	1	63	6	100	8	1
Walferdange	52	3	139	9	383	27	574	39	1
Weiler-la-Tour	29	2	69	4	186	13	284	19	1
Weiswampach	18	1	30	2	75	6	123	9	1
Wiltz	48	2	158	11	423	29	629	42	3
Wincrange	38	2	89	3	262	9	389	14	1
TOTAL district authority schools	**4 158**	**241**	**10 942**	**672**	**32 246**	**2 087**	**47 346**	**3 000**	**155**
Eis schoul	13	3	31		68	5	112	8	1
Classes d'accueil étatiques	12	1	54	4	144	16	210	21	
Ecole privee Notre-Dame Sainte-Sophie					98	6	98	6	1
TOTAL other schools	**25**	**4**	**85**	**4**	**310**	**27**	**420**	**35**	**2**
TOTAL SCHOOLS	**4 183**	**245**	**11 027**	**676**	**32 556**	**2 114**	**47 766**	**3 035**	**157**

ESTABLISHMENTS COMMUNITIES

Since 1st January 2012, the Grand-Duchy of Luxembourg counts 106 communes, among which a few have regrouped their total number of pupils within a schooling community.

Community	Affiliated communes	Location	Creation date
Billek (anc. Dreiborn)	Flaxweiler, Wormeldange	Dreiborn	25.02.1969
Harlange	Boulaide, Lac de la Haute Sûre, Winseler	Harlange	03.05.1989
Schoulkauz	Eschweiler, Kiischpelt	Wilwerwiltz	26.03.1994
Sispolo	Parc Hosingen, Putscheid	Parc Hosingen	05.03.1991
Synécosport	Bech, Manternach	Berbourg	20.05.1993

LIST OF SCHOOLS AND STUDENT DISTRIBUTION

For the general secondary and the technical secondary education, it is appropriate to list all the schools of both public and private education that follow the official national curriculum. Certain secondary schools offer both general and technical secondary education.

Public schools 2015-2016			
	Number of pupils		
Name of school	ES	EST	TOTAL
Lycée technique Mathias Adam (LTMA), Pétange	77	1 933	2 010
Lycée technique du Centre (LTC), Luxembourg**	82	1 926	2 008
Lycée classique Diekirch (LCD), Diekirch et Mersch	1 249	677	1 926
Lycée technique de Bonnevoie(LTB), Luxembourg		1 801	1 801
Lycée des Arts et Métiers (LAM), Luxembourg	4	1 792	1 796
Lycée Nic-Biever (LNB), Dudelange	327	1 269	1 596
Lycée technique d'Esch-Alzette (LTE), Esch-sur-Alzette	12	1 528	1 540
Lycée technique de Lallange (LTL), Esch-sur-Alzette	74	1 434	1 508
Lycée Aline-Mayrisch (LAML), Luxembourg	1 139	255	1 394
Lycée technique Michel Lucius (LTML), Luxembourg**	308	1 084	1 392
Lycée du Nord (LN), Wiltz	372	999	1 371
Lycée Michel Rodange (LMRL), Luxembourg	1 344	27	1 371
Athénée de Luxembourg (AL), Luxembourg**	1 336		1 336
Lycée technique d'Ettelbruck (LTETT), Ettelbruck		1 156	1 156
Lycée Josy Barthel (LJBM), Mamer	157	992	1 149
Atert-Lycée Redange (ALR), Redange	446	676	1 122
Lycée de Garçons Luxembourg (LGL), Luxembourg	1 072		1 072
Lycée classique Echternach (LCE), Echternach	709	351	1 060
Lycée de Garçons Esch-sur-Alzette (LGE), Esch-sur-Alzette	1 060		1 060
Lycée Bel-Val (LBV), Belvaux		967	967
Lycée technique pour professions de santé (LTPS), Luxembourg, Esch-sur-Alzette et Ettelbruck		953	953
Maacher Lycée (MLG), Grevenmacher	75	785	860
Lycée Robert Schuman (LRSL), Luxembourg	819	13	832
Lycée Hubert Clement (LHCE), Esch-sur-Alzette	756		756

*** AL, LTC, LTML incl international classes*

GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

Public schools 2015-2016			
	Number of pupils		
Name of school	**ES**	**EST**	**TOTAL**
Lycée technique pour professions éducatives et sociales (LTPES), Beringen / Mersch		746	746
Lycée Ermesinde (LEM, anc. NL), Beringen / Mersch	393	231	624
Nordstad-Lycée (NOSL), Diekirch	47	507	554
Lycée technique agricole (LTA), Ettelbruck		463	463
Lënster Lycée (LLJ), Junglinster	64	361	425
Lycée technique Ecole de Commerce et de Gestion (LTECG), Luxembourg		420	420
Sportlycée Luxembourg (SLL), Luxembourg	278	71	349
Lycée technique Hôtelier Alexis Heck (LTHAH), Diekirch		264	264
École de la 2e chance (E2C), Pétange	5	143	148
Centre national de formation professionnelle continue Esch-sur-Alzette (CNFPC)		122	122
Centre national de formation professionnelle continue Ettelbruck (CNFPC-E)		79	79
Centre socio-éducatif de l'Etat (CSEE), Dreiborn		43	43
Service de la Formation Professionnelle (SFP), Luxembourg		24	24
Centre de Logopédie (CL), Luxembourg		15	15
Total Public	**12 205**	**24 107**	**36 312**

Private schools* 2015-2016			
	Number of pupils		
Name of school	**ES**	**EST**	**TOTAL**
Ecole Privée Fieldgen (Ste Famille), Luxembourg	253	1 148	1 401
Ecole Privée Ste Anne, Ettelbruck		1 001	1 001
Ecole Privée Marie Consolatrice, Esch-sur-Alzette		552	552
Lycée technique privé Emile Metz, Luxembourg		550	550
Ecoles Privées Notre-Dame Ste Sophie, Luxembourg		167	167
Total Private*	**253**	**3 418**	**3 671**

Total number of students ES and EST 2015-2016			
	ES	**EST**	**TOTAL**
Total Public	12 205	24 107	36 312
Total Private*	253	3 418	3 671
Total Public + Private*	**12 458**	**27 525**	**39 983**

** Private schools following the official national curriculum*

CROSS BORDER SECONDARY SCHOOL AND PRIVATE AND INTERNATIONAL SCHOOLS

LIST OF SCHOOLS AND STUDENT DISTRIBUTION

For the “Schengen-Lyzeum Perl” and the private and international schools that do not follow the official national curriculum, the students are distributed among the different establishments and different educational levels as follows:

Private and international schools and cross border school 2015-2016						
	Number of pupils					
Name of school	Early childhood	Pre-primary	Primary	General second.	Technical second.	TOTAL
European School of Luxembourg (I + II)		805	2 189	2 519		**5 513**
International School of Luxembourg	30	135	455	724		**1 344**
Lycée Vauban				1 232	42	**1 274**
Schengen-Lyzeum Perl				571	251	**822**
St George's International School	56	77	346	229		**708**
Ecole maternelle et primaire francophone	68	138	418			**624**
Ecoles Privées Notre-Dame Ste Sophie	25	142	386	63		**616**
Ecole Waldorf - Fräi-Öffentlech Waldorfschoul	25	76	151	169		**421**
Ecole Privée Grandjean Luxembourg					136	**136**
Over The Rainbow	36	43	46			**125**
Montessori L'Enfant Roi	20	54	24			**98**
Ecole Charlemagne Luxembourg	13	17	55			**85**
LES POUSSINS Bonnevoie	26	22				**48**
MINI COLLEGE Kirchberg	15	18				**33**
Scuola Materna Italiana		13				**13**
Total	**314**	**1 540**	**4 070**	**5 507**	**429**	**11 860**

6
BUDGET OF THE NATIONAL EDUCATION

2.03 Billion €

EDUCATION BUDGET

The funding of education is a very vast domain that requires several aspects to be taken into account. On the one hand, there are public funds invested by the administrations. The national investments are shared on a national and communal level. On the other hand, one should differentiate between private funds that are invested by private households or by potential partners of the private sector.

In the present chapter, the analysis regards first and foremost the expenses of the Ministry of National Education. In it, the different budget items as well as their evolution over the past years are detailed.

However, in order to determine the real cost of education in Luxembourg, it is appropriate to also consider the public funds invested by certain other ministries (transport, public buildings, …), by the communes or by international organisations as well as private investors.

All these investments are taken into account in the second part of this chapter for the determination of financial indicators of education. The indicators most commonly used on an international level will be clarified and calculated for Luxembourg.

Budgetary provisions 2016	
Rubric	**Amount**
General expenses	23 097 801 €
Centre of IT management in Education (CGIE)	7 669 090 €
Department of Coordination of Research, Pedagogical and Technological Innovation (SCRIPT)	6 209 433 €
Centre for Psychology and School Orientation (CPOS)	7 784 554 €
School and extracurricular sports	2 107 608 €
Private educational institutions	82 890 530 €
Department of school meal catering	13 697 039 €
Special needs education	55 016 528 €
Department of adult education	4 755 201 €
Inspectorate	5 022 091 €
Elementary education	570 020 039 €
Secondary and technical secondary education	614 496 321 €
National insitute of languages	10 634 118 €
Vocational training	78 881 512 €
Children and Youth - General expenses*	425 148 344 €
State "Children Homes"*	8 448 445 €
Socio-educational State Centres*	12 534 414 €
National Children Office*	83 018 442 €
National Youth Department*	15 505 908 €
National Institute of Education Training	5 757 283 €
Total	**2 032 694 701 €**

EVOLUTION

In order to gauge the evolution of the public budget that is dedicated to National Education each year, it is appropriate to consider the budgetary sections that are highly specific to the budget of the Ministry of National Education rather than the former's entire budget. Indeed, the portfolios and responsibilities of the different ministries have considerably varied with regards to education over the course of the past years.

Considering the structural modifications of the budget as well as the missions of the Ministry of National Education , Children and Youth over the past years, the table below contains the different budget headings related to the educational system.

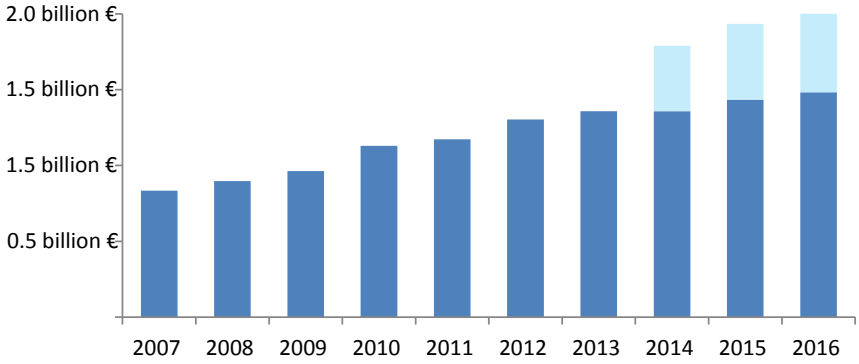
	Budget evolution (in thousands of euros)									
Rubric	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
General expenses	8 111	7 248	6 818	6 255	14 843	18 763	17 430	16 149	21 164	23 098
CGIE	3 510	3 598	3 605	3 749	3 728	3 761	3 879	5 783	6 333	7 669
SCRIPT	4 986	5 170	7 206	6 463	5 859	6 721	7 226	7 307	8 402	6 209
CPOS	3 719	3 869	6 710	4 370	4 393	4 508	7 129	7 373	7 333	7 785
School and extracurricular sports	1 720	1 731	1 778	2 056	2 041	2 183	1 461	2 100	2 122	2 108
Private educational institutions	57 452	59 183	65 650	72 322	83 346	84 759	93 081	77 769	81 881	82 891
Department of school meal catering	5 008	5 279	3 078	5 445	5 640	6 767	7 041	7 396	10 293	13 697
Special needs education	37 765	38 464	39 518	40 606	41 427	44 676	48 917	49 750	54 925	55 017
Department of adult education	8 841	9 260	9 641	9 689	2 588	3 117	3 281	3 668	4 381	4 755
Inspectorate	3 037	3 324	3 596	4 047	4 410	4 396	4 154	4 166	4 625	5 022
Elementary education	246 079	291 127	311 935	437 485	452 170	507 087	525 475	545 152	560 511	570 020
Secondary and technical secondary education	417 628	426 055	456 825	489 170	499 985	524 110	545 879	548 763	583 123	614 496
National insitute of languages	-	-	-	195	7 274	8 111	7 598	7 463	10 566	10 634
Vocational training	36 305	43 095	47 001	47 597	45 493	84 691	85 734	75 750	78 802	78 882
Total without departments of Children and Youth	**834 161**	**897 405**	**963 361**	**1 129 447**	**1 173 198**	**1 303 649**	**1 358 285**	**1 358 589**	**1 434 461**	**1 482 282**
Children and Youth - General expenses*	-	-	-	-	-	-	-	330 206	386 320	425 148
State "Children Homes"*	-	-	-	-	-	-	-	7 451	7 862	8 448
Socio-educational State Centres*	-	-	-	-	-	-	-	9 766	11 154	12 534
National Children Office*	-	-	-	-	-	-	-	73 407	80 324	83 018
National Youth Department*	-	-	-	-	-	-	-	10 401	12 798	15 506
National Institute of Education Training	-	-	-	-	-	-	-	-	-	5 757
Total	**834 161**	**897 405**	**963 361**	**1 129 447**	**1 173 198**	**1 303 649**	**1 358 285**	**1 789 819**	**1 932 919**	**2 032 695**

** Since the legislative elections of October 20, 2013, the departments Childhood and Youth are part of the Ministry of Education.*

EVOLUTION

The total of headings under consideration reveals a constant rise of the budget dedicated to National Education.

EVOLUTION OF THE BUDGET FOR NATIONAL EDUCATION



The first part of this chapter has detailed the budget of the National Education and its evolution in the course of the past years.

However, in order to determine the effective cost of education, it is not enough to consider the budget of the Ministry of National Education. Every other direct or indirect financial sponsor of education, whether they be public (State, communes, …) or private (households, companies, …), and all other satellite expenditures related to education must also be taken into account in order to determine the total cost.

In Luxembourg, an exhaustive analysis of these expenditures has been carried out annually since 2002. The figures included in the following are those regarding the budgetary year 2014.

Thus, in 2014, the Luxembourgish state and the 106 communes which it is made up of, have invested more than a billion euros to finance the Luxembourgish school system. This substantial amount is distributed over the student population attending elementary education and general secondary and technical secondary education.

The costs generated by a school system translate into three types of expenses: the expenditures related to the salaries and wages of the teaching and the non-teaching staff, the operating expenditures and capital expenditures. Considering these three different types of expenditures, it is possible to determine the effective cost of the Luxembourgish school system.

EXPENDITURE DISTRIBUTION BY ALLOCATION AND FINANCIAL SOURCE

Source	Elementary education	General sec. education	Technical sec. education	Total
Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse	541 532 550 €	209 333 959 €	394 869 225 €	1 145 735 734 €
Communes	302 877 873 €			302 877 873 €
Administration des Bâtiments publics	102 888 €	34 847 140 €	55 567 200 €	90 517 228 €
Ministère de la Fonction publique et de la Réforme administrative	34 477 415 €	11 668 999 €	21 738 362 €	67 884 776 €
Ministère de la Famille	6 572 143 €	3 106 564 €	5 769 771 €	15 448 478 €
Ministère de l'Intérieur	20 912 792 €			20 912 792 €
Ministère des Transports		14 057 642 €	26 109 033 €	40 166 675 €
Ministère de la Santé	202 092 €	56 636 €	105 188 €	363 916 €
Landkreis Merzig-Wadern		403 480 €		403 480 €
Total	906 677 753 €	273 474 420 €	504 158 779 €	1 684 310 952 €

Source	Elementary education	General sec. education	Technical sec. education	Total
Salaries and wages of teaching staff	689 146 592 €	192 827 499 €	357 888 779 €	1 239 862 870 €
Salaries and wages of non-teaching staff	12 592 233 €	14 238 031 €	26 509 784 €	53 340 048 €
Operating expenditures	144 495 575 €	31 600 654 €	66 372 908 €	242 469 137 €
Capital expenditures	60 443 353 €	34 808 235 €	53 387 309 €	148 638 897 €
Total	906 677 753 €	273 474 419 €	504 158 780 €	1 684 310 952 €

FINANCIAL INDICATORS OF EDUCATION – 2014

The primary funders of the Luxembourgish educational system remain the Ministry of National Education and the communes, followed by the administration of public buildings and the Ministry of Public Service and of Administrative Reform.

Over 70% of the entire expenditures are invested in the salaries and wages of the teaching personnel. Then there are current expenditures, capital expenditures and the payment of salaries and wages of the non-teaching personnel.

7
NATIONALITY AND LANGUAGE SPOKEN

576 200

POPULATION

47%

Percentage of other nationalities in the population

88 266

PUPILS

43%

PERCENTAGE OF OTHER NATIONALITIES AMONG THE STUDENS

LUXEMBOURGISH POPULATION – EVOLUTION

The demographic context of the Grand-Duchy of Luxembourg is unique in the European Union. The population census of 1st January 2016 (STATEC) counts a total of 576 200 residents among which 269 200 (= 46.7%) people are of foreign nationality. The Portuguese community, representing 16.2% of de population residing in Luxembourg, represents the largest foreign population.

	2010	2011	2012	2013	2014	2015	2016
Luxembourgish	285.700	291.900	295.000	298.200	300.800	304.300	307.000
Portuguese	79.800	82.400	85.300	88.200	90.800	92.100	93.100
other nationality	136.600	138.100	144.600	150.600	158.100	166.600	176.100
Total	**502.100**	**512.400**	**524.900**	**537.000**	**549.700**	**563.000**	**576.200**

The ratio of nationalities (Luxembourgish and others) as well as the first spoken language at the home of the student represent two unique aspects of the Luxembourgish educational system. In what follows, these specificities will be analysed for the different educational levels.

NATIONALITIES IN ELEMENTARY EDUCATION – EVOLUTION

		2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Cycle 1 early childhood	Luxembourgish	2.237	2.249	2.377	2.288	2.413	2.263	2.389
	Portuguese	941	857	892	867	851	807	706
	other nationality	927	855	989	986	1.019	975	1.088
Cycle 1 Pre-primary	Luxembourgish	5.018	5.266	5.483	5.653	5.673	5.859	5.987
	Portuguese	2.619	2.535	2.529	2.590	2.575	2.509	2.450
	other nationality	2.389	2.394	2.422	2.497	2.500	2.580	2.590
Cycles 2-4 Primary	Luxembourgish	17.427	16.808	16.342	15.976	15.854	15.947	17.545
	Portuguese	8.141	8.330	8.533	8.600	8.536	8.491	7.900
	other nationality	6.744	6.958	7.394	7.399	7.504	7.714	7.111
Total	**Luxembourgish**	**24.682**	**24.323**	**24.202**	**23.917**	**23.940**	**24.069**	**25.921**
	Portuguese	**11.701**	**11.722**	**11.954**	**12.057**	**11.962**	**11.807**	**11.056**
	other nationality	**10.060**	**10.207**	**10.805**	**10.882**	**11.023**	**11.269**	**10.789**
Total		**46.443**	**46.252**	**46.961**	**46.856**	**46.925**	**47.145**	**47.766**

Cycle 1 early childhood	Luxembourgish	54%	57%	56%	55%	56%	56%	57%
	Portuguese	23%	22%	21%	21%	20%	20%	17%
	other nationality	23%	22%	23%	24%	24%	24%	26%
Cycle 1 Pre-primary	Luxembourgish	50%	52%	53%	53%	53%	54%	54%
	Portuguese	26%	25%	24%	24%	24%	23%	22%
	other nationality	24%	23%	23%	23%	23%	24%	23%
Cycles 2-4 Primary	Luxembourgish	54%	52%	51%	50%	50%	50%	54%
	Portuguese	25%	26%	26%	27%	27%	26%	24%
	other nationality	21%	22%	23%	23%	24%	24%	22%
Total	**Luxembourgish**	**53%**	**53%**	**52%**	**51%**	**51%**	**51%**	**54%**
	Portuguese	**25%**	**25%**	**25%**	**26%**	**25%**	**25%**	**23%**
	other nationality	**22%**	**22%**	**23%**	**23%**	**23%**	**24%**	**23%**
Total		**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

The rate of pupils of foreign nationality has constantly risen over the past years even though the number of pupils of Luxembourgish nationality remains more important. On the other hand, in 2015-2016 there is an increase in the rate of pupils of the Luxembourgish nationality.

FIRST LANGUAGE SPOKEN AT HOME – EVOLUTION

		2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Cycle 1 early childhood	Luxembourgish	1.692	1.627	1.661	1.538	1.674	1.594	1.645
	Portuguese	1.118	1.063	1.106	1.124	1.061	1.005	935
	other language	1.295	1.271	1.491	1.479	1.548	1.446	1.603
Cycle 1 Pre-primary	Luxembourgish	4.095	3.945	3.899	3.876	3.769	3.864	3.939
	Portuguese	2.780	2.902	3.035	3.151	3.175	3.146	3.054
	other language	3.151	3.348	3.500	3.713	3.804	3.938	4.034
Cycles 2-4 Primary	Luxembourgish	15.484	14.691	13.947	13.223	12.703	12.273	11.874
	Portuguese	8.603	8.774	9.079	9.261	9.335	9.452	9.634
	other language	8.225	8.631	9.243	9.491	9.856	10.427	11.048
Total	**Luxembourgish**	**21.271**	**20.263**	**19.507**	**18.637**	**18.146**	**17.731**	**17.458**
	Portuguese	**12.501**	**12.739**	**13.220**	**13.536**	**13.571**	**13.603**	**13.623**
	other language	**12.671**	**13.250**	**14.234**	**14.683**	**15.208**	**15.811**	**16.685**
Total		**46.443**	**46.252**	**46.961**	**46.856**	**46.925**	**47.145**	**47.766**

Cycle 1 early childhood	Luxembourgish	41%	41%	39%	37%	39%	39%	39%
	Portuguese	27%	27%	26%	27%	25%	25%	22%
	other language	32%	32%	35%	36%	36%	36%	38%
Cycle 1 Pre-primary	Luxembourgish	41%	39%	37%	36%	35%	35%	36%
	Portuguese	28%	28%	29%	29%	30%	29%	28%
	other language	31%	33%	34%	35%	35%	36%	37%
Cycles 2-4 Primary	Luxembourgish	48%	46%	43%	41%	40%	38%	36%
	Portuguese	27%	27%	28%	29%	29%	29%	30%
	other language	25%	27%	29%	30%	31%	32%	34%
Total	**Luxembourgish**	**46%**	**44%**	**42%**	**40%**	**39%**	**38%**	**37%**
	Portuguese	**27%**	**28%**	**28%**	**29%**	**29%**	**29%**	**29%**
	other language	**27%**	**29%**	**30%**	**31%**	**32%**	**34%**	**35%**
Total		**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

In 2008/09, the Luxembourgish language loses its predominance as the first language spoken at home among the total number of pupils of elementary education. In 2015/2016, 63% of the pupils state that their first spoken language at home is another language than Luxembourgish, even though there are only 46% of foreign pupils in elementary education.

NATIONALITIES IN THE GENERAL SECONDARY AND THE TECHNICAL SECONDARY EDUCATION – EVOLUTION

		2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
General secondary education	Luxembourgish	10.372	10.417	10.475	10.339	10.049	9.815	9.657
	Portuguese	845	848	884	893	923	871	876
	other nationality	1.439	1.445	1.475	1.548	1.594	1.537	1.524
Technical secondary education	Luxembourgish	13.413	13.705	13.799	13.657	13.586	13.541	13.677
	Portuguese	5.463	5.730	5.915	6.152	6.467	6.599	6.632
	other nationality	3.473	3.474	3.474	3.500	3.607	3.585	3.698
Preparatory (modular)	Luxembourgish	918	959	1.010	1.021	1.031	1.045	1.015
	Portuguese	877	946	979	1.042	1.054	1.120	1.125
	other nationality	408	443	454	476	507	554	533
Reception and integration classes	Luxembourgish	146	175	139	186	148	146	147
	Portuguese	299	240	323	369	360	297	276
	other nationality	187	207	237	224	238	265	422
Total	**Luxembourgish**	**24.849**	**25.256**	**25.423**	**25.203**	**24.814**	**24.547**	**24.496**
	Portuguese	**7.484**	**7.764**	**8.101**	**8.456**	**8.804**	**8.887**	**8.909**
	other nationality	**5.507**	**5.569**	**5.640**	**5.748**	**5.946**	**5.941**	**6.177**
Total		**37.840**	**38.589**	**39.164**	**39.407**	**39.564**	**39.375**	**39.582**

General secondary education	Luxembourgish	82%	82%	82%	81%	80%	80%	80%
	Portuguese	7%	7%	7%	7%	7%	7%	7%
	other nationality	11%	11%	11%	12%	13%	13%	13%
Technical secondary education	Luxembourgish	60%	60%	60%	59%	57%	57%	57%
	Portuguese	24%	25%	26%	26%	27%	28%	28%
	other nationality	16%	15%	15%	15%	15%	15%	15%
Preparatory (modular)	Luxembourgish	42%	41%	41%	40%	40%	38%	38%
	Portuguese	40%	40%	40%	41%	41%	41%	42%
	other nationality	19%	19%	19%	19%	20%	20%	20%
Reception and integration classes	Luxembourgish	23%	28%	20%	24%	20%	21%	17%
	Portuguese	47%	39%	46%	47%	48%	42%	33%
	other nationality	30%	33%	34%	29%	32%	37%	50%
Total	**Luxembourgish**	**66%**	**65%**	**65%**	**64%**	**63%**	**62%**	**62%**
	Portuguese	**20%**	**20%**	**21%**	**21%**	**22%**	**23%**	**23%**
	other nationality	**15%**	**14%**	**14%**	**15%**	**15%**	**15%**	**16%**
Total		**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

FIRST LANGUAGE SPOKEN AT HOME – EVOLUTION

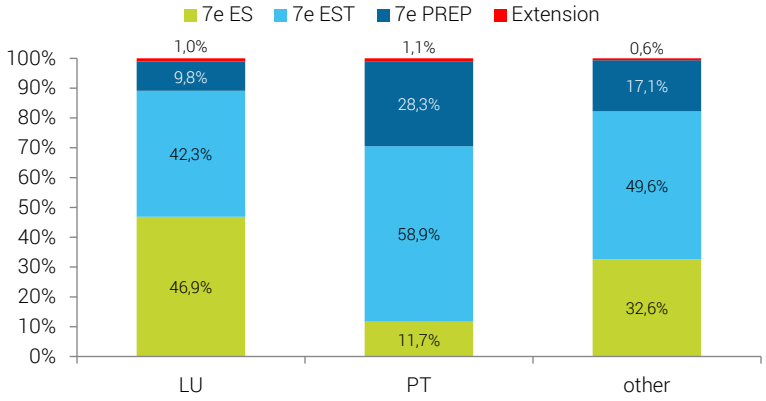
		2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
General secondary education	Luxembourgish	9.491	9.415	9.314	9.078	8.747	8.382	7.997
	Portuguese	865	892	978	1.020	1.061	1.044	1.096
	other language	2.300	2.403	2.542	2.682	2.758	2.797	2.964
Technical secondary education	Luxembourgish	11.842	11.782	11.598	11.180	10.933	10.522	10.185
	Portuguese	5.627	6.065	6.439	6.808	7.188	7.468	7.694
	other language	4.880	5.062	5.151	5.321	5.539	5.735	6.128
Preparatory (modular)	Luxembourgish	751	760	778	732	719	717	717
	Portuguese	935	1.029	1.091	1.130	1.160	1.238	1.227
	other language	517	559	574	677	713	764	729
Reception and integration classes	Luxembourgish	121	151	106	137	111	105	102
	Portuguese	330	259	328	351	338	290	267
	other language	181	212	265	291	297	313	476
Total	**Luxembourgish**	**22.205**	**22.108**	**21.796**	**21.127**	**20.510**	**19.726**	**19.001**
	Portuguese	**7.757**	**8.245**	**8.836**	**9.309**	**9.747**	**10.040**	**10.284**
	other language	**7.878**	**8.236**	**8.532**	**8.971**	**9.307**	**9.609**	**10.297**
Total		**37.840**	**38.589**	**39.164**	**39.407**	**39.564**	**39.375**	**39.582**

General secondary education	Luxembourgish	75%	74%	73%	71%	70%	69%	66%
	Portuguese	7%	7%	8%	8%	8%	9%	9%
	other language	18%	19%	20%	21%	22%	23%	25%
Technical secondary education	Luxembourgish	53%	51%	50%	48%	46%	44%	42%
	Portuguese	25%	26%	28%	29%	30%	31%	32%
	other language	22%	22%	22%	23%	23%	24%	26%
Preparatory (modular)	Luxembourgish	34%	32%	32%	29%	28%	26%	27%
	Portuguese	42%	44%	45%	45%	45%	46%	46%
	other language	23%	24%	23%	27%	28%	28%	27%
Reception and integration classes	Luxembourgish	19%	24%	15%	18%	15%	15%	12%
	Portuguese	52%	42%	47%	45%	45%	41%	32%
	other language	29%	34%	38%	37%	40%	44%	56%
Total	**Luxembourgish**	**59%**	**57%**	**56%**	**54%**	**52%**	**50%**	**48%**
	Portuguese	**20%**	**21%**	**23%**	**24%**	**25%**	**25%**	**26%**
	other language	**21%**	**21%**	**22%**	**23%**	**24%**	**24%**	**26%**
Total		**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

NATIONALITIES AND DISTRIBUTION IN THE DIFFERENT EDUCATIONAL LEVELS

NATIONALITIES AND TRANSITION FROM ELEMENTARY EDUCATION TOWARDS GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

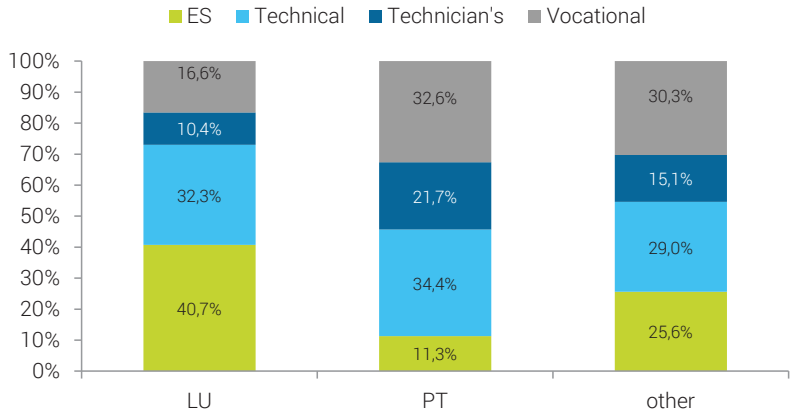
The following graph informs about the decisions of orientation (at the end of cycle 4.2) for the students of Luxembourgish, Portuguese and any other nationality in the course of the transition from the elementary education towards the general secondary and the technical secondary education in 2015/2016.



NATIONALITIES AND DISTRIBUTION IN THE DIFFERENT EDUCATIONAL LEVELS

NATIONALITIES AND ISSUED DIPLOMAS/CERTIFICATES

The graph below informs about the distribution of diplomas or certificates obtained in 2015/2016 by the students of Luxembourgish or Portuguese nationality and any other nationality.



8
ENROLLED STUDENTS – GLOBAL VIEW

100 527

PUPILS

5 237

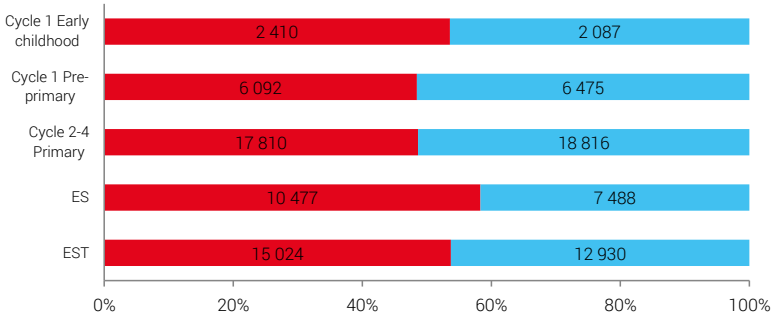
END-OF-SCHOOL DIPLOMAS
AND
CERTIFICATES

STUDENT DISTRIBUTION BY NATIONALITY AND EDUCATIONAL ORDER

Traditionally the statistics of the Ministry of National Education only inform on the public and private schools that follow the official national curriculum.
Given that on the one hand international statistics always consider the totality of the resident population, and that on the other hand it is useful to have a complete overview on the educational situation of the youth living in Luxembourg, an additional chapter concerning certain elements of this global overview has been introduced since 2007/2008.

In 2015/2016, 87 348 students have attended public or private schools that follow the official national curricula (not counting the students in special needs education) and 12 261 students have attended a private or international school that does not have to teach according to the official national curricula (see p. 74).

The following table describes the student distribution by nationality and by educational level in Luxembourg for the schoolyear 2015/2016.



STUDENT DISTRIBUTION BY NATIONALITY AND EDUCATIONAL ORDER

Cycle 1 - Early childhood	Luxembourgers	Foreigners	TOTAL
Public and private schools*	2 389	1 794	**4 183**
Private and international schools**	21	293	**314**
TOTAL	2 410	2 087	**4 497**
	53,6%	**46,4%**	

Cycle 1 - Pre-primary	Luxembourgers	Foreigners	TOTAL
Public and private schools*	5 987	5 040	**11 027**
Private and international schools**	105	1 435	**1 540**
TOTAL	6 092	6 475	**12 567**
	48,5%	**51,5%**	

Cycle 2-4 Primary	Luxembourgers	Foreigners	TOTAL
Public and private schools*	17 545	15 011	**32 556**
Private and international schools**	265	3 805	**4 070**
TOTAL	17 810	18 816	**36 626**
	48,6%	**51,4%**	

General secondary education	Luxembourgers	Foreigners	TOTAL
Public and private schools*	9 657	2 400	**12 057**
Private and international schools**	820	5 088	**5 908**
TOTAL	10 477	7 488	**17 965**
	58,3%	**41,7%**	

Technical secondary education	Luxembourgers	Foreigners	TOTAL
Public and private schools*	14 839	12 686	**27 525**
Private and international schools**	185	244	**429**
TOTAL	15 024	12 930	**27 954**
	53,7%	**46,3%**	

** Education following the official national curriculum*

*** Education not following the official national curriculum*

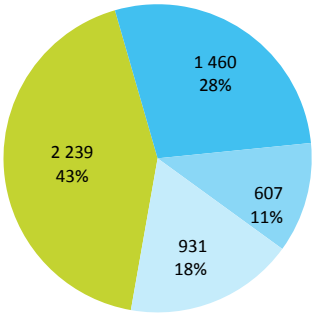
DISTRIBUTION OF DIPLOMAS AND CERTIFICATES

The distribution of diplomas and certificates that have been issued in 2015/2016 can be seen in the following table:

Diplomas	public and private schools*	private and international schools**	TOTAL
End-of-secondary-school diploma	1 539	700	**2 239**
End-of-technical-secondary-school diploma	1 446	14	**1 460**
Technician's diploma	572	35	**607**
Vocational certificat or diploma	923	8	**931**
Total	**4 480**	**757**	**5 237**

** Education following the official national curriculum*

*** Education not following the official national curriculum*



9
ANNEXES

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GLOSSARY

BAC int.	Baccalauréat international
CATP	Certificat d'Aptitude Technique Professionnelle
CCM	Certificat de Capacité Manuelle
CCP	Certificat de capacité professionnelle
CITP	Certificat d'Initiation Technique et Professionnelle
CNFPC	Centre National de Formation professionnelle continue
COIP	Cours d'orientation et d'initiation professionnelle
CPOS	Centre de Psychologie et d'Orientation scolaires
DAP	Diplôme d'aptitude professionnelle
DT	Diplôme de technicien
E2C	École de la 2e chance
EDIFF	Éducation différenciée
ES	Enseignement secondaire
EST	Enseignement secondaire technique
FT	Formation de technicien
LEM	Lycée Ermesinde Merch
MENJE	Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse
MENFP	Ministère de l'Éducation nationale et de la Formation professionnelle
MF	Ministère des Finances
NL	Neie Lycée
PREP	Régime préparatoire modulaire (cycle inférieur de l'enseignement secondaire technique)
PROCI	Projet Cycle Inférieur
RT	Régime technique
RT13	Régime technique – formation administrative et commerciale, technique générale
RT14	Régime technique – professions de santé et professions sociales
SCRIPT	Service de Coordination de la Recherche et de l'Innovation pédagogiques et technologiques
SGE	Service de Guidance de l'Enfance
SLP	Schengen-Lyzeum Perl
SREA	Service Rééducatif Ambulatoire
ST	Secondaire technique
STATEC	Service Central de la Statistique et des Études économiques
VAE	Validation des acquis de l'expérience

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editorial staff Service des Statistiques et Analyses
phone: (+352) 247-85960
e-mail: statistiques@men.lu

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