

THE KEY FIGURES OF THE NATIONAL EDUCATION

STATISTICS AND INDICATORS 2016/2017

12 308

TEACHERS

239

SCHOOLS

101 524

PUPILS

5 406

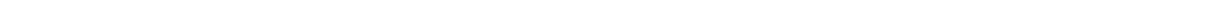
DIPLOMAS AND
CERTIFICATES



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 2016/2017

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



For the 16th 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 relevant national initiatives.

Divided into eight chapters and annexes, the 2018 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 2016-2017, 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 enrolment 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.



A handwritten signature in black ink, appearing to read 'Claude Meisch', written in a cursive style.

Claude Meisch

Minister of National Education, Children and Youth

TABLE DES MATIÈRES

1 GENERAL INFORMATION	7	5 SCHOOLS	67
Education system	8	Elementary education	68
2 STUDENTS	13	Secondary education	72
General statistics	14	Ecoles internationales	74
Cycle 1 of elementary education	20	6 BUDGET OF THE NATIONAL EDUCATION	75
Cycles 2-4 of elementary education	22	General presentation of the budget	76
Secondary education	26	Evolution	78
General secondary education	27	Financial indicators of education	80
Technical secondary education	32	7 NATIONALITY AND LANGUAGE SPOKEN	83
Special needs education	38	Demographic context	84
Transition from elementary to secondary education	42	Elementary education	85
3 DIPLOMAS AND CERTIFICATES	45	Secondary education	87
Secondary education	47	Nationalities and distribution in the different educational levels	89
General secondary education	48	8 ENROLLED STUDENTS - GLOBAL VIEW	91
Technical secondary education	50	Nationality and level of education	92
Certification rates	56	Diplomas and certificates	94
4 TEACHERS	57	9 ANNEXES	95
Elementary education	58	Bibliographical reference	96
Cycle 1 of elementary education	60	Glossary	97
Cycles 2-4 of elementary education	62		
Secondary education	64		
Special needs education	66		

GENERAL INFORMATION

GENERAL INFORMATION

EDUCATION SYSTEM

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.

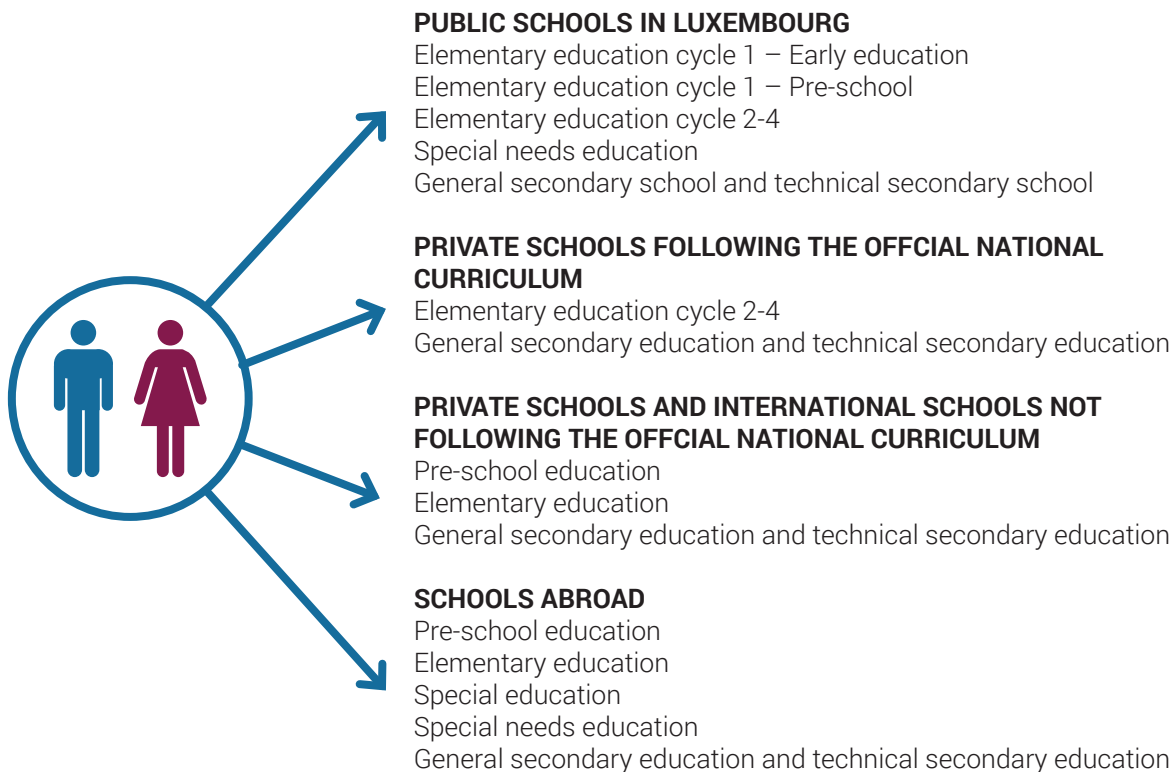
Moreover, pupils living in Luxembourg also have the possibility to attend schools abroad. The following chapters will include mainly data related to the public and private education institutions that follow the official national curriculum.

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.

GENERAL INFORMATION

EDUCATION SYSTEM

SCHOOLING OPTIONS FOR RESIDENTS



GENERAL INFORMATION

EDUCATION SYSTEM

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.

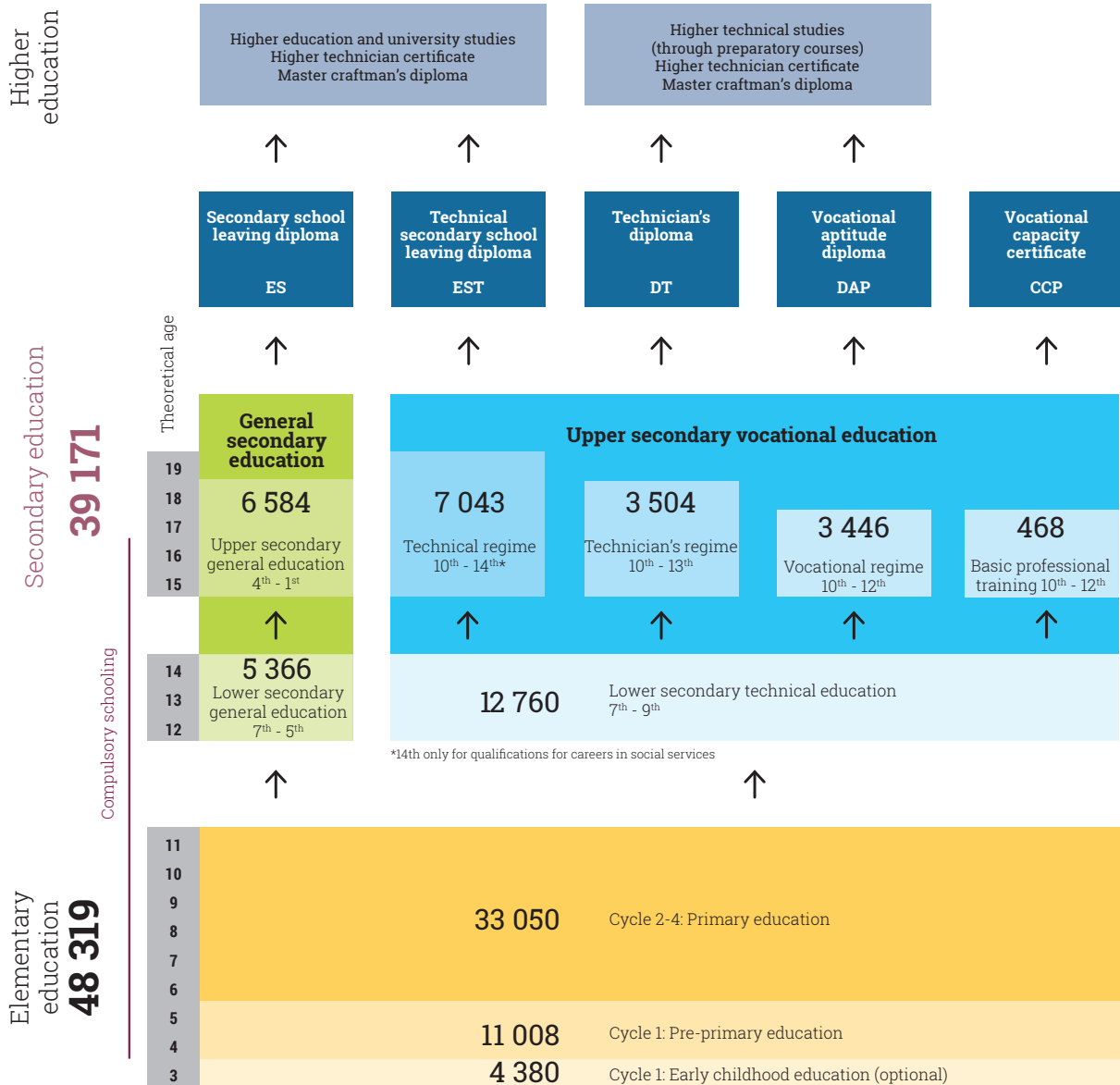
The reform of vocational education (law of 19th December 2008) has been in place since the beginning of the academic school year of 2010-2011. Following this law, among other, the technician’s training scheme has been reorganised and is integrated in the vocational education.

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.

GENERAL INFORMATION

EDUCATION SYSTEM

LUXEMBOURGISH EDUCATION SYSTEM – NATIONAL CURRICULUM



2
STUDENTS

101 524

PUPILS

NATIONAL CURRICULUM

48 319

ELEMENTARY
EDUCATION

875

SPECIAL NEEDS
EDUCATION

39 171

SECONDARY
EDUCATION

INTERNATIONAL CURRICULUM

6 309

ELEMENTARY
EDUCATION

6 850

SECONDARY
EDUCATION

STUDENTS

GENERAL STATISTICS

EFFECTIFS

For the school year 2016/2017, the total number of pupils in Luxembourg was 101 524 and this is distributed as follows:

Level of education	Number of pupils 2016-2017				
	Public schools	Private schools*	Total public and private*	Private and international schools**	Total
Cycle 1 Early childhood education	4 380	-	4 380	235	4 615
Cycle 1 Pre-primary education	11 008	-	11 008	1 553	12 561
Cycle 2-4 Primary education	32 931	119	33 050	4 402	37 452
Special needs education (EDIFF)	875	-	875	-	875
General secondary education (ES)	11 703	247	11 950	6 576	18 526
Technical secondary education (EST)	23 881	3 340	27 221	274	27 495
Total	84 778	3 706	88 484	13 040	101 524

* 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.

STUDENTS

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.

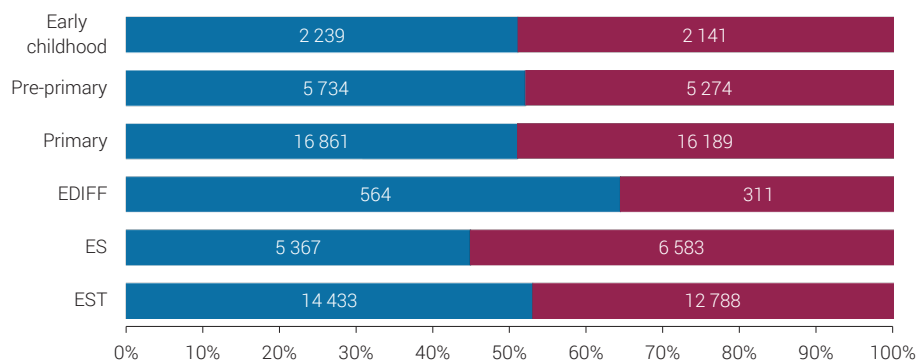
Level of education	Number of pupils						
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Cycle 1 Early childhood education	3 961	4 258	4 141	4 283	4 045	4 183	4 380
Cycle 1 Pre-primary education	10 195	10 434	10 740	10 748	10 948	11 027	11 008
Cycle 2-4 Primary education	32 096	32 269	31 975	31 894	32 152	32 556	33 050
Special needs education (EDIFF)	690	779	848	835	884	918	875
General secondary education (ES)	12 825	12 975	12 958	12 832	12 501	12 057	11 950
Technical secondary education (EST)	25 879	26 330	26 627	26 998	27 152	27 525	27 221
Total	85 646	87 045	87 289	87 590	87 682	88 266	88 484

STUDENTS

GENERAL STATISTICS

DISTRIBUTION BY GENDER

Level of education	Number of pupils 2016-2017				Total
	Male		Female		
Cycle 1 Early childhood education	2 239	51,1%	2 141	48,9%	4 380
Cycle 1 Pre-primary education	5 734	52,1%	5 274	47,9%	11 008
Cycle 2-4 Primary education	16 861	51,0%	16 189	49,0%	33 050
Special needs education (EDIFF)	564	64,5%	311	35,5%	875
General secondary education (ES)	5 367	44,9%	6 583	55,1%	11 950
Technical secondary education (EST)	14 433	53,0%	12 788	47,0%	27 221
Total	45 198	51,1%	43 286	48,9%	88 484

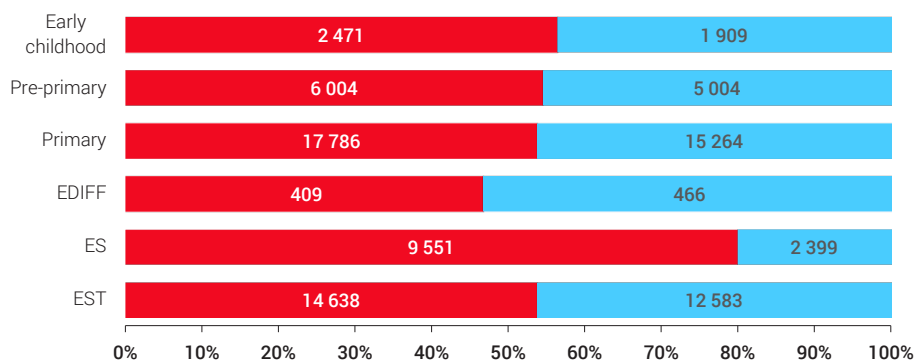


STUDENTS

GENERAL STATISTICS

DISTRIBUTION BY NATIONALITY

Level of education	Number of pupils 2016-2017				Total
	Luxembourgers		Foreign pupils		
Cycle 1 Early childhood education	2 471	56,4%	1 909	43,6%	4 380
Cycle 1 Pre-primary education	6 004	54,5%	5 004	45,5%	11 008
Cycle 2-4 Primary education	17 786	53,8%	15 264	46,2%	33 050
Special needs education (EDIFF)	409	46,7%	466	53,3%	875
General secondary education (ES)	9 551	79,9%	2 399	20,1%	11 950
Technical secondary education (EST)	14 638	53,8%	12 583	46,2%	27 221
Total	50 859	57,5%	37 625	42,5%	88 484



STUDENTS

GENERAL STATISTICS

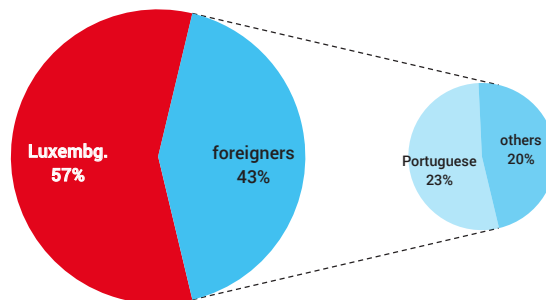
NATIONALITIES - DISTRIBUTION BY NATIONALITY AND LEVEL OF EDUCATION

Number of pupils 2016-2017															
Nat.	Elementary			TOTAL Elementary	EDIFF Special needs	ES Secondary education	Technical secondary education (EST)						TOTAL EST	TOTAL ES et EST	TOTAL
	Early childhood	Pre-primary	Primary				Preparatory (modular)	Reception and integration classes	Lower level technical secondary education	Technical regime	Technician's regime	Vocational regime			
Luxembg.	2 471	6 004	17 786	26 261	409	9 551	929	132	4 761	4 558	2 051	2 207	14 638	24 189	50 859
Portuguese	693	2 288	7 824	10 805	266	867	1 116	255	2 919	1 596	1 004	1 113	8 003	8 870	19 941
Ex-Youg.	139	362	1 182	1 683	32	194	151	32	477	269	149	132	1 210	1 404	3 119
French	331	690	1 718	2 739	34	337	72	5	285	145	77	83	667	1 004	3 777
Italian	78	188	535	801	10	268	18	3	96	67	19	50	253	521	1 332
Belgian	96	244	650	990	7	100	30	18	157	101	48	51	405	505	1 502
German	90	157	459	706	6	206	10	4	71	49	15	88	237	443	1 155
others	482	1 075	2 896	4 453	111	427	229	354	636	258	141	190	1 808	2 235	6 799
Tot. foreign	1 909	5 004	15 264	22 177	466	2 399	1 626	671	4 641	2 485	1 453	1 707	12 583	14 982	37 625
Total	4 380	11 008	33 050	48 438	875	11 950	2 555	803	9 402	7 043	3 504	3 914	27 221	39 171	88 484

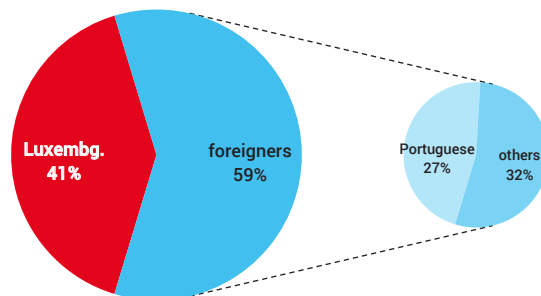
Percentage of pupils 2016-2017															
Nat.	Elementary			TOTAL Elementary	EDIFF Special needs	ES Secondary education	Technical secondary education (EST)						TOTAL EST	TOTAL ES et EST	TOTAL
	Early childhood	Pre-primary	Primary				Preparatory (modular)	Reception and integration classes	Lower level technical secondary education	Technical regime	Technician's regime	Vocational regime			
Luxembg.	56,4	54,5	53,8	54,2	46,7	79,9	36,4	16,4	50,6	64,7	58,5	56,4	53,8	61,8	57,5
Portuguese	15,8	20,8	23,7	22,3	30,4	7,3	43,7	31,8	31,0	22,7	28,7	28,4	29,4	22,6	22,5
Ex-Youg.	3,2	3,3	3,6	3,5	3,7	1,6	5,9	4,0	5,1	3,8	4,3	3,4	4,4	3,6	3,5
French	7,6	6,3	5,2	5,7	3,9	2,8	2,8	0,6	3,0	2,1	2,2	2,1	2,5	2,6	4,3
Italian	1,8	1,7	1,6	1,7	1,1	2,2	0,7	0,4	1,0	1,0	0,5	1,3	0,9	1,3	1,5
Belgian	2,2	2,2	2,0	2,0	0,8	0,8	1,2	2,2	1,7	1,4	1,4	1,3	1,5	1,3	1,7
German	2,1	1,4	1,4	1,5	0,7	1,7	0,4	0,5	0,8	0,7	0,4	2,2	0,9	1,1	1,3
others	11,0	9,8	8,8	9,2	12,7	3,6	9,0	44,1	6,8	3,7	4,0	4,9	6,6	5,7	7,7
Tot. foreign	43,6	45,5	46,2	45,8	53,3	20,1	63,6	83,6	49,4	35,3	41,5	43,6	46,2	38,2	42,5
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

DISTRIBUTION BY NATIONALITY AND FIRST LANGUAGE SPOKEN

Distribution by nationality



Distribution by first language spoken



STUDENTS

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.

	2016-2017		
	Number of pupils	Number of classes (groups)	Average pupils / class (group)
Cycle 1 - Early childhood education	4 380	237	18,5
Cycle 1 - Pre-primary education	11 008	672	16,4
Total	15 388	909	16,9

	E v o l u t i o n Cycle 1 - Early childhood education						
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Communes	103	100	106	105	105	105	102
Groups	227	233	230	234	221	245	237
Pupils	3 961	4 258	4 141	4 283	4 045	4 183	4 380

	E v o l u t i o n Cycle 1 - Pre-primary education						
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Classes	651	656	677	689	711	676	672
Pupils	10 195	10 434	10 740	10 748	10 948	11 027	11 008

STUDENTS

CYCLE 1 OF ELEMENTARY EDUCATION

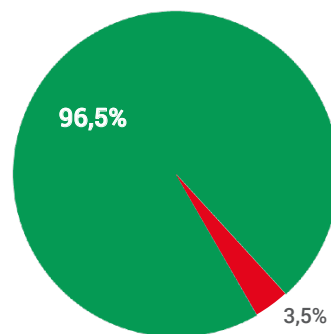
THEORETICAL AGE – STUDENT DISTRIBUTION BY AGE

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 2016 - 2017						
age	3	4	5	6	> 6	Total
N	5	5 312	5 310	365	16	11 008
%	<0,1%	48,3%	48,2%	3,3%	0,1%	100,0%

Cycle 1 - Early childhood education 2016 - 2017			
theoretical age	<	=	>
N	5	10 622	381
%	<0,1%	96,5%	3,5%



STUDENTS

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.

STUDENTS

CYCLES 2-4 OF ELEMENTARY EDUCATION

DISTRIBUTION BY CYCLE OF STUDY

Level	2016-2017		
	Number of pupils	Number of classes	Average pupils/class
Cycle 2.1	5 507	377	14,6
Cycle 2.2	6 222	419	14,8
Cycle 3.1	5 413	366	14,8
Cycle 3.2	5 967	405	14,7
Cycle 4.1	4 981	331	15,0
Cycle 4.2	4 960	347	14,3
Total	33 050	2 245	14,7

EVOLUTION

	Evolution of number of pupils - Primary education cycle 2-4						
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Primary education cycle 2-4	32 096	32 269	31 975	31 894	32 152	32 556	33 050
Total	32 096	32 269	31 975	31 894	32 152	32 556	33 050

STUDENTS

CYCLES 2-4 OF ELEMENTARY EDUCATION

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 2016-2017											
age	5	6	7	8	9	10	11	12	13	>13	Total
Cycle 2.1	62	5 042	390	13							5 507
Cycle 2.2	1	125	4 928	1 060	107	1					6 222
Cycle 3.1		1	99	4 218	976	116	3				5 413
Cycle 3.2				139	4 151	1 397	271	9			5 967
Cycle 4.1					94	3 585	1 135	166	1		4 981
Cycle 4.2					4	160	3 651	1 063	80	2	4 960
Total	63	5 168	5 417	5 430	5 332	5 259	5 060	1 238	81	2	33 050

Percentage of pupils 2016-2017											
age	5	6	7	8	9	10	11	12	13	>13	Total
Cycle 2.1	1,1	91,6	7,1	0,2							100
Cycle 2.2	<0,1	2,0	79,2	17,0	1,7	<0,1					100
Cycle 3.1		<0,1	1,8	77,9	18,0	2,1	0,1				100
Cycle 3.2				2,3	69,6	23,4	4,5	0,2			100
Cycle 4.1					1,9	72,0	22,8	3,3	<0,1		100
Cycle 4.2					0,1	3,2	73,6	21,4	1,6	<0,1	100
Total	0,2	15,6	16,4	16,4	16,1	15,9	15,3	3,7	0,2	0,0	100

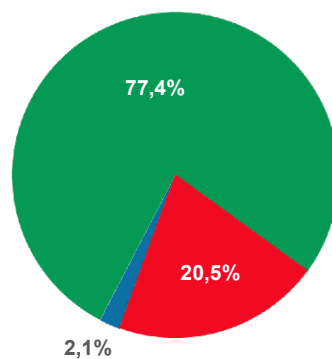
STUDENTS

CYCLES 2-4 OF ELEMENTARY EDUCATION

THEORETICAL AGE – STUDENT DISTRIBUTION BY THEORETICAL AGE AND CYCLE

Among the pupils attending the regular classes of primary education (cycles 2 to 4), 2.1% are below and 20.5% are above the theoretical age corresponding to their respective level of studies.

Cycle 2-4 2016-2017			
theoretical age	<	=	>
N	685	25 575	6 790
%	2,1%	77,4%	20,5%



STUDENTS

GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

DESCRIPTION

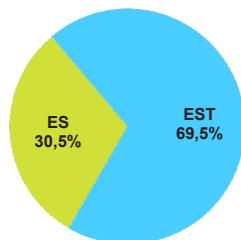
The state is responsible for the supervision of the general secondary and technical secondary education. This supervision is exercised by the Minister of National Education, Children and Youth and by the respective directors of these secondary schools.

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		Total
	N	%	N	%	
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
2016/17	11 950	30,5%	27 221	69,5%	39 171

Distribution 2016/17



STUDENTS

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

General secondary school leaving diploma								
1 ^{re} A	1 ^{re} B	1 ^{re} C	1 ^{re} D	1 ^{re} E	1 ^{re} F	1 ^{re} G	Specialized classes	Upper level education
2 ^e A	2 ^e B	2 ^e C	2 ^e D	2 ^e E	2 ^e F	2 ^e G		
3 ^e A	3 ^e B	3 ^e C	3 ^e D	3 ^e E	3 ^e F	3 ^e G		
4 ^e classique - moderne							Versatile classes	Lower level educ.
5 ^e classique - moderne								
6 ^e classique - moderne								
7 ^e ES								

STUDENTS

GENERAL SECONDARY EDUCATION

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 2016-2017			
Level	Number of pupils	Number of classes	Average pupils/class
7e	1 809	86	21,0
6e	1 849	87	21,3
5e	1 708	75	22,8
4e	1 687	87	19,4
3e	1 570	86	18,3
2e	1 669	90	18,5
1re	1 658	89	18,6
Total	11 950	600	20

2016-2017 Lower level general secondary education				
Level	Classical	Modern	LEM ¹⁾	Total
7e (orientation)	1 732		77	1 809
6e	231	1 552	66	1 849
5e	224	1 408	76	1 708
Total 6e, 5e	455	2 960	142	3 557
6e, 5e %	12,8%	83,2%	4,0%	100,0%

2016-2017 general (polyvalent) classes of general secondary education				
Level	Classical	Modern	LEM ¹⁾	Total
4e	161	1 466	60	1 687
4e %	9,5%	86,9%	3,6%	100,0%

STUDENTS

GENERAL SECONDARY EDUCATION

DESCRIPTION

2016-2017 Upper level general secondary education									
Level	A	B	C	D	E	F	G	DAES ²⁾	Total
3e classical	14	53	85	27	10	3	13		205
3e modern	67	157	367	326	124	26	298		1 365
3e Total	81	210	452	353	134	29	311		1 570
3e %	5,2%	13,4%	28,8%	22,5%	8,5%	1,8%	19,8%		100,0%
2e classical	24	56	117	36	5	2	13		253
2e modern	91	160	328	319	98	24	372	24	1 416
2e Total	115	216	445	355	103	26	385	24	1 669
2e %	6,9%	12,9%	26,7%	21,3%	6,2%	1,6%	23,1%	1,4%	100,0%
1re classical	14	49	92	32	3	3	12		205
1re modern	91	138	334	329	88	43	430		1 453
1re Total	105	187	426	361	91	46	442		1 658
1re %	6,3%	11,3%	25,7%	21,8%	5,5%	2,8%	26,7%		100,0%
Total	301	613	1 323	1 069	328	101	1 138		4 873
Total %	6,2%	12,6%	27,1%	21,9%	6,7%	2,1%	23,4%		100,0%

¹⁾ LEM: Lycée Ermesinde Mersch (formerly Neie Lycée)

²⁾ DAES: diplôme d'accès aux études supérieures

STUDENTS

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.

age	E S Number of pupils 2016-2017													Total
	<12	12	13	14	15	16	17	18	19	20	21	22	>22	
7 th	103	1 578	124	4										1 809
6 th	1	98	1 583	162	5									1 849
5 th			65	1 407	205	24	2	3	2					1 708
4 th				64	1 320	256	38	3	2	1	2		1	1 687
3 rd				2	53	1 231	238	28	9	4	1	1	3	1 570
2 nd					1	52	1 223	287	66	14	9	3	14	1 669
1 st						1	36	1 114	345	119	30	9	4	1 658
Total	104	1 676	1 772	1 639	1 584	1 564	1 537	1 435	424	138	42	13	22	11 950

age	E S Percentage of pupils 2016-2017													Total
	<12	12	13	14	15	16	17	18	19	20	21	22	>22	
7 th	5,7	87,2	6,9	0,2										100
6 th	0,1	5,3	85,6	8,8	0,3									100
5 th			3,8	82,4	12,0	1,4	0,1	0,2	0,1					100
4 th				3,8	78,2	15,2	2,3	0,2	0,1	0,1	0,1		0,1	100
3 rd				0,1	3,4	78,4	15,2	1,8	0,6	0,3	0,1	0,1	0,2	100
2 nd					0,1	3,1	73,3	17,2	4,0	0,8	0,5	0,2	0,8	100
1 st						0,1	2,2	67,2	20,8	7,2	1,8	0,5	0,2	100
Total	0,9	14,0	14,8	13,7	13,3	13,1	12,9	12,0	3,5	1,2	0,4	0,1	0,2	100

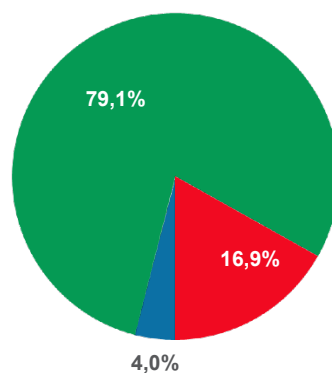
STUDENTS

GENERAL SECONDARY EDUCATION

THEORETICAL AGE – STUDENT DISTRIBUTION COMPARED TO THEORETICAL AGE

The general secondary education presents a rate of 4.0% of students who are ahead of the theoretical age and a rate of 16.9% of students who have fallen behind.

E S 2016-2017			
theoretical age	<	=	>
N	476	9 456	2 018
%	4,0%	79,1%	16,9%



STUDENTS

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 technicien, 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.

STUDENTS

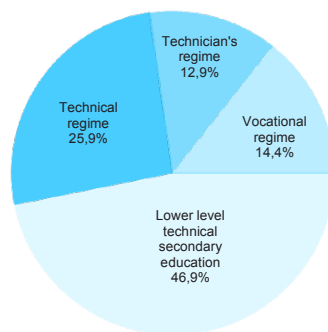
TECHNICAL SECONDARY EDUCATION

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
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
2016/17	12 760	46,9%	7 043	25,9%	3 504	12,9%	3 914	14,4%	27 221

Distribution 2016/17



STUDENTS

TECHNICAL SECONDARY EDUCATION

FIGURES – STUDENT DISTRIBUTION BY GRADE

Lower level technical secondary education 2016-2017			
Level	Number of pupils	Number of classes	average pupils/class
7e preparatory	770	58	13,3
8e preparatory	890	68	13,1
9e preparatory	895	66	13,6
Total preparatory	2 555	192	13,3
Reception classes	360	28	12,9
Integration classes (young adults)	115	10	11,5
E2C (2nd chance school)	67	5	13,4
IPDM (professional integration)	328	32	10,3
Total reception / integration	870	75	11,6
7e technical	1 712	81	21,1
7e integration classes	80	7	11,4
7e LEM	61	3	20,3
7e project classes (PROCI)	671	35	19,2
Total 7e lower level technical	2 524	126	20,0
8e technical	1 588	71	22,4
8e integration classes	203	12	16,9
8e polyvalent	259	15	17,3
8e LEM	64	4	16,0
8e project classes (PROCI)	633	33	19,2
Total 8e lower level technical	2 747	135	20,3
9e technical	1 569	69	22,7
9e integration classes	425	27	15,7
9e polyvalent	473	28	16,9
9e practical	766	47	16,3
9e LEM	52	3	17,3
9e project classes (PROCI)	779	42	18,5
Total 9e lower level technical	4 064	216	18,8
Total	12 760	744	17,2

STUDENTS

TECHNICAL SECONDARY EDUCATION

FIGURES – STUDENT DISTRIBUTION BY PROGRAMME, DIVISION AND PROFESSION

Technical regime	2016-2017
(10 th , 11 th , 12 th , 13 th and 14 th grade)	Number of pupils
General technical regime	1 632
Administrative and commercial division	2 019
Health and social professions	2 920
Arts	146
Natural sciences division	326
Total	7 043

Technician's regime	2016-2017
(10 th , 11 th , 12 th and 13 th grade)	Number of pupils
Administrative and commercial division	1 905
Agricultural and horticultural division	154
Civil engineering	323
Arts	146
IT division	425
Mechanics	205
Electrical engineering	182
Hotel and tourist division	127
Building equipment division	37
Total	3 504

Vocational regime	2016-2017
(10 th , 11 th , 12 th and 13 th grade)	Number of pupils
Chamber of Agriculture	179
Chamber of Crafts	2 007
Chamber of Commerce	1 307
Ministère de l'Éducation nationale	421
Total	3 914

STUDENTS

TECHNICAL SECONDARY EDUCATION

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.

age	EST Number of pupils 2016-2017													Total	
	<12	12	13	14	15	16	17	18	19	20	21	22	>22		
7 th	25	2 046	1 087	134	2										3 294
8 th		21	2 039	1 275	266	35		1							3 637
9 th			12	1 883	1 889	863	235	40	14	8	3	5	7		4 959
10 th				8	1 325	1 416	838	369	188	94	32	31	30		4 331
11 th					10	1 000	1 072	769	387	144	78	45	56		3 561
12 th						9	848	1 029	879	489	220	123	123		3 720
13 th							7	617	794	628	352	172	109		2 679
14 th									60	45	43	12	10		170
99	6	89	90	89	179	199	138	42	20	9	5	3	1		870
Total	31	2 156	3 228	3 389	3 671	3 522	3 138	2 867	2 342	1 417	733	391	336		27 221

Category 99 refers to students in reception classes, insertion classes and other classes, which can not be attributed to a particular year of study.

STUDENTS

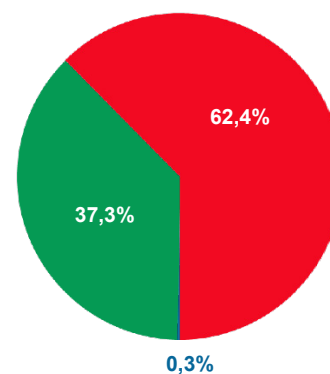
TECHNICAL SECONDARY EDUCATION

age	E S T Percentage of pupils 2016-2017													Total	
	<12	12	13	14	15	16	17	18	19	20	21	22	>22		
7 th	0,8	62,1	33,0	4,1	0,1										100
8 th		0,6	56,1	35,1	7,3	1,0		<0,1							100
9 th			0,2	38,0	38,1	17,4	4,7	0,8	0,3	0,2	0,1	0,1	0,1		100
10 th				0,2	30,6	32,7	19,3	8,5	4,3	2,2	0,7	0,7	0,7		100
11 th					0,3	28,1	30,1	21,6	10,9	4,0	2,2	1,3	1,6		100
12 th						0,2	22,8	27,7	23,6	13,1	5,9	3,3	3,3		100
13 th							0,3	23,0	29,6	23,4	13,1	6,4	4,1		100
14 th									35,3	26,5	25,3	7,1	5,9		100
99	0,7	10,2	10,3	10,2	20,6	22,9	15,9	4,8	2,3	1,0	0,6	0,3	0,1		100
Total	0,1	7,9	11,9	12,4	13,5	12,9	11,5	10,5	8,6	5,2	2,7	1,4	1,2		100

THEORETICAL AGE – STUDENT DISTRIBUTION COMPARED TO THE THEORETICAL AGE

The technical secondary education presents a rate of 62.4% of students that have fallen behind, which is substantially higher than the rate observed in the general secondary education (16.9%). This trend is noticeable as soon as grade 7.

theoretical age	E S T 2016-2017		
	<	=	>
N	92	9 818	16 441
%	0,3%	37,3%	62,4%



STUDENTS

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.

STUDENTS

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 2016/2017, 875 students were enrolled in the special school centres or units included in the Special Needs Education.

FIGURES – GENDER DISTRIBUTION

Institution	2016-2017		
	Male	Female	Total
Special needs education centers	280	193	473
Center of speech therapy	188	73	261
School integration and observation center	13	1	14
Institute for autistic and psychotic children	56	12	68
Institute for cerebral palsy	27	32	59
TOTAL	564	311	875

STUDENTS

SPECIAL NEEDS EDUCATION

FIGURES – DISTRIBUTION BY NATIONALITY

Institution	2016-2017								Total
	luxembg.	Portuguese	Ex-Youg.	French	Italian	Belgian	German	others	
Special needs education centers	242	126	15	7	16	4	2	61	473
Center of speech therapy	116	103	9	2	10	1	1	19	261
School integration and observation center	9	3	1				1		14
Institute for autistic and psychotic children	26	20	5	1	4	2		10	68
Institute for cerebral palsy	16	14	4		2		2	21	59
TOTAL	409	266	34	10	32	7	6	111	875

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 2016/2017, 6 513 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 2016/2017, 137 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.

STUDENTS

SPECIAL NEEDS EDUCATION

- 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 2016/2017, 497 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.

STUDENTS

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)

STUDENTS

TRANSITION FROM ELEMENTARY TO SECONDARY EDUCATION

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 2016/2017, 5 136 pupils of elementary education were oriented towards the general secondary and technical secondary education. Among these pupils, 4 867 (94.8%) 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.

269 pupils (5.2%) 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.

Student orientation at the end of cycle 4.2	2016-2017	
	N	%
7 ^e general secondary education	1 884	38,7%
7 ^e technical secondary education	2 456	50,5%
Preparatory education of the technical secondary education	504	10,4%
Extension of cycle 4.2	23	0,5%
Total	4 867	100,0%

Student orientation before end of cycle 4.2	N	%
7 ^e general secondary education		0,0%
7 ^e technical secondary education	4	1,5%
Preparatory education of the technical secondary education	265	98,5%
Total	269	100,0%

STUDENTS

TRANSITION FROM ELEMENTARY TO SECONDARY EDUCATION

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
2016/17	1 884	38,7%	2 456	50,5%	504	10,4%	23	0,5%	4 867

3

DIPLOMAS AND CERTIFICATES

1 328

END OF TECHNICAL
SECONDARY SCHOOL
DIPLOMAS

1 482

END OF SECONDARY
SCHOOL DIPLOMAS

780

TECHNICIAN'S DIPLOMAS

832

VOCATIONAL
APTITUDE DIPLOMAS

150

VOCATIONAL CAPACITY
CERTIFICATE

GLOBAL OVERVIEW OF THE DIPLOMAS AND CERTIFICATES ISSUED IN 2016/2017

This chapter reviews the different diplomas and certificates issued in the Luxembourgish general secondary and technical secondary education during the year 2016/2017.

This comprises the following diplomas:

General secondary education:

End-of-secondary-school diploma

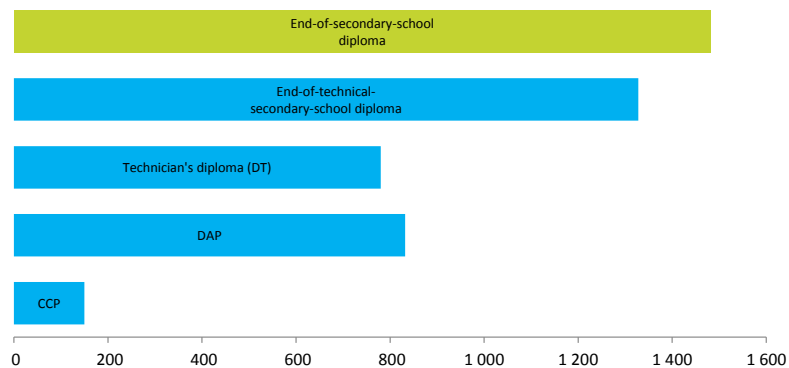
Technical secondary education:

- 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

DIPLOMAS AND CERTIFICATES

GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

	2016-2017
	Diplomas
End-of-secondary-school diploma	1 482
End-of-technical-secondary-school diploma	1 328
Technician's diploma (DT)	780
Vocational aptitude diploma (DAP)	832
Vocational capacity certificate (CCP)	150
Total	4 572



DIPLOMAS AND CERTIFICATES

GENERAL SECONDARY EDUCATION

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

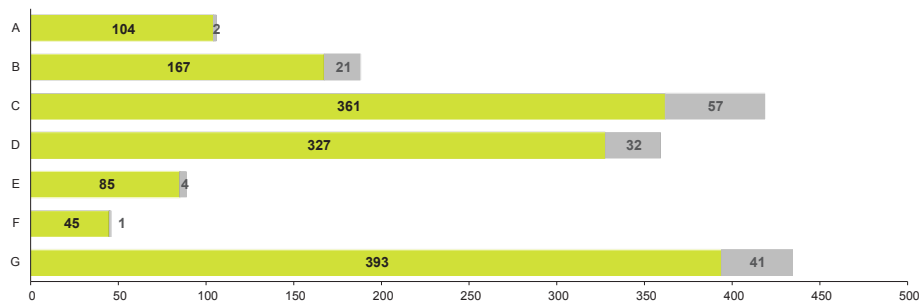
The attainment rates of the end-of-secondary-school diploma vary between 86.4% for the section C (Natural sciences, mathematics) and 98.1% for the section A (Modern languages).

Sections	End-of-secondary-school diploma 2016-2017				
	Passed		Not passed		Total
	N	%	N	%	
Section A: Modern languages	104	98,1%	2	1,9%	106
Section B: Mathematics, ICT	167	88,8%	21	11,2%	188
Section C: Natural sciences, mathematics	361	86,4%	57	13,6%	418
Section D: Economics, mathematics	327	91,1%	32	8,9%	359
Section E: Fine arts	85	95,5%	4	4,5%	89
Section F: Musical sciences	45	97,8%	1	2,2%	46
Section G: Humanities and social sciences	393	90,6%	41	9,4%	434
Total	1 482	90,4%	158	9,6%	1 640

DIPLOMAS AND CERTIFICATES

GENERAL SECONDARY EDUCATION

ATTAINMENT RATE BY SECTION



EVOLUTION OF THE ATTAINMENT RATE

Year	Passed		Not passed		Total
	N	%	N	%	
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
2016/17	1 482	90,4%	158	9,6%	1 640

DIPLOMAS AND CERTIFICATES

GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

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

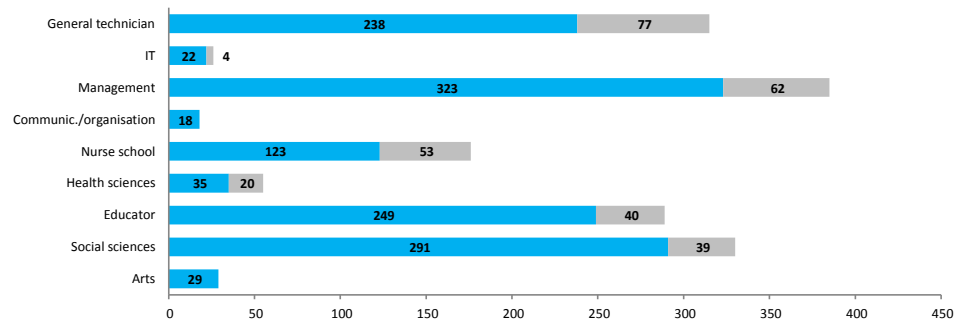
The success rate varies significantly from one section to the other. Indeed, one notices a success rate of 100% for the “Communication/organisation” section, compared to a attainment rate of 57.9% for the section “Health sciences”.

		End-of-technical-secondary-school diploma 2016-2017				
		Passed		Not passed		
Division	Section	N	%	N	%	Total
General technical regime	General technician	238	75,6%	77	24,4%	315
	IT	22	84,6%	4	15,4%	26
Administrative and commercial division	Management	323	83,9%	62	16,1%	385
	Communic./organisation	18	100,0%			18
Health and social professions	Nurse school	123	69,9%	53	30,1%	176
	Health sciences	35	63,6%	20	36,4%	55
	Educator	249	86,2%	40	13,8%	289
	Social sciences	291	88,2%	39	11,8%	330
Arts		29	100,0%			29
TOTAL		1 328	81,8%	295	18,2%	1 623

DIPLOMAS AND CERTIFICATES

GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

ATTAINMENT RATES BY SECTION



EVOLUTION OF THE ATTAINMENT RATES

Year	Passed		Not passed		Total
	N	%	N	%	
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
2016/17	1 328	81,8%	295	18,2%	1 623

DIPLOMAS AND CERTIFICATES

GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

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.

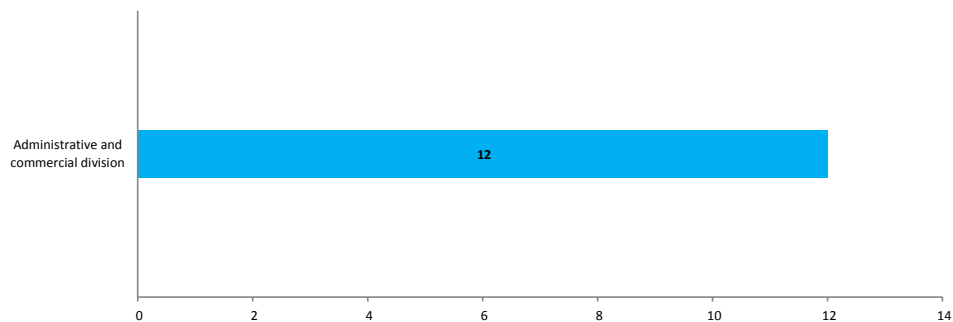
ATTAINMENT RATES BY SECTION

Division	Technician's diploma 2016-2017 (old regime)				Total
	Passed		Not passed		
	N	%	N	%	
Administrative and commercial division	12	100,0%			12
Total	12	100,0%			12

DIPLOMAS AND CERTIFICATES

GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

ATTAINMENT RATES BY SECTION



EVOLUTION OF ATTAINMENT RATES

Year	Passed		Not passed		Total
	N	%	N	%	
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
2016/17	12	100,0%		0,0%	12

DIPLOMAS AND CERTIFICATES

GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

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 2016-2017				
	DT	DAP	CCP	Total
Chamber of Agriculture	35	24	13	72
Chamber of Crafts	132	217	102	451
Chamber of Commerce	601	453	35	1 089
MENJE		138		138
Total	768	832	150	1 750

DIPLOMAS AND CERTIFICATES

GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

EVOLUTION OF ATTAINMENT RATES

Year	Certificates and diplomas for vocational regime						Total
	DT	DAP	CCP	CATP	CCM	CITP	
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
2016/17	768	832	150				1 750

DIPLOMAS AND CERTIFICATES

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		End-of-school diplomas / certificates*	
7e Preparatory	712	DAP, CCP	923
7e PROCI	676	Technician's diploma	780
7e EST	1 886	End-of-technical-secondary-school diploma	1 328
7e ES	1 817	End-of-secondary-school diploma	1 482
Total	5 091	Students who have obtained a certificate of completion for the intermediate cycle and who have not continued their studies	18
		Total	4 531

* The rate was calculated on the basis of enrollment in the 7th grade at the beginning of the school year in September 2010 and the number of students having obtained their certificate of success in the 11th / 3rd class in 2015, their CCM or DAP in 2016 and their final diploma in 2017.

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 2016/2017.

Year	Certification rate	Year	Certification rate
2001/02	79,8%	2009/10	80,4%
2002/03	79,1%	2010/11	85,6%
2003/04	82,8%	2011/12**	89,0%
2004/05	80,9%	2012/13	87,1%
2005/06	80,8%	2013/14	88,8%
2006/07	83,2%	2014/15	88,5%
2007/08	82,4%	2015/16**	89,4%
2008/09	82,2%	2016/17	89,0%

**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

5 715
ELEMEMENTARY
EDUCATION

558
STAFF EMPLOYED
IN SPECIAL NEEDS
EDUCATION

11 204
TEACHERS

4 504
PUBLIC SECONDARY
EDUCATION

427
PRIVATE SECONDARY
EDUCATION

TEACHERS

ELEMENTARY EDUCATION

DEFINITIONS

APPOINTED ELEMEMENTARY SCHOOL TEACHER / OTHER PARTICIPANTS

In the context of the present statistics, 'appointed elementary school teacher' refers to the elementary school teacher who is holder of a elementary 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 elementary 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 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.

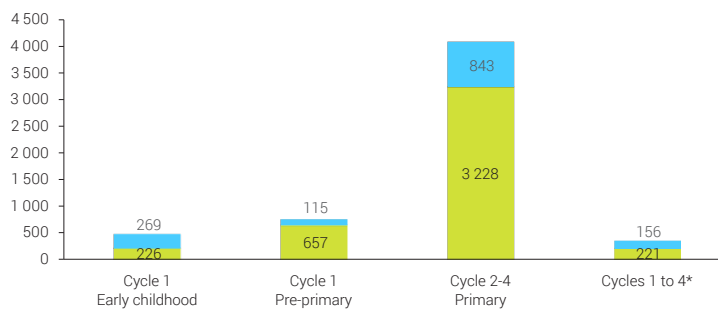
TEACHERS

ELEMENTARY EDUCATION

DISTRIBUTION OF APPOINTED TEACHERS AND OTHER PARTICIPANTS IN EDUCATION

Level	Class teachers / other participants 2016-2017				Total
	Class teachers		Other participants		
Cycle 1 Early childhood	226	45,7%	269	54,3%	495
Cycle 1 Pre-primary	657	85,1%	115	14,9%	772
Cycle 2-4 Primary	3 228	79,3%	843	20,7%	4 071
Cycles 1 to 4*	221	58,6%	156	41,4%	377
Total	4 332	75,8%	1 383	24,2%	5 715

* 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 providing 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.

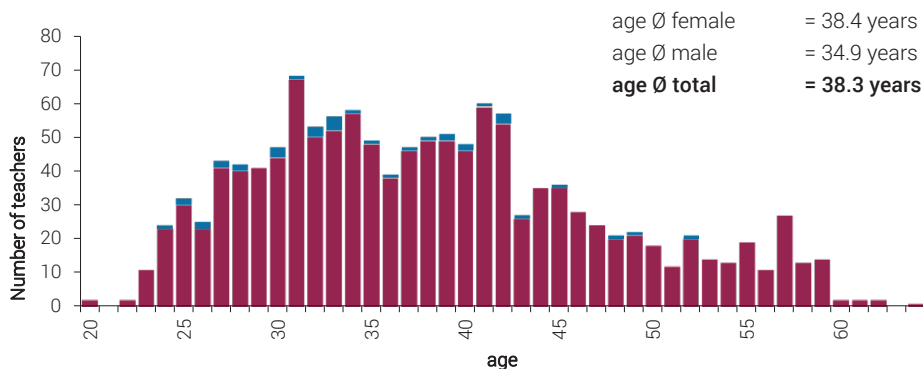
TEACHERS

CYCLE 1 OF THE ELEMENTARY 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 1 229 female personnel compared to only 38 male personnel, or 93.0% compared to only 3.0% respectively.

Cycle 1 - 2016-2017				
age range	Female	Male	Total	%
< 25	38	1	39	3,1%
25-29	175	8	183	14,4%
30-34	270	12	282	22,3%
35-39	230	6	236	18,6%
40-44	220	7	227	17,9%
45-49	128	3	131	10,3%
50-54	77	1	78	6,2%
55-59	84		84	6,6%
>60	7		7	0,6%
Total	1 229	38	1 267	100,0%
%	97,0%	3,0%	100,0%	



TEACHERS

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 77.5% appointed teachers and 22.5% other staff.

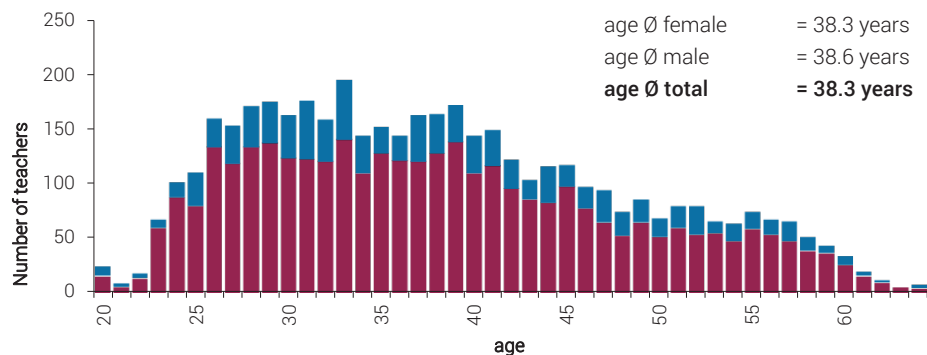
TEACHERS

CYCLE 2-4 OF THE ELEMENTARY EDUCATION

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 76.9% of the entire personnel. However, one notices that the female part of the teaching staff is on the rise.

age range	Cycle 2-4 2016-2017			%
	Female	Male	Total	
< 25	179	38	217	4,9%
25-29	600	169	769	17,3%
30-34	614	223	837	18,8%
35-39	633	162	795	17,9%
40-44	487	147	634	14,3%
45-49	354	113	467	10,5%
50-54	264	90	354	8,0%
55-59	232	68	300	6,7%
>60	58	17	75	1,7%
Total	3 421	1 027	4 448	100,0%
%	76,9%	23,1%	100,0%	



TEACHERS

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 4 931 professors, is distributed as follows:

Civil servant teachers / Assigned teachers in public schools 2016-2017					
	Civil servant teachers		Assigned teachers		Total
Female	1 752	73,6%	630	26,4%	2 382
Male	1 618	76,2%	504	23,8%	2 122
Total	3 370	74,8%	1 134	25,2%	4 504

Civil servant teachers / Assigned teachers in private* schools 2016-2017					
	Civil servant teachers		Assigned teachers		Total
Female	219	83,0%	45	17,0%	264
Male	146	89,6%	17	10,4%	163
Total	365	85,5%	62	14,5%	427

* private schools following the official national curriculum

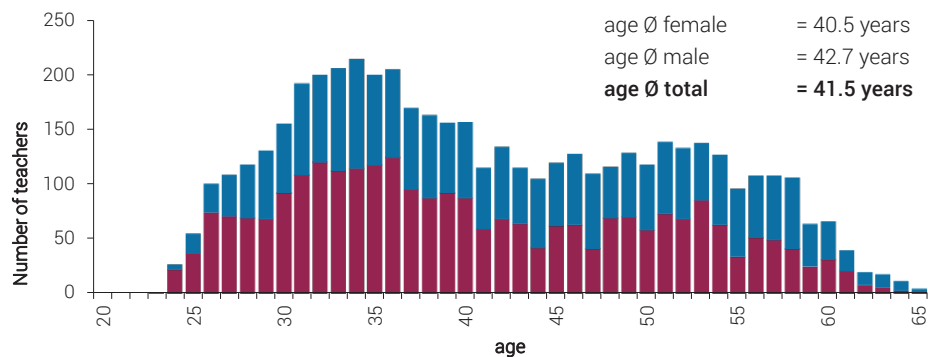
TEACHERS

GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

Breakdown by gender and age group

In 2016/2017, 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.

age range	2016-2017			
	Female	Male	Total	%
< 25	23	6	29	0,6%
25-29	319	195	514	10,4%
30-34	546	421	967	19,6%
35-39	515	379	894	18,1%
40-44	320	306	626	12,7%
45-49	305	298	603	12,2%
50-54	347	308	655	13,3%
55-59	200	282	482	9,8%
>60	71	90	161	3,3%
Total	2 646	2 285	4 931	100,0%
%	53,7%	46,3%	100,0%	



TEACHERS

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 (full time equivalent):

2016-2017	Special needs	Speech therapy	Total
Direction	3	2	5
Graduate teaching assistants	117,85	7,5	125,35
Teaching assistants	55,25	3,5	58,75
Instructors	6,75		6,75
Teachers	18,75	20,75	39,5
Elementary school speech therapists			
Swimming instructors	3	1	4
Pedagogues	84,75		84,75
Secondary school speech therapists		52,25	52,25
Health professions	71		71
Psychologists	41,5	2	43,5
Support teachers	11,65	5,5	17,15
Administrative staff	9,75	6,5	16,25
Technical staff	23,6	10	33,6
Total	446,85	111	557,85

5
SCHOOLS

39

PUBLIC
POSTPRIMARY
EDUCATION

5

PRIVATE
POSTPRIMARY
EDUCATION

9

POSTPRIMARY
INTERNATIONAL
SCHOOLS

157

PUBLIC
ELEMENTARY
EDUCATION

1

PRIVATE
ELEMENTARY
EDUCATION

13

INTERNATIONAL
PRIMARY
SCHOOLS

15

SPECIAL NEEDS
EDUCATION

SCHOOLS

ELEMENTARY EDUCATION

LIST OF SCHOOL SCHOOLS BY GRADE AND COMMUNE

The 48 495 pupils attending elementary education are distributed over the 106 Luxembourgish communes as follows:

Commune	List of schools by grade and commune 2016-2017								
	Cycle 1 Early childhood		Cycle 1 Pre-primary		Cycle 2-4 Primary		Total		schools
	pupils	groups	pupils	classes	pupils	classes	pupils	classes	
Ärenzdall	31	2	53	4	212	14	296	20	1
Beaufort	31	2	61	4	244	18	336	24	1
Beckerich	19	1	51	4	140	12	210	17	1
Berdorf	13	1	46	3	124	7	183	11	1
Bertrange	60	4	123	8	359	24	542	36	1
Bettembourg	96	6	204	13	665	43	965	62	3
Bettendorf	21	2	56	4	177	12	254	18	1
Betzdorf	54	3	98	6	286	19	438	28	1
Bissen	31	5	48	4	224	12	303	21	1
Biwer	20	1	37	3	101	7	158	11	1
Boevange/Attert	19	1	58	4	149	12	226	17	1
Bourscheid	20	2	41	4	110	6	171	12	1
Bous	11	1	26	2	87	6	124	9	1
Clervaux	38	2	123	7	326	19	487	28	1
Colmar-Berg	22	2	50	4	129	9	201	15	1
Consdorf	25	1	41	2	138	10	204	13	1
Contern	40	2	63	4	191	13	294	19	1
Dalheim	18	1	52	3	113	8	183	12	1
Diekirch	50	3	132	8	343	20	525	31	1
Differdange	234	15	613	42	1 906	131	2 753	188	5
Dippach	29	2	76	5	195	14	300	21	1
Dudelange	137	7	464	26	1 356	85	1 957	118	6
Echternach	31	2	90	3	339	25	460	30	1
Eil	5	1	24	2	90	6	119	9	1
Erpeldange	16	1	46	3	142	10	204	14	1
Esch-sur-Alzette	207	10	743	29	2 310	79	3 260	118	8
Esch-sur-Sûre	14	1	49	4	168	12	231	17	1
Ettelbruck	57	4	156	10	558	38	771	52	1
Feulen	24	1	49	3	151	10	224	14	1
Fischbach	16	1	35	2	101	6	152	9	1
Frisange	45	3	85	5	224	12	354	20	1

SCHOOLS

ELEMENTARY EDUCATION

Commune	List of schools by grade and commune 2016-2017								
	Cycle 1 Early childhood		Cycle 1 Pre-primary		Cycle 2-4 Primary		Total		schools
	pupils	groups	pupils	classes	pupils	classes	pupils	classes	
Garnich	14	1	46	3	133	9	193	13	1
Goesdorf	22	1	36	2	100	6	158	9	1
Grevenmacher	34	2	90	7	308	23	432	32	1
Grosbous	10	1	29	2	82	6	121	9	1
Heffingen	15	1	33	2	99	6	147	9	1
Hesperange	106	6	241	16	759	50	1 106	72	4
Hobscheid	37	2	61	5	202	14	300	21	1
Junglinster	102	6	143	10	430	27	675	43	3
Käerjeng	49	2	177	12	553	63	779	77	2
Kayl	85	4	186	12	588	36	859	52	1
Kehlen	47	3	82	5	281	19	410	27	1
Koerich	22	2	42	3	162	12	226	17	1
Kopstal	15	1	40	3	181	13	236	17	1
Larochette	27	1	41	4	178	13	246	18	1
Lenningen	17	1	48	3	137	11	202	15	1
Leudelange	21	1	50	3	149	11	220	15	1
Lintgen	17	1	52	4	142	12	211	17	1
Lorentzweiler	27	2	81	5	170	13	278	20	1
Luxembourg	439	33	1 183	86	3 194	238	4 816	357	19
Mamer	113	6	164	10	514	32	791	48	1
Mersch	58	3	192	13	597	36	847	52	1
Merttert	40	2	98	6	260	17	398	25	2
Mertzig	33	2	54	3	180	13	267	18	1
Mompach	17	1	35	2	96	6	148	9	1
Mondercange	55	3	127	9	360	24	542	36	1
Mondorf-les-Bains	43	3	91	5	245	16	379	24	1
Niederanven	51	3	94	5	268	16	413	24	1
Nommern	12	1	41	2	102	7	155	10	1
Pétange	107	4	433	29	1 311	84	1 851	117	3
Préizerdaul	14	1	31	2	95	6	140	9	1
Rambrouch	43	3	87	5	249	17	379	25	1
Reckange-sur-Mess	21	1	47	3	157	11	225	15	1
Redange-sur-Attert	17	1	49	3	178	12	244	16	1
Reisdorf	12	1	26	2	101	7	139	10	1
Remich	37	2	62	5	177	14	276	21	1
Roeser	59	3	122	8	297	18	478	29	1
Rospport	21	1	41	3	166	12	228	16	1

SCHOOLS

ELEMENTARY EDUCATION

List of schools by grade and commune 2016-2017									
Commune	Cycle 1 Early childhood		Cycle 1 Pre-primary		Cycle 2-4 Primary		Total		schools
	pupils	groups	pupils	classes	pupils	classes	pupils	classes	
Rumelange	32	2	140	10	440	30	612	42	1
Saeul	3	1	12	1	46	3	61	5	1
Sandweiler	18	1	63	4	189	12	270	17	1
Sanem	126	7	335	20	997	65	1 458	92	6
Schengen	49	1	98	4	304	14	451	19	3
Schieren	30	2	39	3	134	9	203	14	1
Schifflange	88	3	251	14	708	45	1 047	62	3
Schuttrange	48	3	75	5	202	13	325	21	1
Septfontaines		0	13	1	54	3	67	4	cf. Tuntange
Stadbredimus	18	1	32	2	104	7	154	10	1
Steinfort	40	2	99	6	280	18	419	26	1
Steinsel	39	5	107	9	263	18	409	32	1
Strassen	69	5	139	9	372	26	580	40	1
Syndicat Billek	43	2	84	5	283	19	410	26	1
Syndicat Harlange	27	2	88	4	276	13	391	19	1
Syndicat SCHOULKAUZ	12	1	59	3	170	10	241	14	1
Syndicat SISPOLO	42	2	130	7	345	10	517	19	1
Syndicat SYNECOSPORT	34	2	54	4	202	12	290	18	1
Tandel	24	1	55	4	149	12	228	17	1
Troisvierges	25	2	70	6	258	18	353	26	1
Tuntange	17	1	40	3	95	6	152	10	1
Useldange	12	1	46	3	134	8	192	12	1
Vianden	12	2	41	3	120	9	173	14	1
Vichten	15	1	32	2	90	5	137	8	1
Wahl	12	1	29	2	74	6	115	9	1
Waldbillig	16	1	38	3	118	8	172	12	1
Waldbredimus	16	1	26	2	77	6	119	9	1
Walferdange	55	3	137	9	379	28	571	40	1
Weiler-la-Tour	35	2	65	4	195	13	295	19	1
Weiswampach	14	1	37	2	84	6	135	9	1
Wiltz	56	3	165	12	434	27	655	42	3
Wincrange	35	2	92	3	270	9	397	14	1
TOTAL district authority schools	4 355	266	10 939	696	32 705	2 117	47 999	3 079	155
Eis school	15	3	30	3	84	6	129	12	1
Classes d'accueil étatiques	10	2	39	7	142	9	191	19	
Ecole privée Notre-Dame Sainte-Sophie					119	6	119	6	1
Ecole internationale de Differdange					57	6	57	6	1
TOTAL other schools	25	5	69	10	402	27	496	43	3
TOTAL SCHOOLS	4 380	271	11 008	706	33 107	2 144	48 495	3 122	158

SCHOOLS

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

SCHOOLS

GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

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.

Name of school	Public schools 2016-2017		
	ES	EST	TOTAL
Lycée technique Mathias Adam (LTMA), Pétange	67	1 907	1 974
Lycée technique du Centre (LTC), Luxembourg*	126	1 786	1 912
Lycée classique Diekirch (LCD), Diekirch et Mersch	1 210	665	1 875
Lycée technique de Bonnevoie(LTB), Luxembourg		1 738	1 738
Lycée des Arts et Métiers (LAM), Luxembourg		1 724	1 724
Lycée technique de Lallange (LTL), Esch-sur-Alzette	88	1 545	1 633
Lycée Nic-Biever (LNB), Dudelange	341	1 279	1 620
Lycée technique d'Esch-Alzette (LTE), Esch-sur-Alzette	33	1 566	1 599
Lycée Michel Lucius (LML), Luxembourg*	397	1 120	1 517
Lycée Michel Rodange (LMRL), Luxembourg	1 354	14	1 368
Lycée Aline-Mayrisch (LAML), Luxembourg	1 103	248	1 351
Lycée du Nord (LN), Wiltz	350	989	1 339
Athénée de Luxembourg (AL), Luxembourg*	1 329		1 329
Lycée technique d'Ettelbruck (LTETT), Ettelbruck		1 192	1 192
Atert-Lycée Redange (ALR), Redange	448	719	1 167
Lycée Josy Barthel (LJBM), Mamer	174	932	1 106
Lycée de Garçons Esch-sur-Alzette (LGE), Esch-sur-Alzette	1 041		1 041
Lycée classique Echternach (LCE), Echternach	696	330	1 026
Lycée de Garçons Luxembourg (LGL), Luxembourg	993		993
Lycée Bel-Val (LBV), Belvaux	12	960	972
Lycée technique pour professions de santé (LTPS), Luxembourg, Esch-sur-Alzette et Ettelbruck		952	952
Maacher Lycée (MLG), Grevenmacher	77	790	867
Lycée Hubert Clement (LHCE), Esch-sur-Alzette	807		807
Lycée Robert Schuman (LRSL), Luxembourg	765	14	779

** AL, LTC, LTML incl international classes

SCHOOLS

GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

Public schools 2016-2017			
Name of school	Number of pupils		
	ES	EST	TOTAL
Lycée Ermesinde (LEM, anc. NL), Beringen / Mersch	413	230	643
Lycée technique pour professions éducatives et sociales (LTPES), Beringen / Mersch		617	617
Lënster Lycée (LLJ), Junglinster	86	475	561
Nordstad-Lycée (NOSL), Diekirch	53	492	545
Lycée technique agricole (LTA), Ettelbruck		471	471
Lycée Ecole de Commerce et de Gestion (ECG), Luxembourg		384	384
Sportlycée Luxembourg (SLL), Luxembourg	287	69	356
Lycée technique Hôtelier Alexis Heck (LTHAH), Diekirch		249	249
École de la 2e chance (E2C), Pétange	75	146	221
Centre national de formation professionnelle continue Esch-sur-Alzette (CNFPC)		134	134
Ecole Internationale de Differdange (EIDD), Differdange**	64	39	103
Centre socio-éducatif de l'Etat (CSEE), Dreibern		48	48
Service de la Formation Professionnelle (SFP), Luxembourg		43	43
Centre national de formation professionnelle continue Ettelbruck (CNFPC-E)		43	43
Centre de Logopédie (CL), Luxembourg		10	10
Total Public	12 389	23 920	36 309

Private schools* 2016-2017			
Name of school	Number of pupils		
	ES	EST	TOTAL
Ecole Privée Fieldgen (Ste Famille), Luxembourg	247	1 121	1 368
Ecole Privée Ste Anne, Ettelbruck		1 002	1 002
Ecole Privée Marie Consolatrice, Esch-sur-Alzette		539	539
Lycée technique privé Emile Metz, Luxembourg		522	522
Ecoles Privées Notre-Dame Ste Sophie, Luxembourg		156	156
Total Private*	247	3 340	3 587

Total number of students ES and EST 2016-2017			
	ES	EST	TOTAL
Total Public	12 389	23 920	36 309
Total Private*	247	3 340	3 587
Total Public + Private*	12 636	27 260	39 896

* Private schools following the official national curriculum

** Public school, international classes only

SCHOOLS

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 2016-2017						
Name of school	Number of pupils					TOTAL
	Early childhood	Pre-primary	Primary	General second.	Technical second.	
European School of Luxembourg (I + II)		756	2 362	2 639		5 757
International School of Luxembourg	29	138	455	739		1 361
Lycée Vauban				1 330		1 330
Schengen-Lyzeum Perl				721	96	817
St George's International School		138	372	245		755
Ecole maternelle et primaire francophone	69	178	444			691
Ecoles Privées Notre-Dame Ste Sophie	27	108	392	76		603
Ecole Waldorf - Fräi-Öffentlech Waldorfschoul	24	62	154	140		380
Over The Rainbow		69	90			159
Ecole Privée Grandjean Luxembourg					139	139
Montessori L'Enfant Roi	23	50	24			97
Ecole Charlemagne Luxembourg	9	29	52			90
MINI COLLEGE Kirchberg	21	15				36
LES POUSSINS Bonnevoie	14	10				24
Scuola Materna Italiana	19					19
Total	235	1 553	4 345	5 890	235	12 258

6

BUDGET OF THE NATIONAL EDUCATION

2.09 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.

BUDGET OF THE NATIONAL EDUCATION

GENERAL PRESENTATION OF THE BUDGET – 2017

Budgetary provisions 2017	
Rubric	Amount
General expenses	24 445 131 €
Centre of IT management in Education (CGIE)	8 963 535 €
Department of Coordination of Research, Pedagogical and Technological Innovation (SCRIPT)	8 848 352 €
Centre for Psychology and School Orientation (CPOS)	8 849 714 €
School and extracurricular sports	2 515 731 €
Private educational institutions	87 233 305 €
Department of school meal catering	14 548 376 €
Special needs education	57 358 429 €
Department of adult education	4 897 622 €
Inspectorate	5 137 605 €
Elementary education	564 878 299 €
Secondary and technical secondary education	594 765 364 €
National institute of languages	10 891 198 €
Vocational training	96 248 548 €
Children and Youth - General expenses*	465 433 766 €
State "Children Homes"*	8 813 663 €
Socio-educational State Centres*	12 596 745 €
National Children Office*	87 267 583 €
National Youth Department*	16 960 008 €
National Institute of Education Training	7 653 463 €
Total	2 088 306 437 €

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

BUDGET OF THE NATIONAL EDUCATION

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.

Rubric	Budget evolution (in thousands of euros)									
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
General expenses	7 248	6 818	6 255	14 843	18 763	17 430	16 149	21 164	23 098	24 445
CGIE	3 598	3 605	3 749	3 728	3 761	3 879	5 783	6 333	7 669	8 964
SCRIPT	5 170	7 206	6 463	5 859	6 721	7 226	7 307	8 402	6 209	8 848
CPOS	3 869	6 710	4 370	4 393	4 508	7 129	7 373	7 333	7 785	8 850
School and extracurricular sports	1 731	1 778	2 056	2 041	2 183	1 461	2 100	2 122	2 108	2 516
Private educational institutions	59 183	65 650	72 322	83 346	84 759	93 081	77 769	81 881	82 891	87 233
Department of school meal catering	5 279	3 078	5 445	5 640	6 767	7 041	7 396	10 293	13 697	14 548
Special needs education	38 464	39 518	40 606	41 427	44 676	48 917	49 750	54 925	55 017	57 358
Department of adult education	9 260	9 641	9 689	2 588	3 117	3 281	3 668	4 381	4 755	4 898
Inspectorate	3 324	3 596	4 047	4 410	4 396	4 154	4 166	4 625	5 022	5 138
Elementary education	291 127	311 935	437 485	452 170	507 087	525 475	545 152	560 511	570 020	564 878
Secondary and technical secondary education	426 055	456 825	489 170	499 985	524 110	545 879	548 763	583 123	614 496	594 765
National insitute of languages	-	-	195	7 274	8 111	7 598	7 463	10 566	10 634	10 891
Vocational training	43 095	47 001	47 597	45 493	84 691	85 734	75 750	78 802	78 882	96 249
Total without departments of Children and Youth	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	1 489 581
Children and Youth - General expenses*	-	-	-	-	-	-	330 206	386 320	425 148	465 434
State "Children Homes"*	-	-	-	-	-	-	7 451	7 862	8 448	8 814
Socio-educational State Centres*	-	-	-	-	-	-	9 766	11 154	12 534	12 597
National Children Office*	-	-	-	-	-	-	73 407	80 324	83 018	87 268
National Youth Department*	-	-	-	-	-	-	10 401	12 798	15 506	16 960
National Institute of Education Training	-	-	-	-	-	-	-	-	5 757	7 653
Total	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	2 088 306

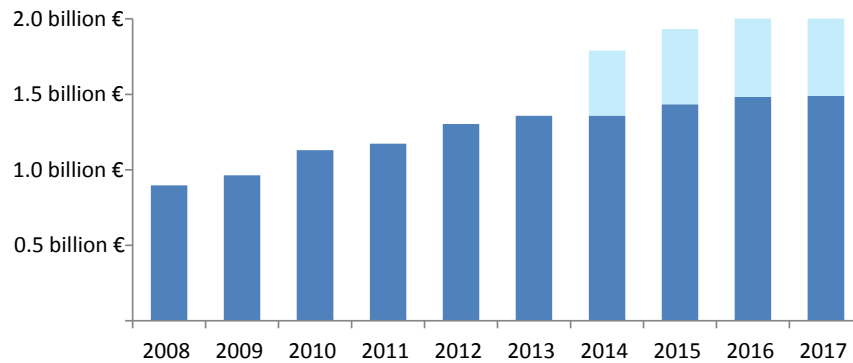
* Since the legislative elections of October 20, 2013, the departments Childhood and Youth are part of the Ministry of Education.

BUDGET OF THE NATIONAL 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 2015.

Thus, in 2015, the Luxembourgish state and the 106 communes which it is made up of, have invested more than 1.5 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.

BUDGET OF THE NATIONAL EDUCATION

FINANCIAL INDICATORS OF EDUCATION – 2015

EXPENDITURE DISTRIBUTION BY ALLOCATION AND FINANCIAL SOURCE

Financier	Enseignement fondamental	Enseignement secondaire	Enseignement secondaire technique	Total
Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse	563 778 943 €	206 194 971 €	418 351 082 €	1 188 324 996 €
Communes	311 942 217 €			311 942 217 €
Administration des Bâtiments publics	562 176 €	21 819 996 €	40 147 472 €	62 529 644 €
Ministère de la Fonction publique et de la Réforme administrative	35 881 135 €	11 373 573 €	23 063 211 €	70 317 919 €
Ministère de la Famille	6 637 867 €	3 056 126 €	6 178 925 €	15 872 918 €
Ministère de l'Intérieur	8 768 009 €			8 768 009 €
Ministère des Transports		14 621 452 €	29 561 890 €	44 183 342 €
Ministère de la Santé	195 725 €	53 619 €	108 407 €	357 751 €
Landkreis Merzig-Wadern		433 360 €		433 360 €
Total	927 766 072 €	257 553 097 €	517 410 987 €	1 702 730 156 €

Financier	Enseignement fondamental	Enseignement secondaire	Enseignement secondaire technique	Total
Salaries and wages of teaching staff	715 939 128 €	188 201 067 €	380 207 125 €	1 284 347 320 €
Salaries and wages of non-teaching staff	13 854 948 €	14 119 254 €	28 614 474 €	56 588 676 €
Operating expenditures	134 081 123 €	32 320 460 €	67 269 423 €	233 671 006 €
Capital expenditures	63 890 873 €	22 912 316 €	41 319 965 €	128 123 154 €
Total	927 766 072 €	257 553 097 €	517 410 987 €	1 702 730 156 €

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 75% 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

590 667

POPULATION

48%

Percentage of other nationalities in the population

88 484

PUPILS

43%

PERCENTAGE OF OTHER NATIONALITIES AMONG THE STUDENTS

NATIONALITY AND LANGUAGE SPOKEN

DEMOGRAPHIC CONTEXT

LUXEMBOURGISH POPULATION – EVOLUTION

The demographic context of the Grand-Duchy of Luxembourg is unique in the European Union. The population census of 1st January 2017 (STATEC) counts a total of 590 667 residents among which 281 497 (= 47.7%) people are of foreign nationality. The Portuguese community, representing 16.4% of the population residing in Luxembourg, represents the largest foreign population.

	2011	2012	2013	2014	2015	2016	2017
Luxembourgish	291.900	295.000	298.200	300.800	304.300	307.000	309.170
Portuguese	82.400	85.300	88.200	90.800	92.100	93.100	96.779
other nationality	138.100	144.600	150.600	158.100	166.600	176.100	184.718
Total	512.400	524.900	537.000	549.700	563.000	576.200	590.667

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.

NATIONALITY AND LANGUAGE SPOKEN

ELEMENTARY EDUCATION

NATIONALITIES IN ELEMENTARY EDUCATION – EVOLUTION

		2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Cycle 1 early childhood	Luxembourgish	2.249	2.377	2.288	2.413	2.263	2.389	2.471
	Portuguese	857	892	867	851	807	706	693
	other nationality	855	989	986	1.019	975	1.088	1.216
Cycle 1 Pre-primary	Luxembourgish	5.266	5.483	5.653	5.673	5.859	5.987	6.004
	Portuguese	2.535	2.529	2.590	2.575	2.509	2.450	2.288
	other nationality	2.394	2.422	2.497	2.500	2.580	2.590	2.716
Cycles 2-4 Primary	Luxembourgish	16.808	16.342	15.976	15.854	15.947	17.545	17.786
	Portuguese	8.330	8.533	8.600	8.536	8.491	7.900	7.824
	other nationality	6.958	7.394	7.399	7.504	7.714	7.111	7.440
Total	Luxembourgish	24.323	24.202	23.917	23.940	24.069	25.921	26.261
	Portuguese	11.722	11.954	12.057	11.962	11.807	11.056	10.805
	other nationality	10.207	10.805	10.882	11.023	11.269	10.789	11.372
Total		46.252	46.961	46.856	46.925	47.145	47.766	48.438
Cycle 1 early childhood	Luxembourgish	57%	56%	55%	56%	56%	57%	56%
	Portuguese	22%	21%	21%	20%	20%	17%	16%
	other nationality	22%	23%	24%	24%	24%	26%	28%
Cycle 1 Pre-primary	Luxembourgish	52%	53%	53%	53%	54%	54%	55%
	Portuguese	25%	24%	24%	24%	23%	22%	21%
	other nationality	23%	23%	23%	23%	24%	23%	25%
Cycles 2-4 Primary	Luxembourgish	52%	51%	50%	50%	50%	54%	54%
	Portuguese	26%	26%	27%	27%	26%	24%	24%
	other nationality	22%	23%	23%	24%	24%	22%	23%
Total	Luxembourgish	53%	52%	51%	51%	51%	54%	54%
	Portuguese	25%	25%	26%	25%	25%	23%	22%
	other nationality	22%	23%	23%	23%	24%	23%	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.

NATIONALITY AND LANGUAGE SPOKEN

ELEMENTARY EDUCATION

FIRST LANGUAGE SPOKEN AT HOME – EVOLUTION

		2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Cycle 1 early childhood	Luxembourgish	1.627	1.661	1.538	1.674	1.594	1.645	1.661
	Portuguese	1.063	1.106	1.124	1.061	1.005	935	960
	other language	1.271	1.491	1.479	1.548	1.446	1.603	1.759
Cycle 1 Pre-primary	Luxembourgish	3.945	3.899	3.876	3.769	3.864	3.939	3.923
	Portuguese	2.902	3.035	3.151	3.175	3.146	3.054	2.913
	other language	3.348	3.500	3.713	3.804	3.938	4.034	4.172
Cycles 2-4 Primary	Luxembourgish	14.691	13.947	13.223	12.703	12.273	11.874	11.790
	Portuguese	8.774	9.079	9.261	9.335	9.452	9.634	9.644
	other language	8.631	9.243	9.491	9.856	10.427	11.048	11.616
Total	Luxembourgish	20.263	19.507	18.637	18.146	17.731	17.458	17.374
	Portuguese	12.739	13.220	13.536	13.571	13.603	13.623	13.517
	other language	13.250	14.234	14.683	15.208	15.811	16.685	17.547
Total		46.252	46.961	46.856	46.925	47.145	47.766	48.438
Cycle 1 early childhood	Luxembourgish	41%	39%	37%	39%	39%	39%	38%
	Portuguese	27%	26%	27%	25%	25%	22%	22%
	other language	32%	35%	36%	36%	36%	38%	40%
Cycle 1 Pre-primary	Luxembourgish	39%	37%	36%	35%	35%	36%	36%
	Portuguese	28%	29%	29%	30%	29%	28%	26%
	other language	33%	34%	35%	35%	36%	37%	38%
Cycles 2-4 Primary	Luxembourgish	46%	43%	41%	40%	38%	36%	36%
	Portuguese	27%	28%	29%	29%	29%	30%	29%
	other language	27%	29%	30%	31%	32%	34%	35%
Total	Luxembourgish	44%	42%	40%	39%	38%	37%	36%
	Portuguese	28%	28%	29%	29%	29%	29%	28%
	other language	29%	30%	31%	32%	34%	35%	36%
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 2016/2017, 64% 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.

NATIONALITY AND LANGUAGE SPOKEN

GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

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

		2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
General secondary education	Luxembourgish	10.417	10.475	10.339	10.049	9.815	9.644	9.551
	Portuguese	848	884	893	923	871	866	867
	other nationality	1.445	1.475	1.548	1.594	1.537	1.472	1.532
Technical secondary education	Luxembourgish	13.705	13.799	13.657	13.586	13.541	13.677	13.577
	Portuguese	5.730	5.915	6.152	6.467	6.599	6.632	6.632
	other nationality	3.474	3.474	3.500	3.607	3.585	3.698	3.654
Preparatory (modular)	Luxembourgish	959	1.010	1.021	1.031	1.045	1.015	929
	Portuguese	946	979	1.042	1.054	1.120	1.125	1.116
	other nationality	443	454	476	507	554	533	510
Reception and integration classes	Luxembourgish	175	139	186	148	146	147	132
	Portuguese	240	323	369	360	297	276	255
	other nationality	207	237	224	238	265	422	416
Total	Luxembourgish	25.256	25.423	25.203	24.814	24.547	24.483	24.189
	Portuguese	7.764	8.101	8.456	8.804	8.887	8.899	8.870
	other nationality	5.569	5.640	5.748	5.946	5.941	6.125	6.112
Total		38.589	39.164	39.407	39.564	39.375	39.507	39.171
General secondary education	Luxembourgish	82%	82%	81%	80%	80%	80%	80%
	Portuguese	7%	7%	7%	7%	7%	7%	7%
	other nationality	11%	11%	12%	13%	13%	12%	13%
Technical secondary education	Luxembourgish	60%	60%	59%	57%	57%	57%	57%
	Portuguese	25%	26%	26%	27%	28%	28%	28%
	other nationality	15%	15%	15%	15%	15%	15%	15%
Preparatory (modular)	Luxembourgish	41%	41%	40%	40%	38%	38%	36%
	Portuguese	40%	40%	41%	41%	41%	42%	44%
	other nationality	19%	19%	19%	20%	20%	20%	20%
Reception and integration classes	Luxembourgish	28%	20%	24%	20%	21%	17%	16%
	Portuguese	39%	46%	47%	48%	42%	33%	32%
	other nationality	33%	34%	29%	32%	37%	50%	52%
Total	Luxembourgish	65%	65%	64%	63%	62%	62%	62%
	Portuguese	20%	21%	21%	22%	23%	23%	23%
	other nationality	14%	14%	15%	15%	15%	16%	16%
Total		100%	100%	100%	100%	100%	100%	100%

NATIONALITY AND LANGUAGE SPOKEN

GENERAL SECONDARY AND TECHNICAL SECONDARY EDUCATION

FIRST LANGUAGE SPOKEN AT HOME – EVOLUTION

		2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
General secondary education	Luxembourgish	9.415	9.314	9.078	8.747	8.382	7.993	7.743
	Portuguese	892	978	1.020	1.061	1.044	1.085	1.117
	other language	2.403	2.542	2.682	2.758	2.797	2.904	3.090
Technical secondary education	Luxembourgish	11.782	11.598	11.180	10.933	10.522	10.185	9.731
	Portuguese	6.065	6.439	6.808	7.188	7.468	7.694	7.862
	other language	5.062	5.151	5.321	5.539	5.735	6.128	6.270
Preparatory (modular)	Luxembourgish	760	778	732	719	717	717	640
	Portuguese	1.029	1.091	1.130	1.160	1.238	1.227	1.209
	other language	559	574	677	713	764	729	706
Reception and integration classes	Luxembourgish	151	106	137	111	105	102	87
	Portuguese	259	328	351	338	290	267	280
	other language	212	265	291	297	313	476	436
Total	Luxembourgish	22.108	21.796	21.127	20.510	19.726	18.997	18.201
	Portuguese	8.245	8.836	9.309	9.747	10.040	10.273	10.468
	other language	8.236	8.532	8.971	9.307	9.609	10.237	10.502
Total		38.589	39.164	39.407	39.564	39.375	39.507	39.171

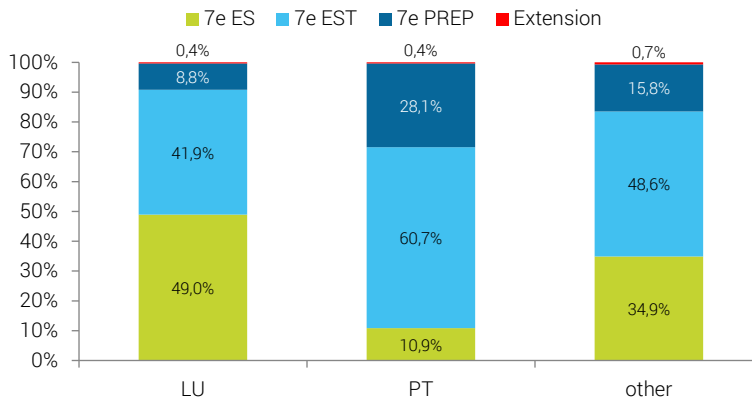
General secondary education	Luxembourgish	74%	73%	71%	70%	69%	67%	65%
	Portuguese	7%	8%	8%	8%	9%	9%	9%
	other language	19%	20%	21%	22%	23%	24%	26%
Technical secondary education	Luxembourgish	51%	50%	48%	46%	44%	42%	41%
	Portuguese	26%	28%	29%	30%	31%	32%	33%
	other language	22%	22%	23%	23%	24%	26%	26%
Preparatory (modular)	Luxembourgish	32%	32%	29%	28%	26%	27%	25%
	Portuguese	44%	45%	45%	45%	46%	46%	47%
	other language	24%	23%	27%	28%	28%	27%	28%
Reception and integration classes	Luxembourgish	24%	15%	18%	15%	15%	12%	11%
	Portuguese	42%	47%	45%	45%	41%	32%	35%
	other language	34%	38%	37%	40%	44%	56%	54%
Total	Luxembourgish	57%	56%	54%	52%	50%	48%	46%
	Portuguese	21%	23%	24%	25%	25%	26%	27%
	other language	21%	22%	23%	24%	24%	26%	27%
Total		100%	100%	100%	100%	100%	100%	100%

NATIONALITY AND LANGUAGE SPOKEN

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 2016/2017.

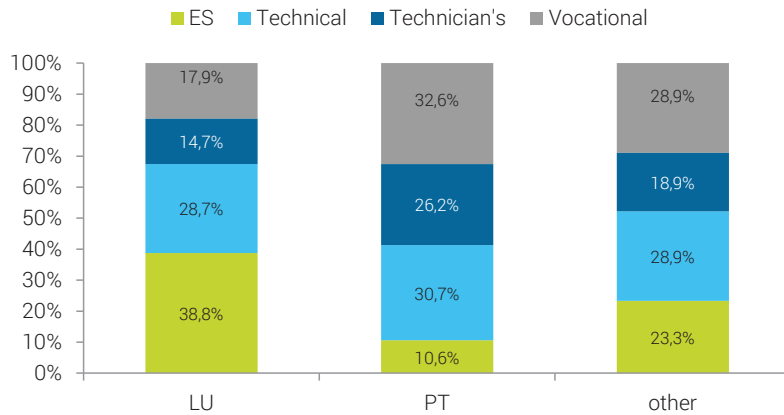


NATIONALITY AND LANGUAGE SPOKEN

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 2016/2017 by the students of Luxembourgish or Portuguese nationality and any other nationality.



8
ENROLLED STUDENTS
– GLOBAL VIEW

101 524
PUPILS

5 406
END-OF-SCHOOL DIPLOMAS
AND
CERTIFICATES

ENROLLED STUDENTS – GLOBAL VIEW

STUDENT DISTRIBUTION BY NATIONALITY AND EDUCATIONAL ORDER

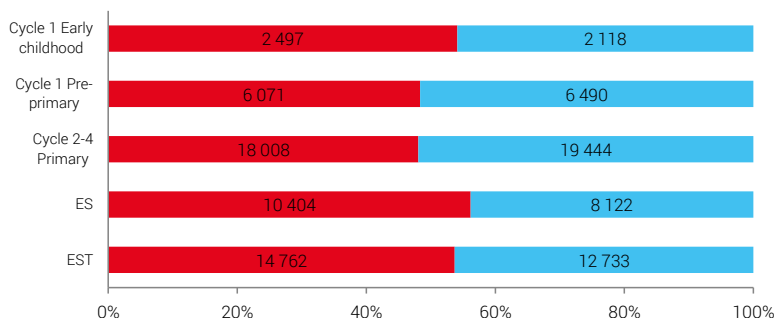
STUDENT DISTRIBUTION BY NATIONALITY AND EDUCATIONAL ORDER

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 2016/2017, 87 609 students have attended public or private schools that follow the official national curricula (not counting the students in special needs education) and 13 040 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 2016/2017.



ENROLLED STUDENTS – GLOBAL VIEW

STUDENT DISTRIBUTION BY NATIONALITY AND EDUCATIONAL ORDER

Cycle 1 - Early childhood	Luxembourgers	Foreigners	TOTAL
Public and private schools*	2 471	1 909	4 380
Private and international schools**	26	209	235
TOTAL	2 497	2 118	4 615
	54,1%	45,9%	

Cycle 1 - Pre-primary	Luxembourgers	Foreigners	TOTAL
Public and private schools*	6 004	5 004	11 008
Private and international schools**	67	1 486	1 553
TOTAL	6 071	6 490	12 561
	48,3%	51,7%	

Cycle 2-4 Primary	Luxembourgers	Foreigners	TOTAL
Public and private schools*	17 786	15 264	33 050
Private and international schools**	222	4 180	4 402
TOTAL	18 008	19 444	37 452
	48,1%	51,9%	

General secondary education	Luxembourgers	Foreigners	TOTAL
Public and private schools*	9 551	2 399	11 950
Private and international schools**	853	5 723	6 576
TOTAL	10 404	8 122	18 526
	56,2%	43,8%	

Technical secondary education	Luxembourgers	Foreigners	TOTAL
Public and private schools*	14 638	12 583	27 221
Private and international schools**	124	150	274
TOTAL	14 762	12 733	27 495
	53,7%	46,3%	

* Education following the official national curriculum

** Education not following the official national curriculum

ENROLLED STUDENTS – GLOBAL VIEW

DISTRIBUTION OF DIPLOMAS AND CERTIFICATES

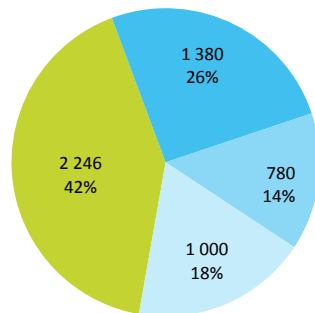
DISTRIBUTION OF DIPLOMAS AND CERTIFICATES

The distribution of diplomas and certificates that have been issued in 2016/2017 can be seen in the following table:

Diplomas	public and private schools*	private and international schools**	TOTAL
End-of-secondary-school diploma	1 482	764	2 246
End-of-technical-secondary-school diploma	1 328	52	1 380
Technician's diploma	780		780
Vocational certificat or diploma	982	18	1 000
Total	4 572	834	5 406

* 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
CLIJA	Classes d'insertion pour jeunes adultes
CNFPC	Centre National de Formation professionnelle continue
COIP	Cours d'orientation et d'initiation professionnelle
CPOS	Centre de Psychologie et d'Orientation scolaires
CPP	Centre de propédeutique professionnelle
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
IPDM	Initiation Professionnelle Divers Métiers
LEM	Lycée Ermesinde Mersch
LOGO	Centre de Logopédie
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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