



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

English version of the *Système éducatif* (Men.lu)

# Transversal themes

Thèmes transversaux

# Transversal themes

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## Transversal themes

Luxembourg education system is strongly influenced by the country's specific characteristics, whether they are geographical, demographic and above all linguistic.

- A small territory: with 2,586 km<sup>2</sup>, Luxembourg is one of the smallest countries in the European Union, with a relatively modest population: 590,700 on 1 January 2017.
- A large diversity of origins: 47.7% of Luxembourg residents are foreigners. The most important groups are people of Portuguese origin (16.3% of the total population), followed by French (7.5%), Italian (3.6%), Belgian (3.3%) and German (2.2%). In addition, about 150,000 cross-border workers from France, Belgium and Germany come to Luxembourg on a daily basis (source: STATEC). This growing cultural heterogeneity is reflected in the first language spoken at home by children in fundamental/elementary education.
- Multilingualism: Luxembourg is a trilingual country like its education system (French, German and Luxembourgish). Languages spoken by foreign residents, in particular Portuguese and English, become increasingly important (see page [Langues à l'école luxembourgeoise](#)).

# I. Children's rights

In 1989 the United Nations General Assembly adopted the international Convention on the Rights of the Child. In Luxembourg it was ratified by the Chamber of Deputies (Chambre des Députés) in December 1993.

The objective of the international Convention on the Rights of the Child is the protection of any child and adolescent under the age of 18. In approving this text, **Luxembourg** committed to respect the rights set forth therein: right to better health care, right to education, right to protection against all forms of violence, right to protection against discrimination, right to intimacy and privacy, right to participation, etc.

Luxembourg also committed to ensure these rights for all children under its jurisdiction irrespectively of their national or social origin, their or their parents' skin colour, gender, language, religion, opinion.

The Ministry of National Education, Children and Youth is responsible for coordinating the implementation of these rights at ministerial level. It also participates in the work of the competent international bodies, where good practices are exchanged.

## Promotion of children's rights

In Luxembourg it is mostly the Ombudscomité fir d'Rechter vum Kand ([ORK](#)) that is in charge of promoting children's rights.

The Ministry implements complementary initiatives for children, their parents, professionals and the general public through private organisations, such as [ECPAT](#) (*End Child Prostitution, Child Pornography And Trafficking of children for sexual purposes*), that are co-financed by the government.

Together with the [Institut de formation de l'Éducation nationale](#) (IFEN) and other education centres (École nationale de l'éducation physique et des sports - ENEPS, etc.), the Ministry provides training for children and youth professionals that meet the provisions of the international Convention on the Rights of the Child.

# Protection of children from sexual exploitation and abuse



The Ministry of National Education, Children and Youth implemented a certain number of initiatives with the aim to:

- protect children from sexual abuse,
- better adapt hearing of children to their specific needs,
- create infrastructures to treat the consequences of such abuse.

With the key players (Ministry of Justice, State prosecution, Police, Juvenile Court, Service psycho-social et d'accompagnement scolaires, Ombudscomité fir d'Rechter vum Kand, Association luxembourgeoise de pédiatrie sociale, Service médico-scolaire de la Ville de Luxembourg, Ligue médico-sociale), the Ministry has developed **guidelines for procedures to be followed by children and youth professionals** in case of identification of minor abuse cases.

Together with private bodies that are co-financed by the government, such as ECPAT, the Ministry organises **preventive actions** for children and the general public (Children's right day at the Parc merveilleux in Bettembourg and [exhibitions](#), etc.).

The Ministry collaborates with the Institut de formation de l'Éducation nationale (IFEN) as well as other **education centres** to train children and youth professionals in the procedures to follow should they discover a case of sexual abuse.

A collaboration with the Ministry of Justice, the State prosecution, the Ministry of Home Affairs, the Judicial police, the Ministry of Health and the ORK (Ombudscomité fir d'Rechter vum Kand) was initiated in order to create a national competence centre for



abused children based on the models of the Scandinavian multidisciplinary centres « Barnahus » and the US « Children's Advocacy Centres ».

## Protection of children from the dangers associated with the use of the Internet

One of the initiatives of the Ministry to protect children from abuse and sexual violence, is raising the awareness of the general public and the professionals ([table-ronde, journée d'étude](#), reference platform) on the dangers associated with the use of the Internet and in particular the phenomenon of **Grooming**.

Grooming is defined as the action of an adult contacting a child, frequently online and under a false identity, with the aim of sexually abusing this child or extorting money. This contact can extend over a longer period of time to create a relationship of trust and to facilitate the transition to the act of abuse. The latter can take different forms: encounters "in real life" with the aim of sexual abuse, requests to send sexually explicit photos; blackmail based on such explicit photos to obtain more money or more sexual abuse material.

The department for children's rights of the ministry collects information and advice regarding good practices (in French and in German) for parents and professionals of the education sector:

- [Informations destinées aux parents](#)
- [Informations destinées aux professionnels](#)
- [Informationen für Eltern](#)
- [Informationen für Berufstätige im Kinder- und Jugendbereich](#)

## Interdepartmental consultation

Several ministries acting together oversee the implementation of children's rights

- Ministry of national Education, Children and Youth - interdepartmental committee on youth;
- Ministry of Justice - interdepartmental committee to fight human trafficking and interdepartmental work group on the National centre for hearings and therapy of children (*Centre national d'audition et de thérapie pour enfants*) – legal aspects;
- Ministry of Foreign Affairs - interdepartmental human rights committee;
- Ministry of Equal Opportunities between women and men - interdepartmental committee to fight discrimination of LGBTQI (Lesbian, Gay, Bisexual, Transgender, Queer, Questioning and Intersex) individuals ;
- Ministry of Health - interdepartmental work group on the National centre for hearings and therapy of children (*Centre national d'audition et de thérapie pour enfants*) - medical aspects ;
- Ministry of Sports (approach to implement preventive measures against sexual abuse of children in sports activities through a training module for coaches) ;

- Labour Ministry (opinion on work authorisations to be granted to child actors in the context of audio-visual production).

## Participation in international organisations active in the field of children's rights



Luxembourg is represented by the Ministry at the different international bodies with the aim to follow-up on the conventions ratified by Luxembourg and to stay informed on developments and good practices reported at international level.

### United Nations

- Coordination of Luxembourg's periodic responses about children's rights under the international Convention on the Rights of the Child
- Coordination of the periodic responses of Luxembourg in relation to the optional protocols to the international Convention on the Rights of the Child ratified by Luxembourg
- Collaboration in the preparation of the periodic report of Luxembourg to the universal periodic review and its defence to the UN General Assembly in Geneva
- Cooperation in the preparation of the Luxembourg periodic report to the CEDAW report (Convention on the Elimination of all Forms of Discrimination Against Women) and its defence to the UN General Assembly in Geneva ;
- Representation of Luxembourg at the general discussion days of the United Nations.

### European Union

- Representation of Luxembourg in the informal expert group of coordinators of children's rights ;
- Representation of Luxembourg in the European guardianship network;
- Representation of Luxembourg in the informal expert group on the protection of children in migration.

### Council of Europe

- Representation of Luxembourg in the Committee of the parties on the protection of children against sexual exploitation and abuse ;

- Representation of Luxembourg in the ad hoc Committee on children's rights.

## II. Organisation and governance

In Luxembourg, decisions regarding education are essentially taken at national level by the Ministry of National Education, Children and Youth (with the exception of higher education for which the [Ministry of Higher Education and Research](#) is competent.

Hence, the general objectives of public education, the curricula, certificates and diplomas, access to studies, the status and administration of school staff are subject to a centralised management.

**In elementary education**, schools are organised (distribution of pupils in the classes, schedule, etc.) and managed at local level, i.e. by the 106 municipalities. The municipalities are also involved in monitoring the actions and results of the schools. They are funding the building and the equipment of elementary schools. Teachers are appointed by the State and allocated to the municipalities; they are paid by the State.

**In classical secondary education and general secondary education**, the local level (municipalities) are not involved in the administration of schools. The reporting line goes directly from the Ministry of National Education, Children and Youth to the high school management. Teachers are appointed and paid by the State.

### Structure of the education system

Schooling is **mandatory** in Luxembourg as of the age of 4 and until the age of 16. It covers a total of at least 12 years in elementary and secondary education.

Elementary education is subdivided into four cycles:

- cycle 1 for children aged between 4 and 5. A first year of early education as of the age of 3 is available but not mandatory;
- cycle 2 for children aged between 6 and 7;
- cycle 3 for children aged between 8 and 9;
- cycle 4 for children aged between 10 and 11.

Secondary education is subdivided into two levels:

- classical secondary education, covering seven years and leading to the secondary school leaving diploma, preparing mostly for university studies;
- general secondary education, covering various training options extending over six to eight years based on the orientation chosen by the student, including vocational training.

Luxembourg education offers, at each level, specific measures and classes for the welcoming an schooling of [foreign students](#).

Schooling is also mandatory for children suffering from a disability or [with special educational needs](#). They are integrated into regular schools or will attend an institution or service for differentiated education.

The objective of [vocational training](#) is to provide professional qualifications at the level of high schools or to assist students already holding a professional degree to adapt or extend their skills to the economic evolution and progress.

[Adult education](#) provides training options adapted to adult students, either through continuing vocational training, subjects of general interest or courses leading to the national diplomas and certificates (back-to-education option).

The Luxembourg education system is essentially characterised by its plurilingual tradition, which explains the focus on languages.

An [overall view of the education system is available here](#) .

## National representation of parents

The objective of the national representation of parents is to strengthen the culture of cooperation between the school and the parents through a democratically elected representation acting as a spokesperson for parents and the council with the Minister of national Education.

It can issue opinions on legislative projects, proposals or pedagogical projects, it can also submit proposals on school activities and education issues or, more in general, take position on issues of interest for the parents and the students.

### [Two-level elections](#)

The national representation covers every level of education. To ensure that it is representative, elections are held at two levels: sectorial and national.

### At sectorial level

#### **For parents' representatives in elementary education:**

Elections are held by region. The directorates of the fifteen regions include the parents' representatives elected for the elementary schools of their region.

Every regional meeting elects two sectorial representatives. Furthermore, one sectorial representative is elected by the private, international or European (public or private) schools.

#### **For parents' representatives in secondary education:**

Elections are held for every high school. The parent council of every high school elects two sectorial representatives among its members. Furthermore, a sectorial

representative is elected in each private, international or European (public or private) school.

### **For parents of students with specific needs:**

Students supported by a competence centre will remain enrolled in their regular school (elementary school or high school).

The parents of these children may therefore submit their candidacy for the position of sectorial representative either through the school in which their child is enrolled or at the level of the competence centre in charge of their child

In principle, two sectorial representatives are elected in each competence centre.

### **At national level**

The three sectorial representations appoint their members at the national representation level.

This includes:

- four representatives in elementary education,
- six representatives in secondary education and
- two representatives of children or adolescents with specific needs.

### **[Term and special leave for representation mandates](#)**

Representatives at the national level are elected for a renewable term of three years and can benefit from special leave of eight days per year for the purpose of fulfilling their mandate.

## **School mediation**

The objective of schools is to provide the best possible qualification for all students. Every child has the right to be guided in accordance with his/her talents and possible weaknesses towards life as a citizen, higher studies or a professional career.

Should there be doubts about the school being able to fulfil its mission, if the school career of a child is threatened, the school mediator and his Service au maintien, à l'inclusion et à l'intégration scolaires can be asked for assistance.

The school mediator will deal with claims regarding:

- prevention of school dropout when there is a risk a student could drop out without a qualification ;
- inclusion of students with specific educational needs in elementary school or in high school ;

- integration of students with immigration background who attended school abroad before moving to Luxembourg and lack the necessary skills in German, Luxembourgish or French to follow « regular » classes.

## Why a mediator and what is his role?

Since the academic year 2018-2019 the mediator can intervene in situations, where the school:

- does not provide adequate training for the child;
- did not function in accordance with its mission or
- the departments of the Ministry of national Education did not correctly apply the laws, regulations or instructions.

The mediator deals with individual and specific claims.

## Who can request the intervention of the mediator?

Parents of under age students, the students if they are over 18, or the actors of national education (teachers, directors, educators, etc.) can ask the mediator to intervene by submitting a written claim

Claims submitted to the mediator are strictly confidential.

## When is it possible to request the intervention of the mediator?

The mediator can only intervene if the involved parties of the school community have already tried to find a solution (e.g. : in elementary school, the class teacher, the regional director; in high school, the class teacher, the director; in a competence centre for specialised psycho-pedagogy, the employee in charge, the director, etc.) and if such solution was not successful.

## What is the task of the mediator?

The mediator will take the necessary steps with the involved departments or schools and will submit recommendations to solve the issue in an amicable and fair way.

The mediator submits recommendations to the minister on a regular basis to improve, more specifically, the operation of the departments and schools in which he/she was asked to intervene.

The mediator also issues an annual report submitted to the Parliament (*Chambre des députés*) as well as to the government and published on the website of the Ministry for National Education.

## National observatory of school quality

The mission of the national observatory of school quality (*Observatoire national de la qualité scolaire*) is to evaluate and monitor the quality of education provided in the education system. It is an independent structure with an assessment role, providing an objective view of the education system. The observatory systematically analyses the quality of the education system and the implementation of education policies. It does not assess the individual work of teachers but the organisation and functioning of schools, high schools and the departments of the ministry in charge of education.

### Eight observers

The observatory is composed of eight observers from the public or the private sector. Their work is fully independent as far as their findings and recommendations are concerned.

To fulfil their missions the observers analyse the surveys and the results of national assessments as well as of international surveys regarding Luxembourg. The observatory may request the assistance of scientific experts, research institutions and universities (the University of Luxembourg, the Luxembourg Centre for Education Testing (LUCET)), the SCRIPT (*Service de coordination de la recherche et de l'innovation pédagogiques et technologiques* ...).

### Meeting all the actors of the school system

As far as schools are concerned, the observers meet with directors, the school committee or the education board or other staff representation bodies as well as with other members of the school community. They agree with the director to be present during lessons or training situations to assess the pedagogical practice of the school.

The observers can also meet with the national representation bodies of parents, students, teachers and municipalities as well as of the professional chambers.

### Public reports

The observatory submits an annual activity report and at least one thematic report on a priority field, as well as, a national report on the education system with its findings and recommendations every three years.

These reports are submitted to the Chambre of Deputies (*Chambre des députés*) and are published on the website of the ministry in charge of education.

## Conseil supérieur de l'Éducation nationale (CSEN)

The **Conseil supérieur de l'Éducation nationale** (CSEN) is an advisory body issuing opinions, either upon request of the minister or upon its own initiative, on any issues regarding national education and more specifically the broader aspects of the education



system. It has 36 members who are representatives of parents, pupils and students; teaching staff; school authorities (council of directors of elementary education, council of directors of secondary education, municipalities, officially recognised religions, etc.); the economic, social, association and cultural sectors.

### **III. Languages in Luxembourg schools**

Luxembourg is a trilingual country. The national language is Luxembourgish while French is the legislative language; French, German and Luxembourgish are the three administrative and judicial languages.

The languages spoken by foreign residents, Portuguese and English in particular, are gaining in importance.

The education system is also plurilingual, with the use of German, French and Luxembourgish. While German is the main language used for teaching in elementary school and in the lower classes of high school, most subjects are taught in French in the higher classes in high school. The multi-linguicism of the Luxembourg education system is one of the biggest assets for young people in a world without borders, but it is also a challenge for many students with very diverse linguistic origins.

Public school also offers international classes, namely in French and English.

#### **In elementary school**

In cycle 1 (children aged between 3 and 5) specific importance is given to learning Luxembourgish, which is the communication language in this cycle. Following the introduction of a plurilingual education programme in day-care facilities and to ensure consistency and continuity, French teaching in cycle 1 of elementary school was adapted starting the academic year 2017-2018. Initiation to French language was officially added to the objectives of cycle 1.

In cycles 2 to 4 (children aged between 6 and 11) literacy is done in German, which at that stage is the teaching language of all the subjects with the exception of French lessons.

Learning to speak French starts in cycle 2 while learning to write French is introduced in cycle 3.1.

#### **In classical secondary education (children from 12 years on; classes of 7e ESC to 1re ESC)**

Up to the class of 5<sup>e</sup> ESC (3<sup>rd</sup> year of classical secondary education) all subjects are taught in German with the exception of French and mathematics.

English is taught as of the class of 6<sup>e</sup> ESC - modern section or 5<sup>e</sup> ESC - Latin section.

Starting with the class of 4<sup>e</sup> ESC (4<sup>th</sup> year of classical secondary education) all subjects are taught in French, with the exception of German and English lessons for which the target language is used.

As of the class of 3<sup>e</sup> ESC (5<sup>th</sup> year of classical secondary education) students can add a fourth language: Italian, Spanish or Portuguese.

## In general secondary education (children from 12 years on; classes of 7e ESG to 1re ESG)

The teaching language in the lower classes is German, except for the mathematic lessons, which are taught in French. English is taught as of the class of 6<sup>e</sup> ESG.

In the higher classes the teaching language is mostly German, except for specific subjects that are taught in French. As of the class of 4<sup>e</sup> ESG there are classes à *regime linguistique spécifique* - with a specific language system where subjects are taught in French.

In classical secondary education and general secondary education, there is a [specific language offer](#) based on students' needs.

In the European Union, Luxembourg is the country with the highest number of students who don't speak the teaching language at home, the highest number of languages taught and the highest number of lessons in foreign languages (source : Eurydice & Eurostat, 2012. [Key Data on Teaching Languages at School in Europe 2012 \(pdf, 5.591 ko\)](#)). Learning languages is a main objective both in school and for adult education.

## IV. Music education

Music culture is an important cultural vector and contributes to the development of the child. Cultivating the taste for music in general, discovering and recognising different instruments, learning to express oneself through singing, theatre and dance are part of education and general knowledge.

The Ministry's missions include music education through the development of available curricula and pedagogical coordination of music education in schools, education and care services or facilities as well as music schools.

### Music education at school

**At the level of elementary education**, music education is part of the curriculum, introducing pupils to aesthetics, creation and cultures, arts and music, with specific didactic supports. Numerous municipalities provide joint projects in elementary and music education.

**At the level of secondary education**, music is a subject taught in all 7<sup>e</sup> and specifically in a section at the level of the classical secondary education. Several lycées (high schools) also offer optional courses or even music classes in the lower cycle.

Music is also considered as a means of fostering learning in other branches and subjects. Songs and nursery rhymes are therefore widely used for language teaching.

Ad hoc initiatives and participatory projects (Hip Hop Marathon, Be à He(a)ro, etc.) give the possibility to the children and young people to discover musical practice and the cultural scene in Luxembourg, while promoting team work.

### Music education in the municipalities

**Music education** is organised at the level of municipalities for about 17,000 students starting at the age of 4. Courses can be taught in conservatories, music schools and music courses.

Music education has three objectives:

- enable young people to become aware of as well as develop and cultivate a knowledge and a taste for music so as to allow them to take part in musical life ;
- offer young people specialised training in various musical disciplines so that they can enrol in advanced musical studies at the level of higher or university education;
- offer training and advanced training for adults.

## Musical development

**Musical awakening (éveil musical)** starts at the age of 4/5 and covers a maximum of three years. The objective is to introduce children to music and allow them to develop and cultivate the taste for music as well as to express themselves through music. They learn to speak, sing, move and dance to music. They develop their listening skills and discover the various types of music instruments.

A musical approach at this age largely contributes to the overall development and growth of the intellectual and manual skills as well as of the personality of the child.

Musical awakening also prepares children to learn to play a music instrument.

**Music theory** covers 4 years in the lower division and aims at:

- developing the taste, the pleasure and interest for and in music;
- providing basic musical training and
- supporting children who are learning to play an instrument or sing.

Children develop their vocal and listening skills as well as their active music memory. They discover performances on stage. They are encouraged to play and interpret musical texts by using their creativity, imagination, emotions and their sense of improvisation.

Music theory is compulsory until the children pass the certificate of the lower division (*certificat de la division inférieure*) to pursue or start instrumental or vocal courses.

Lessons then continues, if applicable, with the courses of the middle division, the specialised middle division and the higher division.

In addition to musical awakening and musical training, music education includes:

- music theory and writing
- learning to play a music instrument
  - chamber music;
  - reading and deciphering (music notation);
  - keyboard practice;
- vocal training - singing ;
- choral and orchestral conducting;
- jazz;
- diction and drama;
- dance and music training for dancers;
- adult education.

[Find all the detailed information here.](#)



## V. Schooling of foreign pupils



### [International Schooling](#)

Reception unit (Cellule d'accueil scolaire pour élèves nouveaux arrivants - CASNA)

Reception unit for newly-arrived pupils over the age of 12

Monday – Friday, 8.30 to 11.30 a.m. and 2 to 5 p.m. (by appointment only)

Reception in Luxembourgish, French, German, English and Portuguese (other languages on request).

Maison de l'Orientation

58, boulevard Grande-Duchesse Charlotte  
L-1330 Luxembourg

Tel. : (+352) 247-85277 or (+352) 247-75277

Publications

- [Schooling for foreign pupils](#)

External websites

- [Site for teachers](#)
- [EU description of national education systems – Luxembourg](#)

For at least a hundred years, immigration has played a decisive role in the Grand Duchy's economic development. Currently, the country's population features an extremely large proportion of foreigners: on 1 January 2017, 47.7% of the total population was not of Luxembourgish nationality.

The official languages are Luxembourgish, French and German, the last two because of the Grand Duchy's intensive exchanges with its neighbours and its geographical position at the meeting point of two major linguistic areas – the German- and French-speaking areas of Europe. The language of communication among Luxembourgers is Luxembourgish; the main language of communication between Luxembourgers and people who speak other languages is French.

[Language teaching](#) occupies a central position in the Grand Duchy's [education system](#).

School attendance is **compulsory** between the ages of 4 and 16 years. It includes a minimum of twelve years, divided between elementary school (*école fondamentale*) and secondary education. **All children of compulsory school age must be enrolled at a school, whatever their parents' status.** No child may be refused, irrespective of his/her race, gender, native language, or religion.

The vast majority of children and teenagers attend public, i.e. State-run schools. Additionally, several private schools offer either the same type of education as public schools, or other variants in terms of language and/or teaching concept.

## Enrolling my child at school

Depending on their age, children newly arrived in the Grand Duchy attend a public school at either the elementary level (*enseignement fondamental*) or the secondary level, either classical or general (*enseignement secondaire classique* and *enseignement secondaire général*). If the parents so wish, however, children may be enrolled at an international or private school.

### Elementary education (*enseignement fondamental*)

Children are enrolled at a public school through the education department or the secretariat of the municipality (*commune*) where the family is resident:

- **children aged 3: cycle 1 – early childhood education (*éducation précoce*)** (optional)
- **children aged 4 and 5: cycle 1**
- **children aged from 6 to 11: cycles 2 to 4**

The municipality records the personal information concerning the newly-arrived child and forwards it to the regional director, to the head of the school committee, and to the person in charge of the welcome classes (*cours d'accueil*).

In September 2016, the [École Internationale de Differdange et d'Esch-sur-Alzette](#) (EIDE) opened its doors. A public school open to all, offers French-, German- and English-speaking sections from the elementary level right through to the European Baccalaureate (see 'International offer'). The [International School Michel Lucius](#) is also offering English-speaking sections at the elementary level.

### Classical secondary education and general secondary education (*enseignement secondaire classique* and *enseignement secondaire général*)

Recently arrived youngsters aged 12 or more are enrolled at school and guided in their choices by a specific reception unit (***Cellule d'accueil scolaire pour élèves***)



**nouveaux arrivants** - CASNA). In order to ascertain the suitable class and level of competencies of each child, the CASNA assesses his/her school achievements and knowledge of languages. The following documents are required when attending the initial appointment at the CASNA:

- identity papers or passport,
- social security card,
- school reports for the previous two years,
- whenever possible, a copy of the residence certificate (*certificat de résidence* - to be requested from the municipality) or an attestation of having applied for international protection.

[Reception unit for newly arrived pupils \(\*Cellule d'accueil scolaire pour élèves nouveaux arrivants\* - CASNA\)](#)

## International and private schools

A number of international and private schools offer other possibilities for schooling, including:

- [École française](#) de Luxembourg
- [École Charlemagne](#)
- [International School of Luxembourg](#)
- [St George's International School](#)
- [École européenne Luxembourg I](#)
- [École européenne Luxembourg II](#)
- [Lycée Vauban](#) (the French lycée for the Grand Duchy of Luxembourg)
- [École Waldorf](#)

## Elementary education (enseignement fondamental)

External offer

- [Mother-tongue classes](#)

External websites

- [Site for teachers](#)
- [EU description of national education systems – Luxembourg](#)

Newly-arrived children aged 4 or 5 are assigned to a class in cycle 1, where they learn Luxembourgish. Children aged between 6 and 11 are put in a home-class (*classe d'attache*) (in cycles 2 to 4) according to their age, their previous school achievements (on the basis of school reports from their country of origin), and results in tests to assess their levels in maths and their native language. In this class they learn Luxembourgish, German and French, and attend the welcome class.

## Welcome classes (cours d'accueil)

The municipalities provide either learning support (*cours d'appui*) (for all kind of school-related difficulties) or welcome classes (for newly-arrived pupils).

In welcome classes, the choice of languages and the order in which they are to be learned depend on the age at which the child arrives in the Grand Duchy, his/her previous school achievements, the languages spoken by the parents, and the similarity of his/her native language to the first language to be learned.

Initially, teaching is limited to a single language (German or French). Theoretically, the first language taught is that which is closest to the child's native language, the aim being to enable the child to communicate with people around him/her as quickly as possible. Thereafter, children under the age of 10 are taught the other language intensively, so that they are able to follow normal classes in the home-class. As it is difficult for newly-arrived pupils over the age of 10 to achieve the level required in cycle 4 in both German and French, emphasis is placed on French for this age group.

## Integrated classes taught in Portuguese at elementary school

**Integrated classes** (*cours intégrés*) are classes taught in mother-tongue Portuguese as part of the school timetable. They provide children from Portuguese-speaking families with a better understanding of environmental studies and sciences. They also allow the children to maintain contact with their native culture and to develop their competencies in using the Portuguese language. Two lessons per week in natural sciences, history and geography are taught in Portuguese, following the official Luxembourgish syllabus.

There are also **parallel classes** organised by the Portuguese language teaching department of the Portuguese Embassy, outside school hours.

- [Integrated mother-tongue classes: a comprehensive guide for municipalities and for teachers](#)
- [Study on the advantages of Portuguese classes and classes taught in Portuguese in terms of the academic success of Portuguese pupils](#)

## Project – Portuguese language assistant in cycle 1

As part of the cultural agreement between the Grand Duchy of Luxembourg and Portugal, a project entitled *Portuguese language assistant in cycle 1* has been implemented in nine schools in the Grand Duchy. The project uses a communicative approach, taking the children's linguistic resources into account, and aims to develop their use of both native language and Luxembourgish. The project will be monitored between 2015 and 2017 by the University of Luxembourg (Institute for Research on Multilingualism).

## Intercultural education and introduction to languages

In order to promote opportunities for meeting and discussion, a number of educational projects are proposed by the intercultural centre IKL ([Centre de documentation et d'animation interculturelles](#)).

It is recommended that teachers organise language introduction activities directed at all the pupils in the class, on the basis of the corresponding booklet entitled '[Ouverture aux langues à l'école](#)' (Opening up to languages at school).

The main aims of these activities are:

- to arouse pupils' curiosity when confronted with similarities and differences between languages;
- to develop their powers of observation, analysis and thought with regard to languages;
- to increase their motivation to learn languages;
- to promote a positive attitude to linguistic and cultural diversity.

The aim of the '[Story Bag](#)' project (*projet Sac d'histoires*) is to promote reading and activities for the whole family to do together on the theme of books and stories. The 'story bag' is prepared at school and taken home by the children; it contains a children's book with a translation into the child's native language, a CD with the story of the book read in the languages most used in the class, and a few words of explanation for the parents.

## Secondary education - classic and general

Reception unit (Cellule d'accueil scolaire pour élèves nouveaux arrivants - CASNA)

Reception unit for newly-arrived pupils over the age of 12

Monday – Friday, 8.30 to 11.30 a.m. and 2 to 5 p.m. (by appointment only)

Reception in Luxembourgish, French, German, English and Portuguese (other languages on request).

Maison de l'Orientation

58, boulevard Grande-Duchesse Charlotte  
L-1330 Luxembourg

Tel. : (+352) 247-85277 or (+352) 247-75277

## Timetables and syllabuses for 2016-2017

- [Timetables](#)
- [Syllabuses](#) (in French)

## Publications

- [Schooling for foreign pupils](#)

## External offer

- [Mother-tongue classes](#)

## External websites

- [Site for teachers](#)
- [EU description of national education systems – Luxembourg](#)

Depending on the pupil's knowledge of languages and his/her age on arrival in the Grand Duchy, there are a number of options.

## Classical secondary education

In the Grand Duchy's education system, access to classical secondary education is theoretically reserved for those pupils who have a very good level in maths, German and French. There are, however, a number of options available for pupils who have a very good academic level but not complete mastery of both languages.

*“ALLET” classes (German as a foreign language) in the lower cycle (7<sup>e</sup> ESC to 5<sup>e</sup> ESC classes, i.e. 1<sup>st</sup> ESC to 3<sup>rd</sup> ESC year of secondary education)*

These classes are for pupils who have completed elementary school with a very good level in French and maths but are relatively weak in German. They offer extra teaching in the German language, the aim being to enable pupils to join an ordinary 4<sup>e</sup> ESC class (4<sup>th</sup> year of secondary education).

- Classes at the [Lycée de Garçons Luxembourg](#), the [Lycée Josy Barthel Mamer](#), the [Lycée des Arts et Métiers](#), the [Lycée technique de Bonnevoie](#), [Nordstadt Lycée](#), the [Lycée Hubert Clément](#), the [Lycée classique d'Echternach](#), and the [École privée Fieldgen](#)
- Enrolment directly with the school for pupils having completed elementary school in the Grand Duchy
- Enrolment through the CASNA for other pupils

*“Français Plus” classes (7<sup>e</sup> ESC - 5<sup>e</sup> ESC classes, i.e. 1<sup>st</sup> ESC to 3<sup>rd</sup> ESC year of secondary education)*

These classes are for pupils who have completed elementary school with a very good level in German and maths but are relatively weak in French. They offer extra teaching in the French language, the aim being to enable pupils to join an ordinary 4<sup>e</sup> ESC class (4<sup>th</sup> year of secondary education).

- Classes at the [Lycée technique de Bonnevoie](#), the [Lycée Classique de Diekirch](#), [Nordstadt Lycée](#), the [Lycée classique d'Echternach](#), and the [Maacher Lycée](#)
- Enrolment directly with the school for pupils having completed elementary school in the Grand Duchy
- Enrolment through the CASNA for other pupils

*Classes taught in French (7<sup>e</sup> ESC - 5<sup>e</sup> ESC)*

Unlike normal classes, where in most cases the subjects are taught in German, all subjects are taught in French in LVF classes (French as main teaching language). The level required in German is that of pupils having completed elementary school (*école fondamentale*) in the Grand Duchy, and German is taught to the same standard as in normal classes.

The classes are intended for pupils who have completed elementary school in the Grand Duchy but prefer to learn in French.

From the 4<sup>e</sup> ESC class onwards, pupils join an ordinary class, in which non-language subjects are in any case taught in French.

- Classes at the [Lycée de Bel-Val](#) and the [Lycée technique Mathias-Adam](#), the [Lycée classique de Diekirch](#)
- Enrolment directly with the school

*At the Lycée Aline Mayrisch, gradual integration for 12- to 16-year-olds*

Since September 2015, the Lycée Aline Mayrisch has been offering gradual integration in ‘classic’ secondary education in the Grand Duchy for young people between the ages of 12 and 16 who have been in elementary and/or secondary education in another country.

Priority is given to personalised accompaniment in acquiring or improving language skills in Luxembourgish, French, German and/or English, the languages used for teaching.

The aim is to enable these young people to follow a ‘normal’ school career in the Grand Duchy’s secondary education system and to take advantage of the system’s multilingualism.

Enrolment directly with the secondary school:

- [Admission d’élèves à contexte scolaire international](#)
- [Admission for students from international school settings](#)

- [Aufnahme von Jugendlichen mit internationaler Schulkarriere](#)

### *International Baccalaureate*

The course leading to the International Baccalaureate certificate (IB) is a classic baccalaureate course available at 3,500 secondary schools in 143 countries throughout the world. The certificate awarded on successful completion of the course is available at the Lycée technique du Centre and at the Athénée de Luxembourg and is recognised under Luxembourg law as being equivalent to the diploma awarded on successful completion of secondary studies (*diplôme de fin d'études secondaires*). The course is intended for young people recently arrived in the Grand Duchy and to young people who have opted for secondary education taught in either French or English who are capable of success in secondary education at a high level. Most of the written examinations at the end of the course are marked externally, by a global network of 9,000 trained examiners.

Enrolment directly with the preferred secondary school:

- [International Baccalaureate in French at the Lycée technique du Centre](#)
- [International Baccalaureate in English at the Athénée de Luxembourg](#)

### *Classes taught in English at the Lycée Michel Lucius*

All teaching is in English, and pupils select French and/or German as their second and/or third language(s). These classes prepare students for the following diplomas and certificates:

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

Courses leading to the International GCSE, which has its origin in the British school system, enables pupils to continue their secondary school studies and prepares them for the AS- and A-level examinations. The certificate indicates a level comparable to that of successful completion of a 3<sup>e</sup> ESC class (fifth year) in classical secondary education or a 3<sup>e</sup> ESG class (fifth year) in general secondary education in the normal Luxembourgish system.

Courses leading to A-levels are available in more than 125 countries worldwide. A-levels certify that the student has successfully completed his/her secondary or pre-university education.

- Enrolment directly with the [Lycée Michel Lucius](#)

### *École Internationale de Differdange (EIDE)*

This school opened in September 2016, offering French-, English- and German-speaking sections from elementary education (*enseignement fondamental*) right up to the European Baccalaureate. It will follow the European Schools syllabus but will be a public school, open to all. The EIDE will also be offering welcome classes for newly-

arrived children (with a knowledge of French, English, German or Portuguese) and preparatory classes, according to the syllabus for general secondary education in the Grand Duchy's education system.

- Enrolment directly with the [EIDE](#)

## General secondary education

### *Classes for newly arrived children aged 12 to 15 years*

Children who arrive in the Grand Duchy with no knowledge of either French or German are enrolled in a **welcome class** (*classe d'accueil*), where they are taught French intensively and are introduced to Luxembourgish. The 'class council' (*conseil de classe*) assesses each pupil's skills and decides on the best time for him/her to join the most appropriate class, depending on his/her language skills and general level. About twenty secondary schools have classes of this type.

An **insertion class** (*classe d'insertion*) is a class in the lower cycle (7<sup>e</sup> ESG, 6<sup>e</sup> ESG, 5<sup>e</sup> ESG classes – first three years) of general secondary education for those pupils who have achieved a very good academic level in their country of origin but have little or no knowledge of the languages taught in the Grand Duchy. They are taught French or German intensively (determined according to their shortcomings in language skills). They are also taught the other subjects of the syllabus of the lower cycle of technical secondary education.

To be admitted to an insertion class, a pupil must pass the admission test.

- Classes générales insertion francophones (intensive French language training): [Lycée technique du Centre](#), [Lycée des Arts et Métiers](#), [Lycée technique Mathias Adam](#)
- Classes générales insertion germanophones (intensive German language training): [Lycée technique du Centre](#), [Lycée technique Esch-sur-Alzette](#)
- Enrolment through the CASNA

### *Classes taught in French (7<sup>e</sup> ESG, 6<sup>e</sup> ESG, 5<sup>e</sup> ESG)*

Unlike normal classes, where most subjects are taught in German, in LVF classes (*classes à langue véhiculaire française*), all subjects are taught in French. The level required in German is the same as that of a pupil having completed elementary school (*école fondamentale*) in the Grand Duchy, and German is taught to the same level as in normal classes.

This offer is intended for those children who have completed elementary school in the Grand Duchy but prefer to learn in French.

From the 4<sup>e</sup> ESG class (fourth year) of general secondary education onwards, pupils join either a normal class or an RLS class (see below).

- Classes available at [Lycée de Bel-Va](#), [Lycée classique de Diekirch](#), [Lycée technique Mathias Adam](#)
- Enrolment directly with the school

### *Transitional classes for young people and adults*

**Welcome classes** for young adults for 16-year-olds (*classes d'accueil pour jeunes adultes* – CLIJA) and for 17- to 24-year-olds (CLIJA+) are classes for young adults recently arrived in the Grand Duchy. They provide basic training in French which opens up access to general secondary education or to social and economic independence. For the list of secondary schools offering CLIJA classes, see [Offre scolaire 2017 - 2018](#) (detailed offer of school education).

**9+ insertion classes** are for people at least 18 years old (with no upper age limit) who have a basic knowledge of English. These classes are provided at various places, according to requirements. They are organised on the same lines as the '5<sup>e+</sup>' classes; they are taught in French and are specifically geared to adult training (see Adult training > [2<sup>nd</sup> route to qualification](#))

- Enrolment through the CASNA

### *Special language education classes for pupils aged 15 and over who are competent in French*

In the middle and upper cycles (for pupils aged 15 and over), there are special language education classes (*classes à régime linguistique spécifique* – RLS classes) for those pupils whose language skills in German are insufficient or even non-existent. Subjects are taught in French, and German is taught as a foreign language in some classes. For all the other subjects the syllabus is identical to that of the other classes.

In the upper cycle of general education, vocational training courses in French are available at various levels:

- school-leaving diploma – general secondary studies (*diplôme de fin d'études secondaires générales*)
- technician's diploma (*diplôme de technicien* - DT)
- degree of professional ability (*diplôme d'aptitude professionnelle* - DAP)
- certificate of professional capacity (*certificat de capacité professionnelle* - CCP)
  
- A list of secondary schools and the training courses they offer is given in the leaflet entitled [RLS classes \(Classes RLS\)](#).
- Enrolment directly with the school offering the preferred training course.



## Pre-vocational training for 16- to 18-year-olds

The national vocational training centres (*centres nationaux de formation professionnelle* - CNFPC) in Ettelbruck and Esch-sur-Alzette organise vocational guidance and introductory courses (*cours d'orientation et d'initiation professionnelles* - COIP) and, in certain fields, a training course in a company acting as training body (*formation patronale*) which prepares students for the certificate of professional capacity (*certificat de capacité professionnelle* - CCP).

This route is intended for young people aged between 16 and 18 who already have a knowledge of the Roman alphabet and wish to undergo vocational training to achieve a [CCP](#) or [DAP](#) qualification.

- Enrolment through the national training centres (CNFPC)

## Intercultural mediators

### Site for teachers

#### [Intercultural mediators](#)

Parents, teachers and school authorities can ask for help, free of charge, from an intercultural mediator who speaks Albanian, Arabic, Creole (Cap Verde), Chinese, Italian, Persian (Farsi), Portuguese, Serbo-Croatian or Russian as well as the languages usually spoken in the Grand Duchy (other languages on request).

Mediators help pupils and parents of foreign pupils when they first arrive, translating information about the child's previous schooling in his/her country of origin, provide written and verbal translations, and help occasionally or regularly in class (on request).

The intervention of an intercultural mediator can be requested using the online [request form](#) for an intercultural mediator.

For further information, please contact the service by telephone, fax or e-mail: tel.: (+352) 247-85909, fax: (+352) 247-85140, e-mail: [mediateurs@men.lu](mailto:mediateurs@men.lu)

# VI. Pupils with specific or special educational needs

All children, irrespective of their specific needs and particularities, have the right to be supported in their personal development to allow them to achieve a maximum level of autonomy, participation and integration in society.

Are considered pupils with specific or special educational needs, those who may not be properly cared for with the means normally available to the teacher. They may require specific or special support in the areas of motricity, sight, language and hearing, the cognitive development and behaviour, etc. Ensuring schooling of students with special or specific educational needs in the «regular » school system, where such inclusion is possible and desired by parents, is the principle of Luxembourg education as it is provided for in the law since 1994. Luxembourg has achieved a high inclusion rate as the percentage of students enrolled in specialised schools is less than 1% of the school population.

## Three-tier support

For students who, due to their mental, emotional, sensory or motricity characteristics cannot follow the regular education, the law provides for a three-level system:

- At **local level**, in the schools : specialised teachers, inclusion measures ;
- At **regional level**, in the regional directorates : support teams for students with specific or special educational needs, inclusion commissions;
- At **national level**, in a specialised school or centre.

The decision as to the type of schooling and care is the parents' responsibility.

The care of children and students with special or specific needs is determined in consultation with the child welfare services and the education and childcare structures (maison relais ...).

## At local level

In order to facilitate the attendance of regular education and even the inclusion of every pupil and student, several specific support measures are available at the level of each school.

### In elementary education

#### Specialised teachers

**150 teachers** specialising in the care of pupils with special or specific needs are recruited over four years. They are directly assigned to schools. They intervene by providing support for pupils with special or specific educational needs and assist them in the classroom. They consult with the class teachers and the pedagogical team, they meet with parents and the inclusion committee at regional level.

An inclusion approach in every school

Each elementary school must develop, in its school development plan, its own inclusion concept to offer pupils with specific or special educational needs the opportunity to follow classes in regular education.

## In secondary education

An inclusion approach in every high school

Just like elementary schools, high schools also define their inclusion approach for their students in their school development plan.

The inclusion commission

In every high school an inclusion commission defines and supervises the education of students with special or specific educational needs. It advises on *mesures d'aménagement raisonnable* (**appropriate measures** - more time during tests, use of human or technological support, etc.) and proposes an **individualised education plan** if the student is not able to follow the study pace. The commission includes a member of the directorate, the high school psychologist, a social worker, the school doctor, two teachers and a representative of the network of competence centres for specialised psycho-pedagogy.

## At regional level

At regional level measures for pupils with special or specific educational needs are the responsibility of the elementary education directorates.

The regional level only applies to elementary education as well as to education and childcare structures.

## Elementary education directorates (directions de l'enseignement fondamental)

Within the fifteen elementary education directorates, an **assistant director** is primarily responsible for organising the support team for pupils with specific or individual educational needs (ESEB), as well as for the good functioning of the inclusion commission.

[Équipes de soutien des élèves à besoins éducatifs particuliers ou spécifiques \(ESEB - support teams for pupils with special or specific educational needs\)](#)

In every elementary education directorate, a support team for pupils with special or specific educational needs (formerly the multi-professional team) advises teachers and can provide ambulatory measures. Under the responsibility of the directors of the directorates the ESEBs establish a **first diagnosis** together with the teachers **and monitors the implementation of specific measures for these pupils**, if the monitoring provided by the school is not sufficient. The inclusion commission (see below) will then define the type of these measures that are again implemented by the support team.

## Inclusion commissions

Every elementary education directorate has an inclusion commission (formerly commission d'inclusion scolaire - school inclusion commission). The mission of the inclusion commissions is to define, either at the parents' request or at the request of the teacher or a representative of the maison relais, and subject to the parents' agreement, specific support measures for pupils.

The intervention to support the child is documented in a *plan de prise en charge individualisé* (**individualised care plan**) submitted to the parents for approval.

The inclusion commission includes, if required, representatives of the elementary education directorate, the education and childcare services sector, the ESEB, the Office national de l'enfance and the competence centres for specialised psycho-pedagogy.

## At national level: the competence centres

In the event the measures implemented for a student with specific needs at the local level (school, high school) and the regional level ((direction de région à l'enseignement fondamental - [regional elementary education directorate](#)) did not lead to the desired results, it is possible to request the intervention of the **competence centres for specialised psycho-pedagogy** which intervene at national level, each in their field of speciality.

Parents of out-of-school children, for whom there are no local or regional level, can contact the competence centres directly.

The [loi du 20 juillet 2018 portant création de Centres de compétences en psychopédagogie spécialisée en faveur de l'inclusion scolaire](#) (Law of 20 July on the creation of competence centres for specialised psycho-pedagogy to favour school inclusion) defines the missions of the 8 competence centres as well as the applicable procedure.

This law also introduces the **Agence pour la transition vers une vie autonome (ATVA)**, which cooperates with the competence centres to facilitate access to vocational training and the job market for young people with specific educational needs.

### The missions of the competence centres

The 8 competence centres have numerous joint missions, however some objectives are specific to each one of them (cf. the website of each competence centre). These missions are focused on the:

- development of children and young people;
- information and support of parents;
- specific measures in schools and high schools;
- scientific research;
- national and international networks.

## Procedure

The *Commission nationale d'inclusion* (CNI- national inclusion commission) determines, based on a file and a specialised diagnosis, the support measures for a child or young person with specific educational needs to be provided by one or more competence centres. These specific support measures cannot be implemented without the consent of the parents or the students if they are over 18.

They can take the form of a specialised ambulatory intervention, i.e. the student will be followed by the competence centre while attending a regular school or high school class. They may also, in some centres, take the form of specialised full-time schooling in a class of the centre or of additional schooling to regular education.

In both cases, the competence centre develops an individualised education plan. For specialised ambulatory intervention, this plan is prepared together with the school or high school of the student.

The classes of the competence centres can be located in a school or high school to encourage interaction with other students: they are called cohabitation classes. They provide specialised support measures implemented by trained staff and inclusion in joint activities or lessons.

## The Commission nationale d'inclusion - CNI - national inclusion commission

The CNI includes representatives of, the Ministry of National Education, Children and Youth, the Ministry of Health and the Ministry in charge of policies for disabled persons. It also includes representatives of the Office national de l'enfance (ONE), the competence centres, the parents committee, the director of the competent centre and the staff of its diagnosis unit as well as a psychologist, a social worker, a specialist in child psychiatry or paediatrics.

If the discussion is about a pupil in elementary education, the parties involved at the local and regional levels will also be invited: the president of the region's inclusion commission, a member of the support team for pupils with special or specific education needs (ESEB), the teacher for pupils with specific educational needs (I-EBS) of the school, etc.

For students in secondary education, the president of the inclusion commission of the high school and a representative of the SePAS (Service psycho-social et d'accompagnement scolaires) will be involved in the decision-making process.

## Who can request the intervention of the national inclusion commission?

The intervention of the national inclusion commission can be requested by:

- an inclusion commission (of a region in elementary education; of a high school in secondary education);
- an approved body of the social, family or therapeutic sector;
- the doctor attending the student.

In all three situations parents' approval is mandatory.

**Parents of a child or adolescent, or the student who is over 18 may also directly request the intervention of the CNI.**

## Parents and competence centres

Parents of a child or adolescent as well as the student who is over 18 can directly contact a competence centre for advice or a specialised diagnosis. If, following the specialised diagnosis, the competence centre submits a proposal for special support measures, this proposal must be submitted to the national inclusion commission.

## Organisation

The competence centres are working in a network. Their directors meet in a committee to create synergies, advise the minister, promote and coordinate continuing education and develop the quality of support measures for children and young people with specific educational needs.

Internally, each competence centre is structured in different units:

- an education unit;
- a unit for diagnosis, advice and monitoring ;
- a unit for rehabilitation and therapy;
- an administrative and technical unit.

In every centre a parent committee and a student committee are elected.

## The competence centres

- [Centre pour le développement des apprentissages Grande-Duchesse Maria Teresa \(CDA\)](#)
- [Centre pour le développement intellectuel \(CDI\)](#)
- [Centre pour le développement moteur \(CDM\)](#)
- [Centre pour le développement socio-émotionnel \(CDSE\)](#)
- [Centre pour le développement des compétences relatives à la vue \(CDV\)](#)
- [Centre pour enfants et jeunes à haut potentiel \(CEJHP\)](#)
- [Centre de logopédie \(CL\)](#)
- [Centre pour enfants et jeunes présentant un trouble du spectre de l'autisme \(CTSA\)](#)
- [Agence pour la transition vers une vie autonome \(ATVA\)](#)

## Involvement of parents

Parents are the first partners of successful schooling, regardless of their child's specific needs. Based on the advice provided by the inclusion commission, or even the national inclusion commission, they decide on their child's schooling. They are regularly asked to meet with the pedagogical teams and other professionals who care for their child.

**Who are the contact persons for parents?**

For a child in day-care: the educators, the paediatrician or one of the specialists during one of the screening consultations requested by the Ministry of Health.

For a child attending elementary school: the class teacher, the region's directorate, the support team for pupils with special or specific needs (ESEB).

For an adolescent attending high school: the head teacher, the inclusion commission of the high school.

## VII. Education and career guidance

At different times of their life students must be able to choose the right path for their studies and training or their future professional activities.

Current policy in this matter is based on two definitions:

« *Guidance refers to a series of activities that allow the citizen, at any time in his/her life, to identify his/her **abilities, skills and interests**, to make informed decisions for the **choice** of his/her studies and training as well as for his/her professional activities and this with the joint concern to support both **the development** of his/her personality and of the society.* » (FORUM Orientation)

«*Guidance accompanies and emphasises **lifelong learning** and helps individuals avoid or shorten periods of unemployment. High quality education and career guidance not only support the **personal development** and the chances of finding a **job** of an individual, they contribute more generally to a broader and more sustained social and economic development.* » (Association internationale de l'orientation scolaire et professionnelle)

In the Luxembourg education system, guidance decisions are taken at various levels. In elementary school, a first orientation decision is made at the end of cycle 4, between classical secondary education and general secondary education (cf [Passage from elementary education to classical secondary education and general secondary education](#)).

Later in **high school**, students will choose a specialisation based on their results and interests. Every school is required to develop a guidance approach to help students make the choices that match their profile and offer the best chances of success. Other services may also be consulted in a complementary way. Most of them are grouped within the [Maison de l'orientation](#).

High schools provide support for their students at the level of their education and professional orientation.

Every high school implements a [plan de développement de l'établissement scolaire](#) (PDS - high school development plan), in which it defines, among others, an **orientation approach** adapted to its school population. The goal is to help students make the relevant choices that match their profile and ensure the best chances of success.

### Guidance in high school

Throughout secondary education a series of orientation, information and counselling activities are offered in high schools as well as at the national and regional level:

- **information and counselling :**
  - publications and information material ;
  - websites ;
  - information on higher education and the job market;
  - events such as the student fair;
  - information sessions for students and parents of a class or high school;
  - discussions with graduates from the various sections.
- At the level of **support** and design of a **training project** :



- pedagogic projects in a class or in all classes of the same year;
- tutorial programmes in some high schools;
- education of choices ;
- individual meetings ;
- individual support, psychological tests and the design of professional projects.

In parallel, [supplements to the transcripts](#) in the lower classes help students become aware of their skills and potentials.

Some activities focus more particularly on professional choices:

- **Work placement**, more specifically at the end of the class of 5<sup>e</sup> of general secondary education;
- **Information and raising awareness for trades and professions** :
  - a documentation centre on trades and professions (BiZ – *Berufsinformatiouns-Zentrum*) ;
  - websites (e.g. [www.anelo.lu](http://www.anelo.lu));
  - events (e.g. [Girls' Day-Boys' Day](#)) ;
  - discussions with representatives of companies or graduates in various professions ;
  - short-term work placements (e. g. [Job Shadow Day](#)) ;
  - visits in companies ;
  - development of entrepreneurship ([Jonk Entrepreneuren](#)).

## SePAS in high schools and CePAS

Every high school has a SePAS (**Service psycho-social et d'accompagnement scolaires**), with a multidisciplinary team (psychologists, social workers, social pedagogues, education and career counsellors). Activities include **psychological, psycho-pedagogical and social support for students, prevention (addiction, violence, AIDS, school dropout, etc.), mediation between** partners of the school (students, parents, professors, official bodies...).

All the **SePAS** work closely with external actors to promote integration in the professional world and in society.

All the **SePAS** are supported by the [Centre psycho-social et d'accompagnement scolaires](#) (CePAS).

## Antennes locales pour jeunes (ALJ - local centres for young people)

The [Antennes locales pour jeunes](#) (ALJ) are part of the [Service national de la jeunesse](#) (SNJ) and their mission is to support young people in their transition from school to professional life. They can be found on [11 sites](#) throughout the country so as to be close to young people and their realities. Their staff is specialised in providing support for young people and implementing measures allowing them to find a new activity.

They are mostly targeting young people, who:

- are still schooled but about to leave school without having a specific project ;
- dropped out of school without a qualification.

The ALJ provides :

- advice and information on training offers and professional life ;
- individual coaching in order to integrate studies or professional life;
- alternatives to inactivity.

Further details can be found [here](#).

## Voluntary service of the SNJ

The [Voluntary service](#) allows young people under the age of 30 to become active in the context of a specific project of general interest. It is an opportunity for them to learn and decide on their orientation while gaining practical experience during a fixed-term full-time activity. The minimum duration is 3 months while the maximum duration may, in principle, not exceed 12 months. For some programmes, activities take place in Luxembourg ([SVO](#), [SVCi](#)), for others in Europe or even outside Europe.

## Centre de documentation et d'information sur l'enseignement supérieur (CEDIES)

As a department of the Ministry of Higher Education and Research, the target public of the [CEDIES](#) is composed of high school students, future students, students and persons who wish to enrol in higher education.

The department **University information** provides information on higher studies and professions as well as on the admission terms and enrolment procedures of universities.

The department **Financial subsidies** manages the [financial support offered by the government for higher studies](#).

## Service d'orientation professionnelle of ADEM (ADEM-OP)

The [Service d'orientation professionnelle](#) of the *Agence pour le développement de l'emploi* ADEM (employment agency) offers individual guidance sessions and collective information sessions for young people and adults to help them choose an appropriate professional path. It manages the [Centre d'Information professionnelle / BiZ - Berufsinformatiouns-Zentrum](#), providing a large number of media. Adem-OP is also in charge of finding initial apprenticeship/adult vocational opportunities.

## Maison de l'orientation

The [Maison de l'orientation](#) is a one-stop shop for most of the public services in charge of orientation, improving access to information and individual support.

- The [Centre psycho-social et d'accompagnement scolaires](#) (CePAS) supports students who require diversified psycho-social care and support and has developed various tools (workshops, creative spaces, intervention groups, alternative learning methods, etc.) to promote the well-being of students in their school environment.

Phone : (+352) 247-75910

E-mail : [info@cepas.lu](mailto:info@cepas.lu)

- The [Service d'orientation professionnelle de l'Agence pour le développement de l'emploi](#) (Adem-OP) provides information on trades/professions and on finding vocational training opportunities.

Phone : (+352) 247-85480

E-mail : [info.op@adem.public.lu](mailto:info.op@adem.public.lu)

- [Antennes locales pour jeunes](#) (ALJ) provide individual coaching within the frame of an education or professional project.

Regional office in Luxembourg :

Phone : (+352) 247-75941, (+352) 247-75942, (+352) 247-75943, (+352) 247-75944

E-mail : [alj@men.lu](mailto:alj@men.lu)

- The Service national de la jeunesse (SNJ) enables young people to gain practical experience during a [voluntary service](#).

Phone : (+352) 247-86481, (+352) 247-86480

E-mail : [secretariat.transitions@snj.etat.lu](mailto:secretariat.transitions@snj.etat.lu)

- The [Cellule d'accueil scolaire pour élèves nouveaux-arrivants](#) (CASNA) is available for students aged between 12 and 17 who have just arrived in Luxembourg and want to enrol in a Luxembourg high school.

Phone : 247-85277

E-mail : [casna@men.lu](mailto:casna@men.lu)

- At the same location, [Anefore](#) provides information on European education and training curricula and [FAPEL](#) informs about the cooperation between parents and schools.

## VIII. Pedagogical topics

Education is not limited to the subjects included in the weekly course schedule. Some knowledge, skills and know-how are particularly transversal: these are the pedagogical topics, the importance and the number of which are constantly increasing.

### Cultural education

Our society needs culture to better open up to the world and understand its history as well as its diversity. This is also a fundamental need of every child who should be able to have access to culture and artistic creations, both as an audience member and as an actor. Cultural experiences and projects are essential for the development of their personality, their personal growth, their self-esteem while providing equal opportunities; they allow individual talents to unveil and nurture creativity.

The ministry encourages and actively supports cultural projects and initiatives of educational interest. Every year a cultural heritage week is organised in Luxembourg's public schools. A wide range of projects and materials is developed by the *Service de coordination de la recherche et de l'innovation pédagogiques et technologiques* (SCRIPT) to promote education to and through culture among young people of all age groups.

In this context, several websites offer online material to support teachers:

- [www.multi-script.lu](http://www.multi-script.lu) provides access to a wide range of applications in the field of cultural education : for example Lucilin, which allows pupils in elementary education to discover the history, politics and geography of Luxembourg in a playful way;
- [www.letzebuengerliewen.lu](http://www.letzebuengerliewen.lu) lists the initiatives organised during the cultural heritage week ;
- [www.kulturama.lu](http://www.kulturama.lu) is a platform which provides contact details of artists from all fields;
- [www.mimamu.lu](http://www.mimamu.lu) is dedicated to music in elementary education;
- [www.makedra.lu](http://www.makedra.lu) is dedicated to theatre in elementary education ;
- [www.kulturgeschicht.lu](http://www.kulturgeschicht.lu) sheds light on different facets of Luxembourg's cultural history and is aimed at secondary education students. The content is based on a series of lectures organised by the University of Luxembourg;
- [www.forumpapers.lu](http://www.forumpapers.lu) includes a collection of texts from the monthly magazine *forum* that were adapted to be used in secondary classes

#### (Further information)

Press kit : Lëtzebuerg(er)liewen, la première Semaine du patrimoine culturel dans les écoles publiques luxembourgeoises (05.06.2019) (pdf - 445 Ko)

Press kit: Lucilin, Eis gebaute Welt, kulturgeschicht.lu, trois outils pour mettre en valeur la culture luxembourgeoise à l'école (19.09.2018) (pdf - 459 Ko)

Press kit: kulturama.lu, rapprocher les mondes de la culture et de l'éducation  
(02.05.2018) (pdf - 485 Ko)

## **RIGHTBOX Division initiatives and programmes**

Luc Belling, Head of division  
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Aline Weber, cultural projects in the preparatory regime  
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Phone. : (+352) 247-75154

Jean-Paul Majerus, coordinator of the projects mimamu and makedra  
E-mail : [jean-paul.majerus@men.lu](mailto:jean-paul.majerus@men.lu)

## **Sustainable development education**

*Education au développement durable* (EDD - Sustainable development education) has become an indispensable mission of the school but also of extra-curricular structures.

It aims at raising the awareness of young people but also of adults for the complexity of the challenges faced by our society, to encourage them to change their behaviour and to act as responsible citizens for present and future generations.

It should allow students to understand the complexity of the world in its economic, ecologic and social dimensions, to promote participation in the democratic process and remain accessible for everybody throughout the whole life.

The issue is not to provide "additional" content but to integrate such content in an interdisciplinary way in schools and education.

Within the context of the Decade for sustainable development education (2005-2014) proclaimed by the United Nations and the 2nd national plan for sustainable development, an interdepartmental committee has developed a national strategy for sustainable development education. It sets out guidelines and provides tools to integrate sustainable development education (EDD) at all levels of the education system.

The main tools of this strategy are:

- a charter *Éducation au développement durable*, signed by NGOs active in the field of EDD ;
- a list of actors of EDD and their education activities ;
- an EDD website ([www.bne.lu](http://www.bne.lu)) ;
- the integration of EDD in the initial training of teachers in elementary school and in the continuing training of teaching and education staff ;

- the integration of sustainable development in the mini-enterprises of the students in secondary education and technical secondary education.

## Education on media and through media

The mission of the school is to teach students a responsible use of media. To achieve this aim, through the pedagogic innovation division of the *Service de coordination de la recherche et de l'innovation pédagogiques et technologiques* – SCRIPT, the minister warrants :

- the promotion of media education at every level of elementary and secondary education;
- the integration of media education in the various curricula and the definition of skills students must acquire at some key moment in their studies ;
- the integration of media education in the initial training of socio-education staff.

### A reference framework

With a view of creating a general framework for media education, a reference document was prepared for Luxembourg schools: *Medienerziehung und Medienbildung in der Schule* (Media education at school). It covers the following topics:

- the objectives of media education;
- the world of media and the omnipresence of media;
- the development of skills for responsible and critical communication, a major challenge for schools.

### Some actions

#### Media days

In May 2012 the Ministry organised its first media day, which addressed both elementary school and high school teachers. It brought together some 100 people around the subject « *Mit neuen Medien unterrichten* » (Teaching with new media). The next media day was organised in autumn 2013 on the topic « *Medien verstehen & gestalten* » (Understanding and shaping media).

#### Press week

The press week is organised by the [Conseil de Presse](#) with the support of the Ministry of National Education, Children and Youth. For a week, classes participating in this action dedicate one lesson a day to a specific topic related to the subject of the week. This education activity helps students understand how print media works and discover the different facets of journalism and information.

## Value education

Since the beginning of the academic year 2016-2017, the new subject « *Vie et société* » (life and society) replaces religious and moral education and moral and social education in all classes of classical secondary education and general secondary education, including the pre-

vocational classes. It was introduced in elementary education in the academic year 2017-2018.

The objective is to progressively lead young people to confront their experiences and their quest for meaning with the more general questions of humanity and society. By addressing the answers given by various philosophical and ethical currents, as well as the great religious and cultural traditions, sciences, literature, it offers young people ways of reflection to develop their own points of reference, to respect those of others and adopt a critical approach.

The subject "life and society" revolves around six major learning fields related to living together in society: 1. Me; 2. Me and the others; 3. Lifestyles, world and society; 4. Human being, nature and technology; 5. Culture and communication; 6. Major issues of life. For each lesson, learning fields are subdivided into topics (*Themenfelder*), that are adapted to the age and the interests of students.

## Promoting reading

Through the pedagogic innovation division of the SCRIPT (*Service de coordination de la recherche et de l'innovation pédagogiques et technologiques*), the minister warrants the coordination of school libraries in elementary education and the *centres de documentation et d'information* (CDI - documentation and information centres) in high schools.

This coordination ensures:

- organisation of regular activities such as the *Journées du livre* (Book days) and *Viriliesconcours* (annual reading competition)
- coordination of the project *Sacs d'histoires* (Bag of stories)
- collaboration with external partners
- supervision of school libraries.

### Actions in schools

#### *For all students*

Two actions were implemented both for elementary schools and high schools:

- the [\*Journées du livre et du droit d'auteur\*](#) : they are co-organised since 2007 by the Ministry every year around April 23rd, the World Book Day. More and more schools are participating;
- the *Journée européenne des langues* (European Day of Languages), coordinated by the [European centre for modern languages](#). Proclaimed by the Council of Europe in 2001, this day celebrates linguistic diversity and promotes language learning across Europe. In Luxembourg this event is used to encourage reading.

## *In elementary education*

### Sacs d'histoires (Bag of stories)

*Sacs d'histoires* is a project that was launched in 2009 in order to increase awareness for languages, the school-family partnership and the promotion of reading. It mainly targets pupils in cycles 1 and 2.

In this project, children take home a “bag of stories”, which is prepared in school.

The bag includes:

- a book for children with a translation in the mother tongue of the child ;
- a CD with the story of the book read in the languages that are mostly spoken in class and some words of explanation for the parents.

Information on the project and a luxembourgish film on the subject can be found here: <http://sacs.script.lu>.

### Virlies-Concours (annual reading competition)

Since 2006 the annual reading competition ([Virlies-Concours](#)) is organised for pupils in elementary school of cycle 4. After the first stages of the competition at local and regional level, the finalists are invited to the grand national final where they read their text in front of a jury.

## Resources for elementary schools

### Onilo

Since May 2020 the ministry offers teachers of elementary education access to ONILO via [www.onilo.de/luxemburg](http://www.onilo.de/luxemburg). This portal for learning and promoting reading presents pop-up books for pupils in cycles 1-3 as well as differentiated educational resources in connection with the stories in the books. Animations are specially designed to promote the understanding of written and spoken language and aim at conveying the pleasure of reading books. Books can be read in class or alone at home.

### Antolin

On the portal for promoting reading [www.antolin.de](http://www.antolin.de) pupils of elementary school can take part in online reading quizzes. For each book the portal offers multiple choice questions about the content. The site offers a very wide selection of books in German as well as some books in French. It also includes news articles for children.

### Courrier de l'Éducation nationale

Since October 2012 a special section of the monthly publication [Courrier de l'Éducation nationale - Leseförderung - Schulbibliothek - Medienerziehung](#) - provides information on



websites, specialised literature and events related to reading. A children's book is also presented under the section *Coup de cœur*.

From [December 2015 to December 2017](#), each month a selection of children's books and other resources on the subject of fleeing from a country, migration and living together was proposed in this section.

[Lies a fléi - de Katalog](#)

The [catalogue](#), published on an annual basis, lists children's books published in Luxembourgish or, as part of multilingual books, including a Luxembourgish version.

## Resources for secondary education

In July 2020 the ministry and the National Library of Luxembourg (Bibliothèque nationale du Luxembourg) launched the initiative [read-y](#), a leisure library for students in secondary education, accessible on smartphones, tablets and computers. The aim of this offer is to nurture a taste for reading among young people.

*Read-y* offers secondary school students free access to more than 20,000 e-books, mainly in English, German and French. It is also accessible to their teachers, as well as to the principals and librarians of secondary schools.

In practical terms, read-y can be accessed either via the Sora reading app or via the website [ready.script.lu](#) ; connection is provided over the IAM account.

## Partnerships

The pedagogic innovation division collaborates with the following partners:

- Bibliothèque nationale de Luxembourg (BnL) ;
- Conseil supérieur des bibliothèques publiques ;
- Zentrum fir politesch Bildung (ZpB).

## Supervision of school libraries

Since 2009 legislation provides that each elementary school offers a school library, managed by school teachers. The pedagogic innovation division advises and supervises activities proposed by teachers, procedures to manage libraries, exchanges of good practices, etc.

## Useful links

### **Journées du livre et du droit d'auteur**

- [Site dédié](#)
- [Action 2019 : Mat alle Sënner liesen, p. 4-6](#)

### **Journée européenne des langues**

- [Site européen de la Journée européenne des langues](#)

## Elementary education

- [Sacs d'histoires](#)

## Lies a fléi – the catalog

- [Lies a fléi - de Katalog](#)
- [Flucht/Asyl/Migration als Themen der Kinder- und Jugendliteratur und als Unterrichtsthemen Buch- und Materialempfehlungen aus dem "Courier de l'Éducation nationale \(CEN\) 12/2015 - 12/2017"](#)
- [Virliesconcours 2020](#)

## Promotion of health and well-being

Promotion of health is not limited to the physical and mental health of students and teachers but encompasses a whole range of concepts, measures and activities that support the well-being of school actors and includes areas as varied as:

- school climate and school culture;
- emotional and sexual education;
- nutrition and the promotion of physical activity;
- prevention of drug addiction.

Through the pedagogic innovation division of the SCRIPT (*Service de coordination de la recherche et de l'innovation pédagogiques et technologiques*), the Minister of National Education coordinates a range of school and extra-curricular activities: classroom interventions, projects, campaigns, national surveys, conferences, etc.

## Physical activities for early years children (0-5 years) – Good practice in Luxembourg

### [The CARAT school climate concept](#)

School climate is the atmosphere in which students, teachers and educators evolve on a daily basis. It includes 5 dimensions, which are like the facets of a diamond :

- Empowering individuals;
- Ensuring cohesion in the school community ;
- Organising space and time ;
- Developing connections with the world outside school;
- Developing teaching and learning activities.

These dimensions can be implemented through:

- Health promotion ;
- Media education ;
- Cultural education ;

- Citizenship education ;
- Education for sustainable development ;
- Management of heterogeneity.

The ([CARAT](#)) concept is currently being analysed more in detail by the *division de innovation pédagogique* (Innovative pedagogy division) with the aim to provide schools with a general framework to ensure well-being at school.

### Examples of projects

#### **Stop-Mobbing**

In order to deal with the difficult and urgent « mobbing » cases between pupils in elementary schools an intervention unit « stop-mobbing » was implemented in 2013 by the ministry. It intervenes upon request of the class teacher.

#### **Violence prevention**

Since the academic year 1999/2000, peer mediation, « [Peer-Mediation im Schulalltag](#) », provides means to deal with conflicts in high schools in a different way. This project is coordinated by the Ministry and the *Service national de la jeunesse*.

#### **Prevention of addictions**

To prevent addictions, numerous activities are conducted in elementary schools as well as in high schools (*ExtraTour Sucht-aktiv, Limitiert?!, ...auf Zack*, DVD and pedagogic file in the context of the theatre play « Nach emmer allcool », etc.). Their aim is to :

- Strengthen the personality of young people;
- Provide them with information about psychoactive substances adapted to their age ;
- Help them to differentiate between addiction and pleasure as well as between legal and illegal psychoactive substances.

#### **AIDS prevention**

Information campaigns (educational material, theatre, etc.) are organised with the HIV Berodung service (advice centre) of the Luxembourg Red Cross and Doctors without Borders.

#### **Emotional and sexual education**

An inter-ministerial team (Ministry of Health; Ministry of Family and Integration; Ministry of Education, Children and Youth; Ministry of Equality between Women and Men) prepares, together with the Planning Familial (family planning) and the association 4motion asbl, a strategy for the promotion of emotional and sexual health

## **IX. Statistics and analysis**

Having precise figures is essential both for political action and for the control of power by elected officials and citizens.

In a time of reform, statistics are even more at the heart of debates and choices. Change must be based on reliable data and statistics must be able to measure the effects of change.

The statistics and analysis department provides education staff and the general public with:

- basic statistics, such as the number of students and teachers, diplomas and certifications issued, the evolution of nationalities, the first language spoken at home by students, school infrastructures, budget, etc. They are published on an annual basis (key figures, global statistics and analysis of school results, costs and financing of the Luxembourg education system, etc.)
- specific thematic analyses, on an annual or ad hoc basis, such as school dropout, student transition after graduation, school success rate, etc..

It also conducts prospective surveys on the evolution of the school population and the needs for teaching staff.

# X. School development

## A school development plan for every school and every high school

As of the academic year 2017-2018, every school and every high school will prepare a **plan de développement de l'établissement scolaire** (PDS - school development plan) defining their approach in the fields that are essential for the success of their pupils and students. Six fields are provided for elementary schools and seven for high schools. For each of these fields, national targets are defined in a reference framework. Schools and high schools are autonomous in choosing the practices best suited to the needs of their pupils and students.

## The essential characteristics at a glance

### A plan involving all the parties

The school development plan determines the collaboration of teachers and all parties involved in the education, including parents of students.

In order to prepare the PDS, schools begin by making an inventory of what exists and document the school offer, the traditions, the history of the school, its environment, the way it is integrated in the municipality, the composition of the student population ... The goal is to detect the strengths and weaknesses of the school's organisation, to keep what works well and improve what could work better.

This inventory helps to set the priorities of the school, the objectives to be achieved and the strategies to be implemented. The law determines the essential areas to be included but each school is free to add further areas it considers to be indispensable.

### Key persons to support the school development

To support **elementary schools** 15 specialised teachers in school development (I-DS) are allocated to the *Service de coordination de la recherche et de l'innovation pédagogiques et technologiques* (SCRIPT).

They are directly in contact with the directors and their school committee. In compliance with the autonomy and local specificities, they support teams in the development and implementation of their PDS and in all initiatives aimed at the school development. This work is performed in a collaborative and regular manner with the directorate of the region and all other parties involved.

To support **high schools** 3 members of staff of the division du *développement scolaire* of SCRIPT are appointed to support the school development team in preparing the PDS. Individual and adapted follow-up is available for every high school.

### A comprehensive system for schools

The legal framework and the support offered to all schools are part of a comprehensive system that includes a [website](#), forms to coordinate and monitor the PDS, evaluations of the school/high school relationship (SCRIPT monitoring division), continuing training offered by the

*Institut de formation de l'Éducation nationale (IFEN), activities by national networks and international organisations, organisation of collective meetings or research-actions.*

# XI. Steering and monitoring

The monitoring implemented by the Ministry of National Education, Children and Youth and coordinated by the division of data processing on the quality of education and education offer of the includes a set of [national](#) and [international](#) tests.

The objective of this monitoring is, through these tests, to assess the achievements of students in different areas of competence and at key moments in their education. It covers elementary education as well as the lower cycle of classical secondary education and general secondary education.

The test results are therefore a picture, at a given time, of the skills acquired by students in different subjects, unlike the exams that reflect the progress of students as they continue their education.

The implementation of this monitoring is based on several successive stages: (1) designing tests; (2) taking tests; (3) correcting tests and processing the results; (4) feedback to teachers and (5) the use of the tests and their results.

Tests and their results are used at different levels:

- at the level of the education system, to define education policies;
- at level of the school, to define school development options;
- at the level of the class, in the pedagogic relationship;
- at the individual level for the orientation or support of students.

Monitoring is carried out in close collaboration with schools, both in designing the tests and in their organisation.

## National tests

There are 3 types of national tests: the tests for the transition from elementary education to classical secondary education and general secondary education; standardised tests; joint tests (*épreuves communes*).

### [Tests for the transition from elementary education to secondary education \(PFS\)](#)

The orientation of pupils at the end of the last year of elementary education and their admission to classical secondary education and general secondary education is subject to a procedure leading to an **orientation decision**. This decision is **prepared jointly by** the **parents** and the pupil's class teacher. The orientation decision is based on a set of elements, including joint tests.

These joint tests are organised at national level based on success criteria and are coordinated by the division of data processing on the quality of education and education offer of the SCRIPT (*Service de coordination de la recherche et de l'innovation pédagogiques et technologiques*). Their objective is to account for the **development of** the pupil's skills with regard to the skill levels expected at the end of cycle 4.2.. In addition, they provide information on the pupil's performance compared to the national average of all pupils in this cycle. The "PFS" joint tests include three disciplines: French, German and mathematics. The skills assessed are oral comprehension, written comprehension, written production in French and

German; the reproduction and application of knowledge and skills as well as solving problems in mathematics.

These joint tests are prepared by work groups including members of the regional directorates, teachers in elementary education, professors and the coordinator of the division of data processing on the quality of education and education offer. Results are presented in form of a **profile**.

**Further information:** [Transition from elementary education to secondary education](#)

### Standardised tests

Standardised tests (ÉpStan) have a double objective:

- provide the ministry with an overview of **learning achievements** and monitor the **impact of reforms**;
- provide schools with **steering instruments** to improve the quality of education.

They are held each year on a national level and are coordinated by the division of data processing on the quality of education and education offer. For the time being, they are organised at the beginning of cycle 3 of elementary education as well as in the class of 5<sup>e</sup> of classical secondary education and general secondary education.

In contrast to a class assignment, standardised tests do not directly relate to content assessed as teaching progresses. Their objective is to show the skill level of students in a scientific way, at key moments of their school career. They assess their academic performance in mathematics, German and French.

The design of standardised tests, the statistical processing and the preparation of the reports are performed by the team of the Luxembourg Centre for Education Testing (LUCET) of **University of Luxembourg**. Thus, it is like an external view cast on Luxembourg school.

### Joint tests

In 2003 joint tests in languages (German and French) and in mathematics were organised for the first time in the classes of 5<sup>e</sup> in secondary education - ES (now: class of 5<sup>e</sup> in classical secondary education, ESC) and the classes of 9<sup>e</sup> in technical secondary education, EST (now: class of 5<sup>e</sup> in general secondary education, ESG). These tests are called « joint » as they are taken by **all students of these classes** and take place in all the high schools of the country at the same time at the beginning of the second quarter according to the same modalities.

For students, joint tests are like usual **class assignments**. They cover exclusively subjects included in the curriculum and content that was treated in class. Hence, they do not require any further or additional preparation than a regular class assignment. Tests are corrected only by the class teacher and the scores count as for a class assignment of the 2<sup>nd</sup> quarter.

The statistics department and the division of data processing on the quality of education and education offer collect the results and analyse them by averaging each class, school and calculating the national average. With the introduction of the first skills bases (socles de compétences), this evaluation offers in addition a refined analysis of the performance of students based on the **skills descriptors** established for the end of the first cycle of secondary education.



This type of tests meets several objectives for the Ministry of National Education.

Since they are based on assessment and correction criteria applicable to everyone, joint tests guarantee **identical conditions of analysis and evaluation to all students**. Thus, they help to improve consistency not only among classes of the same school, but also among the different high schools of the country.

The implementation of joint tests invites teachers of the same subject to **consult** to achieve joint objectives and therefore promotes exchange and **collaboration** between these teachers.

Joint tests help teachers to assess, based on criteria applicable at the national level, the achievements and potential difficulties of students as they prepare to move on to the class of 4<sup>e</sup> ESC and 4<sup>e</sup> ESG. At the same time, they allow teachers to objectively assess their own **correction criteria** in comparison with national criteria and adapt them where appropriate.

### International surveys

Luxembourg participates in various international surveys: *Programme for International Student Assessment* (PISA), Health Behaviour in School-aged Children (HBSC) and International Computer and Information Literacy Study (ICILS).

## Programme for International Student Assessment (PISA)

PISA is an **international survey** of the performance of **students aged 15**. It is carried out every 3 years by the OECD (Organisation for economic co-operation and development) in close collaboration with all the countries taking part in the survey. PISA assesses the skills students have acquired in the fields of **sciences, mathematics** and **written comprehension**, which are considered decisive for the continuation of their education and their adult life.

Further information : [PISA study in Luxembourg](#)

## Health Behaviour in School-aged Children (HBSC)

For the past 30 years, HBSC has been a pioneering **transnational** survey that provides better understanding of **the well-being, health-related behaviours and social environment of young people**. This research collaboration with the Regional Office of the World Health Organization (**WHO**) for Europe takes place every 4 years in 45 countries and regions of Europe and North America.

The last survey was conducted in **Spring 2018**.

In Luxembourg, the survey is under the lead of an interdepartmental work group of the Ministry of National Education, Children and Youth, the Ministry for Health and is carried out in collaboration with University of Luxembourg.

Further information: [hbsc.lu](http://hbsc.lu)

# International Computer and Information Literacy Study (ICILS)

The ICILS study coordinated by the division of data processing on the quality of education and education offer of the SCRIPT, is organised in **March 2018** for **all classes of 6<sup>e</sup> ESC and ESG** in Luxembourg. The aim is to determine, on the basis of problems to be solved on computer, what are the **actual skills of students** in the field of information and communication technologies.

Further information: [www.iea.nl/icils](http://www.iea.nl/icils)