

Organisation of the education system in

Luxembourg

2009/2010

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CHAPTER 1: POLITICAL, SOCIAL AND ECONOMIC BACKGROUND AND TRENDS

1. 1. Historical overview

The name *Luxembourg* came into being in 963, during an exchange between the Count Siegfried and the Saint Maxim's Abbey of Trier. Count Siegfried became the owner of a rock, the *Bock*, on a fortified castle was built and he called it «*Lucilinburhuc*». The castle was soon to be surrounded by a village, a city, then a country, and thus, Siegfried came to be considered as the founder of Luxembourg.¹

Till **1354**, Luxembourg remained a relatively autonomous principality, more or less attached to the German empire; in that year, on the one hand, it lost its status of a County, but was raised to the rank of a Duchy on the other, as well as acquiring the County of Chiny. From the 14th century onwards, Luxembourg emerged as a genuine principality. In **1437**, the dynasty of the Counts of Luxembourg died out/away, and the torch passed on to the Habsbourgs of Spain. In **1443**, Philip the Good of Burgundy acquired Luxembourg; this was to become a salient feature of its destiny as it was integrated into the Burgundian State, and then to the Netherlands, Luxembourg became an intermediate between the French kingdom and the German empire. The death of Philip the Good's son, Charles the Bold put an end to the Burgundian reign, and the northern principalities were taken over by the Habsbourgs of Austria in **1715**. They were constituted into a confederation called the Netherlands. Luxembourg was a part of it until 1839. In **1795**, Luxembourg, the Netherlands and the principality of Liège became part of the French republic. Luxembourg was named "*Département des Forêts*". It has already been occupied by the French during the reign of Louis XIV, when Vauban fortified the city of Luxembourg. In 1815, the Vienna congress raised the Duchy of Luxembourg to a Grand Duchy, thereby giving it theoretical autonomy, but linking it to the Netherlands by means of a personal union. These were two distinct countries governed by the same Head of State: William I of Orange-Nassau, King of the Netherlands, Grand Duke of Luxembourg. The **London Treaty of 1839** confirmed Luxembourg as a State, at the same time dividing it into two: the French-speaking part attributed to Belgium, the German-speaking one, remaining the Grand Duchy. That was the beginning of Luxembourgish identity, in particular with the emergence of the **first national anthem in 1859**.² But **Luxembourg realised that it could not be self-sufficient**. In 1842, William II decided to join a customs union with Germany: the "*Zollverein*". Economically, the country grew markedly: ore deposits were discovered, railway lines were laid to transport coal. Luxembourg then formed a large mineral basin with Lorraine. The needs of manpower led to a marked increase in

¹ *Tout savoir sur le Luxembourg, Le Gouvernement du Grand-Duché de Luxembourg*, Service information et presse, History of the Grand Duchy of Luxembourg.

² The national anthem consists of the first and the last verses of the song *Ons Heemecht* (our country) dated 1859, written by the poet Michel Lentz, and composed by Jean-Antoine Zinnen. It was first played in public during a major ceremony at Ettelbruck in 1864. Different from the *Marseillaise*, which is a call to fight, the Luxembourgish national anthem launched a vibrant call to make peace. This anthem expresses the joy of the country to become independent in tranquility and prosperity. *Wilhelmus*, the anthem of the Grand Duke's lineage is sung when a member of the Grand Duke's family arrives at an official ceremony and when s/he leaves.

the immigration rate. In 1890, the personal union between Luxembourg and the Netherlands was undone when the last male descendant of the Orange-Nassau dynasty passed away and the crown was passed on to the Nassau-Weilburg branch of the family, which was the only Nassovian lineage of the family to have a male descendant. Luxembourg thus ended up with a dynasty of its own. Grand Duke Adolphe was the first representative of this lineage. A German attempt to annex Luxembourg in 1914 failed; had it succeeded, it would have jeopardised the Grand Duchy's ongoing tradition of neutrality which was established since 1867. The failed attempt encouraged Luxembourg to liberate itself from the *Zollverein*. It then signed an economic agreement with Belgium in 1921 known as the UEBL (*Union économique belgo-luxembourgeoise*), and adopted the Belgian Franc as the currency of the UEBL, whilst conserving the Luxembourgish franc as its national currency.

The economic depression of the immediate post-war period was followed by a period of prosperity. From 1929, however, Luxembourg was affected by the world economic crisis. For the steel sector, it mainly depended on France to provide it with iron ore and on Germany to purchase its steel products. During WWII, Luxembourg was subjected to a forced germanisation by its occupant. Human losses amounted to 2% of the total population during this period (1.5 % in France). What came out of that traumatic experience was the need to revive. Opening its arms to the outside world for economic purposes was then the Grand Duchy's priority. With a need to become an integral part of a wider market reach, Luxembourg abandoned its neutrality: in 1945, it became one of the founding members of the UNO followed by its membership in the NATO in 1949. The UEBL, which had been terminated during the Occupation, was re-enacted after the Liberation. In **1951**, Luxembourg became a member of the ECSC (*European Coal and Steel Community*) – a time when the steel sector represented 75% of the industrial production, and in 1957, it joined the EEC (*European and Economic Community*). The ECSC was to be the foundation of a new period of growth and joining the EEC marked the beginning of economic expansion. Luxembourg City was the first place where the ECSC began its work, and went on to become one of the three headquarters of the European Union, beside Strasbourg and Brussels. Starting in the 1960s, the birth of a vast financial market on the one hand, and the integration into the European Union on the other, turned Luxembourg into one of the most cosmopolitan cities of Europe.

The financial market led the country to react in time during the steel crisis of 1974 - 1975.

Today, Luxembourg is well represented on the international scene and plays an active role, especially in the field of providing aid to developing countries. Along with Belgium and the Netherlands, Luxembourg forms the **Benelux community**. It is also considered to be a European microcosm as well as being a model of openness. What's more, being a small country, it has been able to maintain its image of a "calm little country". Luxembourg is one of the founding members of the European Union.

Located at the very heart of Europe, Luxembourg shares borders with Belgium, Germany and France. With its surface area of 2 586 km², it is one of the smallest States of the European Union. The 2004 entrant, Malta is the only country that is smaller than the Grand Duchy.

Luxembourg is a constitutional monarchy in a parliamentary democratic regime. The executive powers lie in the hands of Grand Duke Henri who exercises them via the government. All decisions have to be countersigned by a member of the government who, by so doing, assumes its political responsibility. The Grand Duke and the Parliament known as the *Chambre des députés* jointly exercise the legislative power. As for the judicial power, it enjoys complete independence from the two other powers.

1.2 Main executive and legislative bodies

As seen from the political perspective, the country is subdivided into four electoral districts. The small size of the national territory (2 586 sq. km) explains the absence of provinces and local authorities to officiate over executive and legislative matters.

As for the administrative subdivisions, Luxembourg consists of 3 districts (Luxembourg, Diekirch and Grevenmacher), 12 cantons and 116 municipalities. With regard to education, and specifically pertaining to the preschool, primary and adult education, the municipality is the only contact for the Ministry of Education and Vocational Training.

The Grand Duke is the Head of State and exercises the executive power. The sovereign monarch forms the government (a minister of State and at least three ministers), but the initiative and the control of laws lie with the parliament known as the *Chambre des députés*.

The current government, which results from the legislative elections of the 7th of June 2009, is presided by Jean-Claude Juncker, and is a coalition government between the Christian Social Party (CSV) and the Workers' Socialist Party of Luxembourg (LSAP).

It consists of 15 government members, including a Prime Minister, a Vice-Prime Minister and 13 ministers.

Each Ministry is incumbent to fulfill its administrative role, which is the preparation, the implementation and the supervision of political decisions of its competence. The diversity and the number of ministerial departments exceed the number of members of government who are called upon to lead. A single minister may sometimes manage several portfolios.

For the most part, decisions pertaining to education on the national level, are taken by the Ministry of Education and Vocational Training ("*Ministère de l'Éducation nationale et de la Formation Professionnelle*") and by the Ministry of Higher Education and Research ("*Ministère de l'Enseignement Supérieur et de la Recherche*").

1.3. Religions

Beside the general clauses, Luxembourg's constitution has made provisions with regard to the freedom of religion and conscience, the rapports between the church and the State. There is no strict separation between them.

In practice, the three main, prevailing, religious beliefs in Luxembourg, practiced at the time of the initial implementation of the Constitution (1868), i.e. Catholicism, Protestantism and the Israelite religion benefited from this provision. The Constitution goes on to guarantee the freedom of cults, the freedom to practice them in public as well as that of expressing one's religious opinions.

The most widely represented religious belief in Luxembourg is Catholicism.

1.4 Official and minority languages

1.4.1 In the administration and the society

Luxembourg is legally a trilingual country. The 24 February 1984 Act specifies that the national language is Luxembourgish ("*lëtzebuergesch*"), a French-Mosellan dialect that is a vernacular language of the country's population. The legislative language is French and the administrative and judicial languages are French, German and Luxembourgish. When an administrative request is addressed in French, German or in Luxembourgish, the legislator says that "the administration must, in as much as possible, answer in the language chosen by the applicant". French and German are also official languages in which official writs are published in the press. In addition to these three languages (Luxembourgish, German and French) one may add the immigrants' languages (Portuguese, Italian, etc.). The "code switching", i.e. the necessity to switch from one language to another, is part and parcel of the daily life of all the residents. The trilingualism is a long standing tradition in Luxembourg and has been used in different ways, according to social origin, context and political situation.

Besides, spoken knowledge of Luxembourgish is one of the conditions to acquire the Luxembourgish nationality. Every candidate must pass a Luxembourgish language test. This condition does not however apply to persons who have been to a public school for 7 years in Luxembourg or a private school which implements the same syllabus as the Luxembourgish public educational system.

The required level of oral expression and interaction corresponds to level A2 of the European framework, and is the set benchmark. The applicant is expected to show his/her linguistic ability by introducing him/herself and speak about other persons, his/her family, daily life, education and/or profession, as well as describing and comparing persons, things, and activities in simple terms.

The required level of oral understanding corresponds to level B1 of the European framework, and is the set benchmark. The applicant is expected to show his/her linguistic ability by understanding the essential points used in a clear and simple text or dialogue pertaining to familiar subjects such as work, school, leisure activities, etc. Besides, s/he should understand the essential of several radio and/or television programmes, which cover news and/or subjects that are of personal and/or professional interest if one speaks in a relatively slow and distinct manner.

1.4.2 At school

At school, the three languages are used right from the very beginning. The Luxembourgish children are generally monolingual (television gives them the

opportunity to passively learn German and/or French) until they are admitted to pre-primary school.

- **Pre-primary school - Cycle 1**

Early education (children aged 3 years). Particular importance is granted to learning Luxembourgish, the language of communication at this early stage.

Pre-school education (children aged 4-5 years). Particular importance is granted to learning Luxembourgish, the language of communication in pre-scholastic education.

- **Primary school - Cycles 2 to 4** (children aged 6-12 years)

In the 1st year of cycle 2, teaching to read and write is carried out in German. German is the vehicular language of all subjects at the primary level (excepting the French language). Learning French starts in the 5th quarter of cycle 2.

General secondary school (from 12 years onwards: from 7th to the 1st grades). Till the 5th grade, (3rd year of secondary education), the vehicular language is German for all subjects, excepting French and Mathematics. English is taught from the 6th grade (modern stream), and from the 5th grade onwards (classics stream, Latin section). From 4th grade onwards (4th year of secondary education), all subjects are taught in French, except German and English. From 3rd grade onwards, (5th year of secondary education), the students may add a 4th modern language, i.e. Italian, Spanish or Portuguese.

Vocational secondary school (from 12 years onwards: 7th to 13th grades). In the earlier grades, the vehicular language is German. There are specific language classes, in which the vehicular language is French. English is taught from 8th grade onwards.

Luxembourgish children, whose mother tongue is of Germanic origin, generally find it more difficult to learn French than German; this is particularly true for children whose parents' knowledge of French was considered to be insufficient during their own schooling.

Children of immigrants face the opposite difficulty: children of families who originate from Latin-based languages (Portuguese, Italian and Spanish) find it difficult to learn to read and write in German.

1.5 Demographic Situation

The Grand Duchy of Luxembourg is situated at the very heart of Western Europe between Belgium, France and Germany. With a surface area of 2.586 km², the country extends from North to South over a maximal distance of 82 km and extends over 57 km from East to West. 47 % of the Grand Duchy's population live in rural areas, 18 % in semi-urban areas, 15 % in small or medium-sized towns and 20 % live in cities.

1.5.1. The population

Luxembourg totalled a total population of some 215 500 foreign inhabitants in 2009 amongst a total population of 493 500 habitants. The population density has increased in the whole country, especially in the municipalities surrounding the capital. The statistical forecasts assume that the number of foreigners between 2020 and 2030, will surpass that of the local population. For the most part, foreign citizens originate from the European Union (EU), most of them being Portuguese, French, Italians, Belgians and Germans. Just 14 % of foreigners living in Luxembourg hold passports of non-EU countries. It is interesting to note that, according to recent statistics, 27 % of all marriages in Luxembourg are between Luxembourgish and foreign citizens, whereas 26 % of marriages take place between foreign spouses.

The salient feature of demographic growth in Luxembourg is the dominant role played by immigration. Nationals themselves saw their numbers stagnating, and without naturalisations and “options” they would even have fallen. Between 1970 and 2001, the records show 114 877 native deaths against 90 995 births, leaving a natural negative balance of 23 882. This deficit was more than offset by foreign residents taking up Luxembourg nationality. However, it should be noted that this “integration” trend remained modest, considering the big increase in the stock of foreign population eligible to acquire Luxembourg nationality.

Luxembourg’s demographic development is influenced by migratory movements that are much larger than natural movements (births and deaths). Whereas the excess of births over deaths rarely exceeds a rate of 4 ‰, migratory balances have peaks as high as 14 ‰. The particularly dynamic growth over the past decade, following the much more modest growth of the 1980s, results mainly from a big increase in annual migratory balances.

The contribution of foreigners to the rise in population isn’t limited just to annual migratory flows. Natural, mainly positive balances contribute as well. Owing to their particularly young age profile, there are relatively few deaths and the number of births is continually rising. In 2001, it rose above that of natives for the first time.

All these developments have led to a continual rise in the proportion of foreigners in the residential population, which rose from 18.4 % in 1970 to 43 % in 2009.

During the 1970s, the clear reduction in fertility among women of Luxembourg nationality caused a certain amount of concern. The fall in the conjunctural fertility indicator (average number of children per woman calculated, for a given year, from the levels of fertility by age of all generations of childbearing age) seemed spectacular. It fell from 2.36 around 1960 to 1.38 around 1985. Of course, if you refer to the number of children brought into the world by women born in the same year and not to this fictitious generation as a base for calculating the conjunctural indicator, the reduction in fertility is much less pronounced, while remaining very real. Seen, as unusual, in European terms, it soon became apparent that this was affecting a great many countries, especially Southern countries with a traditionally high level of fertility, such as Italy and Portugal. Developments in these countries did not leave

their natives established in Luxembourg unaffected, as the conjunctural indicator for foreign women also fell sharply. At a certain point, the level was almost the same as for natives, but the latest figures again show a widening gap.

People aged 65 and over have increased in number from 42 800 in 1970 to 61 000 in 2000 (+42.8 %). The level of increase for those aged 80 and over was 20.3 % (5 900 in 1970 and 13 000 in 2000).

Two factors, one relating to the base and the other to the tip of the age pyramid, can cause ageing: a drop in birth rates and an increase in longevity. So the demographic process set in motion by sparse generations succeeding full generations gradually leads to an increase in the relative weight of older people. At a certain point, the sparse generations find themselves confronted with the full generations reaching the age of retirement. A clearly increasing life expectancy at higher ages (see above) obviously helps swell the numbers involved.

Although there is an undeniable increase in the absolute number of elderly people, their relative weight in the total population is only increasing much more slowly. This is due to strong net immigration, which is almost continually feeding the younger age groups.

The accelerating demographic growth during the first half of the 1990s led to forecast an increase in population to 700 000 inhabitants by the year 2050. Alongside increased fertility (with an average number of children per woman of 1.95 after 2020), the annual net migration of some 4 000 people explains this large increase.

The assumption that high immigration will be maintained is only valid if you bank on high economic growth creating a big demand for labour. There's another uncertainty surrounding the numbers of this new labour force that will come and live in the Grand Duchy. Can't future labour demands be met by even greater reliance on cross-border workers?

Statec (2009), "Economic and social portrait of Luxembourg", available at <http://www.portrait.public.lu/en/index.html>

1.5.2 The school population

Since 1980, a permanent commission of experts carries out studies which form the basis of the hiring policy with regard to teaching personnel. It submits an annual report to the Ministry of Education and Vocational Training on the current and foreseeable needs over a five-year period.

Areas for building new secondary schools are determined, whilst taking into account a shortage of school offers, sustainable land development and a well-balanced geographical distribution of schools.

1. 6. Economic Situation

In view of a deteriorated international economic environment since the end of 2008,

the growth forecasts of the Luxembourgish economy have been lowered. The crisis has led to a rapid and remarkable deterioration of the labour market and public finances have suffered as they go through two years of deficit in 2009 and 2010.

1.7 Statistics

The population

Total population 493,500 (Statec, 2009) of which:

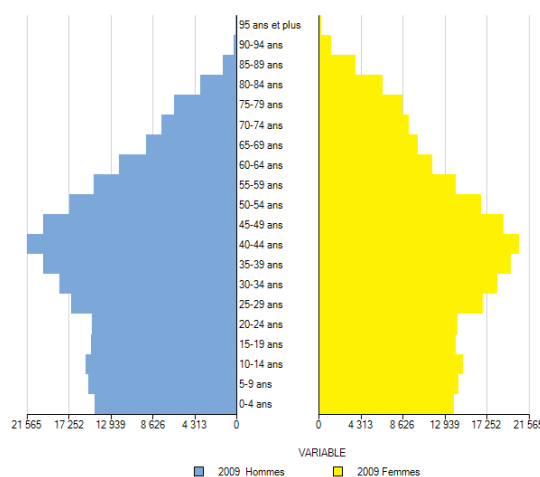
Luxembourgish residents: 278,000 (56.3%)
 Foreign residents: 215,500 (43.7%)
 Portuguese residents: 80,000 (16.2% of total population)
 French residents: 28,500 (5.7% of total population)
 Italian residents: 19,400 (3.9% of total population)
 Belgian residents: 16,700 (3.4% of total population)
 German residents: 12,000 (2.4% of total population)

Population density: 191 inhabitants / km² (Statec, 2009)

Active population: 68.1% in 2009 (*Luxembourg in figures*, Statec)

Life expectancy at birth: 77 years for males, 83 years for females (WHO, 2006)

The age pyramid (2009):



Economy and employment (Statec, 2009)

Currency: Euro

Gross Domestic Product (GDP): 38 Billion Euro

GDP per inhabitant: 75.600 Euro

National employment: 352.100

Border crossing employees: 136.600

Unemployment rate : 5,8%

CHAPTER 2: ORGANISATION AND ADMINISTRATION**2. 1. Historical overview**

Every child living in the Grand Duchy of Luxembourg has the right to primary education. The public education system is available to boys and girls alike and is made available to them free of cost.

On the 21st January 2009, 3 acts were voted, which created a new framework for pre-primary and primary schools, locally known as “*École fondamentale*” (elementary school). These 3 acts reform the 1912 Education Act and reorganise the first 9 years of school in both pedagogical and organisational fields. The new acts took force in September 2009.

The main objective of this reform is to improve the success rate whilst providing the teachers with the necessary autonomy to adapt their teaching methods to the pupils’ needs. From now on, each school shall have the means to differentiate its ways of teaching, to decide and implement individual initiatives so as to enable its pupils to achieve the standard competencies and go beyond.

The municipalities have to provide with the required infrastructures and equipments to ensure primary education. They may receive specific grants from the State to do so. The State pays the salaries of the education personnel. The municipal council is in charge of allocating pupils to schools according to where they live. Every year it deliberates on school organisation. The inspector ensures the supervision of the public schools within his/her jurisdiction. Under ministerial authority, and as the hierarchical head of the inspectors, the general inspector presides over the inspectors’ meetings, so as to ensure the coordination of their various missions.

In public education, the syllabus, the certificates and diplomas, the access to the education, the status and the administration of the personnel are all centrally-managed by the State.

However, secondary schools are authorised to set up autonomous actions in the pedagogical, administrative and financial fields according to their specific needs. Therefore the legislation has granted sufficient autonomy to elaborate tailor-made solutions fit to their own situation.

Actions engaged by secondary schools may vary from implementing a different organisation (ie offering special classes) to initiating pedagogical measures (ie school projects or adapting the timetable). The 2004 Act gives the possibility to a secondary school to be a “separately-managed” state body, enabling it to more swift and autonomous decisions.

The University of Luxembourg was founded in 2003 and is the first and only institution of its sort in the Grand Duchy of Luxembourg. Teaching, research and

knowledge transfer at the highest level are its three ambitious objectives. Being one of the most recent European higher educational institutions, it is directly based on the foundations of the Bologna Process. Its offer includes bachelors, masters, doctorates and a high quality education. A particular emphasis is laid on research which is concentrated on especially promising fields. Its scientists come from the most varying horizons of the world and they work within interdisciplinary teams.

In order to carry out its objectives, the governance model for managing the University of Luxembourg extends across several authorities and committees. The Regulations for Internal Management of the University of Luxembourg stipulates in particular the way in which these authorities and committees should be run.

The Board of Governors decides upon the University's general policies and strategies and controls the University's activities.

2.2. Ongoing debates and future developments

- Action plan for the readjustment of language teaching (2007-2009)

The action plan for the readjustment of language teaching is meant to answer the challenges of an increasingly complex linguistic situation and an increasing heterogeneity of pupils. The objective is to maintain plurilingualism, one of the main assets of Luxembourgish education while improving the efficiency to enable a higher number of pupils to succeed.

- Implementation of education based on competencies

A new approach based on competencies is being implemented. Standard competencies are described as the minimum level of given skills to be acquired in various fields, their acquisition being a prerequisite to get to the next level. These standards have been progressively introduced in primary schools and first grades of secondary schools since 2007-2008.

- Diversification of the public schools' offerings in response to the increasing heterogeneity of needs

In order to address the needs of an increasingly heterogenous school population, new types of public schools were offered as of 2004: primary and secondary schools on a full day basis ("*Ganzdagschoul*"); international baccalaureates ; distance learning leading to the secondary school leaving diploma ("eBac").

- Integration of the gender-mainstreaming concept in education and training

An action plan aims at actively promoting equality between males and females in education.

- Welcoming and integrating foreign pupils

With a school population that totals over 40 % of pupils of non-Luxembourgish origin

and a constantly rising immigration, integrating those pupils is crucial to ensure social cohesion and avert any possible discrimination.

2.3. Fundamental principles and basic legislation

Constitution of the Grand Duchy of Luxembourg

Compulsory School Act, 6 February 2009

Organisation of Elementary Education Act, 6 February 2009

Elementary Education Personnel Act, 6 February 2009

Vocational Training Act, 19 December 2008

Organisation of Secondary Schools modified Act, 25 June 2004

University of Luxembourg Act, 12 August 2003

2.4. General structure and defining moments in educational guidance

Compulsory school in Luxembourg covers pupils aged between 4 and 16 years. Pre-primary and primary schools are part of a whole: “*École fondamentale*” (elementary school) divided into 4 learning cycles:

Cycle 1	3 to 5 years
Cycle 2	6 to 7 years
Cycle 3	8 to 9 years
Cycle 4	10 to 11 years

Then comes the secondary school as of 12 years.

Each “*école fondamentale*” functions as a school community with its own school success plan (“*plan de réussite scolaire*”). The classes are taken in charge by pedagogical teams, supported by a multiprofessional team when needed. Each class is taken in charge by one teacher. The teachers of a given cycle work together as a pedagogical team.

At the secondary level, the studies last 7 years, and lead the pupil to a secondary school leaving diploma (“*diplôme de fin d’études secondaires*”) and prepare him/her to higher education.

In the vocational secondary level, there are different vocational tracks which last between 5 and 8 years, depending on the chosen one (details cf. chap. 5).

2.5. Compulsory education

According to the Compulsory School Act, all children residing in the Grand Duchy of Luxembourg aged four years before 1st September must attend school. This obligation extends over twelve consecutive years.

Compulsory schooling is fulfilled in public schools. It consists of regular attendance in all school activities. The compulsory schooling can also be fulfilled in a private school, a European school, or in a foreign country. It can also be provided at home under specific conditions.

A child with special educational needs may fulfill compulsory schooling through special education, after a Committee for School Integration (“*commission d’inclusion scolaire*”) has diagnosed his needs.

A pupil aged 15 can make a vocational training while attending concomitant vocational classes.

The municipal administration informs the parents of the beginning of the scholastic obligation for their child and automatically admits him/her to an “*école fondamentale*”, the closest to his/her place of living. Parents are in charge for registering their child in a secondary school when s/he fulfils the conditions of admission.

The parents bear the responsibility of ensuring that their child regularly attends school and participates in the classes and in school activities.

2. 6. General administration

2.6.1. General administration at the national and local (municipal) levels

The mission of the Ministry of Education and Vocational Training is to plan and manage all courses offered in Luxembourg, except higher education, which is under the responsibility of the Ministry of Higher Education and Research.

Elementary school:

Since the creation of a school system in Luxembourg, the State and the municipalities share the duties and competences in terms of school education.

Since 2009, the teachers are appointed by the State and then allocated to the municipalities. This State nomination put an end to the previous heavy procedures carried out by the municipal councils. The municipality remains competent for school organisation, as well as distribution of children between the classes. In the same way, the municipal council and the school commission are following up the schools’ actions. They have to approve the school success plan elaborated by each school and they are also involved in the evaluation of the schools.

As for financing teaching, the State makes sure each municipality is provided with the needed means. That is to say that more resources would be allocated to municipalities with a less-favoured population, from social and economic points of view.

General and vocational secondary school:

As for secondary school, schools are directly under the hierarchy of the Ministry. The local level does not play any role.

The Ministry together with the principals and their teams manage the secondary schools.

The Ministry is responsible for educational law (acts, decrees, administrative circulars) as for deciding on pedagogy and didactic (global objectives, curricula, assessment, timetables ...). Implementation is conducted by the schools.

Various bodies are in charge of connecting the schools with the Ministry, the schools between themselves, and the schools and the society as a whole.

The 3 main ones are:

- the syllabus commissions (*“les Commissions des programmes”*)
- the College of Principals (*“le Collège des directeurs”*)
- The Higher Council of National Education (*“Conseil supérieur de l’Éducation Nationale”*)

2.6.2. Educational institutions, administration, management

2.6.2.1 Elementary education

The teacher in charge (“le titulaire”)

Each class is taken charge by a teacher. Even if the teachers do work as a team, each teacher in charge of a class is responsible towards his/her pupils.

The pedagogical team (“l’équipe pédagogique”)

The teachers and educational personnel of the same classes of a cycle work as a team. They meet on a weekly basis to discuss various pedagogical issues, teaching methods, progress and difficulties of the pupils.

The cycle coordinator (“le coordinateur de cycle”)

The pedagogical teams of each cycle designate a cycle coordinator. His/her role is to fix the meetings, set an agenda and lead the meetings. In order to carry this work out, s/he is partially discharged of his/her teaching work load.

The School Committee and its President (“Le comité d’école et le président”)

Each school has a school committee. It consists of a minimum of three members and a maximum of nine members, of which at least two-thirds should be teachers. The members are elected by and amongst the personnel of that school.

The committee puts forward a proposal of school organisation, elaborates the school success plan and approves the use of didactic material.

The school committee is led by a President, who is elected, for a five-year period, by that teachers and is nominated by the Minister. The President has to ensure that the school is well-run and he is the privileged contact person for the municipality as well as the pupils’ parents.

If no committee is elected, the municipality designates a person in charge of school affairs.

The inspector (“l’inspecteur”)

The inspector is the hierarchical head of the teachers of his/her jurisdiction. S/he is the intermediary between the school and the Ministry, and is expected to ensure that the legislation and the official directives are duly implemented by the schools. His/her mission also includes providing pedagogical counselling to teachers and s/he is the contact person for the parents if a pupil is faced with severe difficulties.

With regard to school development, the inspector coordinates the actions of the Preisents of the school committees within his/her jurisdiction and s/he also participates in the implementation of the school success plans.

The ressource teachers (“les instituteurs-ressources”)

If need be, the inspector provides a school with a ressource-teacher who will provide his/her advice. The resource-teacher is a new post that was created by the 2009 Act. This is a teacher who is supposed to have acquired knowledge in a given field of educational science in theory and in practice. For the academic year 2009-2010, the elementary school disposes of 10 resource-teachers.

2.6.2.2 Secondary education

• School management

The Principal (“le directeur”)

The Principal is in charge of the proper functioning of the secondary school (“*lycée et lycée technique*”). S/He is the hierarchical superior of the personnel working in the school. S/He coordinates the working relations between them and ensures the school development. As the person in charge of pedagogy, he inspects the lessons and controls the implementation of the syllabus. He leads the pedagogical projects and actions of his/her school. S/he overviews the educational activities, the surveillance and the safety of the pupils.

As the administrative head, the Principal organises the teaching and ensures that the school is administratively, technically and materially well-managed. S/He draws the the draft budget for his/her school. S/He represents the school community vis-a-vis the authorities and third parties. S/He also assesses the teachings and keeps the Minister informed about it.

The Vice-Principal (“le directeur adjoint”)

The Vice-Principal assists the Principal according to the duties that are delegated to him by the latter. S/he replaces the Principal in his/her absence.

Teachers attached to the management (“attachés à la direction”)

Teachers, on a part-time or a full-time basis, may assist in organising the teachings and implementating the school’s autonomy.

- **The operating bodies**

The staff meeting (“*le conseil de classe*”)

For each class, the staff meeting, comprising all the concerned teachers and the principal, discusses the implementation of the teachings, deliberates on the pupils’ progress, their attitude towards work and discipline. It decides whether a pupil shall be promoted to the next class and expresses its opinion on its orientation. It decides in disciplinary matters. The members of the class council meet whenever needed to ensure efficient teaching and discipline in the class.

The disciplinary committee (“*le conseil de discipline*”)

In each secondary school, there is a disciplinary committee. It is called upon to decide on the possible offences that are likely to lead to a definitive expulsion of the pupil.

2.6.2.3 Higher education

In order to carry out its objectives, the governance model for managing the University of Luxembourg extends across several authorities and committees. The Regulations for Internal Management of the University of Luxembourg stipulates in particular the way in which these authorities and committees should be run.

The Board of Governors

The Board of Governors decides upon the University's general policies and strategies and controls the University's activities. It is made up of 7 members, at least 4 of whom currently shall hold, or have held, a position of responsibility within a university. The University President, the Government Commissioner, a representative from the Teaching Body and a Students' Representative participate on equal terms in a consultative capacity at meetings held by the Board of Governors.

The rectorate

The rectorate is the executive body of the University.

2.7. Internal and external consultation**2.7.1. Internal consultation****2.7.1.1 Elementary education****The pedagogical team**

The teachers in charge of a given class during an entire cycle work as a team. This team work is a key factor of the new “*École fondamentale*”. When teams share their experiences within a school, it can be observed that motivation and thus dynamism increases: the involvement of each member reinforces the common action.

The pedagogical team meets every week in order to discuss the pupils’ work, prepare the lessons, organise support and homework for pupils, prepare a common project,

etc. On a regular basis, it invites representatives of the multiprofessional team and of the after-school center team.

The team works in “team teaching”, i.e. all the children of a given cycle are taken in charge by all the members of the team. It obviously implies that all the activities are planned and implemented by all the members of the team. It is the most evolved form of teamwork. It requires the team to previously agree on the pedagogical methods to be implemented.

The multiprofessional team

In each jurisdiction, there is a multiprofessional team, consisting of specialists whose role is to support the pedagogical team by taking in charge those children who have special needs. They are psychologists, psychomotorists, youth social workers /classroom assistants...

The School Committee

Each school has a School Committee. It consists of a minimum of three members and a maximum of nine members, of which at least two-thirds should be teachers. The members are elected by and amongst the personnel of that school.

The committee puts forward a proposal of school organisation, elaborates the school success plan and approves the use of didactic material.

The School Committee is led by a President, who is elected, for a five-year period, by the teachers and is nominated by the Minister. The President has to ensure that the school is well-run and s/he is the privileged contact person for the municipality as well as the pupils' parents.

If no committee is elected, the municipality designates a person in charge of school affairs.

The parents' representatives

Invited by the President of the school committee, and every time they request it, the pupils' parents' representatives meet the school committee in order to:

- discuss, and if necessary, amend and/or complete the proposal for the school organisation and the school success plan elaborated by the school committee;
- organise joint meetings and events with the school partners;
- writing down proposals relative to school organisation, in partnership with the the pupils.

2.7.1.2 Secondary education

The Teachers' Conference (“la conférence des professeurs”)

It gathers the school teaching staff. This body gives its opinion on all subjects submitted by the Minister or the Principal. It deliberates on its own initiative on all important matters that concern teaching and education within the school.

The Education Council (“*le conseil d’éducation*”)

In every secondary school, there is an Education Council. It comprises the Principal of the secondary school, four representatives of the teachers’ committee and two representatives of the pupils’ committee as well as two designated representatives of the pupils’ parents’. The Education Council may also be attended by representatives of the local authorities, as well as people from the economic, social and cultural worlds. The secondary school Principal calls the Education Council to meet at least once every quarter. One of its main missions is to adopt the school charter as well as giving its agreement to various autonomous actions of the school. It gives its advice on the school’s draft budget and gives its agreement on the distribution of the final budget. It adopts the School Plan (“*projet d’établissement*”) and formulates proposals on all matters concerning the school life and its organisation.

The Teachers’ Committee (“*le comité des professeurs*”)

Every secondary school has a Teachers’ Committee, which represents the teachers’ conference vis-à-vis the management, the Minister, as well as the committees of pupils’ and parents. It submits to the Principal proposals on all matters relating to teaching within the school and life-long learning.

The Pupils’ Committee (“*le comité des élèves*”)

Every secondary school has a Pupils’ Committee, which represents the pupils vis-à-vis the school management, as well as the other committees (teachers and the parents). It is the Pupils’ Committee’s role to inform the pupils of their rights and duties within the school, particularly through the class representatives. It also makes proposals on the school life and the pupils’ work. Besides, it also organises cultural, social and sports activities within the school. The pupils’ committee designates its representatives to the national conference of the pupils and to the Education Council.

2.7.2. Consultation involving players in society at large

The Higher Council of National Education (“*le Conseil supérieur de l’Éducation nationale*”)

The Higher Council of National Education is a consultative body at ministerial level, whose aim is to study general issues related to education and teaching; to give its opinion on questions raised by the Minister, as well as, to make suggestions, on its own initiative related to reforms that would be indicated within the curricular and extracurricular contexts. The *Conseil supérieur de l’Éducation nationale* is made up of representatives of the followings:

- Ministries: Education, Sport; Health, Families Affairs, Interior
- College of Principals, inspectorate
- trade unions, parents’ associations’, cultural and sports school associations
- the economic world
- private denominational schools
- clergy.

2.7.2.1 Elementary education

The Committee for School Integration (“*la commission d’inclusion scolaire*”).

In each inspectorial jurisdiction, there is a Committee for School Integration. It diagnoses the needs of those pupils who have difficulties to progress and elaborates a specific education plans. Such plans contain proposals of specialised support, which could be provided to the pupils.

The Committee is made up of the inspector, a teacher, three members of the multi-professional team, and if needed, a doctor and social worker. A reference person is designated for each case; it is this person who then becomes the parents' privileged contact person and follows up the pupil's file.

The Municipal School Commission ("la commission scolaire communale")

The partnership between the school authorities, the school personnel as well as the parents takes place in the Municipal School Commission. It is this body which follows up the schools' organisational implementation, as well as the school success plans, promotes initiative for after schools supervision and expresses its opinion on the budgetary proposals of the schools. The Municipal School Commission consists of the mayor, representatives of the municipal council, of the schools personnel as well as the parents.

2.7.2.2 Secondary education

Various bodies act as an interface between:

- the Ministry and the schools,
- the schools themselves,
- the schools and the outside world.

The main bodies that correspond to this description are:

The syllabus commissions

There is a separate syllabus commission for each subject. Their principal role is to propose syllabi/ curriculae as well as text books, which will then be submitted to the Ministry for approval. Each syllabus commission brings together a representative of each secondary school in which the given subject is taught.

The College of Principals

The cooperation between the various secondary schools is carried out by the College of Principals. The College of Principals consists of the general and vocational secondary schools' principals and vice-principals who meet in a conference.

The pupils' parents' committee

Each secondary school has its pupils' parents' committee. It represents the pupils' parents vis-a-vis the management, the teachers' and pupils' committees; it informs the parents about all those matters that are related to teaching within the secondary school. The pupils' parents' committee may also organise social and cultural events and make suggestions about the pupils' work on the one hand, and the manner in which the teaching is organised in the secondary school on the other. This committee delegates its representatives to the educational council.

2.8. Methods of financing education

2.8.1 Elementary education

The construction and equipment costs of municipal and regional schools are borne by the municipalities. The amounts required for such purposes are part of the yearly municipal budget. The State contributes to these expenses according to the yearly budgetary law. A grand ducal decree determines the share of State subsidy each municipality is entitled to.

In order to distribute in a fair way the means available amongst schools, the teaching lessons are allocated to the municipalities within the framework of a quota based on socio-economic indicators. This quota comprises the required lessons for education according pedagogical norms pertaining to the number of pupils in the class on the one hand, and the lessons allocated to the municipalities in order to address the specific needs of their population (more lessons for less-favored pupils). This measure shall be introduced progressively over a 10-year period starting in September 2010.

Salaries of the school personnel are taken in charge by the State, except for those lessons/services going beyond the quota, that shall be paid by the municipality.

2.8.2 Secondary education

Secondary schools are considered as “separately-managed” state bodies, in accordance with article 74 of the Budget, Accounting and Public Revenue modified Act, 8 June 1999.

Financial ressources of secondary schools comprise, among others:

- a State subsidy,
- the balance from previous budgetary year,
- revenues for services et other operating revenues,
- donations and legacies.

2.8.3 Higher education

The Government provides the University with the necessary means to reach its objectives as defined in its 4-year programme.

The State subsidy to the University comprises:

- a basic financing,
- a financing based on the objectives
- a financing based on innovation.

Besides, the University is entitled to private financing, including the students' contributions according defined terms.

2.9. Statistics

Budgetary dispositions 2008:

Heading	Amount
General expenditures	7 248 069 €
Center for technology in education - CTE	3 598 044 €
Service for pedagogical and technological research and innovation (including life-long learning for education personnel) - SCRIPT	5 169 641 €
Center for psychology and guidance - CPOS	3 869 270 €
School and after-school sport activities	1 731 451 €
Private schools	59 182 902 €
Building, equipment and school catering	5 279 477 €
Special education	38 464 398 €
Department for adults education	9 260 192 €
Inspectorate	3 323 956 €
Pre-primary and primary schools	291 127 480 €
Secondary schools	426 055 193 €
Department for vocational training	43 094 958 €
TOTAL	897 405 031 €

Expenditure for schools in percentage of GDP, according to level of education
(2006) *(Annual, public and private expenditure)*

Fundamental, secondary and post-secondary non tertiary : 3,3%
of which fundamental and first cycle of secondary : 2,5%
and second cycle of secondary: 0,8%

Direct, public expenditure for schools and public subsidies to households
(including those provided for financing subsistence costs) and other private
entitites, in percentage of GDP and in percentage of total public expenditure
(2006)

Public expenditure for education, in % of total public expenditure: 8,8%
Public expenditure for education in % of GDP : 3,4%

CHAPTER 3: CYCLE 1 OF THE ELEMENTARY SCHOOL (PREVIOUSLY: “EARLY AND PRESCHOOL EDUCATION”)

3.1 Historical overview

3.1.1 Schools

- **Preschool education**

The first nursery schools date back to the year 1849 - 1850: three private schools, the first of which was established at Luxembourg-Septfontaines, financed by Mr. Boch-Buschmann. He was the owner of Luxembourgish earthenware factory, which at the time, was one of the big companies. In those days, nursery schools were the result of generous initiatives in favour of underprivileged children.

The first public nursery schools came into being from 1860 onwards. In 1881, there were 4 private schools and 16 public schools.

The first law that mentioned the nursery school is dated 20 April 1881. It was stipulated that the Government is authorised “to establish nursery schools with the consent of the municipal council and the educational commission”.

As the municipalities were supposed to bear the financial costs, it is not surprising that they hesitated to systematically open kindergartens. This is why little progress is noticed between the end of the 19th and the beginning of the 20th centuries. In 1883 - 1884, there were 19 public schools, and in 1914 - 1915, the number of such schools rose to 37.

Finally, the law dated 5 August 1963 recommended that preschool education be generalised: “obligation to establish schools called kindergartens if and when the number of children in the neighbourhood justifies it.”

Three important grand ducal decrees:

1. **The grand ducal decree of 23rd September 1964** regulates the State’s financial participation.
2. **The grand ducal decree of 22nd October 1976** renders it obligatory “for all children aged between five years completed on 1st September of the current year, not yet been subjected to school obligation” to be admitted to a

kindergarten.

3. **The grand ducal decree of 2nd September 1992** renders it obligatory for all children aged 4 years to be admitted to a kindergarten.

- **Early education**

In 1998-1999, early education in Luxembourg, i.e. for children aged 3 years, was introduced as a pilot project. From then on, many municipalities founded their early education groups. Since the academic year 2009-2010, municipalities are obliged to offer early education as a service to their inhabitants. However, the children's admission to the schools that offer such a service remains facultative.

3.1.2 After-school institutions with an educational aim

Since 2005, relay houses called “maisons-relais” offer socioeducational facilities (barring accommodation) to children under 18 years of age. Their activities have to include the following services:

- welcoming children outside schools' opening hours,
- catering, including lunch and snacks,
- supervising the children, providing them with entertainment and socioeducational activities,
- helping the children to do their homework.

Their activities may also include the following accessory services:

- socioeducational support,
- looking after sick children, either at the relay houses, or at the child's home;
- organising meeting sessions, leisure activities as well as educational, cultural and socioeducational entertainment for the children and their families,
- parental training sessions,
- organising meetings and entertaining activities with socioeducational, intergenerational, socio- and transcultural aims within the local community where the relay house is located.

3.1.3 Creches, leisure centres and day-care centres

Beside early education classes, there are creches as well as centres that receive children aged below 4 years. Such institutions are either public or private. They depend on the Ministry of Family Affairs and Integration.

One of the first creches of the country was founded in Luxembourg City in 1898 and was aimed at helping the poor families by welcoming those children whose mothers had to work.

3.2 Ongoing debates and future developments

On 21th of January 2009, the Parliament voted three new acts which concerned the Luxembourgish pre-primary and primary schools, which were to be called “*école fondamentale*” from then on.

- **The learning cycles**

From the age at which children are admissible to schools since September 2009, the elementary schools are organised in 4 learning cycles.

- cycle 1 : 3 to 5 years
- cycle 2: 6 to 7 years
- cycle 3: 8 to 9 years
- cycle 4: 10 to 11 years

The learning cycles replace the traditional organisation by academic years. The 1st cycle consists of early education (facultative) and preschool education. Cycles 2, 3 and 4 correspond to primary education and each of them lasts for 2 years. The children thus have two years instead of one, to acquire and develop the required competencies.

- **Competencies-based approach**

Education and training based upon the acquisition of competencies are at the core of the reform.

According to this approach, the school emphasises on the pupil's capacity to use the school-acquired knowledge in new, concrete, everyday situations. In other words, the development of competencies must allow the pupil to call up, combine and apply the acquired knowledge in order to efficiently act in various complex and unforeseen situations.

The competencies-based approach includes the definition of standard competencies s/he is expected to acquire at the end of each cycle in the various subjects. These competencies bases gather the knowledge and the competencies that are considered to be essential to each pupil for his/her promotion from one level to the next whilst taking into account the individual progress of each pupil.

The pedagogical teams are invited, as of 2009-2010, to adapt their teaching to the competencies-bases and to create learning situations that correspond to the competencies-based approach.

- **Curriculum for cycles 1 to 4**

The curriculum specifies the competencies to be acquired by the pupils for each domain of development and learning (mathematics, French language ...). An important innovation is that this curriculum is applicable to all levels of the elementary school, from the very first cycle, including the early education, right up to the end of the fourth cycle.

The curriculum of the elementary education is based on the competencies-based approach: it places the pupils' learning at the very centre of its concerns. It describes what the pupils must learn in order to succeed in their subsequent studies and learn throughout their life. Yet, learning cannot be ordered; it essentially depends on the

learner's will. In that respect, the concept of the curriculum considers learning as both an individual and a collective process of building knowledge and competencies.

The competencies-bases are made up of a set of essential knowledge and competencies to be acquired by the pupil at the end of a given cycle. This allows him/her to be promoted to the next cycle. However, the school should not limit itself to the pupil's acquisition of the competencies but lead the pupil to develop his/her competencies well beyond the basic levels. That is why the syllabus also includes the subjects that should be covered so as to achieve a higher level of competencies.

For each cycle, the curricular nucleus is made up of the various competencies that are required to be achieved in each domain of development and learning; they remain the same throughout all four learning cycles. Such competencies are materialised through markers. Contents are also listed, i.e. theoretical notions, knowledge, subjects, concepts and fields of study.

As for the teachers, the listed competencies allow them to plan the various learning situations according to clearly identified objectives, and also to adapt the learning to the pupils ("differentiation") whilst bearing the essential competencies in mind rather than isolated contents.

With the school organisation set in learning cycles, this new concept of school deeply influences the manner and methods of teaching and learning on the one hand, and the timetables and the assessment practices on the other. By letting schools to concentrate on the essentials, the curriculum aims to raise all the pupils' competencies levels.

Since the curriculum based on a competencies-based approach is an important, innovative measure, one can foresee that as its application goes forth in the schools, it shall have to undergo more or less major adjustments.

- **A new concept for observation: LBK1**

The **"Lëtzebuurger Beobachtungskonzept fir den 1. Cycle"**³ – LBK1 (Luxembourgish observational concept for cycle 1) is based on the competencies-based approach for the first cycle of elementary education as defined and described in the curriculum. It allows to document each pupil's developmental and learning processes in the various domains, in particular with the aim of acquiring the defined competencies in due respect of each child's individual progress. The concept is characterized by a positive approach that is based on the pupil's successes: it allows to notice the "exceptional" in his/her profile so as to correct possible gaps and simultaneously help him/her to develop his/her talents by experiencing individual learning situations. It is about respecting each pupil as an individual whilst leading him/her to develop the competencies that are essential to his/her school career. LBK1 goes beyond observation and documentation of the acquired levels and progress made: it raises the question of the pedagogical and didactical consequences that observation and documentation lead to.

³ The concept for observation LBK1 was conceived and adapted to Luxembourg situation based on the «Salzburger Beobachtungskonzept für Kindergärten» (SBKKG/ Paschon and Zeilinger, 2004).

- **The intermediate assessment reports of cycle 1**

The intermediate assessment reports that are used during individual interviews with the parents are included in the process in order to help describe the pupils' individual development, their progress and learning, without losing sight of the knowledge and competencies to be acquired at the end of the cycle. As of 2009-2010, the intermediate reports are introduced in the classes of the cycles 1 and 2.

In cycle 1, the intermediate reports are in the form of a dialogue between the teacher and the parents. To this end, the teaching and educational personnel are provided with a vade-mecum which allows a structured exchange on the one hand, and a written follow-up of the information and essential reflections expressed during the dialogue on the other. The vade-mecum is essentially made up of open categories so as to allow the teaching and educational personnel to adapt it to each pupil as much as possible. The information collected with the help of LBK1 can help prepare and structure the exchange with the parents and to elaborate the intermediate reports. The reflections and observations may be supported by various documents.

- **The end-of-cycle assessment report**

The end-of-cycle assessment report is drawn up by the pedagogical team at the end of the cycle. The pedagogical team certifies a given pupil and informs his/her parents that s/he (the pupil) has developed the competencies that allow him to continue his/her educational career by being promoted to the next cycle. The decision is recorded in the report.

It is worth emphasising that the only standard competencies to be taken into consideration for promotion to the next cycle are: languages on the one hand, (Luxembourgish language, and language awareness); and logic and mathematics on the other. As for the remaining fields, the competencies-levels are not yet considered at the time of taking the decision.

As of 2009-2010, the end-of-cycle assessment reports have been introduced into the four cycles of the elementary school.

In order to judge the level of the acquired competencies and to draw up a differentiated profile of such competencies, the pedagogical team collects various information and data in various contexts, and at different moments during the cycle.

The intermediate assessment reports are a precious source of information in that respect, and the information collected with the help of LBK1 can also facilitate its elaboration.

When a pupil has achieved the standard competencies but has not yet been able to consolidate them in a given field, a detailed profile description of the competencies is added to the end-of-cycle report in order to provide the following cycle's pedagogical team with the necessary information to support the pupil according to his/her needs.

3.3 Specific legislative framework

Organisation of Elementary Education Act of 6 February 2009
Elementary Education Personnel Act of 6 February 2009

Compulsory School Act of 6 February 2009

Grand ducal decree of 26 August 2009, describing the curriculum for all four cycles of elementary education

Grand ducal decree of 14 May 2009, on the school success plan (“plan de réussite scolaire”)

3.4 General objectives

3.4.1 Schools

The first cycle generally extends over a three year period and is for children aged between three and five or six years. Attending the first year is facultative. The school obligation therefore starts at the age of four completed years on the 1st of September. The course of this cycle is organised similarly to the following three cycles. The standard competencies for the first cycle include those which are essential to develop during the course of the entire cycle (cf. 3.2.). The knowledge and abilities are not an end in themselves; they serve the competencies.

Learning is considered as a social experience for the child. It is acquired by involving him/her in meaningful interactions. Diversified situations allow a child to interact with his/her peers and others personson the one hand, and to manipulate a multitude of objects on the other. As such, one can say that a child builds its own development.

Cross-disciplinary competencies should be regarded from the perspective of the various domains.

The standard competencies refer to the following five domains of development and learning:

- Living in community and values,
- Language, Luxembourgish language and language awareness,
- Logical reasoning and mathematics,
- World discovery with all senses,
- Psychomotor competencies, self-expression through movement and health,
- Creative expression, introduction to aesthetics and culturel.

All learnings of a young child, whether in the domains of language, psychomotor competencies, creativity, socialisation, logical and mathematical reasoning are always transverse: girls and boys, within a group, learn Luxembourgish whilst interacting with their peers (socialisation), and e.g. using their psychomotor resources as well as their creativity to express in a drawing the details of a story they were told.

3.4.2 After-school institutions with an educational aim

Relay houses (“maisons-relais”):

The relay houses have one principal aim: harmonising the parents’ family and professoinal lives. The educational principles are of a socioeducational, intergenerational, and socio–transcultural character.

3.4.3 Creches, leisure centres, day-care centres

Creches receive and take educational charge of children aged up to 4 years or those who are not yet admitted to a school within professional infrastructures without having to ensure their lodging.

The children are surrounded by youth workers and pediatric nurses who help them to discover the riches of life in a community. They play with other children, because it is whilst playing that they learn.

The pedagogical objectives pursue specific fields such as:

- social behaviour, responsibility and respecting others
- intellectual capacity
- psychomotive development
- socio-emotional development
- creativity
- autonomy, responsibility towards oneself

The general aim is to prepare them for a subsequent life in school.

Benjamin-Club: Education and guidance of early childhood:

The Benjamin Club, registered with the Ministry of Education (special education), is a club of small children (8 months to 4 years). The play groups consist of 12 children of varying ages, nationalities, with or without special needs. The syllabus includes: speech games, dance, story-telling, music, crafts, reflection, drawing, etc. The same groups of children meet in the mornings or afternoons to make and get to know new friends.

Parents are also members of the club. They too make new acquaintances, share their joys and worries, and find help.

A "*Krabbelgrupp*", with children aged between 8 months and 2 years, accompanied by an adult, is a possible starting point of initiating relations with other children and parents. If required, they may stay with their child at the beginning.

Each club is led by a qualified graduate youth worker. S/he is responsible for the educational activities and organises the groups so that the same group of children meets in the mornings and in the afternoons.

The youth workers also provide a special help to those who need it, due to the difficulties in fields such as speech, walking, movements, reasoning, etc.

3.5 Geographical accessibility

3.5.1 Schools with educational aims

Each municipality has to offer elementary education, either by establishing one or more municipal schools within its jurisdiction, or by organising educational activities along with other municipalities in a municipal union framework (*syndicat de communes*).

The procedure of defining school-entities has just been finished: each school must offer four cycles of elementary education and may include one or more buildings.

Each school has a name and an address. Since the academic year 2005-2006, municipalities have to include early education classes in their offer even though attending such classes remains facultative for children.

Every child living in the Grand Duchy must attend the municipal school within the jurisdiction of his/her residential municipality, lest s/he is admitted to another municipal school of his/her residential municipality, to a school under governmental jurisdiction or a European school, a private school or in a school in a foreign country or is given education at home.

The parents may request admission of their child in a school of their municipality other than the one that lies within their residential jurisdiction. To do this, they have to send a written application to the mayor's and aldermen council of their municipality with their reasons. The council responds favourably to the request, if the school organisation allows it and after having got the reasons checked by the relevant municipal departments. They can also request admission of their child in a school which is in another municipality. To do this they must send a duly motivated, written application to the mayor's and aldermen council of the municipality where they wish to have their child admitted.

The council responds favourably to the request, if the school organisation of the municipality allows it and after having got the reasons checked by the relevant municipal departments.

Various municipalities offer early education as a full-time care: five mornings and three afternoons; others have a more limited offer of three to five half-days per week. The offers to take charge of children vary from one municipality to another.

It is also possible that due to school transport organisation, certain municipalities adapt the time table of their offer.

3.5.2 Non-school institutions with an educational aim

In many a municipality, relay houses (*maisons relais*) take charge of children after schools' opening hours and distinguish themselves above all else, by a great flexibility in its offerings. The relay houses are under the responsibility of the Ministry of Family Affairs and Integration.

3.5.3 Creches, leisure centres, day care centres

As a rule, parents bring their children to creches. The opening hours of the various creches vary, but generally speaking, they receive children between 5.30 a.m. and 6.30 p.m. The creches have a pre-nursery class, which is for children aged 30 months or more.

There also are creches in Luxembourg that receive school-going children. In that case, one speaks of day care centres. School going children (aged between 4 and 10 years) are thus taken into charge after their day outside the schools' opening hours. Children may also go there during school-vacation periods.

3.6. Admission requirements and choice of institution/centre

3.6.1 Schools with an educational aim

- **Choice of school**

Every child living in the Grand Duchy must attend a municipal school within his/her residential municipality. Alternatively s/he may be admitted to a school under governmental jurisdiction or a European school, a private school or a school in a foreign country or receive his/her education at home.

The parents may request admission of their child to another school of their municipality of residence. To achieve this, they have to send a duly motivated, written application to the mayor's and aldermen council of the municipality who responds to the application favourably if the school allows such an admission, and after having got the reasons checked by the relevant municipal departments.

They can also request admission of their child to a school in another municipality. To this end, they have to send a duly motivated, written application to the mayor's and aldermen council of the municipality where they wish to have their child admitted. The council responds to the application favourably if the school allows such an admission and after duly getting the motives checked by the relevant municipal departments.

The following are considered to be valid reasons:

1. the child's custody being attributed to a member of the family;
2. the child's custody being attributed to a third person who is recognised by the State as being a professional parental assistant;
3. the child's custody being attributed to a State-recognised organisation that is active in the socioeducational field;
4. one of the child's parents' place of work.

If the receiving municipality accepts the application, then the municipality of residence bears the costs of the child's education in the receiving municipality. A Grand Ducal decree sets down the criteria of such an admission as well as the calculations of schooling costs.

Those parents who wish for their child to be educated at home must indicate valid reasons to do so, and request an authorisation from the inspector of their jurisdiction. Such an authorisation may be temporary. Residential education must aim to acquire the competencies bases as defined by the curriculum. In duly justified circumstances, especially if the parents wish to get their child educated by correspondance, the jurisdictional inspector may agree to exempt the child from being taught one or more of the subjects as foreseen in article 7 of Organisation of Elementary Education Act, 6 February 2009

Residential education undergoes a check by the inspector. If it is observed that the education imparted to the pupil is not up to the criteria as defined above, s/he is automatically admitted to a school that is situated in the municipal jurisdiction of

his/her residence. If an inspector is refused a check, then the same measure shall be taken

- **Criteria of admission**

Every child living in the Grand Duchy and aged three completed years before 1st September may attend early education classes in a school of his/her residential municipality. The admission usually takes place at the beginning of the academic year after a written application by the parents is received by the municipal administration before the 1st April. The municipal council may also decide that admissions be granted at the beginning of the second or third terms.

Every child living in Luxembourg, and aged three years or more has a right to school education that complements the upbringing provided by his/her parents on the one hand, and contributes to his/her ensuing education. The right is guaranteed by the State in keeping with the legal criteria that prevail over the different orders of education.

Every child living in Luxembourg, and aged four completed years on the 1st September must attend a school. This obligation extends for a period of twelve consecutive years from the first of September of that year.

3.6.2 Non school institutions with educational aims

The relay houses (*maisons relais*) offer a temporary socioeducational support without lodging to children aged less than 12 years. In principle, the choice of group houses is free to the parents; they may admit their children to one that is connected with their children's municipal school or another one of their choice. The children being taken into charge have to be paid for. The tariffs are fixed by each relay house and they are calculated according to the parents' income.

3.6.3 Creches, leisure centres, day care centres

Generally speaking creches receive children until the age of four years. Day care centres then relay creches by taking charge of them until the age of 10 years.

Creches and day care centres may be public or private facilities. They have to be paid for, and the tariffs usually vary according to the parents' income.

3.7 Financial support for pupils' families

Public education is free of cost; its financing is covered in the State budget and represents its highest budgetary entry. The pupil and his parents do not share the school's running costs.

Family allowances are given to parents who are legally domiciled in the Grand Duchy of Luxembourg, and live in the country. An exemption of the condition of residence may be granted on an individual basis, inasmuch as the domiciliary condition is fulfilled. Similarly, an exemption from the condition of domicile may be granted if the child is raised in Luxembourg.

The basic amount of family allowances is calculated according to the family group to which the beneficiary child belongs. Each child belonging to the same group has the right to an identical sum of money. The family group is principally determined by the filial relationship.

When the children aged less than twenty-one years at the beginning of the taxable year live off their parents inasmuch as education and upbringing are concerned, the taxpayer gets a tax rebate per child in his/her care whilst taking the real costs incurred into due consideration. Such a rebate is limited to 3,480 € per annum and per child. If there is more than one child, then the tax rebate is combined so as to determine the annual ceiling.

A tax payer who is resident or non-resident, unmarried, widowed, divorced or in process thereof may apply for what is called a single-parent tax rebate (*abattement monoparental*). Such a tax rebate amounts to an annual sum of 1,920 €. The single-parent tax rebate is only given once, even in the case of more than one child.

Other fiscal advantages get added to this package, i.e. the various tax benefits that a tax payer and his/her spouse is granted are also automatically granted to each child as in the following example:

- Tax deduction of interests (tax rebate of 672 € per family member)
- tax deduction of insurance premium and complementary health insurance subscription (tax rebate of 672 € per family member)

Finally, a tax rebate for costs pertaining to child care in creches, day care centres and recognised collective nurseries may also be granted. The tax rebate is entitled and due to the children aged less than fourteen years as of 1st January of a fiscal year. The age limit is not applicable in the case of handicapped children. The annual tax allowance is fixed at a maximum of 3,600 € and may not exceed either the real costs, or 300 € per month.

3.8 Age levels and grouping of children

Cycle 1 is for children aged 3 to 5 years.

3.9 Organisation of time

3.9.1 Organisation of the year

3.9.1.1 Institutions with an educational aim at early and preschool levels

As a rule, the academic year starts on the 15th September and comes to an end on the 15th July. It is divided into terms. The academic year includes the holidays and vacations for All Saints day, Christmas, Carneval, Easter and Pentecoste.

The schools are also closed on May Day, Ascension, National day, the day of pilgrimage to Our Lady of Luxembourg and St Nicholas' day (preschool and primary). Most of the schools are also closed on Saturdays.

3.9.1.2 Non-school institutions with an educational aim

According to the regulations, they must function for at least 200 days and total a minimum of 500 hours per year.

3.9.1.3 Creches, leisure centres, day care centres

Normally, creches receive children throughout the year, except during the summer vacation or on certain public holidays.

3.9.2 Weekly and daily timetable

3.9.2.1 Institutions with an educational aim, cycle 1

Opening hours

Most of the municipalities have adopted the following opening hours on weekdays:

Monday	Tuesday	Wednesday	Thursday	Friday
8a.m. - noon	8a.m. - noon	8 a.m. - noon	8 a.m. - noon	8 a.m. – noon
2.00 p.m. - 4.00 p.m.		2.00 p.m. - 4.00 p.m.		2.00 p.m. - 4.00 p.m.

Various municipalities offer to take charge of children on a full time basis (five mornings and three afternoons) in cycle 1. Others limit their offer to between three and five half-days per week. The offer varies from one municipality to another. Receiving children before school hours and keeping them after school hours is an offer that many a municipality offer.

It is also possible that, due to school transport organisation, certain municipalities adapt their timetable.

3.9.2.2 Non school institutions with an educational aim

The relay houses respond to parents' needs by receiving children 6 days per week, from Monday to Saturday, usually from 6.00 a.m. to 8.00 p.m.

3.9.2.3 Creches, leisure centres, day care centres

The opening hours of creches vary from one to another. They are usually open between 5.30 a.m. and 6.30 p.m.

3.10 Curriculum, types of activity, number of hours

3.10.1 Schools with an educational aim

- **The teachers' task**

Teachers of the cycle 1 are normally expected to impart twenty-five, direct, weekly educational lessons and fifty-four hours of annual pedagogical support. They should also work one hundred and twenty-six hours per year in the pupils' and school's interest.

The hours to be worked in the pupils' and school's interest are composed as follows:

- 60 hours of consultation within the pedagogical team, along with multi-professional teams and colleagues from the relay houses;
- 40 hours of availability to work in partnership with pupils' parents. The meetings and interviews with the pupils' parents have to be held when the parents are available in view of their professional constraints;
- 18 hours of administrative work;
- the equivalent of 8 hours of continuing training.

The competencies base 1 refers to five domains of development and learning, which structure the competencies to be acquired:

- Living in community and values,
- Language, Luxembourgish and language awareness,
- Logical reasoning and mathematics,
- World discovery with all the senses,
- Psychomotor skills, self-expression through movement and health,
- Creative expression, introduction to aesthetics and culturel.

All learnings of a young child, whether in the domains of language, psychomotor skills, creativity, socialisation, logical and mathematical reasoning are always transverse: within a group, girls and boys learn Luxembourgish whilst interacting with their peers (socialisation), and as an example, using their psychomotor resources and their creativity to express in a drawing the details of a story they were told.

3.10.2 Non school institutions with an educational aim

The relay houses offer a large variety of services ; some are mandatory such as:

- catering the users which includes a meal at lunch time and intermediate light meals;
- supervising the users, animation services and socioeducational activities;
- following up with children to do their homework. Other, accessory services may also be offered if the managing body were to decide so.

3.10.3 Creches, leisure centres, and day care centres

The daily activities in creches are:

- educational activities
- games (free)
- painting
- colouring
- collage
- etc.

3.11. Teaching methods and materials

Teaching and learning in cycle 1 contributes to:

- the development of the child's personality in all its aspects
- the developments of competencies, acquiring knowledge and knowhow
- the environmental conquest
- the insertion in the cultural milieu
- the development of reflected and responsible behaviour
- integration in school and society
- the compensation of deficits due to the milieu of the children, as well as the prevention of inability to cope with school life.

The pedagogy is entirely centred on the child: it is global and active. The domains of development and learning are closely interwoven and interdependent. As such perceptive and cognitive factors intervene in all motive activity; communication introduces affective, cognitive and social factors. The activities are deep-set in the child's experience and they constantly refer to it. The diversity of such experiences allow children to explore the various aspects of a same reality and they contribute to a better understanding of their respective environments.

In the learning process, the child finds its way by trial and error, i.e. s/he tests his/her hypotheses pertaining to elements of the world and compares the hypothesis with the reality. S/he requires the freedom and the time to be able to experiment, manipulate, compare and combine the results of such experiences. Errors are not considered as "mistakes", but as elements required in the learning process. They allow the school personnel to evaluate the level that the child has attained within a learning cycle, measure the difficulties that s/he is confronted with and to adapt the pedagogical actions.

An attractive and stimulating environment is created, and activity-generating situations arranged so that the child progresses. Finally, the school personnel intervenes in the learning process, to guide the child, to encourage him/her and to draw his/her attention through pertinent questions.

The importance of playing

Playing is the child's main activity. Beside the fact that it is disinterested, it has a very obvious educational function. By playing, a child acquires and develops new acts, explores possibilities, and affirms its identity and autonomy as well as learns social roles. Collective games lead the child to respect rules, constantly adapt his/her behaviour to others', and to accept defeat if and when it comes.

If playing is a privileged activity, the child should also be able to fulfil a given task. Being able to concentrate and make efforts on a given job in a lasting manner is an important aspect of educative maturity. The grouping of children attending kindergarten is heterogenous: the age difference is accentuated by the individual, developmental differences. A child-centred pedagogy is obviously differentiated as it is not based on a mean, theoretical level of development, but on the real levels attained by each, individual child.

Intercultural education

Many a child in pre-school education are of foreign descent and nationality.

Group-class life allows foreign children of different cultural and linguistic backgrounds to communicate, play, work with and develop a comprehensive attitude and mutual respect. Beside the spontaneous exchanges, the kindergarten also promotes interactions between cultures by integrating elements such as tales, songs, festivals, lifestyle and cuisine that originate from these children's countries into educational projects.

The promotion of native culture has a positive effect on the development of the child's personality, and favours the immigrant children's integration into the school and society at large.

3.12. Evaluation of children

New evaluative tools are introduced progressively since 2009-2010. They illustrate the extent to which a pupil develops the targeted competencies and the progress that s/he still has to make in order to achieve the bases.

As in the past, the teacher regularly evaluates the pupils. The methods are varied: tests, productive analysis, observation...

At the end of every term, parents are invited to the school and informed of their child's educative evolution.

In cycle 1, at the end of every term, parents receive an intermediate report pertaining to the development of their child's competencies. It serves as a starting point for an exchange of observations and reflections between the pedagogical team and the parents on the child's learnings.

At the end of cycle 1, an end-of-the-cycle report is written by the pedagogical team. It certifies that the child has developed the required competencies that will allow him/her to continue his/her school career in cycle 2.

The intermediate and the end-of-cycle reports used in cycle 1 differ from those used in cycle 2. They are specially adapted to the learning situations and the productions specific to children of cycle 1.

The Ministry recommends the pedagogical teams to use a very useful complementary tool in order to prepare the reports: the "*Lëtzebuenger Beobachtungskonzept fir den 1. Cycle* – LBK1 (Luxembourgish Observational Concept for cycle 1).

3.13 Support facilities

3.13.1 School institutions with an educational aim

In every inspectorate jurisdiction, there is at least one multiprofessional team whose mission is, along with the teacher in charge of a class as well as the medical-social-school team concerned, to diagnose and take charge of pupils with special educational needs as well as to counsel the teacher and the pedagogical team to implement the measures of differentiated education as and when they are required. These multiprofessional teams consist of personnel from the so-called “differentiated education” and the *Centre de logopédie*, special educational teachers assigned to a municipality of that jurisdiction as well as other educational support experts. They provide the necessary support and help to those pupils who are in need of it.

3.14. Private sector provision

Pedagogical alternatives for parents and pupils are limited to four possible alternatives in Luxembourg:

- denominational schools;
- Waldorf private school;
- international schools;
- educational offering of the neighbouring countries.

The denominational schools dispense the same syllabus as the public schools. Only the Waldorf School teaches subjects of a curriculum based on a different methodological and didactical material.

The parents contribute to the private schools costs, Waldorf School as well as the denominational schools, according to their revenue.

Private schools benefit from State financial subsidies. As for the Waldorf school, at the preschool and primary levels, the amount is fixed per admitted child and granted according to the legal stipulations of the State budget, where it is either entered as subsidies, or otherwise and is equal to the amount that the private catholic schools receive (for the primary educational level).

3.15. Organisational variations and alternative structures

There are international schools (European school, American school, French school, Japanese complementary school, etc.) which are outside the Luxembourgish system and target a very specific niche of the population. They impose restrictive constraints on admission which are supplemented by a large financial contribution to be paid by the parents.

These international schools are not subjected to educational inspection by the Luxembourgish authorities, as opposed to the private schools (denominational or Waldorf schools cf. point 3.14).

3.16. Statistics⁴

⁴ Statistics of the *ministère de l'éducation nationale* (2007-2008)

Number of children (1st September 2007)

Elementary: 3865

Preschool: 9824

Rate of children admitted to pre-primary schools by age

Class	Age as of 1 st September 2007 (in %)					7
	2	3	4	5	6	
Elementary	0,63	27,32	0,26	0,01		
Preschool		0,05	35,4	34,94	1,31	0,05

Number of teachers (2007)

At the early and preschool levels, there are 1,261 staff members. They may be graduates in education as well as management representatives and educational assistants.

Educational Level	Graduates	Lecturers	Total
Early education	220	180	400
Preschool education	748	113	861

** add 130 teachers to this number of which 36 are graduates and 94 lecturers (chargés) who work at various educational orders (cycles 1 to 4) and 141 graduate teachers or 31 lecturers (chargés) who work in the special educational system.*

Number of students per teacher (average)

Class	Number of pupils	Number of teachers	Number of pupils/ teacher
Early education	3865	400	9,7
Preschool	9824	861	11,4

Average number of teachers per class

Class	Number of pupils	Number of groups* / classes	Number of pupils/ class
Early education n*	3865	194	19,9
Preschool	9824	643	15,3

Number of schools

There are 402 school buildings where elementary education is imparted to pupils.

Sizes of schools

There is an average of 7.36 classes per elementary school.

Number of groups/ classes	Number of schools	Number of classes/school
2961	402	7,6

CHAPTER 4 : PRIMARY EDUCATION

4.1 Historical Overview

The beginning of the Luxembourgish primary school dates back to the first half of the 19th century. It was characterised by attempts of establishing municipal schools.

At the beginning, one half of the costs (salaries) lie with the local authorities. The other half is paid by the creditworthy parents. Right from those times, French was one of the mandatory languages to be taught. A collective bilingualism developed, even though, during the early decades, teaching French was put to question. Some of the teachers, who could not teach in such conditions and they were exempted from exercising the profession.

The big turning point came about with the "Kirpach" Act dated 20th April 1881. It organised the education and rendered its attendance obligatory. Besides, it fixed the incomes and transport costs. The inspectorate offices were also created by virtue of that law.

Every child aged between 6 and 12 years had to attend school. Some municipalities extended the school obligation till the age of 13 years.

The law dated 10 August 1912 led to a considerable liberalisation, and caused an immediate, retaliatory reaction by the episcopate. In autumn 1912, the Bishop prohibited the clergymen from teaching at school.

The law contained pedagogical measures that were appreciated by the various partners: the school obligation was extended to 7 years of education; free primary and secondary education was imposed by the abolition of school tax (school material was however not yet available free of cost); non-justified absences were not accepted anymore and the number of pupils per class, limited to seventy; natural sciences, drawing and gymnastics became part of the syllabus.

In 1921, the Church and the State met a compromise by amending the law. In order to compensate for the penury of priests, catechists or teachers are allowed to give religion classes if they agree to do so. After this law was voted, the clergy returned to take up their pedagogical work.

During the German occupation (10 May 1940 to 10 September 1944) the school went through a period of Germanisation: French was banned from the educational system, and the contents and structures were adapted to the German system.

When the country was liberated, the pre-war structures were re-established; the obligation to attend school was extended to eight consecutive years of education and the curriculum in force in 1940 was re-instated, etc.

Since the 6th February 2009, a new legislation based is in force. Actually, the number of applicable laws is three. They bring together the Luxembourgish preschool and primary levels, and bear the name of “elementary school”. The elementary school is set into 4 learning cycles instead of academic years, which notably allows:

- that the children benefit from 2 years in stead of one to develop the required competencies,
- that pupils are grouped differently, and can work with their older schoolmates from time to time,
- that the teachers, working in a team and cycles discuss regularly.

4.2 Ongoing debates and future developments

The results of this reform shall be analysed during the years to come.

4.3. Specific legislative framework

Laws

Organisation of Elementary Education Act, 6 February 2009

Elementary Education Personnel Act, 6 February 2009

Compulsory School Act, 6 February 2009

Grand Duke's decrees

1. Teaching

Grand Ducal decree 26 August 2009 that fixes the syllabus for the four cycles of elementary education

Grand Ducal decree 6 July 2009 that determines the pupils' evaluation modes as well as the content of the evaluation file

Grand Ducal decree 27 April 2009 that fixes the missions and the functional mode of the pedagogical team as well as the terms of awarding the responsibility of, and the terms of compensating a cycle coordinator

Grand Ducal decree dated 7 May 2009 that concerns the rules of conduct and in-house regulations, common to all schools

Grand Ducal decree 14 May 2009 that fixes the elaborative and applicative modes of the school success plan (*PRS – plan de réussite scolaire*)

Grand Ducal decree 14 May 2009 that fixes the resource-teachers' criteria and modes

of appointment

Grand Ducal decree 16 June 2009 that determines the functioning of the threshold course and the threshold classes (*cours et classes d'accueil*) for children of newly immigrant parents

Grand Ducal decree 14 May 2009 that determines the functioning of the hospitalised children's classes

Grand Ducal decree 12 May 2009 that fixes the functioning of regional Committees for School Integration

2. Partnership

Grand Ducal decree 27 April 2009 that fixes the composition and functioning of the school committee and the co-management committee, the composition of the electoral body and the elective modes of the members, the calculation of the number of supplementary lessons at the committees' disposal

Grand Ducal decree 28 May 2009 that concerns the electoral mode of the teaching personnel to the national school commission, its functioning as well as the discharge and compensation of its members

Grand Ducal decree 28 May 2009 that determines:

- 1) the electoral criteria of the pupils' parents' representatives to the Municipal School Commission;
- 2) the electoral criteria of the school personnel representatives to the Municipal School Commission;
- 3) organisation and functioning of the Municipal School Commission

3. School organisation

Grand Ducal decree dated 14 May 2009 that determines the information pertaining to the school organisation as well as the conditions of their communication, which the municipalities or intermunicipal school syndicates must submit to the minister.

Grand Ducal decree 27 April 2009 that fixes the criteria of admission to the moral and social education classes and to religious and moral education classes as well as the organisational conditions of the moral and social education classes in cycles 2, 3 and 4 of the elementary education.

Grand Ducal decreedated 14 May 2009 that determines the criteria according to which a child may be admitted to a municipal school of a municipality other than that of the pupil's residence as well as the calculations of the schooling costs.

Grand Ducal decree dted 13 May 2009 that:

- a) fixes the number of, and defines the boundaries of the elementary education's inspectorate jurisdictions;
- b) fixes the number of and defines the boundaries of the regional inspectorates of elementary education.

4. The task of the school personnel

Grand Ducal decree 23 March 2009 that fixes the task of the teachers

Grand Ducal decree 23 March 2009 that fixes the detail of the tasks of the lecturers (*chargés*), who are members of the replacement reserve

Grand Ducal decree 6 July 2009 that fixes the details of tasks of the graduate youth workers and non graduate

Grand Ducal decree 1 July 2009 that fixes the criteria and practical details by which the civil servants of the senior career of education can obtain substitutional grades as foreseen in Article 22, section VII, of the law amended on 22nd June 1963 which itself

fixes the civil servants' salary system.

5. Acceding to the functions

Grand Ducal decree 9 March 2009 that determines the practical details of the examination which regulates the access to a teacher's function in the elementary education.

Grand Ducal decree 25 March 2009 that determines the detailed criteria of ranking as well as the procedural terms pertaining to the candidates' assignment and reassignment to a teacher's post.

Grand Ducal decree 13th May 2009 that regulates the terms of inspectorate candidates' recruitment as well as the studies, training and examination to obtain the certificate of aptitude to inspectorate functions in elementary education.

Grand Ducal decree 4 May 2009 that determines:

1. the syllabus and practical details of examinations, theoretical and practical training licensed by the certificate of training for lecturers, replacements reserve at the elementary educational level;
2. the compensations
 - a) of trainers who work within the framework of the training, which is licensed by a training certificate;
 - b) of the members of the examination jury

Grand Ducal decree 28 May 2009 that fixes the terms and conditions of obtaining the certificate that enables its holder to replace at the elementary educational level.

4.4. General objectives

The role of primary education in Luxembourg has fundamentally changed since 1912. Actually, the school operates in a much more complex, varied and demanding environment than it was for children of early 20th century. The elementary school continues to teach its pupils to read, write and count, however, these lessons are not an end in themselves but form the basis of a beginning that leads to subsequent competencies. It concerns providing primary and preschool education with a framework that allows it to function and adapt itself to a society that is undergoing transformation.

The cultural reality of Luxembourg is just as complex as its demographics. The school must arouse interest, comprehension and curiosity towards the different forms of general knowledge arising from the uniqueness of the communities that inhabit the country.

This mission is difficult to carry out for the school in today's Luxembourgish society. It is composed of a particularly high proportion of non-Luxembourgish resident population. The percentage of pupils of a foreign descent has surpassed 40%. It is within the schools more than anywhere else that these immigrant pupils of various horizons meet, and the next generation of workers and citizens of the Luxembourgish society learn to live and work together.

The presence of such a large number of immigrant pupils has equally important repercussions on the educational systems of the country. The schools have to adapt to this new situation and integrate the specific needs of these pupils in their traditional

process; one which is centred on providing a qualitative and equitable education. Education leads to guaranteeing the pupils to be prepared to become well-integrated prosperous and productive citizens of the host country. In other words, thanks to the education they receive, their migration can be positive for the immigrants as well as their host country.

School must play an important role to create a society that is turned towards inclusion because it is the main opportunity for the young immigrants and nationals to get to know and to respect each other. Migration can be an enriching factor for the educational experience of one and all. The linguistic and cultural diversities can bring a precious resource to the schools. It can contribute to deepen and improve the pedagogy, competencies and knowledge itself.

4.5 Geographical accessibility

Every child living in the Grand Duchy must attend the municipal school within the jurisdiction of his/her residential municipality, lest s/he is admitted to another municipal school of his/her residential municipality, in a school under governmental jurisdiction or a European school, in a private school or in a school in a foreign country or is given education at home.

4.6 Admission requirements and choice of school

The admission is usually done at the beginning of the academic year after a written application by the parents is received by the municipal administration before the 1st of April. The municipal council may also decide that admissions be granted at the beginning of the second or third term.

4.7 Financial support for pupil's families

Since 1986 (law dated 14th July 1986) there is a new school year benefit. This aid is universal and is based on to the number of children in a family as well as the number of children that go to school. It is granted annually, at the beginning of the school year. The transport for children attending an elementary school is free of cost; the books as well as other didactic material are provided by the municipality. At the beginning this benefit was only available to families that had at least 2 children. Since 1988 (law dated 1st August 1988), all families that have at least one school-going child are eligible to receive it.

4.8 Age levels and grouping of pupils

Elementary education is organised in four learning cycles. The first cycle includes early (facultative) and preschool education. The following three cycles correspond to primary education and each one of them last for two years. To qualify for a cycle, the student's knowledge and competencies bases are defined. The pupil is expected to acquire them in order to move on to the next cycle. The organisation in cycles ensures that the pupil shall have the required competencies at the end of two years in order to be promoted to the next cycle. If a pupil has not been able to achieve the competencies-base in the two years, then an adapted programme spread over another year is established by the pedagogical team.

For cycle 1 the competencies to be acquired in the development domains of language, logical and mathematical reasoning, creative expression, psychomotivity, discovery of the world and community life are defined.

For cycles 2 to 4 of elementary education, the bases defined are:

1. literacy in German, French and Luxembourgish, and openness to other languages;
2. mathematics;
3. introduction to the sciences;
4. self-expression through movement, psycho-motor development, sport and health;
5. introduction to aesthetics, creation and culture;
6. living in community and values

Children are admitted to a class and the teacher accompanies them throughout the cycle. The teachers of classes in a given cycle work as a pedagogical team. They meet every week in order to discuss their work with pupils, prepare lessons, distribute homework, organise support and form groups of pupils by needs, etc. To learn German, by instance, each pupil should acquire reading competencies as listed in the competencies base. The course to acquire those competencies may be adapted by the pedagogical team which divides the pupils of various classes into groups. Everyone is expected to work on texts or books to read which are of interest to the pupils group.

4.9 Organisation of school time

4.9.1 Organising the school year

Schools involved in imparting elementary education are generally open throughout the year, except on public holidays and during the month of August. The academic year is divided into three terms.

4.9.2 Weekly and daily timetable

Each lesson lasts between 50 and 55 minutes. The weekly timetable for elementary education comprises 28 lessons. In almost all municipalities, schools are closed on Saturday. On Tuesdays and Thursdays, there are no classes in the afternoon.

A majority of the municipalities has adapted the weekly timetable of 28 classes to be held from Monday to Friday according to one of the two following models:

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.- 12:10 p.m.	8:00 a.m.- 12:10 p.m.	8:00 a.m.- 12:10 p.m.	8:00 a.m.- 12:10 p.m.	8:00 a.m.- 12:10 p.m.
2:00 p.m. – 4:00 p.m.		2:00 p.m. – 4:00 p.m.		2:00 p.m. – 4:00 p.m.
Monday	Tuesdaay	Wednesday	Thursday	Friday
8:00 a.m.	8:00 a.m.,	8:00 a.m.	8:00 a.m.	8:00 a.m.

– 11:45 a.m.	– 12:35 p.m.	– 11:45 a.m.	– 12:25 p.m.	– 11:45 a.m.
2:00 p.m. –		2:00 p.m. –		2:00 p.m. –
4:00 p.m.		4:00 p.m.		4:00 p.m.

The municipalities are flexible inasmuch as the daily organisation and timetable are concerned, but they must attain 28 weekly units of education imparted.

The relay houses (*Maisons relais*) host children aged less than 18 years of age, providing a temporary socioeducational service except lodging. Such a service is available to users beyond school hours; however the opening hours are defined by the manager. S/he has to provide the service for at least 200 days and 500 hours per civil year.

The relay houses offer catering to their users including lunch as well as intermediate small meals, supervise them, entertain them. They also provide socioeducational activities, and help them to do their homework.

4.10 Curriculum, subjects, number of hours

The elementary education in cycles 2, 3 and 4 include:

1. literacy in German, French and Luxembourgish, and openness to other languages;
2. mathematics;
3. introduction to the sciences;
4. self-expression through movement, psycho-motor development, sport and health;
5. introduction to aesthetics, creation and culture;
6. living in community and values.

Cycle 2

	Number of annual lessons	Average number of weekly lessons
Literacy promotion, language General French and openness towards other languages	360 (306 + 54)*	10
Mathematics	216	6
Introduction to the sciences	108	3
Luxembourgish	36	1
Living in community and values: moral and social education or religious and moral education	72	2

Introduction to aesthetics, creation and culture	108	3
Self-expression through movement, psycho-motor development, sport and health	108	3
Total	1008 lessons	28 lessons

* 54 lessons of French in the 2nd Semester of the second year of cycle 2.

The weekly lessons are distributed according to the pedagogical team's schedule, as per the annual volumes fixed for each domain and the children's needs.

Cycle 3

	Annual number of lessons	Average number of lessons/ week
German, French and openness to languages	432	12
Mathematics	180	5
Introduction to the sciences	72	2
Luxembourgish	36	1
Community life and values: moral and social education or religious and moral education	72	2
Introduction to aesthetics, creation and culture	108	3
Self-expression through movement, psycho-motor development, sport and health	108	3
Total	1008 lessons	28 lessons

The weekly lessons are assigned according to the pedagogical team's schedule, the annual volumes fixed for each domain and the children's needs.

Cycle 4

	Annual number of lessons	Average number of lessons/ week
German, French and openness to languages	432	12
Mathematics	180	5
Natural sciences	36	1
Human sciences	72	2
Luxembourgish	36	1
Community life and values: Moral and social education or Religious and moral education	72	2
Introduction to aesthetics, creation and culture	108	3
Self-expression through movement, psycho-motor development, sport and health	72	2
Total	1008 lessons	28 lessons

The weekly lessons are distributed according to the pedagogical team's schedule, as per the annual volumes fixed for each domain and the children's needs.

The pupils are admitted either to moral and social education classes or to religious and moral education classes as per the parents' preference

The support activities during and beyond school hours, and homework assistance are an important help in the learning process.

In cycle 2, Luxembourgish is considered to be an auxiliary language during the process of literacy during the first three semesters, but the literacy course itself is held in German. In the second semester of the second year of elementary education (cycle 2), oral French is taught; written teaching is introduced from the 3rd year onwards, whilst teaching German continues uninterrupted.

According to the class composition, the teachers generally speak German, but they sometimes alternate between Luxembourgish and French. Generally speaking, nearly 50% of the time spent at teaching is dedicated to teaching languages.

4.11 Teaching methods and materials

The teacher disposes of sufficient freedom with regard to the study plan in order to see that his/her students achieve the required competencies-base at the end of each year. Neither the methodology nor the didactical tools are imposed.

The Ministry provides the teachers with the required didactical means. However, in general, all levels have the same text books that are paid by the municipalities, excepting those required in pilot-project classes as they do not follow the regular annual syllabus.

The inspector ensures that the stipulated syllabus is followed.

4.12. Pupil assessment

Evaluation plays a crucial role in the pupils' education. The aim of the evaluation is to help each pupil to reach the competencies as fixed by the study plan for elementary education. According to article 24 of the Organisation of Elementary Education Act of 6 February 2009, evaluation should serve the learning process. That said, one does not have to consider evaluation of competencies as a series of obstacles planted in the assault course, but as a means of help to the student so as to progress and improve his/her performances.

The learning cycles and education are centered around the acquisition of competencies, which induces a new evaluative approach. Confronted with a diversity of pupils and called upon to use new evaluative instruments of the imparted education, the teachers must, now more than ever before, professionally judge whilst respecting fundamental values such as equity.

Traditionally, the pupils' evaluation is carried out by what is termed as a process of normative evaluation that compares the results of a given pupil with others' results belonging to the same group. It aims to distinguish the strongest pupils from the

weaker ones. In a competencies-based approach, and in order to help the pupil to progress, one must introduce a formative evaluation, a continuous, evaluative process that aims to guide the pupil in his/her work, to spot his/her difficulties so as to help him/her, and give him/her the means in order to allow him/her to progress in his/her learning.

The certificative function adds itself to the process; it is the step that aims to judge the degree of proficiency acquired by the pupil either at the end of a cycle or that of a syllabus. It establishes a report about what the pupil has learned by matching his/her proficiency of competencies with those that the competencies-bases are required to be achieved. Contrary to the formative, evaluative process, which is aimed at the pupil, the certificative one guarantees the competencies for others.

The new evaluative file is a collection of works, situational milestones and a report on each learner. It is also a communicational tool that aims to facilitate the dialogue with the pupils' parents. Based on a portfolio philosophy, it tells the story of the acquired knowledge and progressively involves the pupil in the evaluative process of:

- his/her competencies and his/her progress,
- be conscious of his/her capabilities,
- identify his/her manner of learning and
- expressing him-/herself with regard to the school and the education imparted to him/her.

The teacher in-charge is responsible for the evaluation. S/he discusses with the members of the pedagogical team. If the pedagogical team were to decide so, a pupil may exceptionally benefit from an extra year to achieve the competencies-bases required to be achieved during a cycle.

Before taking the decision and as soon as learning difficulties appear, the pupils in question are subjected to pedagogical differentiation measures as foreseen in Article 22 of the Organisation of Elementary Education Act of 6 February 2009. As such, it organises the elementary education and parents are regularly kept informed of their child's progress.

The decision to request an extra year may neither be taken before the first term of the second year of the current cycle, nor after the 15 June of that school year.

After a dialogue with the parents, the pedagogical team informs them before the 15th June of the ongoing school year, of the decision to extend their child's tenure in the cycle by a year.

If the parents do not agree with the pedagogical team's decision, they can submit an appeal within 15 days of being informed of the decision, to the jurisdictional inspector who takes a suited decision within a month.

4.13. Progression of pupils

4.13.1 Passing from one class to the next

Promotion from one year to the next within the same educational cycle occurs automatically.

The study plan defines the competencies-bases to be attained by the pupil for every educational cycle in order to be successfully promoted to the next educational cycle.

The normal duration of a cycle is two years long. That duration may be reduced or extended.

The pedagogical team can decide, that a pupil who has achieved the competencies-bases by a pupil within one year, can go forward to the next cycle. S/he is thus promoted to the next cycle. If the parents do not agree with the pedagogical team's decision, they can submit an appeal within 15 days of being informed of the decision, to the jurisdictional inspector who takes a decision within a month.

As decided by the pedagogical team, a pupil may benefit from an extra year to achieve the competencies-bases of the cycle. Before taking the decision and as soon as learning difficulties become apparent, the pupils in question are subjected to differentiated pedagogical measures. The parents are regularly kept informed of their child's progress.

The decision to request for an extra year may neither be taken before the first term of the second year of the current cycle, nor after the 15 June of that year.

If the child has attended the early education class school of the first cycle, the decision to request for an extra year may neither be taken before the first term of the third year of the current cycle, nor after the 15 June of that year.

After a dialogue with the parents, the pedagogical team informs them before the 15th June of the ongoing school year, of the decision to extend their child's tenure in the cycle by a year.

If the parents do not agree with the pedagogical team's decision, they can submit an appeal within 15 days of being informed of the decision, to the jurisdictional inspector who will take a decision within a month.

4.13.2 Passing from the 4th cycle of elementary education to secondary education

The end of the six years of primary education has been marked in the past by an entry examination to either the secondary or the technical secondary levels. For what was previously known as complementary education, and is now renamed preparatory regime, no entrance examination was required after its abolishment in 1996.

Now, admission to the preparatory education (modular classes of the preparatory regime) of the technical secondary education, in the 7th grade of technical secondary education or the orientational class of secondary education is granted on the basis of an orientational opinion according to the following criteria:

- parents' opinion;

- the class teacher's opinion with regard to the pupil's competencies development;
- acquisition of the required competencies
- results of a set of standardised tests organised during the school year.

An orientational council is created for each class of cycle 4. A psychologist of the School Orientation and Psychological Centre - CPOS (*Centre de Psychologie de d'Orientation Scolaires*) participates in the orientational council and has a consultative role if the parents opt for his/her intervention. The orientational council elaborates an orientational opinion for each pupil. Such an opinion is based on the four elements enumerated above.

Pupils who get an orientational opinion directing them towards the 7th grade of technical secondary education, but whose parents request his/her admission to the orientational class of secondary education, get admitted to such an orientational class if and when they pass the entry examination. The same condition applies to children in the cycle 4 of elementary education that does not follow the Education Ministry's syllabus. The examination is a written one and the subjects are French, German and mathematics. All the examinations cover the topics that are supposed to be covered in the syllabus of cycle 4 and are the same for all pupils.

4.14. Certification

The certificative evaluation certifies the pupil at the end of a cycle, which can vary in duration as per the pupil's needs, that s/he masters the necessary competencies so as to be promoted to the next cycle and continue his/her education. For those pupils who have attended cycle 4, the certificative evaluation certifies that they can continue their studies according to their capacities in a secondary level school.

4.15. Educational guidance

As for the pedagogical orientation towards secondary education, see point 4.13.2.

4.16. Private education

Following are the private schools in Luxembourg:

Waldorf School / Fräi-Öffentlech Waldorfschoul

The Waldorf School is an integrated one that receives children aged between 6 and 11 years for their primary education. Its pedagogy is based on social integration and the development of the child's faculties, in particular thanks to learning languages (German, English and French are taught right from the 1st primary class) as well as artistic and manual activities.

Our Lady Saint Sophie Private School

Our Lady Saint Sophie private school is a co-educational and multidenominational school, which imparts a French and a Luxembourgish cycle of primary level education. The Luxembourgish cycle starts at the first and goes till the sixth year of

primary education, and strictly follows the official syllabus of the Luxembourgish system. The French cycle consists of 5 years (from the preparatory class till *CM2*) and also strictly follows the official syllabus of the French educational system.

Parents contribute towards the costs of private schools as per their income. These schools also benefit from the State's financial subsidies.

4.16.1 Historical overview

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4.16.2 Ongoing debates and future developments

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4.16.3 Specific legislative Framework

The 13 June 2003 Act on relations between the State and the private educational system, repealing articles 83 to 87 of the 10 August 1912 modified Act pertaining to the organisation of primary education.

4.17 Organisational variations and alternative structures

Beside the private Luxembourgish schools, there are alternative structures, such as the following international schools:

French School of Luxembourg

L'Ecole française de Luxembourg (EFL) is an international school, approved by the French Ministry of Education, and which imparts education according to the French syllabus. The emphasis is laid on the learning of languages (French and German). As for the primary educational framework, the EFL receives pupils aged between 6 and 11 years in cycle 2 (basic learning cycle) followed by cycle 3 (in-depth learning cycle) whilst following the French primary school system (*CP*, *CE1*, *CE2*, *CM1*, *CM2*).

St. George's International School Luxembourg

St. George school is characterised by its multicultural environment and the promotion of learning languages. English, in particular, is taught from the primary cycle (English classes as a mother tongue or foreign language, as well as French as the second language). The emphasis is notably laid upon learning sciences and mathematics. The pedagogy and the syllabus followed by this school are those of the British and Welsh educational systems. The child can be admitted between the ages of 6 and 11 years within the "Primary Curriculum" framework, which is the equivalent of the primary cycle.

International School of Luxembourg

International School of Luxembourg (ISL) offers a plurilingual environment to the child. The school receives children who speak English as their first, second or third language. The educational system and pedagogy followed by this school are based upon the American educational system. Beside the traditional subjects taught at levels

"Years 2-6" of the "Lower School" cycle (equivalent to the primary cycle), ISL also offers French, technology plastic art classes in addition to extracurricular activities.

European School of Luxembourg

The two European schools of Luxembourg (EEL I and EEL II) were founded by the governments of member States of the European Union. The purpose of these schools is to impart a multilingual and multicultural education by teaching a foreign language during the 5 years of the primary cycle. They are primarily open to receive children of the European institutions' personnel.

4.18. Statistics⁵

Number of pupils (1st September 2007)

cycles 2 to 4 : 32.814 élèves

Attendance rate by age⁶

Schooling rate by age (2007)

Numbers of pupils on a full-time or part time basis in public and private schools

Age of end of school obligation	Number of years during which more than 90 % of the population is schooling	Age group that has > 90 % of the pupils	Schooling rate by age group					
			4 years and less, in percentage of population aged 3 to 4 years	From 5 to 14 years, in percentage of the population aged 5 to 14 years	From 15 to 19 years, in percentage of the population aged 15 to 19 years	From 20 to 29 years, in percentage of the population aged 20 to 29 years	From 30 to 39 years, in percentage of the population aged 30 to 39 years	40 years and more, in percentage of the population aged 40 years or more
	12	4-15	81,5	95,9	76,6	5,7	0,5	0,1

Failure rate

Amongst the 32.814 pupils who attend classes that correspond to the current cycles 2 to 4 of the public and subsidised private educational system in 2007/2008, 1,341 pupils (4.1%) repeated their academic year in 2007/2008.

Passing rate

The elementary education is not recognised by certification. The pupils are either orientated towards secondary education or technical secondary education.

⁵ Statistics MENFP 2007-2008

⁶ Education at a Glance 2009 OECD

Number of teachers (2007)

At the early and pre school educational levels, there are 1,261 teachers. They may be qualified teachers, administrators or teaching assistants.

Educational order	Graduate teachers	Lecturers	Total
Cycles 2 to 4	2,434	558	2,992

Add 130 teachers to this number. 36 of them are graduates and 94 are lecturers (chargés) who work at various levels (cycles 1 to 4), and 141 graduate teachers or 31 lecturers (chargés) work in special education

Number of pupils per teacher (average)

Class	Number of pupils	Number of teachers	Number of pupils/ teacher
Cycles 2 to 4	32,814	2,992	11

Average number of pupils/ class

Class	Number of pupils	Number of classes	Number of pupils/ class
Cycles 2 to 4	32,814	2,096	15.7

Number of schools

Elementary education is imparted in 402 school buildings.

Size of schools

Every school has an average of 7.36 elementary education classes.

Number of groups/ classes	Number of schools	Number of classes/ school
2,961	402	7.36

CHAPTER 5: SECONDARY AND POST SECONDARY NON-TERTIARY EDUCATION

5.1. Historical Overview

In Luxembourg, one distinguishes between secondary education and technical secondary education.

5.1.1 Secondary education

The 23 July 1848 Act constitutes the first legislative text pertaining to secondary education in Luxembourg. Duration of what was called *études moyennes* was six years. Secondary schools for young girls' education were created in 1911. Till that date, this education was be dispensed by private associations, in particular the religious congregations.

For the boys, it is only after Word War II that the old gymnasiums and industrial and commercial schools came to be known as "*lycées classiques*" (classical secondary schools) and "*lycées de garçons*" (boys' secondary schools). The structure of the secondary school was slightly modified: beside a Latin section that lasted 7 years, a modern section of 6 years of studies along with an industrial subsection as well as a commercial subsection were created.

This structure existed till 1968 when a law brought about important changes for boys and girls. The current structure of secondary education still bears its marks.

5.1.2 Technical secondary education

Its creation is based on vocational schools and professional training centres, which were progressively introduced to cope with the apprentices' part time schooling.⁷

The 16 August 1965 Act created the intermediate education for boys and young girls. Its aim was to provide general education over five years and prepare pupils for jobs pertaining to the junior and intermediate careers of the civil service and private sector.

In 1979⁸ vocational training and technical secondary education were deeply restructured, which also concerned the organisation of continuing vocational training, and led to the creation of the technical secondary education (EST).

The structural standardisation (for more information, see cycles, divisions and regimes, cf. 5.3.2), along with the enhancements of the various vocational training and technical secondary diplomas facilitated the transition from one field of training to

⁷Rendered compulsory by the law passed on 5th January 1929 pertaining to apprenticeship, and covered by the Grand ducal decree dated 8th October 1945, which reviews the above-mentioned law.

⁸The law dated 21st May 1979 which was amended on 30th May 1984.

another, which led to the abolishment of the partitions that existed between different schools.

In terms of vocational training, that law also strengthened the cooperation between the schools and professional chambers. Finally, the integration of the old complementary education into the technical secondary structure in the form of a preparatory branch prevented those young pupils from being marginalised.

5.2 Ongoing debates and future developments

• Vocational training and technical secondary educational reform

The three principal objectives of the vocational training reform are:

- to improve the quality of vocational training in order to improve integration into the job market,
- to reduce the failure rate and
- to promote access to life-long learning.

The economic evolution and the acceleration of technological progress gave rise to new job sectors at an increasingly faster rate. The framework in which the vocational training is conceived has also grown over the years. Confronted with the necessity to adapt to an ever-changing environment, vocational training has to develop training concepts that allow the trainees to acquire and develop the required competencies as much in the initial training as in the life long learning process.

Faced with these evolutions, Luxembourg has subjected its vocational training system to a process of modernisation. The different types of vocational training were structured in a coherent manner in response to the challenges that the system was faced with:

- improve the quality of vocational training to improve the qualification of the trainees, thus allowing them to be integrated into the economic and social life as best they could;
- provide them with a means to access life long vocational training;
- reduce the failure rate and young drop outs who ended up without any qualification.

The vocational training reform distinguishes 4 types of vocational training, i.e.:

1. basic vocation training aimed at pupils who are educationally challenged, and leads to a Certificate of vocational ability (*Certificat de capacité professionnelle - CCP*) ;
2. initial vocational training that provides general, theoretical and practical training. It leads to two distinct branches, and two different diplomas: the Vocational aptitude Diploma (*Diplôme d'aptitude professionnelle - DAP*) and the technician's diploma (*Diplôme de technicien - DT*)
3. continuing vocational training allows adults to acquire, maintain or adapt their knowledge to their professional aptitude;
4. professional conversion training that fulfills the aim of leading to another

professional activity, offer professional re-educational courses and general training targeting those job seekers and workers who have either lost or are faced with the risk of losing their jobs.

The new law, voted in November 2008, introduced the concept of validation of knowledge acquired by experience (*validation des acquis de l'expérience* – VAE). It allows having one's competencies acquired through work experience recognised, and to obtain diplomas and qualifications certificates of technical secondary education, post technical secondary school certificates and other certificates such as the *brevet de maîtrise*.

As such, adults who even have a low level of initial training can apply for their know-how acquired during their professional career in a given sector, to be recognised. In order to apply for such recognition, the person should have worked in that particular field for at least three years. Implementing such a new law is sine qua non within a vocational training system that is based on life long education and training concepts. To summarise it all, in future the vocational offerings of technical secondary schools shall be as follows:

Technical and vocational initiation certificate (CITP) and Manual ability certificate (CCM) are replaced by Certificate of vocational ability (*Certificat de capacité professionnelle* - CCP), generalised to all professions. The training that leads to a CCP represents basic vocational training. In addition to the essential, practical training, it allows the trainee to acquire essential social skills by pedagogical means, to improve his/her chances of professional integration.

The vocational training regime that leads a candidate to a Vocational aptitude Diploma (*Diplôme d'aptitude professionnelle* – DAP, previously CATP) has been maintained, as is the case with the technician's training regime that leads to a DT. These training courses are part of what is termed as initial vocational training.

- **Preventing failure and school exclusion**

The consequences of dropping out of school are numerous and a cause for concern as it affects the person at an individual as well as collective levels. This is why, the Ministry of Education and Vocational Training implements many an action and reforms to reduce the rate of unqualified persons as well as raising the level of certification.

A certain number of measures were taken with the aim of spotting and taking charge of the situation whilst reintegrating and updating the knowledge of those pupils who are at a risk of dropping out from the educational system and/or ending up without any qualification whatsoever:

- The lower cycle project of technical secondary education (PROCI), emphasises the competencies-based education, improving student follow-up, a more nuanced evaluation as well as a more efficient orientation;
- Remediation became compulsory after the modification of the promotional criteria in 2005-2006;

- Implementing relay classes (*classes-relais*), which allow to maintain behaviourally challenged pupils within the educative milieu in order to prepare them to get back into the normal school framework;
- Strengthening pedagogical models that aim to develop “bridge classes” preparing to a qualifying training;
- Strengthening cooperation between schools and Local Action for Youth (*Action Locale pour jeunes - ALJ*) so as to intervene early enough and target those pupils who are at a greater risk of dropping out of the school system;
- Intensifying the efforts made by ALJ and the National Centre of continuing vocational training (*Centre national de formation professionnelle continue - CNFPC*) so as to reintegrate youths dropped out into a vocational training process.

An increased offer of qualifying and integrating trainings with adapted programmes and supervision is being prepared so as to prevent the definite exclusion of those pupils who have dropped out of school as well as favouring their access into a vocational training process.

- **The competency-bases in the secondary educational system**

In 2008-2009, the competencies-based approach was implemented in all classes of the 7th grade of secondary and technical secondary including those of the preparatory regime, to teach German, French, mathematics, natural sciences and artistic education. The syllabi were adapted as to allow the teachers to work accordingly.

5.3. Specific legislative framework

Secondary and technical secondary education are based on specific legislative frameworks.

5.3.1. Secondary education

The law dated 10 May 1968 pertaining to the secondary educational reform introduces the coeducational principle. The law specifies that beside secondary education meant for boys and young girls, it prepares them for higher studies at university level, thanks to the general, in-depth training.

Thereby, the legislator breaks away from the past missions: preparing the youth for higher studies and the job market (as middle managers in administrations, industry and business).

The law dated 10 May 1968 also changed the educational structures by foreseeing a lower division of a three-year duration as well as higher division of a 4-year duration. Article 46 specifies that secondary education comprises of seven years of education, divided into two divisions.

The law dated 13 April 1979 introduced two new sections: the artistic and the musical sections. Similarly, from that date onwards, secondary, evening educational

organisation was legalised and technical secondary school were authorised to hold lower grades of the secondary education level.

The amendments brought about by the law dated 22 June 1989 introduced a new three-tier subdivision:

- one three-year long lower division, i.e, an orientational grade, as well as sixth and fifth year grades; (7th, 6th and 5th grades);
- a comprehensive cycle of a higher division: (4th and 3rd grades);
- a specialisation cycle of a higher division: (2nd and 1st grades).

The Grand ducal decree dated 29 June 1993 modified the organisation of the end of secondary studies examination by partially introducing an oral examination.

The law dated 12 July 2002 modified the structure of the higher division by reducing the comprehensive cycle to only the 4th grade and by extending the specialisation cycle from the 3rd to the 1st grade. The same law abolished the exemption from classes of moral and social education / religious and moral education.

5.3.2. Technical secondary education

The principal traits of the law dated 4 September 1990 pertaining to the technical secondary education and vocational training reform are:

- school cycles organisation: technical secondary education is organised in three cycles:
 1. a three-year long **lower cycle** and starts after cycle 4 of elementary education;
 2. **an intermediate cycle** which comprises of:
 - a. a three-year professional regime,
 - b. a two-year technician's regime,
 - c. a two-year technical regime;
 3. **a higher cycle** which comprises of:
 - a. a two-year technician's regime,
 - b. a two-year technical branch
- organising new vocational branches (technician's training, Advanced Technician Certificate (Brevet de technicien supérieur - BTS), Technical and Vocational Initiation Certificate (*Certificat d'initiation technique et professionnelle* - CITP);
- new promotional criteria.

5.4 General objectives

Secondary education imparts general training: its objective is to disseminate general knowledge in human sciences, and literature, mathematics and natural sciences. First and foremost, these studies prepare pupils for higher and university level studies, and are recognised by a secondary school diploma.

Technical secondary education essentially prepares the pupils for professional life. It also allows them to be admitted to higher studies.

5.4.1 Lower secondary education⁹

In the 7th grade, the pupil is expected to learn to adapt him/herself for secondary level studies.

When s/he comes to the 6th grade, the pupil opts either for the classical education (where Latin is the third language) or modern education (where English is the third language). For other subjects, the syllabus is the same for both branches. If a pupil chooses Latin as the third language, s/he learns English from the 5th grade onwards.

5.4.2 Higher secondary education

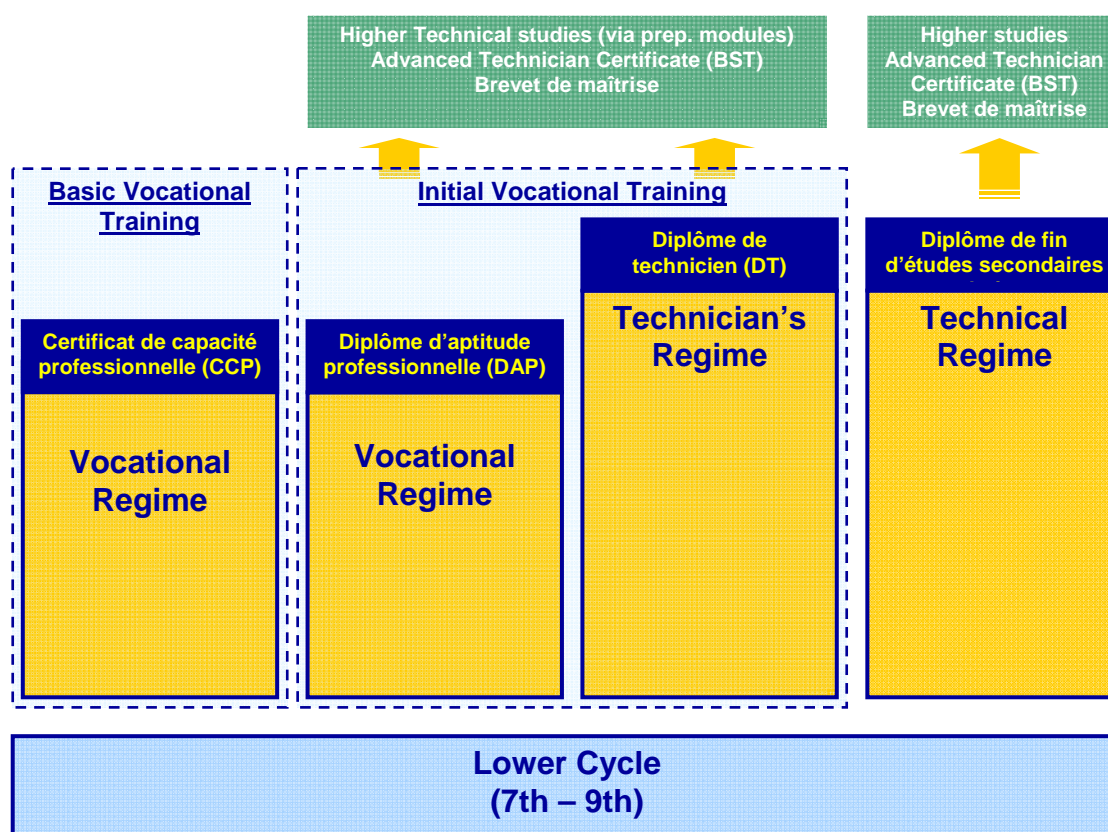
The comprehensive class (4th grade) aims at consolidating the acquired knowledge and orientating the pupil towards one of the seven sections of the specialisation cycle. Beside the Latin classes, the syllabus is the same for all pupils. Initiation classes (chemistry, physics and economics) help the pupils to turn towards one of the sections at the end of the 4th grade. (Sections A to G).

At the end of the 4th grade, the class council, along with the Psychology and School Orientation Department (*Service de Psychologie et d'Orientation Scolaires - SPOS*), advises the pupils by providing a written opinion as to the choice of their specialisation. The opinion provided for each pupil is based on all the elements that the class council and the SPOS have at their disposal. The opinion thus expressed is only a recommendation and as such is not mandatory.

⁹ L'Éducation au Luxembourg, p. 16-24, ISBN: 978-2-87995-756-2

5.4.3 Technical secondary education

Technical secondary education comprises of two vocational trainings beside the technical regime, viz: basic vocational training and initial vocational training.



- **The technical regime**

The technical regime is a 4 to 5 year-long learning process at the end of which the pupil sits for a final examination. That examination is held at the national level and can provide the candidate with his/her *secondary school technical diploma*. The diploma, which is equivalent in rights to the *secondary school diploma*, allows him/her to either enter the job market or go on to do higher studies (be they at the university level or not).

The regime consists of the following divisions:

- General technical division
- Administrative and commercial division
- Healthcare professions and educational and social professions divisions

The above offer specialisation sections, as such the pupil is expected to opt for a specific orientation.

- **Basic vocational training**

Basic vocational training is for those pupils, who do not fulfil the criteria to be admitted to a vocational training at the end of the lower cycle of technical secondary education. The basic vocational training leads to a Vocational Capacity Certificate (*certificat de capacité professionnelle - CCP*).

Being oriented towards a basic vocational training is based on previous school results. It aims for the trainees to acquire the vocational and social competencies that s/he requires to enter the job market in search of a first job.

Even if the basic vocational training is essentially practical by nature, the term CCP lays onus on the fact that its holder is not endowed only with manual abilities. As a matter of fact, for each competency, the trainee requires some theoretical knowledge.

It is obvious that from a life long learning perspective, the holders of CCP may continue their training to obtain a higher diploma. The organisation based on additive units which remain valid for a five-year period, as well as the implementation of a system of validation of knowledge acquired by experience (*validation des acquis de l'expérience – VAE*) make up an incentive to benefit from the offered training.

The basic vocational training is three-year long process. Organised as a modular training and subjected to continuous evaluation, it is mostly practical in nature and is either carried out with a training employer or within a training centre. A pedagogical supervision is provided to pupils throughout the training process.

The pupils who are turn out to be too weak at the end of their educational obligation, prepare a CCP and thus can attend a vocational training orientational course (COIP) which was created by virtue of the law dated 16 March 2007.

General principles of basic vocational training

Basic vocational training as well as initial vocational training are both characterised by the following four principles:

1. Partnership

Vocational training is based on a partnership between the school and the job market. The State, the employers' and employees' chambers, are equal partners of the process and take on the responsibility of vocational training hand-in-hand. The law foresees the planning and the implementation of the vocational trainings are carried out in the company of a vocational training committee.

This committee defines the main orientations and supervises the developments and evolutions in order to guarantee a better adequacy between the aims of the vocational training and the needs of the various sectors of the Luxembourgish economy.

It is assisted by various national commissions, persons in-charge of study programmes to carry out its various roles, and consisting of teachers' and potential employers' representatives.

To develop the framework of the new trainings (professional profile, training profile and master programme) or to carry out in-depth reforms of existing trainings, ad hoc curricular teams have been created to represent the various jobs and professions.

2. School course combined with work experience

The training is based and organised in an alternating system: pupils go to school, and part of their training is done in parallel in the company.

In-house training in companies can take two different forms:

Apprenticeship: in this case, the trainee takes on the role of an apprentice; s/he concludes a contract with the employing trainer and attends school for a given number of hours per week.

The training period: in this case, the trainee is a pupil trainee. Most of his/her training shall take place in the school, but each pupil has to attend a minimum of three months training within an organisation over the entire length of his/her training period.

3. Acquiring the competencies

The new vocational training system is based on the "acquisition of competencies" approach. A competency consists of all the knowledge, abilities and aptitude(s) required to exercise a given profession.

The trainee is expected to acquire a pre-defined profile that fits each job or professional profile, which forms the basis of a training programme which aims to combine theoretical knowledge as well as its practical application.

A methodological guide was written to describe this approach.

4. Organisation per additive units

Vocational training organisation is based on additive units, which are subdivided into modules. The pupil learns the theoretical part and its practical application within a module. The module is evaluated immediately after the learning process. If the pupil passes the module, s/he then moves on to the next one. If s/he fails, s/he repeats it within the normal school hours without having to go through the entire academic year again. S/he obtains the diploma if s/he passes all the modules of the training in question.

Three types of modules have been foreseen:

- The basic modules, which are mandatory and have to be attended in a given chronological order;

- The complementary modules, which are also obligatory, but these are not progressive, as they are not based on the acquisition of a preceding module;
- The optional modules, which help to broaden the training and help prepare for higher technical studies.

Such modular organisation allows for a greater flexibility and takes into consideration the pupils' individual rhythms. Those pupils, who encounter difficulties to pass one or the other subject, get the possibility to resit modules. As such, the number of failures can be reduced to a large extent.

The modular organisation of vocational training also constitutes the nucleus of a life long learning concept. Actually the validation of passed modules renders it possible for adults who take a break from studies to take up training where s/he had left off, without having to go through the entire years' training again and have to resit modules which s/he had already passed.

- **The initial vocational training:**

Initial vocational training aims at providing general theoretical and practical training so as to obtain a vocational qualification recognised by an official diploma. Access to vocational training is based on a binding, orientational opinion at the end of the 9th grade.

It is comprised of two distinct training fields:

- the vocational regime that leads to a Vocational Aptitude Diploma (*diplôme d'aptitude professionnelle* - DAP), and
- the technician's regime that leads to a technician's diploma.

The technician's diploma distinguishes itself from the DAP by a deeper-set and more diversified competencies profile as well as an in-depth general knowledge.

The vocational regime

The vocational regime leads to a Vocational Aptitude Diploma (*diplôme d'aptitude professionnelle* - DAP) that replaces the present day Technical Aptitude Certificate (*certificat d'aptitude technique et professionnelle* - CATP). The change in name indicates that it is a diploma, which provides its holder with an access to the job market as a qualified worker.

The training is modular; and is carried out either as an apprenticeship or with a training period. It usually lasts three years, which can be extended or shortened as per the requirements of the job or the profession in question.

The examination at the end of the learning process has been suppressed, because during the training years, the pupil passes the various modules as required by the qualification.

However, the concept of an integrated project has been introduced. Integrated projects test all the competencies that the fundamental modules consist of, and cover one part of the additive units. They bear a great importance especially towards the end of the training.

Integrated projects are oriented towards concrete, work-related situations by the simulation of typical professional actions of a beginner in active professional life

Technician's regime

The law dated 4 September 1990 pertaining to the technical secondary educational and vocational training reform introduced the technician's regime as the third pillar beside the already existing vocational regime and the technical regime. The training is considered to be achieved after s/he passed a national examination which automatically provides him/her with an access to higher studies in the chosen technical speciality. Over the years, it has been observed that the ambitions and objectives set for the pupils of this particular branch were too high for most of them.

Besides, by virtue of the law dated 12 February 1999 regarding the implementation of the national action plan in favour of employment, the legislator aimed at underlining the purpose of the technician's training, as it stipulates in Article 19 that "The higher cycle of the technician's training prepares the pupils for active professional life".

The law passed in 2009 reorganises the technician's training by fixing two aims:

- focusing the technician's training on the preparation of active professional life to better respond to the demands of the job market. The contents of the technician's training are given top priority in view of the vocational purpose so as to guarantee that the technician's diploma-holder is assured of a high vocational level whilst simultaneously reducing the failure rate.
- preparing those pupils for higher technical studies if and when they wish to undertake them, and to improve their chances of success. Students who wish to continue their studies can also optionally consider attending preparatory modules for higher technical education. These preparatory modules may either be a part of the normal studies or extend their duration. Passing these modules provides the candidates with a complementary certificate and gives the pupil access to higher, technical studies.

5.5 Types of institutions

5.5.1 Secondary schools

Secondary studies are imparted to students in 12 public schools, which are commonly called "lycées" (high schools). Certain technical high schools also impart lower division secondary education.

The secondary schools directly depend on the national administration and have to abide by its current applicable directives.

The law passed in 2004 pertaining to the organisation of secondary and technical secondary schools confers a certain degree of autonomy upon them with regard to:

- the contents and the teaching methods;
- teaching organisation;
- the school's financial management.

For secondary and technical secondary schools' denomination as well as the number of their pupils; see point 5.13.

5.5.2. Technical secondary schools

Secondary technical education is imparted in 36 schools, some of which are specialised (technical agricultural secondary school, hotel management secondary school ...).

By virtue of the law dated 11 January 1995, pertaining to the public and private nurses' schools' reorganisation and regulating the collaboration between the Ministries of Education and Health, a technical secondary school was created, called "*Lycée Technique pour Professions de Santé*". It includes an annexe (Training Center for Healthcare professions) within each hospital regional jurisdiction.

The law dated 10 August 2005 establishes a technical secondary school for educative and social professions.

The technical secondary schools directly depend on the national administration and must therefore abide by the current directives.

5.6 Geographical accessibility

On 26th July 2005, the "secondary schools" plan was the first of its sort in the educational sector to come into force.

This plan divided the country into 4 educational poles: North, South, East and Centre (subdivided into Centre-North and Centre-South) and it is aimed, within each pole, to have the best possible coordination between the functional demands of the existing and new secondary schools. Each educational pole has to offer all current trainings.

The plan contributes to prevent the pupils' from commuting by introducing the notion of "community secondary schools" (*lycée de proximité*). As such, each pupil is automatically admitted to the secondary school that lies closest to his/her residence.

As its name says it, the sectorial director plan only concerns the secondary level education, i.e. secondary classical education and technical secondary level education

5.7. Admission requirements and choice of school

As a rule the pupil applies for enrolment in the school of his/her choice. If there is an imbalance of distribution of pupils per school, then regulatory measures may be taken a posteriori. The decisions are taken at the ministerial level. The criteria taken into consideration are proximity and existing family ties (those applicants who have a brother or a sister who is already admitted to a given secondary school are treated as priority). Consequently, given the choice of an option or a technical secondary educational course, it may be deemed unavoidable for a pupil to change schools because all schools do not offer all options and possible courses.

- **Enrolment conditions**

For enrolment criteria, also see chapter 4 (Passing from the 6th grade to secondary education).

5.8 Registration and/or tuition fees

Attending a secondary or technical secondary school is free of cost. Enrolment fees have to be paid in private schools. Parents must however buy didactical material and text books for their child(ren).

5.9. Financial support for pupils

Family allowances are granted to all families no matter how much the parents earn. The tax payer may subsidiarily benefit from:

- a fiscal moderation either as a bonus per child, or
- a fiscal exemption for children aged below 21 years, who lived in their parents' household during a given fiscal year.

A child is supposed to be part of the tax payer's household when the child lives under the tax payer's roof, or if s/he temporarily stays elsewhere for a non-lucrative reason¹⁰

The tax payer may get a tax allowance on his/her imposable revenue for extraordinary expenses, if s/he mainly bears the costs of upkeep and education of children not living in his/her household.¹¹

5.10 Age levels and grouping of pupils

Secondary and technical secondary education receives pupils from the age of 12 years onwards. It lasts for 7 years and is foreseen to divide the classes into two if the number of pupils exceeds 29.

5.11. Specialisation of studies

Cf. 5.4.

5.12. Organisation of school time

¹⁰ See, impôts.directes.lu: Children aged under 21 years as of the 1 January of the year of taxation and living in the taxpayer's household.

¹¹ See, impôts.directes.lu: Children not living in the taxpayer's household, but being principally dependent on him/her

The minister fixes the duration of lessons. Classes are held five or six days per week. The secondary schools are free to organise the timetable as long as they abide by the legal dispositions and subject to due agreement from the Education Council and the minister.

« Classical » Secondary education

Année classe	Âge théorique d'entrée	Nombre de jours par an	Nombre de jours par semaine	Durée d'une période en minutes	"Literacy learning"	Mathématiques	Sciences exactes	Sciences sociales	LE1 (*)	LE2 (*)	LE3 (*)	LE4 (*)	Éducation physique	Éducation artistique	Religion/éthique/morale	TIC (matière à part entière)	Technologies	Options obligatoires	Autres matières	Total temps flexible	Total
7	12	169	5	50		4	2	4	4	6	0	0	3	2	2				3		30
8	13	169	5	50		3	1	3	4	6	0	6	2	2	2				1		30
9	14	169	5	50		4	1	3,5	3,5	5	3,5	4,5	2	1	2						30

Time tables as fixed by the government must be abided by

“Modern » secondary education

Année classe	Âge théorique d'entrée	Nombre de jours par an	Nombre de jours par semaine	Durée d'une période en minutes	"Literacy learning"	Mathématiques	Sciences exactes	Sciences sociales	LE1 (*)	LE2 (*)	LE3 (*)	LE4 (*)	Éducation physique	Éducation artistique	Religion/éthique/morale	TIC (matière à part entière)	Technologies	Options obligatoires	Autres matières	Total temps flexible	Total
7	12	169	5	50		4	2	4	4	6	0	0	3	2	2				3		30
8	13	169	5	50		3	1	3	4	6	6	0	2	2	2				1		30
9	14	169	5	50		4	1	3,5	4	6	5,5	0	2	2	2						30

Time tables as fixed by the government must be abided by

5.12.1 Organisation of the school year

The organisation of the academic year is the same as for the elementary education (terms).

The school vacation dates; the starting and ending dates of a school year are fixed by means of a Grand Ducal decree.

5.12.2 Weekly and daily timetable

5.13 Curriculum, subjects, number of hours

In theory, school starts at 8 a.m. and finishes at 2 p.m.. The timetable does however vary from school to school.

5.14 Teaching methods and materials

Teachers are expected to abide by the syllabus with regard to its contents, the sequence of units, the text books and the working language, as elaborated by the national syllabus commissions and decreed by the Ministry. There are no specific instructions, sensu stricto, as to the teaching methods employed.

With regard to the secondary and technical secondary schools' autonomy, the schools are free to choose the teaching methods which are pertinent in their view. If the

teachers of a given school decide to choose a specific text book to teach a given subject, they can apply for it to be used.

5.15 Pupil assessment

The pupils' evaluation is based on summative evaluations, i.e. the periodical tests which pertain to that part of the syllabus, which has been taught. Depending on the subjects, one, two or three tests may take place every quarter. These tests form the basis of the pupil's quarterly, school report and constitute an important deciding factor as to the pupil's promotion to the next grade at the end of the academic year.

These evaluations are over a total of 60 marks. They may consist of written and/or oral tests. A competencies-based evaluation is currently being developed.

5.16 Progression of pupils

5.16.1 Secondary education

Except for graduating pupils, the class council decides, at the end of each academic year, whether a pupil shall be promoted or not.

The decision to pass or fail a pupil is based on the reports of that academic year. The report consists of the following results:

- marks obtained in the various subjects,
- the number of poor marks,
- the year's weighted average.

5.16.2 Technical secondary education

In the lower cycle of technical secondary education, the pupils are promoted according to the requirements in each pedagogical branch, enumerated below in an ascending order of requirements to be fulfilled:

- Modular course
- Practical course
- Comprehensive course
- Theoretical course

The pupil may be promoted to the next grade of:

- the same pedagogical field;
- a more demanding one or
- a less demanding one.

5.17 Certification

5.17.1 General secondary school

Secondary education is sanctioned after graduation by means of a secondary educational examination, the "*bac(calaureat)*". The tests are held over seven half days. The examination, which is written for the most part, is held at the national level and passing it provides the pupil with a secondary school diploma.

Since 1994, the secondary level final examination has been marked by two innovations:

- taking into consideration the results of the year's work, and
- the introduction of oral examinations.

The international *bac* is held in two secondary schools in Luxembourg.

5.17.2 Technical secondary school:

- **The technical regime**

The technical regime consists of a 4 or 5 year cycle, i.e. the 10th and 11th grades of the intermediate cycle and 12th and 13th grades (as well as the 14th grade for health-related and social professions) of the higher cycle. The pupil has to pass a final examination that is held at the national level and leads the pupil to obtaining the secondary school diploma.

This diploma confers the same privileges on its holder as that of a secondary level examination diploma. It allows him/her an entry into

- active life or
- higher education.

- **Vocational training**

The certification only refers to the training. The validation of each additive unit and the success in integrated projects within the framework of initial vocational training provide the candidate with a specific certification of the targeted training.

1. Basic vocational training

Basic vocational training provides the candidate with a Certificate of vocational ability (*certificat de capacité professionnelle* - CCP). It attests that its holder has the basic social and practical competencies to exercise a profession as a semi-qualified worker.

2. Initial vocational training

Initial vocational training leads to two types of diplomas:

1. Diploma of vocational aptitude (DAP)

This diploma attests that its holder has the competencies to exercise the profession as a qualified worker.

2. Technician's diploma (DT)

This diploma attests that its holder has the competencies to exercise the profession as a technician. The technician's diploma is different from the DAP by its detailed and diversified competencies-profile as well as an in-depth general knowledge.

The holders of a DAP and a DT may follow their success up with higher, technical studies in the corresponding speciality, provided they pass all preceding modules. A Grand Ducal decree defines the nature and the content of these preparatory modules of the various fields of training.

Success in the various preparatory modules is attested by a descriptive supplement of the diploma. The certificates and diplomas are issued by the national authority for vocational certification.

The supplement provides a detailed description of the competencies acquired by the vocational training diploma holder. It provides information that is complementary to the official diploma, and facilitates its comprehension by the employers or organisations in a foreign country. A descriptive supplement for each job or profession lists the additive units of the relevant competencies.

5.18 Educational/vocational guidance, education/employment links

In the 9th technical grade, the pupils must undergo a training period with an employer of their choice so as to be introduced to the reality of the job market.

The non profit association « Jonk Entrepreneuren » brings together representatives of the schools and those of the economical milieu. It was created to perpetuate and stimulate the entrepreneurial spirit in the Luxembourgish education system.

The creation of « Jonk Entrepreneuren » is in line with the National plan for innovation and full employment (*Plan national pour l'innovation et le plein employ*), also known as the Lisbon strategy.

In the current socioeconomical context, one has to admit that young entrepreneurs are rare to find. This is particularly due to a lack of entrepreneurial spirit. In accordance with the national educational and vocational strategy aimed at entrepreneurial spirit and entrepreneurship, "Jonk Entrepreneuren" Luxembourg continues to pursue its two main goals:

- Explain to and teach the youth, throughout their school career, that being self-employed is a serious alternative to being a salaried employee;
- Encourage entrepreneurship, innovation, creation and taking initiatives¹².

5.19. Private education

5.19.1 Historical overview

A law dated 13 June 2003 determines the relations between the State and the private, education sector.

¹² See eco.public.lu, Jonk entrepreneurs, dossier de presse.

At present there are 3 private schools which ensure technical secondary education and one of them even imparts secondary education to its pupils.

Besides, the Emile Metz technical secondary school, established by an old steel group “Arbed” (now known as Arcelor-Mittal) also imparts technical education to its pupils.

Finally, there are the international schools.

5.19.2 Ongoing debates and future developments

Cf. Public sector

5.19.3 Specific legislative framework

The law dated 13 June 2003 regarding the relations between the State and the private educational sector

5.20 Organisational variations and alternative structures

/

5.21 Statistics

Distribution/ Dispersion of pupils by age, gender and cycle (2007/2008)

			GENDER			
Secondary	Low/High	AGE	M	F	Grand Total	
General secondary	INF	11	31	27	58	
		12	904	1016	1920	
		13	877	1040	1917	
		14	833	938	1771	
		15	150	139	289	
		16	16	21	37	
		17	1	2	3	
		18	2		2	
	Low Total		2814	3183	5997	
	High	13	1		1	
		14	15	22	37	
		15	560	781	1341	
		16	641	820	1461	
		17	591	803	1394	
		18	563	734	1297	
		19	215	211	426	
		20	73	62	135	
		21	15	8	23	
		22	6	2	8	
		23	1		1	
		25	1		1	
	High Total		2682	3443	6125	
	Total			5496	6626	12122
	Vocational secondary	Low	11	5	2	7
			12	1035	1021	2056
13			1739	1453	3192	

		14	1716	1523	3239
		15	1153	964	2117
		16	487	388	875
		17	136	109	245
		18	9	14	23
		19		4	4
		20	1	1	2
		21	1	1	2
	Low Total		6282	5480	11762
	High	14	1	1	2
		15	552	533	1085
		16	1203	1011	2214
		17	1376	1198	2574
		18	1249	1162	2411
		19	919	874	1793
		20	527	548	1075
		21	294	249	543
		22	103	103	206
		23	46	50	96
		24	15	11	26
		25	3	4	7
		26	4	1	5
		27	3		3
		29	1		1
		30	1		1
		42	1		1
	High Total		6298	5745	12043
	Total		12580	11225	23805
	Grand Total		18076	17851	35927

School drop out rate

15.1%

Diplomas and certification 2008		TOTAL	Male	%	Female	%
Secondary school diploma	Public and private (initial training)	1221	519	42,5	702	57,5
	Adults	4	1	25	3	75
	Private and international schools	384	197	51,3	187	48,7
Vocational secondary level Diploma	Public and private (initial training)	752	296	39,4	456	60,6
	Adults	2	2	100	0	0
Technician's diploma	Public and private (initial training)	520	270	51,9	250	48,1
Vocational certificates	Initial training	1052	597	56,7	455	43,3
	Adults	216	113	52,3	103	47,7
TOTAL		4151	1995	48,1	2156	51,9

Year	Total	Male	%	Female	%
2008	4151	1995	48,1	2156	51,9

Number of teachers

Number of teachers	Gender		Full time	Part time
	Male	Female		
3859	2015	1844	3542	317

Number of pupils per teacher in general and vocational secondary schools (2007)¹³

9 pupils

Average number of pupils per class (public and private schools) (2007)¹⁴

First cycle of secondary education (general)
20 pupils

Number of schools (by type of school)

13 schools impart general secondary and technical secondary education.
6 schools impart only general secondary education.
19 schools impart only technical secondary education.

¹³ OCDE - Regards sur l'Education

¹⁴ OCDE - Regards sur l'Education

Size of classes and/or schools

SECONDARY SCHOOL	General	Vocational	Grand Total
AL	1394		1394
CL		10	10
CNFPC		128	128
CNFPC-E		90	90
CSEE		38	38
EPF	419	1075	1494
EPMC		574	574
EPND	87	225	312
EPSA		848	848
LAML	1223	248	1471
LCD	1449	585	2034
LCE	720	524	1244
LGE	1243		1243
LGL	1137		1137
LHCE	1101		1101
LMRL	1297		1297
LN	438	1029	1467
LRSL	928		928
LTA		539	539
LTAM		1391	1391
LTB		1404	1404
LTC	35	2000	2035
LTE		1792	1792
LTECG		444	444
LTETT		1333	1333
LTHAH		273	273
LTJB	76	753	829
LTJBM	200	998	1198
LTL		828	828
LTMA	63	1274	1337
LTML		1031	1031
LTNB	179	1190	1369
LTPEM		495	495
LTPES		636	636
LTPS		724	724
NL	110	218	328
NOSL	23	538	561
UELL		570	570
Grand Total	12122	23805	35927

CHAPTER 6: TERTIARY EDUCATION**6.1 Historical overview**

Until recently, Luxembourg did not have a full university cycle. Students, who wanted to pursue higher studies, had to enrol themselves in a foreign university. As such, the history of the country's post-secondary education is principally marked by the absence of a complete academic structure on the one hand, and the evolution of various trainings which led to the creation of specialised school structures on the other.

Traditionally, the post-secondary educational system in Luxembourg was comprised of:

- Advanced Technician's Certificate (*brevet de technicien supérieur - BTS*);
- Higher educational cycles of a three-year duration aimed at training engineering technicians at the *Institut Supérieur de Technologie* (IST), primary and nursery school teachers at the *Institut Supérieur d'Etudes et de Recherches pédagogiques* (ISERP) and training qualified youth workers at *Institut d'Etudes éducatives et sociales* (IEES);
- A short cycle of higher education in management (a two-year cycle);
- University-level courses that imparted education until the first year, adapted to the curricula of universities of the neighbouring countries.

Since 1996, Luxembourg has equipped itself with a law that reformed the higher education, noticeably structuring it and providing its institutions with greater autonomy.

The Luxembourgish higher education went through a complete restructuring phase after the University of Luxembourg was created by virtue of the law dated 12 August 2003. This important reform led to the emergence of new, educational and research structures evolving towards a very high academic level in the various fields of study and specialisation. The old institutions (*Centre Universitaire, Institut Supérieur de Technologie, Institut Supérieur d'Études et de Recherches Pédagogiques, Institut d'Études Éducatives et Sociales*) were integrated into the University of Luxembourg.¹⁵

In order to successfully achieve its aims, the governance model pertaining to the University of Luxembourg is centred around various organs and councils. The in-house rules of the University of Luxembourg specify the practical details as to how these various organs and commissions are supposed to function.

The Board of Governors decides the University's general policy and the strategic choices as well as steering its activities. It is made up of 7 members, at least four of whom either do or have occupied responsibility assuming posts at the University-

¹⁵ L'Éducation au Luxembourg, p.27, ISBN: 978-2-87995-756-2

level. *The President's subordinates are the rector of the University, the Government's commissioner, a representative of the teaching staff, and a representative of the students. These members participate in the Board of Governors's meetings, and have a consultative vote.* The Rectorate is the executive organ of the University of Luxembourg.

It comprises of:

- the rector ;
- the vice-Rector, in-charge of organisation and international relations;
- the vice-President, for research;
- the Vice-President Academic Affairs;
- Secretary of the Board of Governors, Senior advisor to the rectorate acting as Secretary General
- the Director of Administration.

A scientific advisory commission, created at the rectorate, is consulted for a certain number of questions pertaining to the research-related orientational policy, and the curricular orientations.

6.2. Ongoing debates and future developments

A bill pertaining to the organisation of higher education is being discussed in the Parliament. This bill should complete the higher educational reform in Luxembourg, which was started by the application of the law dated 12 August 2003 that led to the creation of the University of Luxembourg. Its objective is to define the perimeter of higher education by

- formulating the legal base required to develop new trainings that lead to BTS,
- by making provisions for a legislative framework so as to accredit those trainings which are not under the University of Luxembourg but are imparted by private or public, Luxembourgish or foreign institutions.

6.3. Specific legislative framework

The law dated 12 August 2003 pertaining to the establishment of the University of Luxembourg.

6.4. General objectives

Beside education, University of Luxembourg lays a lot of emphasis on research. 5 principal research axes have been defined and are a part of the pluriannual contract 2010 – 2013 that was signed between the University of Luxembourg and Luxembourg State.

The principal axes are:

- International Finance ;
- Security, Reliability and Trust in Information Technology;
- Systems Biomedicine ;
- European and business law ;
- Education and Learning in Multilingual and Multicultural Contexts

The missions and aims of the University are:

- to ensure an initial, advanced and doctoral training;
- to contribute to the teachers' initial and continuing training of all educational orders;
- to ensure lifelong learning and updating of knowledge in the fields that fall in its domain;
- to develop fundamental and applied research, which is an essential base of the imparted trainings;
- to encourage the scientists' work, develop scientific culture, the dissemination of knowledge and promotion of the research results;
- to contribute to the social, cultural and economical development of Luxembourg.

The students have a choice between academic or vocational bachelors or masters degrees that are aligned with the Bologna system. There are a further 5 specific trainings available to interested candidates. The masters and doctoral education bases itself on a solid research environment that is based on research units within the various faculties.

6.5. Types of institution

6. 5. 1 University of Luxembourg

The training units, bachelors and masters in particular, as well as the research units evolve within three faculties:

- Faculty of Science, Technology and Communication,
- Faculty of Law, Economics and Finance
- Faculty of Language and Literature, Humanities, Arts and Education

6. 5. 2. Advanced Technician's Certificate (BTS)

Currently, the training for BTS is held in three technical secondary schools. The bill pertaining to the organisation of higher education (cf point 6.2.), foresees to extend these trainings to general secondary schools as well as duly accredited public or private, luxembourgish or foreign secondary schools.

6.6. Admission requirements

To be admitted to the first year of university, a candidate should prove that s/he has duly passed secondary or technical secondary studies or hold a technician's diploma in a speciality that corresponds to the field of studies that s/he aims to continue his/her

studies in. Alternately s/he may hold foreign diplomas or certificates which are recognised as equivalent by the Ministry of Education.

Candidates, who do not hold any of the above-named qualification(s), shall have to pass a special entry examination, held by the University. A further alternative is for the candidate to claim previous experience and vocational competencies. To be enrolled for university level studies the candidate has to present his/her case, and participate in an interview with a commission nominated by the rector.

Anyone who has exercised professional activity for at least three years, whether remunerated or not, voluntary or bearing some relation to the field of study, may request his/her claim of experience. It justifies all or part of his/her competencies, knowledge and capabilities required to obtain the diploma or title in question.

Anyone may also apply for accreditation of previous higher studies that s/he can prove to have completed beyond the national borders.

6.7. Registration and/or tuition fees

Enrolment to the University of Luxembourg assumes that it is:

- obligatory: only it can confer the status of studentship;
- semestrial: it must be renewed at the beginning of every semester;
- personal: the student must acquire enrolment in person.

At the University of Luxembourg, the enrolment fees amount to € 100 per semester. For certain courses leading to the master, enrolment fees might be higher. Presently, the trainings leading to a BTS certificate are exempted from enrolment fees; a bill pertaining to the organisation of higher education is being debated; it foresees that enrolment fees for BTS may be claimed.

6.8. Financial support for students

The State's financial aid for higher studies is regulated by the law amended on 22 June 2000 and by the Grand Ducal decree dated 5 October 2000. Since the 1st August 2003, financial aid can be applied for via the Internet; since the 1st August 2009 it can also be acquired via the singular counter of the State with an electronic signature. The State's financial aid for higher studies is transferable no matter where the student be studying.

6.8.1. Conditions of granting financial aid

Students who are admitted to pursue higher studies may benefit from the State's financial aid if they fulfill one of the following conditions¹⁶:

- be a Luxembourgish citizen and live in the Grand Duchy of Luxembourg,
- be the citizen of a member State of the European Union, be a resident

¹⁶ Law dated 22nd June 2000 pertaining to State financial aid for higher studies, as amended on the 4th April 2005, Art.2-6.

of the Grand Duchy of Luxembourg and fall under the scope of application of the ruling 1612/68 pertaining to the free circulation of workers,

- enjoy the status of political refugee
- be the citizen of a non-membre State of the European Union, be residing in the Grand Duchy of Luxembourg for at least 5 years before the submission of the first application and hold a Diploma or a Luxembourgish baccalaureat or one that is recognised as equivalent by the minister of Education.

6.8.2. Calculation of financial aid

The total sum of financial aid varies according to the age of the student, the country in which the studies are carried out in (Luxembourg or another country) and on the possible enrolment fees; a maximum sum of €3,700 par academic year are taken into consideration.

The proportion of granting financial aid being granted as a scholarship or a student's loan for the 1st and 2nd cycles varies according to the student's and his/her parents' financial and social situation.

For students of the 3rd cycle, only the social and financial situation of the student is taken into consideration to calculate the financial aid.

6.8.3. Duration of financial aid

- The student may benefit from scholarships and loans for a unit more than the officially foreseen number of years that the 1st and 2nd cycle of the studies are initially supposed to last, as recognised by a final diploma. The same principle applies to studies which are only comprised of a singular cycle.
- Financial aid in the form of scholarships and loans for studies in the 3rd cycle are granted for a maximum duration of four years.

6.9. Organisation of the academic year (reference year 2009)

The enrolment period extends from the 1st July to the 19th September 2008. Enrolment to the University of Luxembourg takes on an obligatory character: only it can confer the status of studentship. It is semestrial, i.e. it must be renewed at the beginning of every semester.

Preparation examinations	for	01/06/2009 – 06/06/2009	Week 23 – 2009
Examinations		08/06/2009 – 27/06/2009	Week 24 – 2009 to Week 26 – 2009
Summer Intersemestrial period		29 June – 12 September 2009	Week 27 – 2009 to Week 37 – 2009

Official vacation, beside public holidays are:

Christmas holidays	20 December 2008 – 4 January 2009	Week 51 – 2008 to Week 01 – 2009
Easter holidays	13 April 2009 – 19 April 2009	Week 16 – 2009

Remarks :

- Minimum number of days of training per student per semester: 65
- There are two examination sessions

Schedule organisation for the academic year 2008/2009:

Winter semester	15/09/2008 – 31/01/2009	Week 38 – 2008 to Week 05 – 2009
Courses	15/09/2008 – 20/12/2008	Week 38 – 2008 to Week 51 – 2008
Preparation for examinations	05/01/2009 – 10/01/2009	Week 02 – 2009
Examinations	12/01/2009 – 31/01/2009	Week 03 – 2009 to Week 05 – 2009
Winter intersemestrial period	02/02/2009 – 14/02/2009	Week 06 – 2009 to Week 07 – 2009
Summer semester	16/02/2009 – 27/06/2009	Week 08 – 2009 to Week 26 – 2009
Courses	16/02/2009 – 30/05/2009	Week 08 – 2009 to Week 22 - 2009

6.10 Branches of study, specialisation

There are three levels of studies:

6. 10. 1. The bachelors:

- When it is fundamental, it is recognised by an academic bachelors certificate;
- When it is vocational, it is recognised by a vocational bachelors certificate.

 Faculté des Sciences, de la Technologie et de la Communication	 Faculté de Droit, d'Économie et de Finance	 Faculté des Sciences Humaines, des Arts et des Sciences de l'Éducation
Bachelor en Sciences et Ingénierie (Bachelor académique) <ul style="list-style-type: none"> ○ Filière Physique ○ Filière Mathématique ○ Filière Ingénierie Electrotechnique, Génie Civil, Mécanique, Informatique Bachelor en Sciences de la Vie (Bachelor académique) <ul style="list-style-type: none"> ○ Filière Biologie ○ Filière Médecine ○ Filière Pharmacie Bachelor en Ingénierie (Bachelor professionnel) <ul style="list-style-type: none"> ○ Filière Énergie et Environnement ○ Filière Génie civil - Construction ○ Filière Génie civil - Urbanisme et Aménagement du territoire ○ Filière Mécanique Générale ○ Filière Mécatronique ○ Filière Electrotechnique ○ Filière Télécommunications Bachelor en Informatique (Bachelor professionnel)	Bachelor en Droit (Bachelor académique) Bachelor en Sciences Économiques et de Gestion (Bachelor académique) Bachelor en Gestion (Bachelor professionnel)	Bachelor en Cultures Européennes (Bachelor académique) <ul style="list-style-type: none"> ○ Anglais ○ Français ○ Germanistik ○ Histoire ○ Philosophie Bachelor en Psychologie (Bachelor académique) Bachelor en Sciences de l'Éducation (Bachelor professionnel) Bachelor en Sciences Sociales et Éducatives (Bachelor professionnel)

6.10. 2 The masters

The masters allows students to complete their knowledge by deepening it, and when required, to initiate a corresponding research study.

It is either:

- Fundamental, and recognised by an academic masters certificate, or
- Vocational, and recognised by a vocational masters certificate.

 Faculté des Sciences, de la Technologie et de la Communication	 Faculté de Droit, d'Économie et de Finance	 Faculté des Sciences Humaines, des Arts et des Sciences de l'Éducation
Master in Information and Computer Sciences (Master académique) Master in Integrated Systems Biology (Master académique) European master of small animal veterinary medicine (Master professionnel) Master en Développement durable (Master professionnel) Master in Engineering Sciences - Construction and Design (Master académique) -	Master en Droit Européen (Master académique) Master in Financial Economics (Master académique) Master of Science in Banking and Finance (Master professionnel) Master en Management de la Sécurité des Systèmes d'Information (Master professionnel) Master in Entrepreneurship and Innovation (Master professionnel)	Master en Histoire Européenne Contemporaine (Master académique) Master in Psychology: Evaluation and Assessment (Master académique) Master en Médiation (Master professionnel) Master en Gériatrie (Master professionnel) Master en études franco-allemandes : Communication et Coopération Transfrontalières (Master professionnel) Master en Philosophie (Master académique) Master « Erasmus mundus » : Master en Philosophie allemande et française dans l'Espace Européen (Master académique) Master in Spatial Development and Analysis (Master académique) Master in Learning and Development in Multilingual and Multicultural Contexts (Master Académique)

6.10.3. The Doctorate

The Doctorate is dedicated to research work that allows the defence of a thesis.

The University of Luxembourg offers its students the possibility of following doctoral studies under research-professors' guidance who are authorised to supervise doctoral theses. The theses may either be presented autonomously at the University of Luxembourg or in co-supervision with another supervisor from another, foreign research institution and who is also authorised to supervise research.

The university can confer doctorates in chemistry, biology, physics, mathematics, engineering sciences, information-technology, law, economics, finance, management, history, philosophy, psychology, geography, political science, social science, arts, speech science, and educational science.

6.10.4. Specific training

- **Faculty of Sciences, Technology and Communication:**

Specific training in general medicine

European masters of small animals' veterinary medicine

- **Faculty of Law, Economics and Finance**

Complementary training in Luxembourgish law

Complementary training of company auditors and chartered accountants

- **Faculty of Arts, Human Sciences, Art and Pedagogy**

Continuing training in land settlement

Pedagogical training

Continuing training « Lëtzebuergesch als Friemsprooch »

6.11. Curriculum

The university is endowed with a legal status, enjoys pedagogical, scientific, administrative and financial autonomy and may confer grades, diplomas and certificates.

With regard to language teaching, it has been laid down under Article 3 of the law dated 12th August 2003 pertaining to the creation of the University of Luxembourg, that "the functioning of the university is based on (...) the multilingual character of its teachings."

The languages of the University are French, English and German.

Multilingualism is an essential point for the strategic development of the University of Luxembourg, because it can provide the unique asset of a bilingual diploma, which is an undeniable opening which is also feasible given the multilingual context enjoyed by the University of Luxembourg in a country with three borders, at the heart of Europe, playing host to numerous European institutions. Multilingualism appears as an indispensable, indeed central element, for the international reputation of the University of Luxembourg.

Multilingualism comes across as an indispensable, if not a central element of the University of Luxembourg's international reputation.

It becomes essential to put the students at the center of the process, to give them an added advantage for entering the labour market -- an added value directly negotiable to their diploma. Proficiency in essential languages on the international market will bring them knowledge, flexibility and open-mindedness that will distinguish them from monolingual graduates.

All bachelor's degree recipients must be bilingual and the minor language must represent at least 25% of the program, unless the language determines the content of the field.

Master's degree: The majority of master's degree recipients must be bilingual (the minor language must represent at least 25% of the program) and a minimum of 20% will be in English, except if the language determines the content of the degree program.

Each of the three languages must be represented in at least 20% of the degree programs.

Students, instructors, researchers and administrative staff must be trilingual if possible.

All instruction imparted at the University of Luxembourg leading to a bachelor's degree comprises of a compulsory period of mobility during which the student must carry out one semester of his/her studies in a foreign, partner university of the University of Luxembourg..

6. 12 Teaching methods

The University functions according to the following principles:

1. From an ethical and methodological point of view, it ensure that the rules enumerated below are followed:
 - a. Scientific description of natural, social and human phenomena and the research of laws which govern them;
 - b. Objective statement of principal schools of thought;
 - c. Use of rigorous, critical methods in the statement of scientific, social, political, philosophical or religious knowledge;
 - d. Respecting the others' thought.
2. From an organisational point of view, it is based on:
 - a. interdisciplinarity;
 - b. the symbiosis of education and research;
 - c. the international character and its extensions with regard to cooperation with other universities

6.13 Student assessment

The students' aptitudes and acquisition of knowledge are appraised either by means of a continuous monitoring, either by a terminal examination, or by a combination of both these modes of examination.

A Grand Ducal decree pertaining to the acquisition of bachelors and masters qualifications determines their terms and conditions as follows:

- the number of educational credits to acquire each qualification;
- the necessary conditions to take the examinations;
- the list of tests, their nature, duration, importance, their possible division between the continuous monitoring and the final examination as well as the regime of written, practical and oral examinations;
- the minimal marks that the student must obtain so as to pass the examination;
- the maximal duration of studies to obtain the qualification;
- the number of times that the candidate is allowed to take the examination;
- the conditions of approval of the thesis subjects and the supervision of the research;
- the conditions of the constitution and the composition of the board of examiners.

A Grand Ducal decree pertaining to achieving a doctorate that determines the terms and conditions as follows:

- the conditions of enrolment to the doctorate;
- the thesis supervision;
- the terms and conditions of the constitution and composition of the board of examiners;
- the conditions necessary to be authorised for academic defense as well as practical details of its occurrence;
- the minimal marks and grades that the candidate should have in order to obtain the qualification;
- the terms and conditions of refusal or adjournment.

Only researcher-teachers, researchers, or qualified persons who have contributed to the teachings or were selected to participate in the board of examination in view of their expertise, as suggested by the rector.

6.14. Progression of students

The terms and conditions of promotion are decreed by the Grand Ducal decree dated 22nd May 2006 pertaining to obtaining a bachelor's and master's degree from the University of Luxembourg and the Grand Ducal decree dated 22nd May 2006 pertaining to obtaining a doctorate from the University of Luxembourg.

6.15. Certification

The bachelor's and master's degrees and the doctorate are granted by the University of Luxembourg and are automatically entered in the Register of higher education degrees and deposited at the Ministry of Higher Education and Research. This is the normal procedure of the formal recognition of a higher educational degree.

6.16. Educational/vocational guidance, education/employment links

The Documentation and Information Centre for higher education (*Centre de Documentation et d'Information sur l'Enseignement Supérieur - CEDIES*) is a

division of the Ministry of Higher Education and Research, and serves the pupils, students and any one who wishes to be informed or get guidance with regard to Luxembourgish and international higher education. Its principal job is to inform interested parties about higher education (individual interviews, events in secondary schools, managing a resource centre, publishing specialised brochures, organising an annual students' fair) and to manage the State's financial aid for higher studies.

The Studies and Student Life Department (*Service des études et de la Vie étudiante - SEVE*) of the University of Luxembourg follows up the students once they are admitted to the university and until they take up a job (Alumni association). SEVE manages the bachelor's level students' obligatory mobility by organising their training periods within organisations. One of SEVE's missions is also to inform the students as regards the professional prospects as well as the university's own training offers.

6.17. Private education

Luxembourg does not have a higher educational private sector.

6.18. Organisational variations and alternative structures

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6.19. Statistics

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CHAPITRE 7 : CONTINUING EDUCATION AND TRAINING FOR YOUNG SCHOOL LEAVERS AND ADULTS**7. 1. Historical overview¹⁷**

The Ministry of Education and Vocational Training organises adult educational courses since 1965. The Department for Adults Training (*Service de la Formation des Adultes*- SFA), was officially created by virtue of the law dated 19th July 1991, and aims to fulfil the following missions:

- Coordinate adult education in evening classes via secondary education, technical secondary education as well as classes offered by the National Languages Centre (*Institut National des Langues – INL*);
- Organise an adult educational regime that allows the participants to access to diplomas qualifications which are recognized and delivered by the traditional education system;
- Ensure basic education for adult residents who wish to benefit from such offers;
- Organise and/or define the contents of the public interest courses in general educational and social promotional fields. This may be undertaken directly or via the various municipalities and non-profit organisations, which fulfil certain criteria;
- Define the syllabus of public interest courses as part of the official adult educational programme.

The diplomas and certificates delivered at the end of the adult educational courses are recognised as equivalent to similar studies held in the traditional educational system.

Since the academic year 2006-2007, the Department for Adults Training offers an innovative manner of acquiring the baccalaureate certificate, called eBac. It is a blended-learning, correspondence course. As opposed to the traditional evening classes, this type of courses are more flexible and counter a vast majority of temporal and geographical constraints that arise in the organisation of lessons on the one hand, and the pupils' mobility on the other. It is a very well integrated programme in the Lisbon strategy framework. Beside the classes which prepare the pupils for secondary school and technical secondary school diplomas, including the eBac, one can also choose amongst certain classes of the lower, intermediate and higher cycles of secondary and technical secondary education.

Since January 2008, the individual training leave¹⁸ complements those measures which were already in place as part of the life long educational framework.

The law dated 7th May 2009 pertaining to the creation of a National Languages Institute (*Institut national de langues - INL*) and the function of a Luxembourgish language teacher designates the INL as the legal successor of the *Centre de langues*. Faced with an increasingly globalised Luxembourgish economy, an ever-increasing

¹⁷ La formation et l'enseignement professionnels au Luxembourg – Cedefop/Panorama 2005

¹⁸ The law dated 24 October 2007 pertaining to the creation of an individual training leave

cross-border flux as well as a continuous flux of immigrants, the INL has been granted wider responsibilities.

Its principal mission is to hold language courses for anyone who wishes to understand and express him/herself in a given language in order to be integrated into the social, economical and cultural fibre of life in Luxembourg.

7.2. Ongoing debates and future developments

The development of a cognitive society should be accompanied by a development of educational methodology. The latter is adapted to the diversity of the pupils. The drop-out phenomenon and the resulting lack of qualification amongst the youth render it necessary to differentiate the pedagogical approach. Such an approach should take charge of the drop-outs. As such, the project of a “New Chance School” (*École de la deuxième chance*) shall constitute a pedagogical offer for secondary school drop-outs who are unemployed. The school aims to reactivate its pupils so that they are involved in the educational and process of integration and accept the resulting constraints.

By virtue of the law dated 23rd October 2008 pertaining to the Luxembourgish nationality, to be eligible for naturalisation, the candidate must obtain a certificate of participation to the Luxembourgish civic education classes as well as a certificate recognising his/her skills in spoken Luxembourgish.

This is why the Department for Adults Training organises the classes and INL bears the responsibility of examining the imparted knowledge and certifying the spoken Luxembourgish skills of each candidate.

Every one has the right to get his/her experience-based knowledge recognised to get a vocational qualification. By this measure the ministry seeks to increase the number of delivered qualifications which are equivalent to a diploma of technical secondary educational level, higher level technical secondary education or other certificates, as *brevet de maîtrise*.

An applicant to this process must have acquired knowledge in a given field by means of acquired experience by formal, non-formal and informal means of learning over a cumulated period of three years.¹⁹

7.3. Specific legislative framework

The law dated 19th July 1991 pertaining to the creation of the Department for Adults Training and providing the *Centre de langues* with a legal status.

The ministerial ruling dated 20th July 1992 pertaining to the nomination, the competencies and the remunerations of the adult education representatives.

The Grand Ducal decree dated 31st March 2000 aims to :

- a) fix the contractual terms according to which adult education is registered as well as the criteria to obtain a qualitative label and a subsidy
- b) create a Consultative Commission of Adult Education (*Commission Consultative à l'Éducation des Adultes – CCEA*)

¹⁹ Law dated 19th December 2008 pertaining to the vocational training reform – Chapter V, Article. 45

The Grand Ducal decree dated 15th May 2001 fixes the admission fees for a course in adult education held by the Department for Adults Training.

The Grand Ducal decree dated 21st December 2001 is aimed at the organisation of secondary and technical secondary levels in adult education.

The Grand Ducal decree dated 6th February 2001 fixes the lecturers' salary in adult education.

The Grand Ducal decree dated 9th February 2001 fixes the lecturers' terms of permanent recruitment within the Department for Adults Training.

The Karlsruhe Agreement dated 23rd January 1996.

The Grand Ducal decree dated 25th August 2006 pertaining to the adult education 'end-of-studies' examination at the secondary level.

The Grand Ducal decree dated 25th August 2006 pertaining to the adult education 'end-of-studies' examination at the technical secondary level and technician's training.

The law dated 24th October 2007 pertaining to the creation of an individual training leave.

The law dated 23rd October 2008 pertaining to the Luxembourgish nationality.

The law dated 19th December 2008 pertaining to the vocational training reform.

The law dated 7th May 2009 pertaining to the creation of the National Languages Institute.

7.4 .General objectives

All adults, without regard to their age or their educational qualification, or their professional activity or lack of it may access life long education.

Adult education and vocational training is created to respond to the needs of adults. It allows everyone to benefit from education to obtain a qualification, acquire or perfect their knowledge, change their profession, adapt to new technologies, and enrich their general knowledge.

7. 5. Types of institution

Adult education is offered in:

- secondary and technical secondary schools
- National Centre for vocational training (*Centre national de la formation professionnelle continue* - CNFPC)
- municipalities
- non-profit organisations

- National Languages Institute (INL)
- Professional chambers

7. 6. Geographical accessibility

In Luxembourg, the question of a school map does not arise due to the small size of the country. The training centres are spread throughout the country.

7. 7. Admission requirement

All adults may access the lifelong learning process no matter how old they are, the level of their education, or whether they are professionally active or jobless.

7.7.1 The classes of a “second way of qualification”

These classes are open to all citizens who did not get an opportunity to finish their initial education.

Adult education is for everyone aged over 18 years that wishes to learn a profession or be oriented into another one. This learning is as much for adults who already have a job as for jobseekers enlisted at the Unemployment Agency (*Administration de l'emploi - ADEM*).

To be eligible for evening courses that lead to a Certificate of Technical and Vocational Aptitude (*Certificat d'aptitude technique et professionnelle - CATP*), the candidate should be at least 18 years old. S/he should also produce a certificate which attests that s/he has successfully passed school up to the 9th practical grade. This is a prerequisite to learn a given profession. Failing which, a commission may decide to admit the candidate on the basis of a file that s/he submits.

7.7.2 “Brevet de maîtrise”

To be enrolled to this course, the candidate must have a CATP or equivalent education. Holders of a secondary school and technical secondary school diploma, a technician's diploma and certain higher educational diplomas are also admissible to acquire vocational experience.

7.7.3 Language teaching in adult education

Every one may attend language courses. (Nationals of the following countries: Member States of the European Union., Canada, U.S.A., Iceland, Liechtenstein, Monaco, Norway and Switzerland may not be admitted to the INL unless they are in possession of a document that certifies their stay-permit).

7.7.4 General courses and social promotion classes

There are no prerequisites to be admitted to this course.

7.7.5 Training for the jobless

There are no conditions to be admitted, as the applications are written either on request of the jobless or by the ADEM. Those persons for whom the ADEM makes arrangements, must fulfil the conditions set forth by it (ADEM).

7.7.6 Continuing vocational training

Continuing vocational training is organised by companies based on their direct needs. The organising companies define specific the criteria of admissibility.

7.8. Registration and/or tuition fees

The institution may request for an admission fee to be paid from any and/or all participants. This admission fee is fixed according to the nature of the course and the number and frequency of classes. It is strictly identical for each one of the participants.

An admission fee of €5 is received for the courses enumerated herewith:

- The classes of a “second way of qualification”: in particular the courses resuming the traditional programme in preparation of an official secondary and technical secondary certificate or a diploma,
- The classes of the “New Chance School”: in particular the courses that aim to impart basic reading, writing, and arithmetical skills (literacy classes)

Admission fees to an adult educational course held in a secondary school or a technical secondary school is fixed at € 50 per academic year for a weekly class course €75 for 1.5 classes per week, etc.

At the National Languages Institute, the admission fees are as follows:

- **Tariffs per semester**

10 hours/week classes 225 €

8 hours/week classes 195 €

6 hours/ week classes 150 €

4 hours/ week classes 120 €

2 hours/ week classes 90 €

- **Tariffs by period**

20 hours/week classes 150 €

A special tariff of €5/semestre may be granted to on request and if certain conditions are satisfied and previously fixed by the National Languages Institute.

7.9. Financial support for learners

Discounted admissions fees are granted to the following categories of persons upon presentation of written proof:

- Jobseeker enrolled at the ADEM;

- Beneficiaries of the minimum social benefit (*revenu minimum garanti* – RMG)
- The needy as recognised by the Immigration Service.

For participants aged between 18-25 years, an educational compensation has been introduced that allows those of them who do not have any personal resources or if they live in a household with very few resources (RMG criteria) to pursue studies to be integrated on to the job market.

There is also an educational leave. This individual educational leave allows the participants to find the necessary time to pursue the educational process individually whilst continuing to keep his/her job and draw his/her salary. Actually, the law dated 24 October 2007 introduced the right to benefit from 80 days of educational leave for educational purposes in the interest of all persons engaged in a professional activity in the private sector during the course of his/her career,. This special leave is aimed to allow salaried workers, independent freelancers, and persons exercising another accredited profession to pursue further education, prepare and pass examinations, write dissertations or accomplish all other work pertaining to the an eligible course.

7.10. Main areas of specialisation

7.10.1 The classes of a “second way of qualification”

For those who have not had the opportunity to accomplish their initial education, the Luxembourgish educational system offers preparatory courses to the same diplomas and certificates as those issued in regular education. The courses, called the “second way of qualification²”, are specially adapted to the adults’ needs and pertain to the classes and lower, medium and higher cycles of secondary and technical secondary education.

7.10.1.1 Secondary education courses

- **In-class course**

The preparatory course for high school diploma are organised within the secondary school *Athénée de Luxembourg*. Courses of the 4th, 3rd to the 1st in section G are imparted.

- **Correspondence course: eBac**

The classes of the 3rd, 2nd, and 1st modern secondary (Section G), are also offered on the eBac portal (www.ebac.lu). 75% of the eBac classes take place by correspondence via Internet, whereas 25% take place in a secondary school (in-class).

7.10.1.2 Technical secondary educational courses

Those adults who wish to accomplish their technical secondary studies can benefit from the 9th year course as well as various others pertaining to the technical and vocational regimes on offer.

- **9th year classes**

The course of the 9th year class are offered to interested adult pupils in technical secondary schools.

- **Technical regime courses (technical baccalaureate)**

The classes from the 10th to the 13th of the administrative and commercial division, management section, leading to a technical secondary diploma (technical baccalaureate) are held as evening classes. The young adults who prematurely left school also get the opportunity to pursue courses of the 11th and 12th classes of the same division in day courses.

Finally, a healthcare professions division offer a class of the 10th year.

- **Continuing vocational training and vocational retraining courses**

The continuing vocational training and the courses of professional retraining aim to provide the person with the means to develop his/her knowledge and skills, improve his/her vocational qualification and to reorient him/herself as per his/her personnel needs or changes of economic, technological and social environment all along his/her life.

Education for professional retraining includes educational measures for jobless adults and for those undergoing professional rehabilitation which is primarily targeted towards those who have suffered professional accidents and to beneficiaries of the minimum social benefit (*revenu minimum garanti – RMG*). The complete integration of the measures and the programme provided to the needy in the vocational training system is an important element in the new system that aims to provide even the weakest candidates with an opportunity to integrate a vocational career.

7.10.2 “Brevet de maîtrise”

This certificate allows its holder to work as a self-employed artisan and to train apprentices. Acquiring such a certificate confers the title of “master-artisan” in his/her line of business.

The preparatory courses leading to it are organised by the Chamber of Trades.

7.10.3 Language training to adults

The reasons to acquire in-depth knowledge of languages are numerous: improvement for professional reasons, being integrated in the Luxembourgish society, simple leisure but to name three of them.

Potential language learners in Luxembourg have two alternatives to choose from: courses offered by the National Languages Institute and those organized by secondary schools and municipalities or non-profit organisations.

7.10.3.1 Language classes offered by the National Languages Institute

The National Languages Institute (INL) aims to impart language courses so that everyone is able to understand and speak languages. This is generally done to be integrated in social, economical and cultural tissue of life prevalent in the country. Courses offered are based on communicational practices and adapted to the participants' level, frequency and needs in the following languages: French, German, Luxembourgish, English, Portuguese, Italian, Spanish, Dutch and Chinese. The INL offers general and intensive language courses (10 weekly lessons) or crash courses (6 lessons/ week) at various levels as well as specific objective-based courses.

In French, there is a beginners course for young, recently immigrated participants aged between 16 and 22 years. This course consists of 16 hours of intensive language classes and 12 optional hours per week.

Integration classes (4 times 4 hours /week) allow adult immigrants to acquire basic knowledge of French and Luxembourgish.

Thanks to agreements signed between the INL and foreign institutes, it also offers international examinations in all the languages with the exception of Chinese.

The INL has a training centre in Luxembourg-city and in Mersch (www.insl.lu).

7.10.3.2 Language classes organised by secondary schools, municipalities or non-profit organisations

Various language courses (French, German, English, Luxembourgish, Portuguese, Italian, Spanish, Russian, Czech, Arabic, Chinese, Japanese, Swedish, Polish and Latin) are offered throughout the country.

These courses are meant for persons who are interested in learning languages. Courses of all levels (beginners, advanced, etc.) are organised by secondary schools, municipalities or some non-profit organisations and are coordinated by the Ministry of Education and Vocational Training. They take place twice a week in the evening.

7.10.4 General educational course and social promotional classes

The Department for Adults Training organises a set of 'general knowledge and social promotion' courses either directly, through municipalities or non profit organisations. The participants to these courses receive a certificate of participation if they attend at least 70% of the sessions.

The courses could deal with the following subjects:

- literacy
- arts
- household
- secondary school computing

- E-Lëtzebuerg computing
- a course for the visually impaired
- trades/ crafts
- social and educational subjects
- etc.

Courses pertaining to various subjects are held for the visually impaired in collaboration with the Institute for the Visually Impaired (*Institut pour déficients visuels – IDV*).

7.10.5 Training for the jobless

Courses for jobseekers are held in close collaboration between the National Unemployment Agency (*Administration d'emploi – ADEM*) and the Ministry of Education.

There are two types of courses for the jobless:

- **Courses that aim to train jobless people to increase their chances of job market (re)integration**

These courses usually last for a year and are mostly targeted at young persons who are faced with difficulties to enter the job market. They are offered at the Continuing Vocational Training Centres (*Centres de formation professionnelle continue – CFPC*) and consist of vocational orientation and initiation courses. Those who are enrolled in these courses usually benefit from a socio-pedagogical supervision as well as training periods in a company.

- **Courses organised for a company or an economic sector in order to encourage direct integration on the job market**

The courses take place on request duly submitted by the employer(s). Their duration usually varies between 6 weeks and three months without any training period. The requesting company promises to hire the persons who successfully finish their course.

7.10.6 Continuous vocational training

Continuing vocational training and professional retraining gives everyone the means to:

- develop his/her knowledge and skills,
- improve his/her vocational qualification, and
- professionally reorient him-/ herself according to his/her personal needs or changes in economical, technological and social environments throughout his/her life.

They are for persons who:

1. wish to acquire a qualification;
2. wish to keep or widen the scope of their qualification
3. risk losing their job, are jobless or cannot exercise their profession

Continuing vocational training and professional retraining may be held by:

1. public, secondary and technical secondary schools;
2. public training centres;
3. professional chambers;
4. private secondary and technical secondary schools, foundations, commercial companies and associations recognised to that end by means of a Grand Ducal decree.

7. 11. Teaching methods

Apart from holding classes, the teachers are entrusted with the task of guiding the students in their classes as they progress, and counsel them when they are confronted with specific issues. As proposed by the relevant departments, the management decides the pedagogical material that composes the syllabus.

The teachers use didactical material that is available on the market to hold their classes, inasmuch as it corresponds to the specific, adult learning needs. As directed by the departments' delegates, they also elaborate complementary didactical material.

A multimedia library is available to students and teachers. It is managed by a multimedia librarian on the INL's premises. It offers appropriate material for the learners' individual and group work. The teachers collaborate to constantly adapt the didactical material available in the multimedia library. The multimedia librarian may be seconded in his/her work by one or more qualified employees.

Beside the multimedia library, pedagogical material provides teachers with the necessary material to prepare their continuing training.

7.12 Trainers

The teaching personnel of the Department for Adults Training must fulfil the recruitment and educational conditions as recognised valid for the branch of education that they teach in. The minister detaches the teachers to the Department. They are allocated to the networks by the Director of the Department for a given period, either on a full-time or part-time basis.

The trainers' wages are either calculated on a weekly basis or by a monthly salary as fixed by the Government.

If needed, the Department for Adults Training can have recourse to lecturers. The teaching personnel of classes dedicated to adult education must be recognized by the minister as per criteria established by a Grand Ducal decree.

The language courses held at INL and are given by:

- nominated teachers,
- teachers of other schools who are detached to work at INL,
- lecturers on contract.

The trainers and lecturers must be legally qualified as required to be able to teach the respective subject in elementary education, technical secondary education, secondary education or higher education.

The teachers of elementary school cannot be nominated to the institute unless they give proof of a complementary, two-term didactical language training.

The law dated 7th May 2009 confers a recognized statute on teachers of the Luxembourgish language. The post of a Luxembourgish language teacher has been created to this end. The course that leads potential candidates to this post is imparted by the University of Luxembourg.

The candidates must be holders of a bachelor degree in languages and a master degree in Luxembourgish language and literature. They are recruited on the same terms and conditions as other language teachers in the secondary and technical secondary educational level (Grade E7).

The laws pertaining to the vocational training, the INL and the New Chance School foresee the creation of an adult trainer's career including a specific pedagogical training period.

7.13. Learner assessment/progression

7.13.1 The classes of a “second way of qualification”

These classes are held according to the same terms as initial training. However, the examinations may take place in two stages. The courses are more or less flexible until the year before the final examination. Timetables are fixed by the Ministry of Education.

- **Secondary education²⁰**

The final examination takes place according to the terms laid down by the Grand Ducal decree dated 31st July 2006 pertaining to the holding of secondary final examinations.

The examination is distributed over a two-year period. It comprises two parts that each candidate must pass. The adult educational courses prepare candidates for each part of the examination that corresponds to the first and the second years.

A candidate who sits one part of the examination for the first time is subjected to a decision taken according to the terms of Article 4 of the Grand Ducal decree dated 25th August 2006 pertaining to the first part of the secondary final examination in the adult educational system.

If s/he fails, s/he can re-sit the same or another part of the examination either the following year or at a later date, as long as the decision is taken as per the rules pertaining to the first part of the examination, and shall apply as long as s/he has not

²⁰ Grand Ducal decree dated 25 August 2006 pertaining to the final secondary level examination in the adult educational system

passed that part of the examination. If the candidate does pass one part of the examination and subsequently sits the remainder of the examination, the decisions are taken as per the terms pertaining to the second part of the examination.

As for the various sections, the subjects are distributed over a bi-annual academic period as per the specifications in the annex of the said decree. The commission bases its decisions on Article 4.

If a candidate chooses to sit all the subjects of the course at once, the decisions are taken according to the terms of the Grand Ducal decree dated 31st July 2006 pertaining to the holding of the final examinations of secondary studies. These terms also apply to those candidates who sit the examinations as external students.

- **Technical secondary education**

For candidates who are in the technical regime or the technician's regime, the tests of the final examination take place according to the Grand Ducal decree dated 31st July 2006 pertaining to the organisation of final technical secondary examinations.

The examination is spread over a period of two academic years and comprises of two parts for each candidate. The adult education course, held over an academic year, prepares them for one of the two parts of the examination. For candidates to be eligible to sit one of the two parts of the examination for the first time, the decision is based on the terms of Article 4 pertaining to the first part of the examination. If s/he fails, s/he can re-sit that same part or the other part of the examination the next year or later. The decision is always taken according to the terms pertaining to the first part of the examination, as long as the candidate shall not have succeeded first part. When the candidate successfully passes one of the two parts of the examination, and sits for the other, the decisions are taken according to the terms pertaining to the second part of the examination.

If the syllabus foresees a training period in a company or a terminal grade essay, the Director determines its terms. S/he may also decide to exempt the candidate from submitting it if the initial application is of such a high quality.

As for the various divisions and sections, the various subjects are distributed over a bi-annual period as per terms fixed in the annexe of the decree or is determined by a Grand Ducal decree. The examining commission bases its decisions on Article 4 of the decree.

However, a candidate may choose to sit all the examinations in a single session. For such candidates, the decisions is based on the terms of the Grand Ducal decree dated 31st July 2006 pertaining to the organisation of final examinations at the technical secondary educational level and that of the technicians' training. This also applies to external candidates who apply and are admitted to sit the examination.

Once the written, oral and practical tests of the first part are over, the secondary school commission which holds the classes of the final year of adult educational course, meets to decide which candidates pass or fail the first part, are allowed to keep terms or have to pass complementary tests (as per the terms of Articles 15 and following of the Grand Ducal decree dated 31st July 2006 pertaining to the holding of

technical secondary studies and technicians' training examinations), as per the following terms:

- a) To calculate the average and final marks, only the subjects of the first part of the examination are taken into consideration.
- b) According to Article 15 paragraph 4 or Article 17 paragraph 4 of the aforementioned decree, refusal leads to an obligation for the candidate to re-sit all the tests of the same part of the examination in a later session. The pupil is however allowed to continue his/her studies of the subsequent part of the examination. This latter part is then considered as its first part.

Once the written, oral and practical examinations of the second part come to an end, the commission meets to decide as to which candidates shall pass, fail or be adjourned or have to pass complementary examinations as per the terms laid down by Articles 15 and following of the Grand Ducal decree dated 31st July 2006 pertaining to the organisation of examinations marking the end of technical secondary and technician's courses as per the following terms:

1. To calculate the final marks, only the subjects of the second part of the examination are taken into consideration.
2. To calculate the weighted, annual average leading to the candidate's admission to the second session and the general average for compensation and/or complementary mandatory tests in the second part of the exam, marks obtained in both parts are taken into account.
3. The number of failing marks, compensatory marks, compulsory, complementary tests and compulsory adjournments which the candidate took benefit of during the first part are taking into account whilst deciding in due observation of the following rule:
 - i. in all the tests of both parts, the number of failing marks should not exceed three,
 - ii. the number of compensatory marks should not exceed two,
 - iii. the number of compulsory, complementary tests should not exceed two,
 - iv. the number of compulsory adjournments not exceed three and
 - v. the number of exemptions not exceed the number defined by the Grand Ducal decree as per the relevant section or division.
4. The refusal, as per Article 15 paragraph 4 or Article 17 paragraph 4 of the aforementioned ruling leads for the candidate to re-sit all the examinations of the second part at a later date.

The candidates having succeeded both parts of the examination, receive a technical secondary diploma or a technician's diploma according to the terms of the Article 20 of the Grand Ducal decree dated 31st July 2006. The diploma mentions, among other details, that the candidate has been subjected to examinations according to the terms set forth by the Grand Ducal decree dated 25th August 2006.

- **Specific measures for eBac**

Examinations are the only test which counts in making the calculations of the mean of a given module which should be attended in-class. The date and hour of the examination are fixed during the kick-off session. The examinations take place on Thursday and Friday evenings as well as the Saturday of the seventh week of each session, or the 11th week for the summer session.

If an eLearner wishes to finalise a given module, s/he must enrol to sit an examination on the calendar of the eBac platform. The enrolment must be done a week before the examination at the latest and the eTeachers are requested to remind the eLearners of the deadline.

7.13.2 Language teaching for adults

For language courses organised by secondary schools, municipalities or non-profit organisations, a certificate of diligence is issued to participants who attend at least 75% of the classes.

The National Languages Institute (INL) bases its education, teaching and evaluation on the principles of the Common European Framework of Reference (CEFR), as elaborated by the Council of Europe in 2004.

CEFR similarly describes in the various European languages, the linguistic skills expected of the student at each steps of the course. It allows them to know the level of their linguistic aptitude. Thus, it facilitates the recognition of the students' acquired skills with regard to citizens (students, workers, tourists) who are increasingly mobile.

INL's educational offer:

- follow a progression that corresponds to the CEFR's six skill levels : from A1, basic user to C2, proficient user ;
- are imparted in the target language right from the level A1;
- are based on interactivity: the students participate in the course through linguistic activities pertaining to various skills (comprehension, speech, interaction, reading, writing) by marshalling all the linguistic resources: grammar, spelling, vocabulary, pronunciation... ;
- promote autonomy and encourages reflection pertaining to learning measures as well as regular practice of self-evaluation;
- are evaluated in a standardised manner as well as a skills- report expressed in terms of European skill-levels issued at the end of the course.

7.13.3 General educational course and social promotion classes

150 modules of evening courses are on offer in various localities of the country on a semester basis (except certain information-technological modules which are offered on a quarterly basis). They generally last 10 weeks, at 2 to 3 hours of class per week. Certificates are issued if the participant attends a minimum of 80% of the classes.

7.13.4 Training for the jobless

Certificates are granted if the participant attends at least 80% of the classes of a course that s/he is enrolled in.

7.13.5 Continuing vocational training

The courses are based on the needs and oriented towards the community. They are conceived so that they clearly target pedagogical practices, and encourage exchanges between teachers with regard to their practices.

The courses are based on the manner in which the classes are held inasmuch as they are adapted to adult education and integrate gender-mainstreaming. The courses are adapted to the expectations of the participants.

The continuing trainings on offer are systematically subjected to qualitative evaluations so as to uphold the requirements and allow an evolution if the need is felt.

7. 14. Certification

Awarding a label of quality (c.f. point 7.8) guarantees a recognised graduating qualification and certificates. These and such certificates and diplomas are recognised by the Ministry of Education.

7.14.1 The classes of a “second way of qualification”

The classes of a “second way of qualification” are recognised either by diplomas or by certificates.

7.14.2 Language teaching for adults

A certificate of attendance is issued to those participants of a language course held by schools, municipalities, and non-profit organisations who attend at least 75 % of the classes.

The INL regularly organises examination sessions and tests which are internationally recognised and allow anyone who wishes to take them, to obtain an official recognition of his/her linguistic aptitude for the following: Luxembourgish, German, English, Spanish, French, Dutch, and Portuguese.

7.14.3 General educational course and social promotion classes

Success in a module provides the candidate with a certificate issued by the Ministry of Education, whereas success in several modules, grouped together as a profile, provides him/her with a diploma.

The participants who obtain 2 to 3 diplomas that can be grouped together by themes get a Vocational Studies in Continuing Training Diploma (*Diplôme d'études*

professionnelles en formation continue - DEPCF), signed by the Ministers of Education and of Work and Employment.

The *Luxembourg Lifelong Learning Center* also holds continuing training courses in collaboration with various European universities that lead to higher educational diplomas which are recognized as being equivalent to bachelors and masters degrees.

7.14.4 Training for the jobless

The certificate is granted to a participant if s/he attends at least 80% of the classes.

7.14.5 Continuing vocational training

Certificates of recognition are only handed out to participants if they actively attend the entirety of a continuing vocational training.

7.15. Education/employment links

7.15.1 Orientation service and support counsel in case of failure

Professionals, whether adult or not, can request the opinion of an orientation counsellor of the Professional Orientation Department (*Service d'Orientation Professionnelle – SOP*) within the Unemployment Agency (*Administration de l'emploi – ADEM*). They take the candidate's specific interests, abilities and skills into consideration. They also consider the current job situation, its evolution, and its future perspectives in jobs and professions.

Potential candidates of a vocational training pertaining to training legislation must first go to SOP before they are admitted to the training.

SOP works with the schools' orientation departments (CPOS and SPOS) of the various educational branches and the professional chambers.

The department also provides documented information pertaining to profession-specific education and vocational training, during individual or collective information sessions.

The Vocational Information Centre (*Berufsinformationen-Zentrum – BiZ / Centre d'Information professionnelle – CIP*) belongs to the SPO. The pupils of all orders of education, as well as adults who should choose an initial or continuing training, or those who think of a vocational retraining or a change of job, find a wide variety of media at the BiZ. They can use it free of cost as often as they wish.

7.15.2 Measures to facilitate the integration of adults in training into the job market (training, visits)

“Job seeking strategy” workshops are regularly held by Unemployment Agency (*Administration de l'emploi – ADEM*) to help adults in training to carry out the steps required to be taken to (re-)enter the job market.

A Employment Club (*Club Emploi*) is also at their disposal to complete their application file.

As regards the choice of a profession, they can get in touch with the Vocational Information Centre - BiZ /CIP to evaluate their alternatives.

A department called Personalised Attendant for Jobseekers Service (*Service d'Accompagnement Personnalisé des Demandeurs d'Emploi - SAPDE*) was created within the ADEM so as to customise and improve such integration. The approach of this new department is centred on the job-seeker's capacity to act.

Actions suggested by the SAPDE :

- individual interviews with a psychologist or qualified youth worker offering personalised support and counsel;
- a documentation centre, computer-based tools and counsel are offered free of cost to support them in the process
- a “Professional integration report” aimed at better promoting the skills, knowledge and know-how, as well as to elaborate a realistic professional plan based on the observations.
- skills reports that allow to specify the skills and to orient people on the job market accordingly
- workshops:
 - correspondence workshop (to learn to write applications)
 - CV workshop (to learn to write a good CV)
 - interview workshop (to learn how to conduct a job interview)
- Information meetings pertaining to support and measures suggested by the ADEM.

7.15.3 Relations between schools and the economy

The companies organise their employees' continuing training based on corporate decisions or in keeping in line with the arrangements that are made in the collective agreements either by themselves or along with sectoral training centres or with professional chambers. They are the primary beneficiaries of the law dated 22 June 1999 for support and development of continuing vocational training.

The professional chambers and sectoral training centres (such as the Institute for Financial Training - *Institut de Formation Bancaire*) are very active in professional improvement. As such, they organise training sessions, course cycles, seminars and conferences throughout the year.

7. 16. Private education

An attempt to list out the number of private bidders resident and active on Luxembourg's market estimates them over 300. These commercial companies often combine the sale of information-technology (IT) related material and equipment to the training of their clients.

Beside IT companies, one notes the existence of several private language schools. Some consulting firms also offer various trainings in management.

Beside these few brief indications, there is very little information about the market, and the exact content and the number of participants.

7. 17. Statistics²¹

Distribution of adults in full-time training and part-time training by age and rate of presence by age and gender

		PART TIME		FULL TIME		
Type of education		Gender		Gender		
	AGE	MALES	FEMALES	MALES	FEMALES	GRAND TOTAL
GENERAL SECONDARY	18			1	1	2
	19		1		2	3
	20		1		1	2
	21				1	1
	22	1			1	3
	23	2	1			2
	24				1	2
	26	1	1			2
	27	1	1	1	1	5
	28		2		1	1
	29	1				1
	30	1				1
	33					1
	36			1		1
	39		1			1
	40	1			1	2
	41			1		1
	45		1			1
	50					1
			1			
			1			
	Total	8	11	4	10	33
<i>RATE OF PRESENCE</i>		24,24%	33,33%	12,12%	30,3%	100%
TECHNICAL SECONDARY	16				4	4
	17			9	8	17
	18			59	32	91
	19			76	53	129
	20			71	57	128
	21	1		66	45	112
	22	3		66	51	121
	23		1	53	41	96
	24		2	50	37	88
	25	1		27	22	50
	26	1	1	41	19	62
	27	2		16	24	43
	28	1	1	19	12	33
	29		1	8	15	24
	30	1		6	15	22
	31		1	7	13	20
	32		1	7	9	16
	33			10	11	21

²¹ Statistics MENFP 2007/2008

	34			10	6	16
	35	1		4	7	12
	36			7	5	12
	37			2	8	10
	38			3	12	15
	39			4	3	7
	40			4	4	8
	41	1		3	6	10
	42			3	4	7
	43				1	2
	44			1	4	5
	45			2	3	5
	46			2	5	7
	47			1	3	4
	48		1		3	3
	49				1	1
	50				1	1
	52				1	1
	TOTAL	12	9	637	545	1203
<i>RATE OF PRESENCE</i>		0,99%	0,74%	52,95%	45,3%	100%
GRAND TOTAL		20	20	641	555	1236
<i>RATE OF PRESENCE</i>		1,61%	1,61%	51,86%	44,9%	100%

Diplomas and certificates delivered by age and gender

For 2007/08, the distribution of diplomas and certificates by age as on 01.09.2007 is represented as follows:

Age as on 1.9.2007	Male	Female	Total
<20	4	3	7
20	8	11	19
21	22	12	34
22	19	10	29
23	8	8	16
24	14	12	26
25	3	5	8
26 – 29	19	19	38
30 – 34	12	13	25
35 – 39	3	9	12
>40	4	4	8
Total	116	106	222

Distribution of diplomas by educational branch

		Male	Female	TOTAL
General Secondary	Lower cycle		6	6
	Higher cycle	12	15	27
Technical Secondary	Lower cycle	76	89	165
	Concomitant CATP	351	270	621
	CITP	37	12	49
	CCM	65	10	75
	Preprofessional integration		1	1
	Preprofessional integration	20	32	52
	Full time CATP	40	88	128
	Technical regime	49	50	99
	Technician	11	2	13
TOTAL		661	575	1236

CHAPTER 8 : TEACHERS AND EDUCATION STAFF**8.1. Initial training of teachers**

In order to be named to the post of a civil servant, the candidate has to undergo an entry examination.

In the Luxembourgish educational system, teachers have different status:

- Civil servants;
- Permanent employees;
- Fixed-term employees.

To be admissible to the entry examination for teachers of the elementary education (cycles 1 to 4), the candidate must hold one of the following diplomas:

1. vocational bachelor in educational sciences issued by the University of Luxembourg;
2. a foreign diploma of higher education preparing to be a teacher, as per the terms of the European Commission's directives pertaining to the recognition of vocational qualifications;
3. a foreign diploma of higher education preparing to be a teacher, as issued by an institution of a country not belonging to the European Union and recognized by the Minister of Higher Education.

In order to be admissible to entry examination for teachers of the secondary and technical secondary education, the candidate must hold:

1. a certificate of higher education of at least a four-year period preparing them to become teachers at secondary education
2. a certificate of higher education of at least a three-year period preparing them to become teachers at technical secondary education
3. a certificate of higher education of at least a two-year period as well as vocational practice of at least three years preparing them to become teachers for special education
4. a certificate known as "brevet de maîtrise" and a vocational practice both totalling five years.

8.1.1 Historical overview**8.1.1.1 Elementary education**

On the 21st January 2009 three acts were voted which created the new elementary school framework.

Together, they reorganise the first nine years of school by a pedagogical and organisational plan, so as to ensure that all pupils have a better chance of success. They came into force in September 2009.

Teachers, recruited from 2009/2010 onwards shall be non-specialised. They shall have to know how to guide children aged between 3 and 12 years in their school education and are authorised to teach in all four cycles of elementary education. There shall be no distinction between kindergarten teachers and primary level teachers. Besides, the teachers' initial training at the University of Luxembourg is extended by a year (4 years instead of 3) as compared to the training on offer since 1983 by the Higher Institute of Pedagogical Research (*Institut supérieur de Recherches pédagogiques - ISERP*) and does not distinguish between kindergarten teacher training and primary level teacher training.

8.1.1.2. Secondary education

Since 2003, the University of Luxembourg contributes to the initial pedagogical training of the trainee-teachers of secondary and technical secondary education, who have been admitted for a pedagogical training period by the Minister of Education. The pedagogical training period which was reformed in 1998, foresees a practical and theoretical pedagogical training concluded by a final examination that is organised by the Ministry of Education. The State has delegated the pedagogical training to the University of Luxembourg according terms of references describing the training framework, its organisation principles and the modes of concertation between the various stakeholders.

8.1.1.3 Foreign language teachers

The language teachers' training is the same as that of those who teach at the secondary and technical secondary level except that the language teachers must have studied for at least two years in the country of the language that s/he wishes to teach and must hold a diploma attesting such studies.

8.1.1.4 Sports teachers

Sports teachers' training is the same as for secondary level teachers.

8.1.2. Ongoing debates and future developments

8.1.2.1 Elementary education

Currently, there are no ongoing debates because elementary education has undergone a vast reform in 2009. In 2012 the results of the reform shall be analysed.

8.1.2.2 Secondary education

The implementation of the Bologna process in the universities requires substantial adaptations on a mid-term basis as regards the initial teachers' training. The consequence shall be a profound reform of the procedure of accessing to the post.

8.1.2.3 Special education teachers

As and when the necessary infrastructures become available, the special education classes shall be integrated into the elementary and secondary schools. A pluri-annual planning shall be established and the special education law be reformed accordingly. (see UNO resolution)

8.1.3. Specific legislative framework

8.1.3.1 Elementary education

Elementary Education Personnel Act, 6 February 2009

University of Luxembourg Act, 12 August 2003

Civil servants' salaries mended Act, 22 June 1963

Grand Ducal decree dated 14th May 2009 on

1. the programmes and the terms of the theoretical and practical training examinations which are recognised by a lecturer's training certificate, members of the replacement reserve for elementary education;
2. the remuneration
 - a. of trainers who are involved in the training that is recognised by a certificate;
 - b. of the members of the board of examiners.

Grand Ducal decree dated 13th May 2009 on the rules and terms of recruitment of inspectors-candidates, the course, the training period and the examination to acquire a certificate of aptitude to work as an inspector of elementary education.

Grand Ducal decree dated 25th March 2009 on the details of ranking criteria as well as the procedural terms pertaining to the candidates' assignment and reassignment to a teacher's post.

Grand Ducal decree dated 9th March 2009 on the terms of the examination determining access to the elementary school teacher's post.

8.1.3.2 Secondary Education²²

Secondary and technical secondary schools' personnel Act, 29 June 2005.

Plannings of the education personnel's needs at secondary level amended Act, 10 June 1980.

Candidates in the career of secondary education personnel amended Act, 21 May 1999

Grand Ducal decree amended on 22nd September 1992 on the terms of the recruitment examination of secondary education personnel.

Grand Ducal decree amended on 2nd June 1999 on the practical and theoretical training as well as probationary period of the secondary education teachers.

²²

Legislative Compendium, Memorial A-N.95, 8th July 2005

8.1.3.3 Higher Education

University of Luxembourg Act, 12 August 2003, chapter II, Personnel

8.1.3.4 Special education and teaching

Grand Ducal amended decree dated 18th October 1973 on the roles, conditions of admission to the training period and the conditions of appointment of the personnel assigned to the special education institute and departments

8.1.4 Institutions, level and models of training

8.1.4.1 Elementary education

The elementary education teachers' initial training in Luxembourg is held at the University of Luxembourg which issues a "vocational bachelor' in educational sciences".

The bachelor's in social and educational sciences allows access to graduate youth-worker's post. Those workers intervene in the elementary education in order to ensure the pupils' socio-educational supervision.

However, foreign higher education diploma preparing to the teaching profession are also recognised as long as they honour the European Commission's terms and directives pertaining to the approval of vocational qualifications.

A foreign higher education diploma that prepares candidates for the teaching profession, issued by an institution of a country that is not a member of the European Union's may be recognised by the Minister of Higher Education.

The elementary education teachers' initial training is made up of a 3-semester long general course and a 5-semester long vocational training. The total duration covers a four-year period. The admission to the post is regulated by an entry examination followed by a two-year qualifying period.

From the very beginning of higher education, the general course for elementary education in one or more subjects is combined with practical and theoretical vocational training.

8.1.4.2 Secondary Education

The student first undergoes a 4-year long general course in order to obtain his/her university diploma in the subject of his/her choice. At the end of his/her studies, s/he sits an entry examination and if s/he succeeds, s/he gets enrolled into an initial vocational training programme.

The course consists of a pedagogical training period that last two years, to be undergone in Luxembourg. It starts on the 1st January and is spread over five consecutive, three-month terms. It ends with a final examination under the form of an academic defense. If the candidate succeeds, the University of Luxembourg issues a

diploma which gives the successful candidate the required access to the probationary period under the State's responsibility, which culminates in an examination. Thereafter, the teacher-to-be has 18 months to carry out a scientific or pedagogical research.

8.1.4.3 Special education

There are no specific institutions in Luxembourg, the courses are held, attended and certified abroad.

8.1.5 Admission requirements

8.1.5.1 Elementary Education

The candidates must hold a Luxembourgish secondary school diploma (general or technical) or a foreign diploma recognised to be equivalent to that level by the Luxembourgish Ministry of Education.

The candidates may study in Luxembourg or abroad. If they wish to study at the University of Luxembourg, they must be enrolled to the entry examinations. Along with their application, they should also send in a letter which covers the following elements:

1. personal reasons for admission to the course, i.e. the reasons why the candidate wishes to become a teacher,
2. personal qualities required to become a teacher,
3. a personal opinion about learning (for him-/herself) and teaching (others),
4. (professional) experience with children.

Given that the University of Luxembourg is multilingual, the candidates are requested to write a letter in at least three of the official languages of the university, viz. French, German and English.

Beside the letter of application, the candidates must undergo written examinations including a multiple choice questionnaire based on French, German, English and Luxembourgish texts.

8.1.5.2 Secondary Education

After a call for candidatures is published in the daily press in the month of June (for the 1st session) or in the month of January (for the 2nd session), an application to be admitted to the training sessions has to be addressed to the Ministry of Education by mid-July (1st session) or by mid-February (2nd session). This is done by means of a specific form which can be acquired from the ministry.

The applicants to secondary education posts must have accomplished at least four years of higher studies. The candidates submit the necessary documents which prove that they are citizens of a country of the European Union, and that they enjoy civil and political rights in their country. This is the required proof of guarantee as regards their morals.

The candidates have to undergo a medical examination conducted by an occupational physician of the civil service.

In order to be admitted to the pedagogical training period, the candidates must undergo a recruitment examination (law amended on 10th June 1980). It consists of preliminary linguistic tests (in German, French and Luxembourgish) and ranking tests pertaining to the main subject that the candidate received his/her qualification in. The admission depends on the candidate's standing at the ranking tests.

8.1.5.3 Special education teaching

The candidate must follow the same training as the youth workers. If a candidate is able to prove having acquired professional experience either in the public sector or in the private sector, s/he may obtain a reduction of the duration of training from the Ministry of Education, on proposal of the director of the special education service and in due consultation with the Minister of Civil Service, inasmuch as the training period may not be less than one year.

Besides, they must prove that they have:

- a) gained professional experience of at least a three-year duration in one of the foreseen centres or services;
- b) passed an examination subsequent to the professional experience and pertaining to the following subjects:
 - i. psychology of mentally, sensory or emotionally handicapped or disturbed children
 - ii. curative pedagogy,
 - iii. expressive techniques,
 - iv. professional practice.

8.1.5.4 Foreign language teachers

The conditions of admission are the same as for secondary education, except that they who must have spent two academic years in a university in the country which s/he aims to teach the language of, and have acquired a diploma certifying completion of such studies.

8.1.6 Curriculum, special skills, specialisation

8.1.6.1 Elementary Education

Bachelor's in Educational Sciences (vocational)

The new bachelor of Science of Education (vocational) programme offers studies that aim to train teachers of the pre-school, primary and the preparatory regime of technical secondary education as well as special education. It was introduced in 2005. It is organized as per the directives of the Bologna process and is recognised at the national and European levels. It contains the following modules:

- **TCL 1: Becoming a teacher in a learning community**
Analysing and coaching personal and professional development (tutorial sessions and supervision)
- **TCL 2: Researching Learning and Context**
Analysing ongoing learning processes and professional practice at school (tutorial sessions and supervision) Semesters 7 & 8: Research-based planning and transfer of professional activities to the school context
- **TCL 3: Learning as practice**
Pedagogical, didactical, psychological and gender perspectives on learning processes
- **TCL 4: Educating the generations of tomorrow**
Pedagogical, psychological, political, sociological and gender perspectives on educational processes
- **TCL 5: Schooling in a multicultural society**
Sociological, political, pedagogical and gender perspectives on school and society at large
- **TCL 6: Signs and signifying practices**
Pedagogical and didactical perspectives on an interdisciplinary field of learning
- **TCL 7: Inquiring minds**
Pedagogical and didactical perspectives on an interdisciplinary field of learning
- **TCL 8: Developing interest**
Finding and deepening areas of personal interest
Beyond the framework of its subject matter, each TCL also addresses the following crosscutting dimensions:
 - Promoting linguistic and cultural diversity;
 - Emphasising social dimensions of action, learning and development;
 - Cooperating by means of ICT.

8.1.6.2 Secondary education

The initial pedagogical training of trainees is organised as per the following principles:

- Modular and disciplinary training around key objectives,
- Learning combining course and work experience (University of Luxembourg – secondary school),
- Progressive integration of the trainee into the educational system by means of a tutorial system in the following five fields:
 - Scientific knowledge, and know-how that find their source in educational sciences,
 - Didactical field related to the teacher's methodological skills,
 - Pedagogical and educational fields which consider the pupils' individual differences,
 - Institutional field related to the school's regulatory framework and the

- school's project,
- Field relating to the candidate's personal project.

The training is built around the training modules as well as an inter-modular space.

These temporal spaces of the training are defined in terms of skills expected to be acquired, and relate to educational sciences, the school as well as the teaching profession.

The trainer is expected to intervene in various modules and in various subjects at the University of Luxembourg.

The subject coordinator ensures the conceiving, pertinence and organisation of the subject training.

The module coordinator conceives, coordinates and organises the training in the modular system.

The research-teacher acts as a trainer and ensures the link with the faculty and the academic scientific research.

A reference table of the required professional skills²³ is the very base of the training system. The contents of the training are organised around these very skills, which are demanding knowledge and know-how clearly in connection with given practical situations. The 12 skills are subdivided in three modules and an intermodular space.

The organising principles of the modules are:

- Varying training centres and participants;
- Coherence between practice and theory;
- Interdisciplinarity;
- Team work;
- Learning by doing;
- The active participation of the trainee;
- Differentiation;
- Working by project.

The training period includes practical application in the secondary and technical secondary schools. The work varies between 9 weekly lessons (1st and 2nd terms) and 10 weekly lessons (3rd, 4th, 5th terms). The trainee carries out his/her work within the framework and along with a supervisor who:

- guides and ensures the progressive integration of the trainee into the teacher's profession, and
- accompanies the trainee so as to build his/her skills.

As regards supervision, the trainee suggests extra-curricular activities as part of an individual project. The content of that project is previously discussed and authorised by the subject coordinator.

S/he also follows a didactical process. The tutors also bear the responsibility of auditing. The promotion of the pupils in a trainee's class is also under the tutor's responsibility. The trainees who aim to fill a position of professor-engineer, professor-architect, technical secondary school professor of sciences, professor of techniques, teacher of special courses or teacher of techniques are supervised in a technical secondary school.

During the five first terms, the trainee writes a thesis on the teaching profession from the personal, vocational point of view of a trainee.

The pedagogical training set up a frame and means so that the trainee-teachers, may autonomously position themselves to develop their own training project. As such, they are responsible for the development of their pedagogical and subject knowledge for the entire length of their potential vocational life. As such, with the various vocational situations on offer, they are expected to develop their skills according to the reference table of the required professional skills.

8.1.6.3 Higher education

In order to teach at the University of Luxembourg, the candidate must at least hold a doctorate.

8.1.6.4 Foreign language teachers

The initial training is the same as for the teachers of the secondary level education.

8.1.6.5 Sports teachers

The initial training is the same as for the teachers of the secondary level education.

8.1.7 Evaluation, Certificates

8.1.7.1 Elementary education

Nomination to the post of a teacher is temporary and revokable during the first two years. During this period, s/he is accompanied by the pedagogical team which s/he is a part of, as well as the jurisdictional inspector. S/he must participate in training activities that are related to his/her professional integration.

8.1.7.2. Secondary education

After the first and third terms of training, the trainee is interviewed along with his/her subject coordinator by the supervisors, as well as the module coordinator. This session is meant to allow them to evaluate the situation as regards the work that has been accomplished and to help identify his/her tasks which will encourage him/her to develop those skills that s/he does not yet master or those which s/he has not yet aimed for. These interviews essentially bear upon the supervision but also cover the two other parts of the trainee's file.

Following these interviews, the trainee writes a self-evaluation pertaining to his/her training accomplished thus far.

For their part, the supervisors add their analyses of the trainee's career. The written documents of the supervision are the followings:

- The auto-evaluative reports which document the vocational practice of the trainee;
- The evaluation reports of the supervisors;
- The reports of the subject coordinator.

The report elaborated after the interview:

- shall constitute a synthesis and a reflection of the work expressed by the trainee and the supervisors;
- shall follow the reference table of the required professional skills;
- shall show the extent to which the trainee has done his/her work (in the class, through pedagogical experiments, during his/her projects with the pupils, by means of readings and reflections, ...) and developed his/her skills as required for his/her day-to-day practice;
- shall highlight the points which the trainee still has to develop.

The reports should be submitted to the subject coordinator at the second and fourth terms of the trainee's career.

All other documents pertaining to the activities and supervisory experience may be transferred to the file. The trainee thus shows a specific, new path in his/her training and the achievement of a given skill. During the pedagogical training, the trainee must also write a dissertation about the teaching profession and on his/her personal process of training. The pedagogical training ends with an examination that includes the defence of a file. Such a file should include the documents elaborated by the trainee during his/her training, i.e. the dissertation about the teaching profession in particular.

After the examination, which takes place at the university, the trainee goes through a trial period during which s/he is subjected to a practical examination. On success, s/he receives a certificate that attests his/her success at all the tests which comprise the training examination, and recognise the pedagogical training period on the whole.

8.1.7.3 Foreign language teachers

vide infra 8.1.7.2.

8.1.7.4 Sports teachers

vide infra 8.1.7.2.

8.1.8. Alternative training pathways

As for the technical education, the teachers must hold a certificate named "brevet de maîtrise" and have acquired either a five-year-long vocational experience in total, or a three-year-long experience following obtention of the certificate. They do not require to have done higher studies.

Special grand-ducal decrees may set up specific examinations, to recognise the qualification of candidates whose vocational speciality does not foresee a "brevet de maîtrise".

In the training leading to the “brevet de maîtrise”, a pedagogical course prepares future craftsmen to supervise their apprentices.

As for the trainers who participate in the continuing vocational training, there are no explicit demands.²⁴ Nevertheless, candidates must succeed in an entrance examination, be ranked sufficiently high and accomplish a pedagogical training over a two-year period.

Besides, article 9 of the law creating the University of Luxembourg stipulates that a person having exercised a given professional, remunerated, non-remunerated or voluntary activity that matches with the subject of an application for at least three years may request the recognition of his/her skills. Such knowledge and aptitude acquired by experience justify obtaining such or an equivalent certificate. A person may also request the recognition of higher studies that s/he previously accomplished in a foreign country.²⁵

8.2 Condition of service of teachers

8.2.1 Historical overview

8.2.1 1 Elementary education

Before the legal clauses of 2009, the elementary education teachers' job totaled 26 and 24 lesson units a week.

The Grand Ducal decree dated 23rd March 2009 fixes the elementary education teachers' work and particularly stipulates that the job of teachers:

- assigned to the 1st cycle consists of 25 lessons of direct teaching;
- assigned to the 2nd, 3rd and 4th cycles consists of 23 lessons of direct teaching and
- 54 hours a year of pedagogical support, for all teachers
- as well as 126 hours a year of work in the pupils' and the school's interest.

Before the legal clauses of 2009, teachers were assigned to different schools and transferred from one school to another by the municipal authority. The law of 2009 delegates such assignment to the ministry.

Individual decisions of reassigning a teacher to a municipality are taken by the Minister as advised by the municipal council which makes its selection from a list of ranked candidates. That list is prepared by the jurisdictional inspector. It is based on marks given by the inspector and the seniority of the candidate, as per the clauses of the amended law of 13th December 1988.

The elementary education inspector ensures the supervision of both, public and private elementary schools, as well as education imparted at the pupil's residence within his/her jurisdiction. To this end, s/he ensures that the schools are properly run

²⁴CEDEFOP, panorama, Series 106, 2205

²⁵University of Luxembourg Act, 12 August 2003

as per the official clauses, laws, regulations and directives. S/he exercises a hierarchical power over the schools' personnel within his/her jurisdiction, with the exception of teachers and teaching assistants of religion classes. S/he informs the Minister as to the possible breaches of discipline of the personnel.

A Grand Ducal decree determines the detail of the work, the terms of assigning as well as the volume of discharge for related activities within the interest of the smooth running of the school in question or the educational system in general, as well as the terms of assigning and financing supplementary lessons.

Article 40 of the Elementary Education Personnel Act, 6 February 2009 completes the law amended on 22nd June 1963 which fixed the civil servants' salaries, thus constituting the legal basis of calculating the teachers' remuneration.

8.2.1.2 Secondary education

The secondary and technical secondary school teachers' work is redefined by virtue of the Grand Ducal decree dated 24th June 2007. Beside the teacher's normal work, a new clause of availability for teaching and school has been introduced.

The status of civil servant was not modified, but since 1980, an annual planning of needed teachers is established. The retirement age also remains unchanged. The Grand Ducal decree also provides for teachers' participation in at least 8 hours of certified continuing training.

8.2.1.3 Higher education

Since 2003, the University of Luxembourg Act lays down the teachers' working conditions.

8.2.1.4 Foreign language teachers

vide infra 8.2.1.2

8.2.1.5 Sports teachers

vide infra 8.2.1.2

8.2.2 Ongoing debates and future developments

8.2.2.1 Elementary education

At present, there are no major debates because the elementary education recently underwent a reform.

8.2.2.2 Secondary education

The teachers' working conditions shall soon be made compatible with the Bologna criteria.

8.2.3 Specific legislative framework

8.2.3.1 Elementary education

Status of the civil servants Act, 16 April 1979
Elementary Education Personnel Act, 6 February 2009

8.2.3.2 Secondary education

A Grand Ducal decree dated 24th July 2007 fixes the secondary and technical secondary school teachers' work.

A Grand Ducal decree dated 2nd June 1999 pertaining to the theoretical and practical training as well as the secondary teachers' trial period.

Planning of needs for secondary school teaching personnel modified Act, 10 July 1980.

8.2.3.3 Higher education

University of Luxembourg Act, 12 August 2003, chapter II, the University's personnel.

8.2.3.4 Special education

Creation of special education services modified Act, 14 March 1973

The modified Grand Ducal decree dated 18th October 1973 pertaining to the responsibilities, admission criteria to the training as well as the nomination criteria of the personnel that is assigned to the institutes and departments of special education.

8.2.3.5 Foreign language teachers

vide infra point 8.2.3.2

8.2.3.6 Sports teachers

vide infra point 8.2.3.2

8.2.4. Planning policy

8.2.4.1 Elementary education

The elementary schools' needs for personnel as well as the measures are continuously planned, on periods of five academic years.

A commission of experts is in charge of studying and carrying out the required planning.

In order to determine the current needs and to evaluate the future needs of the period under examination, the commission considers:

- the specific needs as declared by the municipalities with regard to the school's organisation;
- the pedagogical standards as regards the number of pupils per class as fixed by the Minister;
- the evolution of general and regional demographics, and more specifically those of the global, predictable number of pupils per school;
- the work of the school personnel at the elementary level;
- progressively carrying out missions as well as the implementation of specific, legal and regulatory terms and regulations in the elementary system;
- foreseeable needs in terms of personnel to ensure replacements;
- organic or pedagogical reforms and all other measures or situations that could bring about a change in the schools' needs as regards the personnel that is employed.

Each year, a commission submits a general report to the Minister which mainly includes:

- statistical data pertaining to the organisation of the current academic year;
- an evaluation of foreseeable needs of personnel for elementary schools over the next five years.

On the basis of the general report submitted by the commission, the Minister suggests a five-year recruitment programme to the Government.

The Government then decides as to the volume and the dates for carrying out the recruitment programme.

The hiring of personnel inasmuch as it surpasses the replacement of that part of the personnel that leaves the service is authorised by the budgetary law.

8.2.4.3. Secondary education

The Planning of needs for secondary school teaching personnel modified Act, 10 July 1980, led to the creation of a permanent commission of experts. The commission bears the responsibility of carrying out the necessary studies aimed at forecasting and planning the needs in terms of teaching personnel and has been directed to submit an annual report containing the current and foreseeable needs over a five-year period to the Minister of Education.

For analysis of current needs with regard to teaching personnel, the permanent commission takes into consideration the number of lessons imparted beyond the normal work of the civil servant teachers or those who are hired on a fixed-term, contractual basis. Thus, the supplementary lessons and the lessons imparted by teaching assistants who are hired on a fixed-term, contractual basis as well as supply teachers (persons who exercise a liberal profession) are taken into account.

The permanent commission also takes the school's demographic evolution into account as per the evolution of the number of pupils admitted to the school, and the evolution of births and the migratory balance.

Retirements also greatly influence the numbers, in view of the fact that the age limit is a matter of increasing concern for more and more classes. However, since the legal retirement age has been pushed beyond the 60-year limit, the departure due to retirement may partly be postponed by a year or two in the upcoming five-year period.

Given that the trainees do not take on a full-time job right away, but rather benefit from more or less discharge of work during their internship, an equivalent number of posts occupied by them must be considered to overcome such a difference.

8.2.4.4 Foreign language teachers

vide infra point 8.2.4.3.

8.2.4.5 Sports teachers

vide infra point 8.2.4.3.

8.2.5 Entry to the profession

8.2.5.1 Elementary education

All candidates applying for the post of a teacher must hold a recognised diploma (cf. point 8.1.), successfully pass the tests prior to the entry examination, succeed in the entry examination with a high rank in order to gain access to the teaching profession.

Prior to the entry examination, the candidates must be subjected to preliminary tests.

The preliminary tests aim to ensure that the candidate's knowledge in all three usual languages of the country, Luxembourgish, French and German, is sufficient. They also cover the Luxembourgish school legislation and regulation. These tests are eliminatory. Exemptions may be granted by the Minister in some cases.

Since 2009, the entry examination to gain access to the teaching profession is carried out in the form of a unique competition for all 4 cycles of elementary education.

The ministry organises a competitive session per year. The dates of the tests are duly published. The competition is divided into three written tests. The first one pertaining to the planning of a learning situation; the second to the methodology and didactics of the fields of teaching targeted by the elementary study plan; and the third test pertains to the Luxembourgish culture.

All successful candidates in the above tests are ranked according to their results. The ranking thus established is the only ranking inasmuch as it groups together those candidates who may teach in all 4 cycles as well as those who can either teach in cycle 1 or cycles 2, 3 and 4.

The most suitably ranked candidates are authorised to teach in all 4 cycles. They may access the teaching profession first when posts become available. Priority is also given according to the preferences communicated to the Ministry at the time of their initial application to compete.

The candidates who are suitably ranked to teach in either cycle 1, or in cycles 2, 3 and 4, may only gain access to those posts as and when they become available.

A higher ranking provides the candidates with an earlier access to the teaching profession, subject to his/her preference(s).

8.2.5.2 Secondary education

In Luxembourg, education in public schools is mainly ensured by civil-servant teachers. The public secondary education teachers' recruitment is organised by the Ministry of Education and Vocational Training

The total volume in terms of recruitment of secondary education teachers is annually decided by the Government. The distribution of the posts to the various careers and specialities is fixed by the Minister. The ministerial decision to achieve such a goal is based on the specific needs of the various secondary and technical secondary schools.

The candidates for the post of:

- secondary education teacher must have successfully accomplished at least four years of studies at the higher education level,
- technical secondary teacher must have successfully accomplished at least three years of studies at the higher education level,
- special course teacher must have successfully accomplished at least two years of studies at the higher education level as well as having vocational experience of at least three years,
- technical teachers must hold a certificate named "brevet de maîtrise" and prove vocational practice of five years in total, or three consecutive years following obtention of their certificate.

All candidates to the abovementioned posts must succeed in the entry competition examination and be sufficiently highly ranked in order to accomplish their two-year pedagogical training period.

They must also fulfill the following admission criteria:

- be a citizen of a member State of the European Union
- enjoy all civil and political rights,
- offer the required moral guarantees,
- satisfy the conditions of physical aptitude required to exercise the profession,
- have adequate knowledge of the three administrative languages (German, French and Luxembourgish).

The competition examinations are organised by the Ministry of Education and Vocational Training. A first session takes place between the 15th September and the 31st December. If at the end of this first session, there still are available posts, then a second session is held between the 15th February and 31st May. Calls for candidature are published in the written media in June and January.

The examinations consist of two parts:

1. the preliminary tests in languages (Luxembourgish, German and French)

2. the ranking tests in the candidate's speciality

For each speciality, the admitted candidates are given a specific programme. Inasmuch as possible, they also receive a model of a previous examination.

Prior to the preliminary tests and the ranking tests, information sessions are held with the respective juries. The candidates are given information as regards the details of the organisation of examinations.

8.2.5.3 Higher education²⁶

The academic corps of the University is made up of professors, assistant professors, lecturers and teaching assistants.

The professors must fulfill the following conditions:

- 1) A professor nominated to the University is a tenured research teacher who holds a doctorate and has carried out research work as per a thesis that is validated by the publications of recognised works or holding an authorisation to direct research work.
- 2) An assistant professor nominated to the University is a research teacher who holds a doctorate.
- 3) A lecturer nominated to the University is a research teacher who holds a master. S/he ensures a teaching service that consists of courses, session and tutorial direction as well as practical, experimental direction.
- 4) An teaching assistant is a research teacher who holds a masters and is in-charge of a department of lectures or practical experimental session under the guidance of a professor.

The posts of professor and assistant professor are officially available when a public advertisement to that effect is published. When a nomination procedure is opened, the Rectorate installs a nomination commission as proposed by the Dean of the faculty concerned. The commission consists of five members, two of whom are external to the University. The commission is presided over by the Dean of the faculty. The members of the commission are professors. It bears the responsibility of examining the candidatures and proposes the candidates' ranking. The Rectorate appoints the assistant professors. Before appointing, the Rectorate may invite the faculty to carry out measures that it deems necessary. Appointment to the post of a professor is carried out by the Governance Council.

If the University intends to acquire the collaboration of a particularly eminent personality or if the procedure of nomination by a public call fails, the above terms may be dispensed of in order to make a professoral post available for appointment by nomination. The proposal to appoint by nomination must have been unanimously agreed to by the Governance Council.

The posts of lecturer and teaching assistant are proposed by the faculty. The recruitment is carried out by the faculty. The lecturers and teaching assistants are

²⁶ University of Luxembourg Act, 12 August 2003, The University personnel, chapter II, research-teacher and researcher

appointed by the Rectorate as proposed by the Dean. The appointment may be carried out either for a renewable seven-year term or for an indefinite period. The conditions of appointment as well as the renewal of the term of a research-teacher are as follows:

- a) The function must be exercised as the principal professional activity;
- b) The teaching that is imparted and the research work that is carried out must respect the recognised level of scientific quality; the function must be carried out with the intention of achieving pedagogical improvement;
 - i. The intermediate corps of the University is also made up of assistants and assistant-researchers.
 - ii. The recruitment and selection to one of the posts of the intermediate corps are under the professor's responsibility or that of the professor of the subject to which the post is assigned. The Rectorate bears authority on the appointment.
 - iii. The assistant exercises academic and research activities under the direction of a professor. S/he thus completes a scientific and pedagogical courses. The assistant is appointed for a two-year period, which may be renewed once.

The assistant researcher carries out research under the guidance of a professor. S/he is appointed for a three-year period that can be renewed once.

The University acquires the necessary administrative services in order to execute the administrative and management tasks. Amongst the various resources, the University has the necessary scientific and technical personnel to carry out the teaching and research tasks and administrative personnel required to execute administrative tasks to ensure a proper management.

The University may take on services of supply teachers who hold specialised courses. They are employed on a full-time basis by another employer and may be appointed for more than 3 hours of classes per week. The teaching they offered by the faculty; the responsibility of recruitment lies with the faculty.

The supply teachers are appointed by the Rectorate as proposed by the Dean for a three-year, renewable term. The supply teachers are given the title of associate teaching assistant or associate lecturer, or associate assistant-professor, or associate professor by the commission of specialists made up of five members, two of whom are external to the University. This commission is established by the Rectorate as proposed by the university council.

8.2.5.4 Foreign language teachers

vide infra point 8.2.5.2

8.2.5.5 Sports teachers

vide infra point 8.2.5.2

8.2.6. Professional status

8.2.6.1. Elementary education

The teachers are civil servants.

They are nominated by the State and are part of a national body of elementary personnel and are placed under ministerial authority of the Ministry of Education and Vocational Training. They are allocated to the municipalities by the ministry as per their ranking and the candidate's preference.

During the first two years of service, the appointment to the teacher's post is temporary and revokable. During this trial period, the teacher is mandatorily enrolled in courses pertaining to his/her vocational integration.

As per the needs, the teaching personnel may also consist of lecturers who are employed on a full-time or part-time basis for a fixed term or permanently.

8.2.6.2 Secondary education

The teachers are civil servants. As per the needs in terms of teaching personnel of the secondary schools, teaching assistants may be hired on a full-time or part-time basis and for a fixed term or permanently. These teaching assistants have the status of State employees.

8.2.6.3. Foreign language teachers

vide infra 8.2.6.2

8.2.6.4. Sports teachers

vide infra 8.2.6.2

8.2.7. Replacement measures

8.2.7.1. Elementary education

A replacements reserve is placed under ministerial authority and includes teachers as well as teaching assistants. The members of the reserve have to ensure temporary replacements if and when appointed teachers are absent and to fill the posts of teachers which have remained vacant.

The work of the teaching assistants, members of the reserve, consists of teaching, supervisory, guiding and cooperative as well as administrative tasks.

The replacements reserve may include:

- 1) teachers;
- 2) teaching assistants who hold a teacher diploma and have obtained passing marks in the ranking tests, but were not sufficiently highly ranked during the competition that led to the teaching profession;

- 3) teaching assistants who hold a teacher diploma and who fulfill the linguistic conditions at the competition that leads to the teaching profession;
- 4) teaching assistants who hold a certificate of direction manager (*chargé de direction*) as established in keeping with the terms of the law amended on 5 July 1991;
- 5) teaching assistants who hold a certificate of admissibility to the reserve of replacements as established and in keeping with the law that was amended on 25 July 2002;
- 6) teaching assistants hired on a permanent contractual basis for full-time or part-time work;
- 7) teaching assistants hired on a fix-termed contract and full-time or part-time work for a minimum of one academic year.

The Minister may assign members of the reserve to replace a teacher for an entire academic year in a municipality, a class or a public school. The Minister may also assign or reassign a member of the reserve in the interest of ensuring full service, once the concerned person have been duly heard.

Each member of the reserve who has not been assigned or reassigned to a vacant teaching post for one academic year is attached to an inspector's jurisdiction; a group of jurisdictions, a regional inspectorate or the national inspectorate as deemed fit by the Minister.

In the case of failing availability of members of the reserve, the State may proceed to replace a teacher by someone who holds a certificate delivered by the inspectorate of elementary education. S/he would be hired as a State employee.

8.2.7.2 Secondary education

Up to 2010, the education system has been depending on teaching assistants hired on a fix-termed contract to replace teachers. A law has been recently (29th June 2010) passed to create a replacements reserve as is the case with elementary education. Such a reserve is aimed at providing a national reserve of supply teachers for secondary and technical secondary schools.

8.2.7.3 Higher education

Supply teachers and teaching assistants ensure replacements. If there is only one absence or a few classes, then the teacher is not replaced.

8.2.7.4 Foreign language teachers

vide infra 8.2.7.2

8.2.7.5 Sports teachers

vide infra 8.2.7.2

8.2.8 Supporting measures for teachers

8.2.8.1 Elementary education

During the first two years that follow the appointment, the teacher gets the benefit of

- a support from the pedagogical team which s/he is a part of
- the inspector of the jurisdiction which the school belongs to.

S/he obligatorily participates in trainings that are related to his/her vocational integration.

A methodological and scientific support is also offered to all schools by the Agency for the Development of School Quality (*Agence pour le développement de la qualité scolaire - ADQS*) in order to elaborate the school success plan (*plan de réussite scolaire*).

8.2.8.2 Secondary education

Those candidates who succeed at the teachers' recruitment examination and were highly ranked undergo a pedagogical training period before being appointed. The University of Luxembourg provides the training.

During their career, the teachers can also participate in courses offered by the Institute of Continuing Training for Schools' and Secondary Schools' Teaching and Educative Personnel.

Finally, the ADQS supports the primary and secondary schools in analysing the evaluation of the education they impart.

8.2.8.3 Foreign language teachers

vide infra 8.2.8.2

8.2.8.4 Sports teachers

vide infra 8.2.8.2

8.2.9 Evaluation of teachers

8.2.9.1 Elementary education

The teachers are individually evaluated by the inspectors.

8.2.9.2 Secondary education

The teachers are individually evaluated by the director of the school.

8.2.9.3 Foreign language teachers

vide infra 8.2.9.2

8.2.9.4 Sports teachers

vide infra 8.2.9.2

8.2.10 In-service training

The Research Coordination and Pedagogical and Technological Innovation Department (*Service de coordination de la recherche et de l'innovation pédagogiques et technologiques* - SCRIPT), is under the authority of the Minister of Education. One of its 3 division, the Institute of Continuing Training for Schools' and Secondary Schools' Teaching and Educative Personnel (*Institut de formation continue du personnel enseignant et éducatif des écoles et des lycées*) ensures the coordination and the organisation of continuing education for all teaching and education personnel in the elementary and secondary education.

8.2.10.1 Elementary education

The personnel and the inspectors have the right and the duty to maintain and improve their vocational skills by means of continuing education.

The Minister ensures the personnel's continuing training by making regular offers, as much as possible outside opening hours of schools. S/he fixes the fields that are to be given priority, and designates compulsory units of continuing training.

The continuing training either responds to individual or collective needs of pedagogical or multiprofessional teams. It may also respond to specific local, regional or national needs. Continuing training is oriented towards study plan directives as well as pedagogical and didactical devices that could improve the quality of education and promote the pupils' success. It aims to develop vocational skills.

Teachers' participation in continuing training activities may be accounted for to obtain the advanced certificate as well as other certificates and diplomas.

8.2.10.2 Secondary education

The Grand Ducal decree dated 24 July 2007 fixes the secondary and technical secondary teachers' work. It thereby foresees 72 hours of verifiable availability per academic year as per the needs of the secondary school's organisation. It includes a minimum of eight hours of certified continuing training.

8.2.11 Salaries

The basic salary of civil servants is expressed per level and grade in terms of grading points. The value of these grading points is fixed by a special law.

The salary is periodically readapted to the variations of the cost of living as observed by the balanced price index at consumption which is established and published every month by the Central Statistical and Economical Studies Department (*Service Central de la Statistique et des Études Économiques*).

Beside the salary, the civil servants also benefit from family allowances as all salaried employees.

8.2.12 Working time and holidays

8.2.12.1. Weekly work

8.2.12.1.1 Elementary education

The normal work of teachers who are assigned to the first cycle includes twenty-five weekly, direct teaching lessons and fifty-four hours of pedagogical support per year as well as one hundred and twenty-six hours of annual work in the pupils' and school's interest.

The normal work of teachers assigned to the second, third and fourth cycles includes twenty-three weekly, direct teaching lessons and fifty-four hours of pedagogical support per year as well as one hundred and twenty-six hours of annual work in the pupils' and the school's interest.

8.2.12.1.2 Secondary education

The work of teachers in the secondary school, whatever the regime, is fixed as being equivalent to twenty-two lessons. They correspond to

- twenty-one units of weekly lessons,
- the equivalent of a lesson of availability,
- which equals to twenty-two verifiable hours to be imparted during the academic year and as per the needs and organisation of the secondary school.

The weekly volume of teacher's work mainly includes:

- teaching lessons, including those given as part of supportive pedagogy or adult education
- pedagogical, scientific or cultural research activities
- activities pertaining to pedagogical training of incumbent teachers as well as continuing training of teachers in service
- student guidance activities
- socio-cultural and sports activities
- administrative activities
- supervision and replacement activities

8.2.12.1.3 Foreign language teachers

vide infra 8.2.12.1.2

8.2.12.1.4 Sports teachers

vide infra 8.2.12.1.2

8.2.12.2 Teachers' vacation time duration

8.2.12.2.1 Elementary and secondary education

The teachers, as civil servants, benefit from the following holidays in virtue of the Grand Ducal decree dated 22nd August 1985 that fixes the civil servants' holidays and State employees:

- Annual casual leave;
- Sick leave;
- Extraordinary leave;
- Maternity leave;
- Academic leave;
- Leave without pay;
- Part-time leave;
- Union or political leave;
- Sports leave

The annual leave for teachers of all teaching orders may not extend beyond school holidays and vacation. An academic year lasts for 36 weeks; the vacation and holidays cover 16 weeks (80 days). In principle, the academic year starts in mid-Septembre and goes until mid-July.

The duration of the teachers' holidays is spread out as follows:

- All saints holiday (1 week)
- Christmas holidays (2 weeks)
- Carnival holidays (1 week)
- Easter holidays (2 weeks)
- Pentecoste holidays (1 week)
- Summer vacation (8 weeks)

The legal holidays are as follows:

- May day
- Ascension day
- Public celebration of HRH the Grand Duke's anniversary (23rd June)

8.2.12.2.2 Higher education

The academic year at the university starts in mid-September. It is subdivided into two terms of equal length: the winter term goes from mid-September till the end of January and the summer term goes from February to the end of June.

The education takes place for 14 weeks in each semester. It continues to be imparted during the All-saints, Carnival and Pentecoste holidays.

Holidays:

- 1) A scientific leave may be granted to a teacher who works on a full-time basis

per period of 7 years of teaching at the university. This continuous scientific leave is of a six-month-duration, and is remunerated with either the basic salary or half the annual income subtracted from the basic salary.

- 2) The teachers who have served as a Rector, vice-Rector, Dean or director of an interdisciplinary centre may apply for and be granted a scientific leave of an equivalent duration after having exercised their respective functions. The only condition that applies in this case is that the leave must take effect during a two-year period immediately after the applicant served in the above-cited positions.
- 3) Scientific leave is granted by the Governance Council as advised by the Rectorate.

8.2.12.2.3 Foreign language teachers

vide infra 8.2.12.2.1

8.2.12.2.4 Sports teachers

vide infra 8.2.12.2.1.

8.2.13 Promotion, advancement

8.2.13.1 Elementary education

The teachers may enter the inspectorate or obtain a mission at the Ministry of Education.

8.2.12.2 Secondary education

The teachers of secondary and technical secondary education may be attached to the management or the director of a secondary or technical secondary school or obtain a mission at the Ministry of Education.

8.2.13.3 Foreign language teachers

vide infra 8.2.12.2

8.2.13.4 Sports teachers

vide infra 8.2.12.2

8.2.14 Transfers

8.2.14.1 Elementary education

The Minister assigns the teacher to either a municipality or a public school or a class within it. The teacher who wishes to have a transfer must submit a written application to the Minister. Individual decisions of transferring a teacher to a public school or a class within it are taken by the Minister. Individual decisions relative to transferring a

teacher to a municipality are taken by the Minister as per suggestion by the concerned municipal council.

As advised by the inspectorate general, the Minister decides to assign inspectors to various jurisdictions or to specific missions.

8.2.14.2 Secondary education

The Minister assigns teachers after their end-of-training-examination to a secondary school. Teachers may request to be transferred to another secondary school. Whilst considering transfers, the teacher's seniority is taken into consideration.

8.2.14.3 Foreign language teachers

vide infra 8.2.14.3

8.2.14.4 Sports teachers

vide infra 8.2.14.3

8.2.15. Dismissal

The conditions of definite suspension of service are fixed in the Status of the civil servants Act, 16 April 1979.

The definite suspension from service is the result of voluntary resignation that is duly accepted, retirement without prior consultation, clauses pertaining to the age limit or job cuts.

Conditions of relief from function without prior consultation are:

- b) the loss of civil and political rights;
- c) notification of suspension of service for having attained the age of retirement;
- d) job loss for being sentenced to a prison-term for having intentionally committed a crime that led to the jail sentence of over a year without suspension;
- e) dismissal.

8.2.16 Retirement and pensions

The teachers are declared to be retired by the Minister of Civil Service:

1. if the civil servant attains the age limit of 65 years

However, the civil servant may request to continue serving for a supplementary duration of up to three years from the date of attaining the maximum age limit, on a full-time or a part-time basis. Such a request must be assessed and agreed to by the Government. The terms and conditions of such continuity of service beyond the age limit are fixed by a Grand Ducal decree.

2. if the civil servant is aged 60 years and after having served for thirty years, requests it

3. if the civil servant is aged 57 years and after having served for forty years, requests it.

A civil servant is declared retired without being consulted if:

1. s/he attains serious and permanent illness(es) and if the inability to serve is observed by a Pensions Commission
2. the civil servant proves professional inability or disqualification on moral grounds;
3. the civil servant accepts to serve a parliamentary term.

The age related retirement criteria are the same for males and females.

The teaching profession, like all other civil services, gives the teachers a right to a lifelong pension if:

1. after thirty years of service, s/he is sixty-years old;
2. after ten years of service, s/he attain the age limit of 65 years;
3. after ten years of service, if, after s/he has received a waiting salary, his/her salary is then stopped after two years;
4. after one year of service and without any age-related condition, s/he is recognised to be physically unable to exercise the profession or resume it after being ill;
5. without any age-related or duration-of-service-related condition, s/he is recognised to be unable to exercise his/her profession
 - a. for having suffered injuries or been the victim of accident(s) that occurred either whilst exercising the profession or
 - b. in an act of public interest or
 - c. whilst exposing him-/herself to save a human life.

S/he is then recognised as being unable to continue or resume the exercise of his/her profession or to take up another job that corresponds to his/her abilities;
6. after fifteen years of service,
 - a. s/he leaves the service after voluntarily resigning, and the resignation being regularly accepted, or
 - b. if s/he is relieved from his/her function due to a duly recognized incompatibility with the profession of his/her spouse;
7. after forty years of service:
 - a. s/he is aged fifty-seven old;
 - b. s/he is granted a premature retirement if cause(s) of disability is/are observed by a Pensions commission.

8.3. School administrative and/or management staff

8.3.1. Requirements for appointment as a school head

8.3.1.1 Education elementary

President of the School Committee

The Minister nominates the president of the school committee amongst the teachers who are members of the committee as suggested by the latter. (Initial training to become the president of a school committee cf. point 8.1. initial teacher training).

8.3.1.2 Secondary education

1. The Principal and the Vice-Principal

They are nominated by the Grand-Duke as per the conditions and terms of nomination of civil servants who occupy executive functions in the administration and departments of the State. They are nominated to a renewable seven-year term.

A specific training is considered to be an advantage but not mandatory.

2. Management attaché/ assistant

The director may be assisted by those teachers who are either partially or fully attached to the management to manage the school organisation and to ensure the implementation of the secondary school's autonomy. The management attaché is nominated by the Minister as suggested by the director; his/her tenure may be renewed on an annual basis.

8.3.1.3 Higher education

The Rectorate is the executive organe of the University. Contrary to the secondary education, it consists of more than one person:

- a) The Rector;
- b) Three Vice-Rectors at the most;
- c) Administrative Director.

It may hire counsellors or mission assistants on a fix termed contractual basis.

The Rector is nominated and revoked by the Grand-Duke as proposed by the Board of Governors, and after having consulted the University Council. In order to be nominated to the post of a rector, the candidate must have been a university professor. The position of a Rector is incompatible with that of the President and member of the Governance Council, Dean of a faculty and the Director of an interdisciplinary centre. The position of a rector is not subjected to the condition of nationality.

The Vice-Rectors are nominated and revoked by the Grand-Duke as per the suggestion made by the Governance Council which is based on the advice of the University Council and the Rector.

The Administrative director is nominated and revoked by the Grand-Duke as per suggestion made by the Governance Council which is based on that of the University Council and the Rector.

Beside the day-to-day management, the Rectorate bears responsibilities for the following:

- a) it nominates the Deans and proposes the various Directors to interdisciplinary centres to the Governance Council;

- b) it elaborates the general policy and the strategic choices of the University;
- c) it elaborates the pluri-annual developmental plans;
- d) it elaborates the budgetary project and the annual budget;
- e) it elaborates the activity reports as well as the annual accounts;
- f) it proposes the creation, maintaining or suppression of sub-structures;
- g) it proposes the creation, maintaining and/or suppression of courses and lines of research;
- h) it nominates and revokes the teacher-researchers within the framework of recruitment procedures with the exception of professors;
- i) it decides, as the body of last recourse, as to the students' enrollment;
- j) it proposes the signature of agreements, participation, creation of branches, accepting donations as well as real estate acquisitions;
- k) it assigns the administrative and technical personnel to various departments of the University,
- l) it negotiates all contracts and agreements (in particular the establishment contract with the Government);
- m) it is the organiser of the University's income and expenses and it ensures the management of the University's resources/assets.

The Rectorate may delegate a part of its responsibilities to one of its members, to the Deans for matters which pertain to their respective faculties and to Directors of interdisciplinary centres for matters concerning their respective centres and within the limits foreseen by the in-house rules.

The Rector exercises the following responsibilities:

- a) s/he presides over the Rectorate;
- b) s/he presides over the University Council and executes its decisions;
- c) s/he is the hierarchical head of the teaching and non-teaching personnel of the University;
- d) s/he represents the University vis-a-vis third parties as well as the law;
- e) s/he is the University's primary contact with the national authorities and specifically with the Minister of Higher Education;
- f) s/he ensures the University's primary contact with the Governance Council;
- g) s/he holds the University's seal and delivers the grades, diplomas and certificates;
- h) s/he is responsible to ensure that order is kept within the University's premises;
- i) s/he ensures that the in-house rules and regulations are duly implemented.

The Rector may delegate part of his/her competences to another member of the Rectorate to a certain extent and for a limited amount of time.

Within the framework of the Rectorate, the administrative manager specifically spearheads the administrative and technical services and ensures that resources at the University's disposal are managed appropriately.²⁷

8.3.1.4 Special education

²⁷University of Luxembourg Act, 12 August 2003, Art 22-24: The Rectorate

In order to become a principal in special education, the candidate has to either be:

- a professor in secondary and higher education, or
- an inspector of primary education, or
- a psychologist, or
- a professor of logopedic teaching, or
- hold a university degree in pedagogical sciences, and be specialised in the field of handicapped children.

Before taking on the function of a principal, the candidate who is

- a professor of secondary and higher education,
- an inspector of primary education or
- a psychologist

must undergo a six-month long training period in a special education institution.

8.3.1.5 Foreign language teachers

vide infra 8.3.1.2

8.3.1.6 Sports teachers

vide infra 8.3.1.2

8.4 Staff involved in monitoring educational quality

8.4.1. Requirements for appointment as an inspector

8.4.1.1 Elementary education

The elementary education inspector ensures the supervision of elementary schools in his/her jurisdiction. S/he ensures that the school runs well and that it observes the laws, regulations and official directives. It surveys all learning activities that take place during the school's opening hours except religious and moral education classes.

S/he supports dialogue and consultation between academic partners and participates in the implementation of the school success plan. Gathered in a college, the inspectors advise the Minister as to the measures which might contribute to the qualitative development of the teaching as well as the pupils' supervision.

The elementary education inspectors must hold a certificate of aptitude to exercise inspectoral functions at the elementary education level that is delivered after a training period and a subsequent examination which is determined by a Grand Ducal decree. (cf. 8.2.13)

8.4.1.2 Secondary education

The organisation and the educational results imparted in the secondary schools may be subjected to an evaluation by the Minister. The secondary schools make the necessary information available for this purpose. The evaluations consider the pedagogical experience in order to introduce innovative practices.

8.5 Educational staff responsible for support and guidance

8.5.1 Elementary education

The Minister of Education may assign teachers as resource-teachers to the inspectorate. The resource-teachers are placed under the authority of the elementary education Inspector-General and they benefit from being partially or fully discharged of their teaching task. Their mission is to:

1. provide pedagogical support to pedagogical teams and newly nominated teachers especially in the fields of class management and differentiation of education within the framework of the school success plan as established;
2. encourage schools to implement innovative and useful pedagogical practices to improve learning and its dissemination;
3. assist schools in optimising the management of the learning cycles organisation;
4. help schools to establish an ongoing learning project.

The resource-teachers may assist the jurisdictional inspector in fulfilling his/her informative, communicative and counsellor's roles towards the schools.

8.5.2 Secondary education

The Psychology and School Orientation Department (*Service de Psychologie et d'Orientation Scolaires - SPOS*), of the secondary school on the one hand, and the teachers, in particular the teacher in-charge on the other, work together to concentrate their efforts on the pupils' guidance.

Guidance consists of:

- helping pupils to be conscious of their abilities and their ambitions,
- informing pupils and their parents and counsel them with as to the possibilities of continuing their vocational studies, guiding them in their choices and helping them to elaborate a personal academic project,
- informing them as regard the progress they have made, and offering them support measures as per their needs.

8.5.3 Foreign language teachers

vide infra 8.5.2

8.5.4 Sports teachers

vide infra 8.5.2

8.6 Other educational staff or staff working with schools

8.6.1 Elementary education

The personnel that participate in elementary education include school personnel and multiprofessional teams.

The school personnel may include resource teachers beside teachers, and:

- professors in logopedical education
- educationalist
- psychologists
- curative education specialists
- speech therapists
- psychomotor rehabilitation specialists
- occupational therapists
- social workers
- paediatric nurses
- qualified youth workers
- youth workers
- nurses
- librarians
- teachers of specific subjects
- teachers of religious courses

The school personnel may be assisted by mother-tongue teaching personnel for immigrant children who speak a foreign language as well as intercultural mediators.

The personnel of multiprofessional teams, in this case, may include:

- professors in logopedical education
- teachers in logopedical education
- teachers in special education
- teachers in pre-school education
- teachers in primary education
- educationalists
- psychologists
- social workers
- occupational therapists
- physiotherapists
- speech therapists
- curative educationlists
- psychomotor rehabilitation specialists
- qualified youth workers
- youth workers
- paediatric nurses
- nurses

8.6.2 Secondary education:

Beside the principal, the personnel of each secondary school may include:

- in the higher teaching career:
 - one or more Vice-Principals,
 - Professor-doctors,
 - Professors of arts in the following specialities: philosophy, moral and social, languages or arts, history, geography,
 - Professors of sciences in the following specialities: mathematics, physics, chemistry, biology, geography,
 - Professor-engineers,
 - Professor-architects,
 - Professors of science in technical secondary education,
 - Professors of economic and social science,
 - Professors of artistic education,
 - Professors of musical education,
 - Professors of physical education,
 - Professors of christian doctrine,
 - Professors of technical education.
- In the middle teaching career:
 - Teachers of the preparatory regime,
 - Teachers in household finances,
 - Teachers of special courses,
 - Teachers of technical education,
- In the higher administrative career:
 - Civil servants in the psychological career.
- In the middle administrative career:
 - Librarians,
 - qualified youth workers,
 - social workers,
 - civil servants in the qualified computer specialist's career.
- in the lower administrative career:
 - youth workers,
 - civil servants in the craftsman's career,
 - civil servants in the caretaker's career,
 - civil servants in the peon's career.

Beside the civil servants enumerated above, the framework of the secondary school's personnel may include candidates in teaching careers as well as trainees for various teaching, administrative or technical posts.

According to the secondary schools' needs, the personnel may also include:

- teaching assistants who are employed on a full-time or part-time basis and on a fixed term or a permanent employment contract,
- administrative or technical employees employed on a full-time or part-time basis and on a fixed term or a permanent employment contract,

- manpower employed on a full-time or part-time basis and on a fixed term or permanent employment contract.

8.7. Statistics

Breakdown by teachers by age group,
including those who are close to retirement (2007-2008)

Elementary education (public):

Age	Nombre
20	2
21	8
22	65
23	103
24	174
25	176
26	166
27	199
28	181
29	193
30	186
31	185
32	202
33	150
34	135
35	113
36	138
37	121
38	102
39	99
40	85
41	74
42	85
43	81
44	97
45	81
46	79
47	83
48	82
49	82
50	68
51	95
52	121
53	92
54	114
55	113
56	101
57	101
58	97
59	78
60	25
61	11
62	5
63	5
64	1
65	1
Total	4555

Secondary education (public):

Age	Nombre
22	3
23	12
24	58
25	108
26	118
27	161
28	182
29	128
30	140
31	101
32	123
33	88
34	85
35	83
36	90
37	91
38	88
39	93
40	110
41	104
42	102
43	108
44	99
45	86
46	101
47	97
48	111
49	78
50	77
51	76
52	98
53	106
54	100
55	113
56	94
57	128
58	122
59	87
60	47
61	28
62	16
63	6
64	8
65	2
66	1
67	2
Total	3859

Breakdown by gender (2007-2008)

79.4% of the teaching personnel in elementary public education are women, 20.6% are men.

47.78% of the secondary public teaching personnel are women and 52.22% are men.

Number of teachers who work on a part-time basis (2007-2008)

Amongst the 3 859 teachers in public secondary education, 3 542 persons work on a full-time basis and 317 of them work on a part-time basis.

Teaching personnel in comparison to the total, active population (2007-2008)

Total active population:	223 200
Number of teachers in elementary public education:	4 555
Number of teachers in secondary public education:	3 859
Teaching personnel compared with the total active population:	3,76%

Maximum and minimum annual salaries as compared to the per capita GDP (2007-2008)

Elementary education:

Annual, statutory salary of teachers in public schools,

- at the beginning of the career,
46 288 EUR
- the highest payable salary
95 967 EUR

The progression of salaries is linear and the level of accomplished studies is taken into consideration whilst calculating them at the time of entry into the career.

There is no payment in kind but the over time work which is agreed to previously is generally paid.

Secondary education:

- at the beginning of the career,
67 835 EUR
- the highest payable salary
117 850 EUR

The progression of salaries is linear and the level of accomplished studies is taken into consideration whilst calculating them at the time of entry into the career.

There is no payment in kind but the over time work which is agreed to previously is generally paid.

CHAPITRE 9: EVALUATION OF EDUCATIONAL INSTITUTIONS AND THE EDUCATION SYSTEM

9.1. Historical overview

The tradition of evaluating schools and the education system is very recent in Luxembourg.

Inasmuch as the elementary education is concerned, inspectors coordinate the supervision of schools as well as that of the pedagogical and administrative work.

The SCRIPT (*Service de Coordination de la Recherche et de l'Innovation Pédagogiques et Technologiques*) was created in 1993, and then reformed in 2009 under the authority of the Minister of Education. Its missions comprise of:

- coordinating the research and innovation in the pedagogical and information technological fields,
- implementing continuing training as well as analysing and evaluating the education system.

In 2007, a reference to steer the school system in Luxembourg (*Die Steuerung des Luxemburger Schulwesens*; cf. 9.5.) was published. It aims to specify the policy that the Ministry plans to implement in terms of evaluation.

9.2. Ongoing debates and future developments

Given that

- the notion of quality has become the central axis of the education system today,
- the schools are entrusted with more and more responsibility and
- a State directive does not suffice to ensure the improvement of the quality of a given action, Luxembourg is currently implementing a system of evaluation and quality control.

When the SCRIPT was reformed, the Agency for the Development of School Quality (*Agence pour le développement de la qualité scolaire - ADQS*) was created. The schools have the benefit of ADQS' methodological and scientific support at their disposal to develop the education quality. Its principal missions are:

- to support elementary and secondary schools in analysing the evaluation of their teaching;
- to help schools in elaborating a quality concept as well as the school success plan (*plan de réussite scolaire*);
- to implement punctual activities in the framework of the autonomy;
- to implement and manage school projects, at the elementary and school levels.

The SCRIPT reform foresees also that a part of the evaluation be delegated to an external university institute.

9.2.1. Ongoing debates on the evaluation of schools/institutions

9.2.1.1. Elementary education

A school success plan (*plan de réussite scolaire*) is elaborated by the school committee in each school, along with the partners and school authorities. The school success plan concerns the improvement of the quality of learning and teaching.

It defines

- the objectives to be achieved,
- the means to achieve them,
- the deadlines to be kept and
- the success indicators.

By elaborating the plan, one takes into consideration:

- the analysis of the initial situation as established by the school committee,
- the recommendations of the jurisdictional inspector,
- the recommendations made by the ADQS,
- the priorities as decided by the Minister.

The school success plan is prepared over a four-year period. It is annually reviewed by the school committee and adapted if needed.

The ADQS belongs to the SCRIPT and accompanies the school whilst implementing the school success plan. It must take due note of each school success plan which requires financial and human resources to be invested. The school success plan is submitted to the municipal council for approval, together with the school organisation plan.

9.2.1.2. Secondary education

cf. 9.2.

9.2.2. Ongoing debates on evaluation of the education system

The evaluation of the education system is both internal and external. It requires the schools to partake of international surveys and tests, which the Ministry decides to participate in. Without prejudice to the principals' and inspectors' evaluative responsibilities and missions, the SCRIPT may be given charge of internal evaluations by the Ministry.

The Minister orders for an external evaluation of the education system to be carried out by one or more university institute(s), recognised by the country in which they have their headquarters. A group of experts elaborate a descriptive report pertaining to the education system's quality every 5 years. It is carried out on the basis of criteria put forth by a Scientific Council and agreed upon by the Higher Council of National Education (*Conseil supérieur de l'éducation nationale*).

9.3. Administrative and Legislative framework

9.3.1 Administrative and legislative framework of the evaluation of schools/institutions

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9.3.2 Administrative and legislative framework of evaluations of the education system

The evaluation of the educational system is formalised by Article 7 of the SCRIPT restructuring Act. It covers the following fields:

- the quality of education in elementary and secondary schools
- the competencies acquired by the pupils at various levels in their school career

9.4. Evaluation of schools/institutions

9.4.1. Internal evaluation

The education system is evaluated internally and externally.

9.4.1.1. Elementary education

Currently there are Presidents who are specifically assigned for administrating elementary schools. As inspectors ensure the elementary schools' practical management (under the auspices of the municipalities), and they are not considered to be a part of the school's personnel, the evaluative procedures pertaining to the administrative functions of the elementary schools fall with the inspectors.

The inspection of the elementary schools comes under the national authority; the inspectors ensure:

- that the laws and decrees are duly applied in the various schools,
- that the curricula and the adequate methods are abode by.

In brief, the inspection is in charge of all that concerns teaching. He is also the link between the Ministry and the schools. It may also be consulted for issues that concern the admission of a child into an elementary school or other specific pedagogical problems (this also applies for the admission of a handicapped child). It is also in charge of the pedagogical support or the application of new methods.

9.4.1.2. Secondary education

As for the secondary and technical secondary education, the examination and the inspection are ensured by the school principals. Moreover, there is also a Monitoring and Management Committee within the Ministry of Education which bears the responsibility of evaluating the more administrative (use of financial resources by the principals at varying degrees of autonomy, use of human resources, etc.) aspects of the schools. From a pedagogical point of view, the SCRIPT or the College of the Inspectors may be given the responsibility of carrying out evaluative missions by the Minister.

Besides, there are also the internal consultative organs. The class teacher distributes the questionnaires amongst the parents. The pedagogical teams must regularly meet and write a report on the points discussed during the meeting. The teachers of each subject discuss at regular intervals. The delegate to the National Curriculum Commission conveys the reports of such meetings to the Curriculum Commissions (e.g. they evaluate the textbooks in use).

The school project may also be considered as an internal evaluation if it is related to a pedagogical or education objective, such as facilitating access to vocational training or improving the pupils' development and the results. (vide infra chapter 2 point 2.7.)

Since 2005, the internal and external evaluation of the public secondary schools is implemented as "Secondary School Report" ("*Rapport lycée*"). The external evaluation starts with a diagnosis and a report is compiled by a team of evaluators of the Ministry in a "Secondary School Report". Such a report informs on:

- the human and material resources employed by the Ministry and the school,
- the school projects and innovations in which the secondary schools participate,
- the results obtained in languages and mathematics in the common tests (*épreuves communes*) and during the three terms of the school year.

The report is then submitted for opinion and comments to the Educational Councils. The schools are called upon to carry out their internal evaluation and to take a stand vis-à-vis the Ministry within a month.

9.4.2 External evaluation

9.4.2.1 Elementary education

In the Luxembourgish elementary school system, the position of the school's principal is filled in by the school's President. The inspectors bear the pedagogical responsibility of the schools that lie within their geographical jurisdiction: they are normally in charge of several schools. As such they are called upon to regularly evaluate the following aspects in particular:

- the pedagogical methods used by the teacher
- the use of appropriate text books
- the composition and the size of the classes
- the teachers' tasks ...

The methods chosen to carry out the evaluation in a school directly depend on the inspectorate. These practices may vary from one inspector to another depending on his/her personality and his/her experience: class visits, lesson observation, document analysis, interviews with teachers, etc.

9.4.2.2 Secondary education

cf. 9.4.1.2.

9.5. Evaluation of the education system

In 2008, all the pupils in the class of the 3rd primary grade as well as classes of 5th/ 9th grades of the secondary and technical secondary education were subjected to standardised tests.

Standardised tests are held at the national level in mathematics, and German for all pupils and also in French for the pupils of the 5th/ 9th grades. They are in line with the evaluative system of the Luxembourgish education system as defined within the reference framework "*Die Steuerung des Luxemburger Schulwesens*" (2007).

Contrary to the usual tests, the exercises of the standardised tests are not directly related to the subject matter which is taught in the classes during the preceding weeks.

The aim of carrying out such standardised tests is to check the knowledge and competencies that the pupils should have acquired at the end of the second cycle of elementary education (in the 6th/ 8th grades of the secondary and technical secondary education). They are defined in the competencies-bases, within the framework of the recent reforms.

The standardised tests allow the teacher to compare the performance of his/her class to the national average of classes at the same education level and thus to adapt his/ her pedagogical action, as s/he deems fit, to the observed strengths and weaknesses revealed by the report.

The tests are not considered to be a part of the usual tests and are not taken into consideration in the term average. The pupils are not evaluated individually. No specific preparation of the pupils is required.

The various units of the standardised tests were developed by teachers, inspectors and researchers of Luxembourg along with foreign experts. The analysis of the results of tests is anonymous and is carried out by the University of Luxembourg. The global results are then communicated to the teachers after All Saint's holidays; the detailed results are communicated at a later date.

9.5.1 Elementary education

An international evaluation of reading skills (PIRLS: Progress in International Reading Literacy Study), which was created by the International Association for the Evaluation of Education Achievement was first carried out in Luxembourg in 2006 at the primary school level. Unlike most participating countries, where the pupils were tested in the 4th primary grade, Luxembourg's education system evaluated the competencies and attitude of the pupils in the 5th primary grade in view of the country's linguistic specificities.

The results were generally very good (Luxembourg ranked number 6 out of the 45 participating countries). However, the test also pointed out some inherent issues of Luxembourg's education system: the relation between the country of origin / the language spoken at home and the performance of pupils at reading is very strong. This

difference becomes even more apparent amongst children of foreign descent who did not attend the Luxembourgish schools right from the beginning of their school career. The study also showed that the relation between the social background of a pupil and his/her reading competencies is more apparent in Luxembourg than in other countries. The results are disappointing with regard to the pupils' motivation vis-à-vis reading.

In view of these results, some suggestions were made:

- better management of the heterogeneity,
- promoting reading amongst pupils and their parents,
- following up the work that has been initiated in the Action plan for the readjustment of language teaching (*Plan d'action pour le réajustement des langues*).

9.5.2 Secondary education

At the secondary level, the Grand Duchy's pupils participated in three editions of the PISA study (Programme for International Student Assessment), an international Programme to follow-up the pupils' acquired competencies. The various editions of the assessment took place in 2000, 2003 2006, 2009 and were led by the OECD (Organisation for economic cooperation and development).

PISA was created in 1998 at the request of the Ministers of Education of OECD's member States. Its principal objective is to evaluate the pupils' reading, mathematical, and scientific skills at the end of their school obligation and to collect reliable data pertaining to the strengths and weaknesses of the various education systems. The results allow:

- to ensure the level of preparation and proficiency
- to take up the academic, professional and personal challenges of future, and
- to make sure that they have the means to continue learning throughout their life.

With the PISA study framework, the results of the pupils who were tested in Luxembourg remained fairly stable and the country ranks among the countries which are considered to be "average" by the OECD. The 2006 results confirm that it is difficult for the education system to fairly consider the efficacy of a very heterogeneous school-going population. The variation of performance between the schools is negligible if one considers the external factors that schools can not influence. 2009 edition confirmed those findings.

Luxembourg also participates in the following international tests:

- HBSC (Health Behavior in School-aged Children),
- Gesundheit, motorische Leistungsfähigkeit und körperlichsportliche Aktivität von Kindern und Jugendlichen in Luxemburg,
- ICCS (International Civic and Citizenship Education Study),

9.5.3. Higher education

The evaluation of the university pertains to all its activities, the administration, the education imparted, the research and academic work of the teacher-researchers. It includes an element of internal safeguard of quality on the one hand and an external evaluation by persons or agencies that are recognised to establish international

comparisons pertaining to educational quality as well as research and service provision at the university level on the other.

The Rectorate elaborates the procedures which govern the internal evaluation of the university's activities.

The list of specifications pertaining to the external evaluation is elaborated by the minister who holds the higher education portfolio. The university is expected to cooperate and to provide all information that is deemed necessary for the evaluation²⁸. The external evaluative procedure has a bearing on the university's education, research and administration and takes place from the 15th September N till the 15th September N+1. An Evaluative Committee comprising of foreign academic experts elaborates the final report. Such an evaluation is foreseen every four years by the University of Luxembourg Act, 12 August 2003, as well as the Bologna process.

The terms of reference pertaining to the external evaluation is elaborated by the Minister of Higher Education. The University is required to cooperate and to provide all information required.

The Rectorate acknowledges the recommendations expressed in the evaluative reports and applies them in the subsequent, long-term plan.

The reports are communicated to the Rectorate, the Deans, the Governance Council, to the teacher-researchers. The reports are also communicated to the Minister of Higher Education. At the end of this process, the reports are published.

The evaluation of research units, education and administrative services are carried out every four years with a revision at mid-term (two years). The periodicity of the evaluation for teacher-researchers' and researchers' work is biennial.

9.6 Research in education linked to evaluation of the education system

The various monitoring systems that have been implemented over recent years reveal the necessity as well as the political will to establish an evaluative culture in Luxembourg. Besides, collaborating with a university institute – inasmuch as the external evaluation is concerned – facilitates the taking into account of the recent scientific research and developments.

9.6.1 Educational research concerned with the evaluation of schools/institutions

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9.6.2 Educational research concerned with evaluation of the education system

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9.7 Statistics

Number of participating schools in the evaluative projects

All the schools of the elementary as well as secondary and technical secondary levels participate in the standardised tests as well as the international evaluation tests.

²⁸University of Luxembourg Act, 12 August 2003,

Inspectors/ Teachers Ratio (2007/2008)

Number of inspectors: 18

Number of teachers: 4555

Ratio: 1/253

Inspectors / Schools Ratio (2007/2008)

Number of inspectors: 18

Number of schools: 402

Ratio: 1/22

CHAPITRE 10 : SPECIAL EDUCATIONAL SUPPORT

10.1 Historical overview

The introduction of compulsory schooling by means of the 1912 Education Act which organised the primary level education was a considerable social progress because it not only stipulated the duty to attend school but it also granted the **right** to do so.

However, by introducing certain passages, the legislator excluded the handicapped children from the above duty and right. Those passages are:

- are not included in the conditions set forth by Article 1, pertaining to the school obligation, children who are affected by serious physical infirmity other than those which concern the vision and hearing;
- children who are affected by mental ailments are not admissible to the school.

The first regional special education centres opened in the mid sixties. It was the first among many multipurpose centres which received children affected by various handicaps.

The Logopedics Centre (*Centre de Logopédie*) is a school for the hearing impaired children, and those with speech disorders. It was established by virtue of the Act of 16 August 1968²⁹. In 1968, the first special education attaché was nominated; an initiative that marked the beginning of a specialised department in the Ministry.

The discrimination of handicapped children was repealed for good by virtue of the Act passed in 1973 that created special education. School obligation was thus introduced for all those children who were excluded by the 1912 Act. The handicapped children thus obtained the right to be educated in specialised schools which took their specific needs into consideration.

Even since this Act³⁰ came in to force – a historical turning point in the history of special education – the various specialised centres and institutes started to work coherently under the auspices of the Directorate of special education within the Ministry of Education.

When the Act of 10 January 1989 was passed, the regional (including more than one municipality) or local special education centres were taken over by the State from the local authorities.

The ministerial decree dated 4th November 1991 must certainly be regarded as an important reorientation of the didactical and education work within the special education framework. The integration of handicapped children in the mainstream education system was only exceptional, thus far. The special education existed as a parallel track, whereas it now tends to be one that provides special support to the

²⁹ Logopedics Center and audiometric and orthophonic services Act 16 August 1968, amended by the Act of 10 January 1989.

³⁰ Special education institutes and department Act, 14 March 1973, amended by the Acts of 10 January 1989, 9 June 1989 and 28 June 1994.

mainstream education with regard to certain categories of handicapped children for whom such integration promises to be helpful.

As such, there are two systems in Luxembourg: separation and integration.

The efforts in favour of the integration of handicapped children in a mainstream class are relatively recent. In that vein, the Act of 1973 foresaw two alternative means of admitting handicapped children to school, id est:

- attend a regional centre or a specialised institute which is specialised in the special educational field in Luxembourg,
- attend a specialised institution beyond Luxembourg's borders,

was completed in 1994 by the School Integration Act by adding two more forms of providing schooling to children with special needs:

- complete integration of a handicapped child in the pre-school, primary or secondary educational levels,
- partial integration of a handicapped child in a regional centre or a specialised, education institute as well as being included in a mainstream class for some activities.

The Logopedics Centre (*Centre de Logopédie*) and the Institute for the visually impaired (*Institut pour déficients visuels*) are known to be the primary forerunners in the integration of handicapped pupils into the mainstream education system.

The service is known to be "ambulatory", because the professionals who are assigned to it travel from school to school where the pupils they are in charge of are admitted. The School Integration Act of 1994 thereby led to the creation of a new department which had to fulfil these support and help duties, viz. *Service ré-éducatif ambulatoire*, established by virtue of the Grand Ducal decree dated 9th January 1998 (SREA).

Currently, special education comprises of 16 schools, regional, special education centres and specialised institutes, namely:

1. Institute for the visually impaired (*Institut pour déficients visuels*)
2. Institute for the cerebral, motive disabled (*Institut pour infirmes moteurs cérébraux*)
3. Institute for autistic and psychotic children (*Institut pour enfants autistiques et psychotiques*)
4. Integration Centre (*Centre d'intégration*)
5. Observation Centre (*Centre d'observation*)
6. Centres for the vocational preparation (*Centres de propédeutique professionnelle*)

Besides, there are also the Childhood Guidance Department (*Service de Guidance de l'Enfance* - SGE) and the Ambulatory Re-educative Department (*Service ré-éducatif ambulatoire* - SREA).

Orienting a child towards a differentiated education school is based on the advice of the National Medico-psycho-pedagogical Commission as well as the child's parents' decision.

10.2 Ongoing debates and future developments

Since a few years, the aim has been to offer a qualitative education to children with special needs. No matter where such education is imparted, the discussions pertaining to the advantages and disadvantages of education in specialised educational institutions take precedence. As such., the Differentiated Education Department (*Service de l'Education différenciée*) along with the Ministry of Civil Service and Administrative Reform (*Ministère de la Fonction publique et de la Réforme administrative*) along with SCRIPT elaborated a five-year continuing educational plan in 2006 for the personnel. The Plan is dedicated to special-needs schooling.

“Mixed” solutions are implemented by integrating schools for handicapped children within mainstream schools. The closeness of both these educational orders favours contact between healthy children and those with special needs, and tends to motivate teachers to make efforts towards the integration of the latter.

The law dated 6th February 2009 pertaining to the organisation of elementary education recommends a more differentiated education and favours children with special needs to gain access to the mainstream education.

10.3 Definition and diagnosis of the target group(s)

Differentiated education concerns children who suffer from:

- Mental problems due to serious mental illness
- Emotional problems resulting from serious behavioural disorder
- Motive, physical disability
- Sensory problems related to speech, hearing or visual impairment
- Social problems due to psychosis or autism
- Learning problems/difficulties

As per the categories, there are specific, specialised institutes:

1. *Institut pour déficits visuels* takes care of the visual impaired and blind pupils aged between 4 and 15 years.
2. *Institut pour Infirmes Moteurs Cérébraux* is an educational institution with weekday boarding facility which welcomes children who are affected by a motive or physical handicap resulting from various causes as well as poly-handicapped children or those affected by multiple handicaps.
3. *Institut pour enfants autistiques et psychotiques* was created in 1981, is a specialised school pertaining to the differentiated educational order. In order to systematically prepare the autistic pupils' academic and social integration and to favour their interaction with other pupils, all classes (pre-primary, primary, post-primary) function with the premises of a mainstream school.
4. *Centre d'intégration* was created in 1980 and welcomes those pupils who are subjected to the school obligation but were excluded from the mainstream educational system because they were affected by disorders pertaining to personality-skills, with the following symptoms:
 - Very low tolerance level to failure and/or frustration,

- Difficult and/or slow acquisition of control functions,
- Difficulties of insertion into a group,
- Inability to establish personal relations with others.

The admitted pupils are aged between 6 and 12 years.

The practical and daily educational work is based upon three concepts that offer external support to the disorganized "ego" of the child:

- Using the framework of life
- Individual approach
- Group-life

The activities offered by the school's multidisciplinary team pertain to the academic lessons as well as learning to respect rules of everyday life.

5. *Centre d'observation* was created in 1973 and welcomes pupils subjected to school obligation and suffering from serious behavioural disorders and who are oriented by the National medico-psycho-pedagogical commission. The aim of the centre's pedagogical work is to re-integrate the targeted pupils into the mainstream educational system.
6. *Centres de propédeutique professionnelle*
Twelve differentiated education centres welcome pupils who are subjected to school obligation but who are mentally retarded or suffer from serious learning disorders.
7. *Centre de logopédie*
This centre is a public school. It was established by virtue of the law dated 16 August 1968, and takes care of the hearing impaired pupils and those who suffer from serious speech, and communication disorders.

10.4 Financial support for pupils' families

In the institutes and departments, education and medical treatment, inasmuch as the latter relates to the specificities as foreseen by Art. 1. The stay and the care are free of cost in the classes and *Observation Centres (Centres d'Observation)*.

The State provides the required equipment and didactical and re-educational material to the school and organises the children's transport to and from school.

The preceding measures are also valid for education imparted to the children in a foreign country, as long as the centre that imparts such education has been recognised by the minister and that an equivalent education may not be imparted in the Grand Duchy.

10.5. Special provision within mainstream education

The integrational policy plays a central role in Luxembourg. The children are integrated into the mainstream educational system depending on their handicap. They may be completely integrated in the mainstream education or partially benefit from a differentiated education whilst attending some classes in the mainstream educational system. Most of the centres and institutes aim to integrate and adapt the pupil to the

mainstream educational system. The Observation Centre (*Centre d'observation*) foresees a progressive phase of reintegration into the mainstream educational after the various professionals involved agree with such a transfer.

10.5.1. Specific legislative framework

The law dated 28th June 1994 that amended and completed:

- a) The law amended on 10th August 1912 that organised the primary education;
- b) The law amended on 14th March 1973 which led to the creation of differentiated educational institutes and departments. The principal aim of these departments which favour the integration of handicapped children in the mainstream educational system by means of their participation in it.

The Grand Ducal decree dated 19th June 1990 led to the creation and organisation of an educational support department called the Childhood Guidance Department (*Service de guidance de l'enfance* – SGE).

10.5.2. General objectives

To ensure an education to every child who is unable to learn in the mainstream educational system at a rhythm that is appropriate to his/her situation as per his/her mental, behavioural and sensory specificities

10.5.3. Specific support measures

The law passed in 1994, pertaining to school integration laid the foundation for an Ambulatory Re-educative Department (*Service ré-éducatif ambulatoire* -SREA) to be created. It accompanies the children with special educational needs in the various integrational measures into the mainstream educational classes. Such pupils temporarily benefit from a special programme. The SREA also offers an advisory service to teachers who receive such pupils. The professionals who are assigned to the programme have to travel to the various schools, which the pupils in their charge are admitted to.

In order to help the teachers of the mainstream educational system, as well as the pupils' parents, the service may be called upon by the minister in charge of education and vocational training:

- to participate in specific training sessions for the teaching and educational staff, parents and any other person who may be interested and concerned;
- to organise a documentation centre which consolidates didactical material as well as a specialised vocational library;
- to participate in scientific research programmes which are coordinated by SCRIPT. Such programmes generally pertain to pedagogy, in particular with regard to matters of maladjustment to school and learning disorders;
- to participate in scientific research work carried out by other institutions,
- to collaborate in the evaluation of attempts, which aim to integrate children with special needs into the mainstream educational system.

The infrastructures of differentiated educational centres and specialised institutes are adapted to children with special needs.

10.6 Separate special provision

The Department of differentiated education is a department depending on the Ministry for Education and Vocational Training.

The differentiated educational services are open to pupils with special educational needs and their parents and teachers confronted with psychological, pedagogical, and educational issues. Differentiated education is comprised of 16 schools and 2 departments: the Child Guidance Department (*Service de guidance de l'enfance* - SGE) and the Ambulatory Re-educative Department (*Service ré-éducatif ambulatoire* - SREA). It works in close collaboration with the Logopedics Centre (*Centre de logopédie*).

The differentiated education schools are organised as regional centres and specialised institutes.

- *Service de guidance de l'enfance*

This department advises and provides psycho-paediatric care to children aged between 3 and 12 years with educational, psychological, psychosomatic, neurological or mental problems that hinder their development. It works in close collaboration with other relevant departments of the medico-psycho-pedagogical sector on the one hand, and principally with the Ambulatory Re-educative Department (*Service ré-éducatif ambulatoire* - SREA) on the other.

- *Service ré-éducatif ambulatoire (SREA)*

This Department provides in-class pedagogical support and assistance. It is targeted at children with special needs, integrated into the mainstream education system. The service is coordinated by primary level education inspectorial jurisdictions and applies to children with special needs who are integrated into the mainstream pre-school and primary levels. As a result, these children are found to be at a risk of abandoning the educational process due to the learning difficulties they are faced with.

10.6.1 Specific legislative framework

Are created according to the needs by virtue of a Grand Ducal decree:

- Pre-school centres, school centres and vocational, propaedeutic centres (Centres of introductory, vocational education);
- Day care centres, boarding and residential centres; observational classes and centres;
- Day-time assistance services;
- *Service ré-éducatif ambulatoire (SREA)*;
- Multidisciplinary medico psycho pedagogical, services.

Inasmuch as the educational aspect is concerned, the multidisciplinary services of the medico-psycho-pedagogical order are placed under the authority of the minister in charge of education. The medical aspect of the same is under the authority of the minister in charge of public health. The organisation of these services is determined by a Grand Ducal decree after having consulted the medical council.

The institutes and departments are placed under the authority of the Ministry of Education and Vocational Training as regards their educational aspect. To know about their evolution, vide infra point 10.1 Historical overview.

10.6.2 General objectives

The application of the study plan in the differentiated educational context promotes the social integration and personal autonomy of handicapped persons whilst guaranteeing them the best development possible.

Setting up customised educational plans on the one hand and the systematic use of the study plan in differentiated educational context on the other, facilitate exchange amongst professionals and a dialogue with the parents. This process leads to an objective evaluation of the pupils, whilst taking their interests, their progress and their limitations into due consideration.

The objectives of the study plans (whether customised or not) are the very basis of the integration of pupils with special needs in our society.

The law that favours the inclusion of handicapped children in the mainstream educational system and their integration into the mainstream education at large was voted on the 28th June 1994, It stipulates in its Article 2 as follows:

"The State sees to it that any child who is subjected to school obligation, and if due to mental, adaptive, sensory, or motor specificities, s/he may not be admitted to the mainstream or special education, and has special educational needs, then s/he shall receive appropriate education either in a differentiated educational centre or an institute, either with the customised help and support provided by a department of differentiated education in a pre-school or a primary educational level class."

10.6.3 Geographical accessibility

The regional centres, created by the municipalities, are spread out over the national territory. The limits of school transport are fixed by law to a maximum of 45 minutes. Such transport is organised by the municipalities by means of special buses. SREA is divided into 19 elementary educational, inspectorial districts.³¹

10.6.4 Admission requirements and choice of school

In order to ensure that the admissions to differentiated education classes are carried out neutrally and objectively, and to avoid children from being prematurely removed from pre-school and primary education, a National medico-psycho-pedagogical Commission (*Commission médico-psycho-pédagogique nationale* - CMPPN) was put into place by the law of 1973 which led to the creation of differentiated education, which examines the files of children who are liable to a change of school system.

³¹

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The commission is made up of:

- the Inspecteur general of elementary education,
- the Director of differentiated education,
- the chairperson of the Logopedics Centre (*Centre de Logopédie*),
- an inspecting medical doctor from the public health department,
- a representative of the Family Ministry (*Ministère de la Famille*),
- a doctor in medicine specialised in neuropsychiatry,
- a doctor in medicine specialised in paediatrics,
- a psychologist,
- a social hygiene assistant or a qualified social worker,
- a teacher in-charge of a class in differentiated education,
- a secretary
- the inspector of the jurisdiction, and the person in-charge of the school's medical department.

The Ministry for Education and Vocational Training may designate other members if necessary.

The various departments, institutes, and commissions, active under the authority of the directorate of differentiated education function as follows:

The initial contact between the parents of a child with special needs and the differentiated educational infrastructure is established by the Childhood Guidance Department (*Service de Guidance de l'Enfance*) via its local or regional office.

These local infrastructures offer an educational assistance as well as pedagogical or psychological supervision for children who are impaired in their development. Initially, the infrastructure was created to work along with the differentiated educational system; however, their work has been extended to cover the entire pre-school and primary education levels.

These services are manned by multi-disciplinary teams including a psychologist, a qualified youth worker, a pedagogue, a social worker and a doctor in medicine or as many of them who provide their service as per the individual cases.

The department's principle role is to advise parents and orient them towards the specific measures of pedagogical assistance in general. When an exclusion from or an inclusion into the mainstream education is envisaged, the parents are asked to meet the national or regional medico-psycho-pedagogical commission. It is the parents who agree and choose the school.

10.6.5 Age levels and grouping of pupils

The duration of the imparted education as part of the differentiated educational system varies according to the specific situations of the children. Some centres receive pupils aged between 4 and 12 years, others between 6 and 12 years. Inasmuch as secondary education is concerned, the pupil remains a part of the system until the end of the compulsory school.

10.6.6 Organisation of the school year

The time table, the holidays and vacations are coordinated with those of the normal school.

10.6.7 Curriculum, subjects

The subjects taught in the differentiated education schools are based on the study plan of the differentiated education and include the following ten subjects;

- personal independence,
- communication,
- basic school teaching,
- cultural teaching,
- psychomotor education,
- health and social hygiene,
- affective and social development,
- personal responsibility,
- initiation to professional life,
- leisure activities.

The small number of children in differentiated education classes allows for a customised education that adapts the lessons to the pupil's needs. The groups are supervised by teachers, qualified youth workers, nurses and other socioeducational and rehabilitative agents.

The specific fields depend on the institute or the centre that the pupil is in. Specific subjects are taught in the institute for visual deficits which aims to integrate its pupils in to daily life situations: Braille, mobility, everyday life activities, the use of optical and electro-optical, computer-based aids.

At the *Institut pour Infirmes Moteurs Cérébraux* the normal pre-school educational programmes (pres-school and primary) were adapted to the pupils' specific needs. Notwithstanding the difficulties encountered, the main aim of the care remains their school and social reintegration. Those educational groups that multiply handicapped children belong to the principal objectives of the learning process are autonomy, communication, interaction with the environment and school integration.

10.6.8 Teaching methods and materials

The method and the material that is put to use depends on various courses. The syllabus pertaining to the differentiated education enumerates the mandatory subjects and suggests the didactical methods and material. Generally, the methods applied are appropriate to the individual needs of the corresponding pupil and school.

10.6.9 Progression of pupils

An evaluative report based on the customised educational plan and aimed at each child's future orientation is established at least once per academic year. A copy is sent

to the parents or tutors.³² (vide infra point 10.6.6.) The children follow a customised course depending on their specific situations.

The customised educational plans and the reports aim to:

- orient the educational and pedagogical work in general;
- inform the parents with regard to the main educational options;
- allow an approximate evaluation of the child's progress.

The customised educational plan shall indicate the priorities which were the axes along which the educational and pedagogical activities were based on.

Those who are in-charge of groups along with the management delegate and the psychologists may complete the technological reference points as proposed in order to adapt the educational plan to the individual cases. The annual evaluation that is carried out on the basis of the customised educational plan, as foreseen by the ministerial ruling dated 2nd May 1991, does not exclude the application of other modes of evaluation to be approved by the person in-charge of differentiated education as proposed by a delegate of the management of a centre or an institute.

It may be required to adapt the customised educational plans to the specificities of each child during the academic year. To this end, intermediate reports on a quarterly or biannual basis are established by the educational team and are communicated to the parents or the tutors. The annual evaluation is established on the basis of the intermediate reports and the successive adaptations brought to the customised educational plans. Finalising the pupils' evaluation in June at the latest bears an importance so that all the information required for the future orientation of that pupil is available at the end of the academic year.

The management of the differentiated education is called upon to constitute work groups in order to collect the experiences had in the various educational and pedagogical fields and to elaborate the necessary orientations so as to implement the educational plans, the appropriate methods, the intermediate reports as well as the annual evaluation.

10.6.10 Educational/vocational guidance, education/employment links

Practical work which has a practical professional aim figures in the syllabus of specialised education. It is mainly targeted at pupils in the 12 to 15 year age group who are initiated towards vocational integration in differentiated education centres. Depending on their abilities, the participants participate in different workshops or in the kitchen.

The progressive passage of school activities pre-professional activities depends on the child's age, his aptitude, his interests, as well as the goals that he sets for himself on a long term basis – as it would be the case on the job market or in a protected workshop.

³² Ministerial ruling dated 02 May 1991 pertaining to the establishment of customised educational plans in the differentiated education centres and institutes

Personal experience puts the individual in good light as a member of the society at large. Beside the preparation for professional life, all of these activities aim to:

- stimulate perceptive faculties,
- promote motor skills,
- develop a positive conception of work (concentration, endurance, perseverance, order, exactitude, discipline, ...),
- promote the spirit of cooperation,
- encourage the pupil's critical and self-critical spirit,
- authorise the pupil to use various tools in daily life and to become increasingly independent,
- allow the pupil to develop his creativity

10.6.11 Certification

The question pertaining to the certification in its classical acceptance is seldom asked in this type of education. As for the evaluation, vide infra point 10.6.9.

10.7 Special measures for the benefit of immigrant children/pupils and those from ethnic minorities

The beneficiaries of the measures as they are described hereafter are the pupils who recently immigrated to Luxembourg. The pupils who were born in the country or arrived at the age of being admitted to the early or pre-school education are integrated in regular classes whilst benefiting from specific linguistic measures as per need and on request (support classes, assistance in the mother tongue, integrated classes in the mother tongue).

The specific measures for newly immigrant pupils are:

10.7.1 Elementary schools: pre-school and primary education

Very young children are integrated into pre-school classes where they learn Luxembourgish. Children aged 6 years or above are integrated into regular primary classes where they learn Luxembourgish, German and French.

The municipalities offer either a support course (for all academic difficulties), or welcoming classes (for newly immigrant pupils).

In the welcoming classes, the choice of languages that are taught as well as the order in which they are taught are decided according to the child's age at his arrival in Luxembourg, his previously acquired skills, the proximity of the mother tongue to the language to be learned as well as the individual training project elaborated at the time of the admission.

At the beginning, the education is limited to only one language (either German or French). As a rule, since German is the vehicular language of elementary education, the education starts with it. The primary aim, being to allow the child to communicate as soon as possible with those who surround him and to integrate a regular class at the earliest possible. The introduction to French and its intensive teaching are carried out

later on. As soon as significant progress is observed in either German or French, the pupil is also introduced to the learning of Luxembourgish.

Beyond the age of 10 years, it is difficult for newly arrived pupils to develop the level of skills and knowledge required in the second year of the fourth cycle as defined for elementary education in German and French, and the emphasis is then laid on French because of the school offer at the secondary educational level.

- **Mother tongue assistant at the pre-school level**

In the early and pre-school level classes that have a high proportion of children of Portuguese descent, a Portuguese-speaking person may be called upon to collaborate in the class on a regular basis for a certain number of hours per week.

- **Integrated course in Portuguese in primary education**

Portuguese parents may admit their child(ren) to the integration course in their mother tongue. The aim of such a course is to preserve and develop the children's skills in their mother tongue so as to provide them with better basis to learn other languages.

- **Intercultural education and awareness towards languages**

Teachers are recommended to organise certain activities which will encourage all the pupils of his class to be open to languages. These activities are mainly aimed at arousing the pupils' curiosity with regard to the similarities and differences between the various languages; develop their ability to observe, analyse and reflect on languages ; increase their motivation to learn languages and favour a positive attitude towards the linguistic and cultural diversity. The didactical material is made available by the Ministry for Education and Vocational Training and the *Centre de documentation et d'animation interculturelles* (CDAI) to the teachers.

10.7.2 Post-primary education

10.7.2.1 Secondary education

Access to the classical secondary education is reserved to pupils who have very good knowledge of German and French. There are no classical secondary classes for new, immigrant pupils. Those who have shown very good academic results in French, but are confronted with difficulties in German, may sit for the admission test to the STA class, to attend an intensive course German over a three-year period, and follow it up with classical secondary education.

The pupils may also take up a course in French in the technical secondary education wherein they may gain access to the technical baccalaureate depending on the branch of studies they follow.

- **Allet (German as a foreign language) classes in the lower cycle (VII -V)**

These classes receive students who have acquired knowledge equivalent to the 4th cycle of elementary education, with very good proficiency in French and Mathematics but faced with difficulties in German. The *Allet* classes offer an intensive education in German and are offered in five Luxembourgish secondary schools.

- **International Baccalaureate**

The international baccalaureate diploma is a classical baccalaureate offered by 2000 secondary schools in 125 countries throughout the world. The diploma, either offered in French or in English in two public, secondary schools of Luxembourg, is recognised by the Luxembourgish law as an equivalent in qualification to the secondary school diploma. It is for recent immigrants aged 15 year and older as well as those who opt for secondary education in French or English.

10.7.2.2 Secondary technical education

- **Classes for new arriving pupils aged from 12 to 15 years**

The pupils, who arrive in Luxembourg, and speak neither German nor French, are admitted to the welcoming class. In particular, they attend an intensive course in French and an initiation course in Luxembourgish. The class council evaluates the pupil's knowledge and decides whenever it deems it to be right to include the pupil in a normal technical secondary education class, id est either in a lower cycle integration class or in a specific language course of the middle level cycle.

The maximum number of the pupils in a welcoming class is fixed at 15.

An integration class belongs to the lower cycle (7, 8, and 9 year classes) of technical secondary education targeted at pupils who have acquired a good academic level in their native country but who have little or no proficiency of the languages that are taught as part of Luxembourg's educational system. They are made to attend an intensive course in French or German language (determined according to their lapses in the knowledge of languages). Other subjects that are part of the curriculum of the lower cycle of the technical secondary education are also taught there.

One distinguishes the STF (intensive French learning) classes and STA (intensive German learning) classes. The condition of admissibility is that the candidate passes an admission test.

- **Transitory classes for newly arriving pupils aged from 16 to 17 years**

The welcoming class for young adults (CLIIJA) is a welcoming class for youth aged 16 to 17 years, who have recently immigrated into the country. It offers them a basic training in French permitting them access to technical secondary education or to an economic and social autonomy.

The pre-professional integration class (CLIPP) is a transitory class for pupils who have some knowledge of the French language. Depending on the pupil's skills and plans, the education aims either an academic integration or vocational integration.

- **Specific language classes for French-speaking pupils**

In the medium and higher cycle (pupils aged 15 years and older), there are specific language classes (*à régime linguistique spécifique*) for pupils who do not have sufficient proficiency in German.

In the higher cycle of technical education, vocational trainings are offered in French at various levels:

CATP (*certificat d'aptitude technique et professionnelle*)

CITP (*certificat d'initiation technique et professionnelle*)

CCM (*certificat de capacité manuelle*)

Technician's diploma

Technical Higher Secondary certificate

- **Specific financial aid**

The *Centre de Psychologie et d'Orientation scolaires* grants subsidies to families of pupils that are poor and are admitted to the secondary education in the Grand-Duchy of Luxembourg.

10.8 Statistics

Luxembourgish and foreign pupils, academic year 2007/08

	Lux.	Total	Foreigners	
Early	2 041	3 865	1 824	47,2%
Pre-school	5 282	9 824	4 542	46,2%
Primary	18 861	32 814	13 953	42,5%
Special	43	206	163	79,1%
Ediff	341	671	330	49,2%
ES	9 865	12 122	2 257	18,6%
EST	13 697	23 805	10 108	42,5%
Total	50 130	83 307	33 177	39,8%

Evolution of integrated and parallel courses held in Portuguese

	92/93	94/95	96/97	98/99	00/01	02/03	04/05	06/07	08/09
Cours intégrés (nbre d'élèves)	660	1 070	1 181	1 358	1 811	2 038	2 183	2 270	2 335
Cours parallèles (nbre d'élèves)	2 844	2 402	2 344	2 173	2 026	1 833	1 771	1 548	1 379

Evolution of admissions of newly arriving pupils aged between 12 and 18 years

septembre 2005 - septembre 2006	373
septembre 2006 - septembre 2007	462
septembre 2007 - septembre 2008	496

Evolution of the number of pupils in a welcoming class in the technical secondary educational system

	Number of pupils	Number of classes
Academic year 2003/04	169	12
Academic year 2004/05	159	10
Academic year 2005/06	163	11
Academic year 2006/07	156	11
Academic year 2007/08	175	12
Academic year 2008/09	203	16

CHAPITRE 11 : THE EUROPEAN AND INTERNATIONAL DIMENSION IN EDUCATION

11.1 Historical overview

International relations, in particular those with the neighbour countries in the educational field have traditionally characterised the Grand-Duchy of Luxembourg. Inasmuch as the elementary and secondary educational levels are concerned, the international relations of the Ministry of Education and Vocational Training are governed by:

- Luxembourg's integration in the European Institutions:
 - o The European lifelong learning programme
- The bilateral, cultural agreements
- The research and innovation
- Luxembourg's integration in to international institutions (OECD, UNESCO, Council of Europe)

With regard to higher education, international relations are established between the University of Luxembourg and foreign universities.

Various, selective actions are taken, with the aim of encouraging cooperation between the various member states in order to develop the European dimension of education, favour mobility and promote European cooperation between schools and universities.

11.2 Ongoing debates and future developments

/

11.3 National policy guidelines/specific legislative framework

11.3.1 Elementary education

Article 14 of the Grand Ducal decree dated 23rd March 2009 that described the teachers' job in the elementary schools underlines that activities undertaken in the general interest of education may also include collaboration in a European project.

11.3.2 Secondary education

The Grand Ducal decree dated 24th July 2007 pertaining to the description of secondary and technical secondary school teachers' job foresees in Article 6 that « activities that are carried out in the interest of educational functioning in a school that are non included within the framework of normal job availability for educational and school grounds may include study trips beyond the national boundaries.

11.3.3 Higher education

Article 6 of the law dated 12th August 2003 pertaining to the creation of the *University of Luxembourg* stipulates that “the Bachelors grade may only be delivered if the student duly attends the classes at a foreign university or other higher educational institution for a mandatory period.”

The university also enters into agreements with foreign institutions aimed at carrying out common training programmes.

11.4 National programmes and initiatives

11.4.1 Bilateral programmes and initiatives

Within the framework of some regular initiatives, bilateral cooperative initiatives between educational institutions of varying educational levels are implemented. This may concern mobility related initiatives between pupils, students or educational personnel.

11.4.2 Multilateral programmes and initiatives

European life long learning programme:

www.anefore.lu

<http://etwinning.web.myschool.lu/>

The *University of Luxembourg* entered into agreements with various European, partner universities as well as other institutions beyond European borders.
http://www.fr.uni.lu/universite/relation_internationales

11.4.3 Other national programmes and initiatives

Within the framework of civics courses and classes of contemporary general knowledge in secondary education and technical secondary classes respectively, there are mandatory classes as regards the European institutions.

To provide matter for classes pertaining to the knowledge on the European Union, teachers have access to complementary resources such as the virtual library of the *Centre Virtuel de la Connaissance sur l'Europe* (CVCE) which is a dissemination platform pertaining to the history of the European construction. The CVCE is located in Luxembourg and serves European citizens and those of the educational world.
<http://www.cvce.lu/>

Besides, the *Centre d'information européen* which comes under the authority of the European Commission, located in Luxembourg-City allows teachers and pupils to find answers to all their questions regarding the European Union. The Centre provides them with numerous publications and organises information sessions.

11.5 The European/ International dimension through the national curriculum

The study programme of various educational levels depends on European and international spirit. The study programme determined by the Ministry for Education and Vocational Training takes these issues into consideration within the context of subjects such as economical and social sciences, geography, history or foreign languages.

11.6 Mobility and exchange

11.6.1 Mobility and exchange of pupils/students

As Luxembourg did not have its own university until 2003, it has known student mobility for a long time. Actually, until 2003 pupils had to attend foreign universities for higher studies. Even though the *University of Luxembourg* has been opened, more foreign students are admitted in it than local students; many Luxembourgish students prefer to go abroad for their higher studies.

At the secondary educational level, certain schools are paired with others by virtue of bilateral, cultural agreements.

11.6.2 Mobility and exchange of teaching and academic staff

Within the framework of the « Fulbright Program » between the USA, Belgium and Luxembourg, there exist possibilities of teacher exchange. The Japanese government also offers scholarships over a period of a few weeks to Luxembourgish teachers at regular intervals. Other exchanges are foreseen by virtue of bilateral, cultural agreements.

For the academic personnel, the University of Luxembourg regularly organises exchanges.