

---

INTERNATIONAL MOBILITY  
IN APPRENTICESHIPS: FOCUS  
ON LONG-TERM MOBILITY  
**LUXEMBOURG**

---



Please cite this publication as:

Institut national pour le développement de la formation professionnelle continue (2020).  
*International mobility in apprenticeships: focus on long-term mobility: Luxembourg.*  
Cedefop ReferNet thematic perspectives series.

[http://libserver.cedefop.europa.eu/vetelib/2019/international\\_mobility\\_apprenticeship\\_Luxembourg\\_Cedefop\\_ReferNet.pdf](http://libserver.cedefop.europa.eu/vetelib/2019/international_mobility_apprenticeship_Luxembourg_Cedefop_ReferNet.pdf)

Authors: Marion Biré and Diana Reiners

Contributors: Nadine Bastian (Ministry of National Education, Children and Youth) and Anefore

Reviewed by Cedefop

© Institut national pour le développement de la formation professionnelle continue (Cedefop ReferNet Luxembourg), 2020

Reproduction is authorised, provided the source is acknowledged.

The thematic perspectives series complements the general information on vocational education and training (VET) systems provided in '[VET in Europe](#)' reports. The themes presented in the series feature high on the European agenda.

Thematic perspectives provide national overviews of specific themes in a common format and offer comparative dimension across the EU Member States, Iceland, Norway and the United Kingdom. They are available at:

<http://www.cedefop.europa.eu/en/events-and-projects/networks/refernet/thematic-perspectives>

This thematic perspective was prepared based on data/information from 2019.

The opinions expressed here do not necessarily reflect those of Cedefop.

Thematic perspectives are co-financed by the European Union and ReferNet national partners.

ReferNet is a network of institutions across Europe representing the 27 Member States, plus Iceland, Norway and the United Kingdom. The network provides Cedefop with information and analysis on national vocational education and training (VET). ReferNet also disseminates information on European VET and Cedefop's work to stakeholders in the EU Member States, Iceland, Norway and the United Kingdom.

<http://www.cedefop.europa.eu/en/events-and-projects/networks/refernet>

# Contents

<b>CONTENTS .....</b>	<b>3</b>
<b>CHAPTER 1. INTRODUCTION .....</b>	<b>4</b>
<b>CHAPTER 2. EXOGENOUS FACTORS INFLUENCING MOBILITY OF APPRENTICES AT UPPER SECONDARY LEVEL .....</b>	<b>6</b>
2.1. Economic sectors and actors .....	6
2.2. Dynamics of skills demand and supply at the medium level occupation level.....	6
2.3. Attitude of employers towards training .....	8
2.4. International qualifications existence.....	9
2.5. Any other relevant factors (e.g. level of interest in foreign language). 10	
<b>CHAPTER 3. THE LINK BETWEEN THE APPRENTICESHIP SCHEME DESIGN AND APPRENTICES' MOBILITY .....</b>	<b>11</b>
3.1. Apprenticeship type .....	11
3.1.1. Vocational programmes including apprenticeship .....	11
3.1.2. Technician programmes .....	11
3.2. Apprenticeship governance .....	12
3.3. Duration of apprenticeship and of the company placement .....	13
3.4. Organisation of alternance .....	13
3.5. Type of contract and status of apprentices.....	14
3.6. Remuneration .....	15
3.7. Provisions on occupational health, safety and social insurance....	16
3.8. Curriculum / training standards specification.....	17
3.9. Use of validation in apprenticeships .....	18
<b>CHAPTER 4. LESSONS LEARNT FROM EXISTING POLICIES, INITIATIVES, PROJECTS OF APPRENTICES' MOBILITY .....</b>	<b>20</b>
4.1. Cross-border apprenticeship .....	20
4.2. Other long-term international mobility initiatives in vocational education under school /internship scheme .....	21
<b>CHAPTER 5. CONCLUSIONS .....</b>	<b>23</b>
<b>LIST OF ABBREVIATIONS.....</b>	<b>24</b>
<b>REFERENCES.....</b>	<b>25</b>

## CHAPTER 1.

# Introduction

Despite the general openness to internationalisation and several well-implemented initiatives to foster international mobility for students, trainees and young volunteers, international mobility (particularly long-term mobility) of apprentices is currently a niche phenomenon.

The Luxembourgish VET system is embedded in the secondary educational system. It is part of technical secondary education <sup>(1)</sup>. The VET organisation is regulated by the National Education Code (SCL, 2019a).

There are three different programmes in the technical secondary education:

- (a) the technical programmes;
- (b) the vocational programmes leading to a vocational capacity certificate (CCP) or a vocational aptitude diploma (DAP) ;
- (c) the technician's programme (DT).

The dual system is an important feature of vocational programmes and technician's programmes, which implies a strong relationship between school-based education and work-based learning in enterprises. All VET programmes leading to a CCP and most of the programmes leading to a DAP are offered under apprenticeship scheme. In school year 2018/19, five out of 20 DT programmes were offered under apprenticeship scheme.

Between 2011/12 and 2016/17, vocational programmes (DAP and CCP) lost their attractiveness, their share on the total number of learners in technical secondary education decreased from 32.5% to 27%. The share of VET learners in technician programmes has also slightly decreased from 25.2% to 24.2% (MENJE, 2018).

The Luxembourgish IVET system offers, in 2019, 128 IVET tracks related to occupations and trades. Furthermore, a yearly defined number of cross-border apprenticeship programmes have been established upon bilateral agreements for qualifications which have too small numbers of students to provide a curriculum at national level. The school-based part of the apprenticeship is carried out in a

---

(<sup>1</sup>) Following the Law of 29 August 2017 (SCL, 2017d) on secondary education 'general secondary education' is nationally referred to as 'classical secondary education' (*éducation secondaire classique* ESC) and prepares for higher education while 'technical secondary education' is referred to as 'general secondary education' (*éducation secondaire générale* ESG) and gives access to higher education and/or to the labour market.

neighbouring country, while practical training takes place in an enterprise in Luxembourg. While cross-border apprenticeship currently concerns a limited number of professions and small effectives of learners, they can provide some evidence about enabling factors for (long-term) mobility of apprentices.

## CHAPTER 2.

# Exogenous factors influencing mobility of apprentices at upper secondary level

## 2.1. Economic sectors and actors

The Luxembourgish economy has undergone structural changes in the past two decades. The industrial economy evolved into a service economy with a high demand of skilled workforce at tertiary level qualifications. Employment in the previously important industrial sector decreased from 16.9% in 1997 to 9.0% in 2017. The service, professional, scientific and technical sectors and the administrative and support service sectors have had the highest growth, from 9.0% to 16.1% (STATEC, 2019).

The economy is strongly internationalised, especially due to the weight of the financial sector and a high share of foreign-controlled enterprises. In 2016, 29.7 % of all enterprises in the non-financial business economy in Luxembourg were foreign-controlled (Eurostat, 2019) (Statec, 2018); these shares were considerably higher than in any of the other member states.

The degree of internationalisation of companies could potentially influence positively a demand for intra-enterprise long-term mobility of apprentices.

In 2015, in Luxembourg, 24% of the enterprises trained apprentices (Statec, 2017), this share is lower than the EU-average (31%). Among enterprises with 1000 employees or more, 60% hire apprentices, this share falls to 20% for enterprises with 10 to 49 employees.

In 2018, 1975 apprenticeship contracts were running in enterprises registered at the Chamber of Commerce (Chambre de Commerce, 2019) and 1779 in enterprises registered at the Chamber of crafts (CDM, 2019).

## 2.2. Dynamics of skills demand and supply at the medium level occupation level

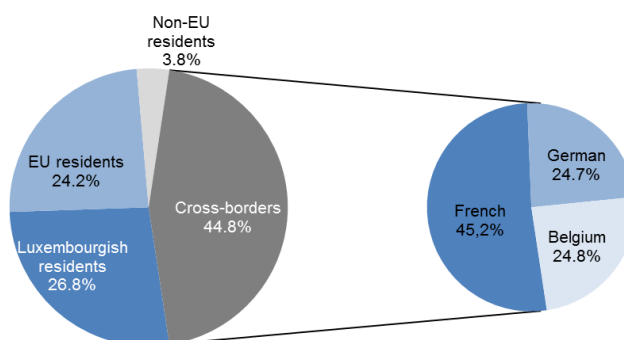
An enabling factor for cross-border mobility and potential long-term mobility of apprentices is Luxembourg's particular geographic and socio-economic situation. The Grand-Duchy of Luxembourg lies at the centre of the Greater Region, which covers 65 401 km<sup>2</sup> with more than 11.6 million inhabitants from the territories Lorraine in the French region Grand Est, Wallonia, the Federation Wallonia-Brussels and Ostbelgien in Belgium, as well as the German federal regions

Saarland and Rhineland-Palatinate. Since 1995, the member countries have established an institutional framework for cross-border cooperation. The Greater Region promotes an active labour market policy based on cross-border mobility for all job types and career stages. With 240 500 cross-border commuters per day – of which 78% commute to Luxembourg - the region counts the highest number of cross-border commuters in Europe.

One of the pillars of professional mobility are cross-border apprenticeships. The Framework Agreement on Cross-border Vocational Training in the Greater Region (ICT, 2014), ensures cross-border mobility within initial and continuing vocational training programmes <sup>(2)</sup>. The legal framework of Luxembourgish out-bound cross-border-apprenticeships foresees a foreign-based school training and an enterprise-based part that is taken out in Luxembourg. The foreign school certificates are recognised at DAP level <sup>(3)</sup>. For CCP and DT levels, cross-border apprenticeship is not available.

The high demand of the dynamic Luxembourgish labour market, and the significantly higher salaries compared to the neighbouring countries contribute to attract incoming cross-border workforce: 44.8 % of the overall workforce are cross-border employees.

Figure 1. **Employment in Luxembourg by place of residence and nationality in 2017 (%)**



Source: Statec, 2016 – Table b3002

While labour market occupational mismatch is predominant at high-level occupations, a shortage of supply in comparison to the demand is also reported in medium level occupations, especially in the crafts sector.

<sup>(2)</sup> <http://www.granderegion.net/en>

<sup>(3)</sup> <https://ec.europa.eu/ploteus/cs/node/668031>

The crafts sector represents 22% of the enterprises and 23% of the total employment (CDM, 2019). As a consequence of the increase in employment in the crafts sector over the past decade, the gap between the demand for workers and the supply of labour force trained in the Luxembourgish education system has increased: the number of qualified workforce and holders of the master craftsperson certificate <sup>(4)</sup> do not follow the demand, and 50% of the workforce in the crafts sector are foreign residents.

With regard to anticipating future skill demand, several initiatives have been implemented (INFPC, 2018b). IVET standards are developed in cooperation between the education ministry and the professional chambers. Curricula are based on occupational standards and informed by skill needs in enterprises on the national level. An institutional base of cooperation between countries or neighbouring regions on the level of evaluation of skills demand and potentially corresponding VET curricula is currently not institutionalised.

On one hand, the gap between demand of skilled labour force and supply might rather have an inhibiting effect on outgoing long-term mobility, as employers might tend to keep apprentices in the company. On the other hand, cross-border long-term mobility of incoming apprentices might be attractive to Luxembourgish employers, considering that number of apprenticeship offered could not be satisfied (in 2018, 207 posts remained open, whereas 1324 new apprenticeship contracts were concluded, and 270 learners did not find a training company) (Adem, 2019). Currently, incoming apprenticeship mobility is limited under the regulation framework of cross-border apprenticeship (Chapter 4).

### 2.3. Attitude of employers towards training

The most recent Continuing Vocational Training Survey (CVTS5) (Statec, 2017) shows that 77% of companies with 10 employees or more provided CVET training for their employees in 2015. This figure varies depending on sector and company size: almost every company of 250 employees or more and 68% of companies of 10 to 19 employees provided training. In 2016, companies devoted 2.5% of their payroll to training (INFPC, 2018a). In 2015, more than 62% of the employees in the country participated in CVET courses. However, there were considerable differences between sectors: while 76% of the employees in the financial sector and other services sectors participated in training, the share in the construction sector was only 36%.

---

<sup>(4)</sup> This is the *brevet de maîtrise*, ISCED 453, EQF 5, required to obtain a business permit in the craft sector.



Mostly, training activities were on-the job and core business related. The general openness to CVET training and response to initiatives to enhance employees' skills might be a favourable environment to enhance skills of apprentices by cross-country mobility.

As for IVET training, Luxembourg counts a total of 5 800 enterprises that have the right to train apprentices, in 2018<sup>5</sup>. The same year, 1 324 new apprenticeship contracts were signed <sup>(6)</sup>. In Luxembourg, a total of 37 313 enterprises were registered in 2016 <sup>(7)</sup>. In 2015, the participation of Luxembourgish enterprises in IVET training was slightly below EU-average <sup>(8)</sup>.

## 2.4. International qualifications existence

Currently, there is no real international qualification system, and diploma are subject to recognition by the national Ministry of Education. In order to encourage young people's cross-border mobility and to facilitate the transition between different education systems, Luxembourg and the neighbouring German Länder of Rhineland-Palatinate and North Rhine-Westphalia have established a list of equivalent diplomas and levels of education under the framework of a "Joint declaration on the recognition of diplomas and educational levels with Rhineland-Palatinate and North Rhine-Westphalia" (Déclaration commune sur la reconnaissance des équivalences de diplômes et de niveaux d'enseignement (gouvernement.lu, 2010)). However, the decision on recognition remains with the national authorities. The ministry of Education verifies if the linguistic competences of pupils who have attended school abroad are sufficient for their integration in Luxembourg's education system.

---

<sup>(5)</sup> Source: ADEM.

<sup>(6)</sup> ADEM (2019) : Rapport Annuel 2018. Retrieved from <https://adem.public.lu/en/publications/adem/2019/RA2018.html>

<sup>(7)</sup> Statec (2019b) : le Luxembourg en chiffres 2019, P. 23. Retrieved from : <https://statistiques.public.lu/fr/publications/series/luxembourg-en-chiffres/2019/luxembourg-en-chiffres/index.html>

<sup>(8)</sup> [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=File:Enterprises\\_employing\\_IVT\\_participants,\\_2015\\_\(%25\\_of\\_all\\_enterprises\)\\_ET18\\_II.png](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=File:Enterprises_employing_IVT_participants,_2015_(%25_of_all_enterprises)_ET18_II.png)

## 2.5. Any other relevant factors (e.g. level of interest in foreign language).

Luxembourg is a multilingual country. The share of foreign nationals with mother tongue other than the official German, French and Luxembourgish languages is high. Depending on the company's origin and regional differences, working languages may vary, which might be challenging for the integration of incoming long-term mobility of apprentices. For out-going mobility, the linguistic competences acquired in a multilingual educational system, are clearly an asset in labour market integration and can be considered as a facilitator of cross-country long-term mobility. The knowledge of French and German render neighbouring countries, their cultures and education system accessible, and strengthen intercultural understanding.

## CHAPTER 3.

# The link between the apprenticeship scheme design and apprentices' mobility

### 3.1. Apprenticeship type

#### 3.1.1. Vocational programmes including apprenticeship

Vocational programmes last three years and combine company-based and school-based learning. The general education, the theoretical part of VET, and some practical modules are offered in technical school and school workshops.

Learners can choose between two types of vocational programmes, leading to:

- (a) vocational capacity certificate (certificat de capacité professionnelle, CCP) ;
- (b) vocational aptitude diploma (diplôme d'aptitude professionnelle, DAP).

#### **Vocational programmes: CCP (ISCED 353, EQF 2)**

This apprenticeship programme prepares learners for the labour market and leads to the vocational capacity certificate (*certificat de capacité professionnelle*, CCP). It is basic vocational training. This certificate attests that the holder has the social and basic practical skills for a trade/profession as a semi-skilled worker.

#### **Vocational programmes: DAP (ISCED 353, EQF 3)**

The vocational aptitude diploma (diplôme d'aptitude professionnelle, DAP) also prepares learners for the labour market. The DAP certifies that the holder has the skills to perform the trade/profession in question as a skilled worker.

The shares of general education, VET theory and practice in vocational programme curricula vary by trade. Vocational learning ratios (practical training in companies and in vocational training school) for each trade/profession are defined by the education ministry on the advice of professional chambers.

#### 3.1.2. Technician programmes

Technician programmes (programme de la formation de technicien, ISCED 354, EQF 4) last 4 years and prepare learners for the technician's diploma (diplôme de technicien, DT). This programme is mainly offered as a full-time track (filiale de plein exercice), where all training occurs in an education institution and includes a minimum job placement of 12 weeks. The offer of programmes in apprenticeship

has been extended since 2015/16. In school year 2018/2019, 5 out of 20 DT programmes were offered in apprenticeship.

Training focuses on the labour market, aiming at a high professional level, and prepares students for higher technical education through optional preparatory modules. The technician diploma certifies that the holder is competent to perform the trade/profession in question. It differs from DAP by in-depth and diversified competences as well as in-depth general education.

One private school (the *Lycée technique privé Émile Metz*) provides technician programmes in English, so that young people can obtain a Technician's diploma in one of the following fields: electrotechnics, computer science and general mechanics.

In conclusion, the highly regularised organisation of apprenticeship does not ease long-term mobility, especially for DAP and CCP tracks organised under day-release scheme. For block-release tracks, the alternance is still weekly and thus not easily allowing extended stays abroad. For tracks in which the practical part is organised under internship of up to several months, though, some schools' initiatives of fostering international long-term mobility exist (see below). The stable, regularised and hence plannable structure of the respective track might be considered as a potential enabling factor for future mobility initiatives.

### 3.2. Apprenticeship governance

The Ministry of National Education, Children and Youth ("Ministère de l'éducation nationale, de l'Enfance et de la Jeunesse" - MENJE) is responsible for apprenticeship including adult apprenticeship.

Depending on the type of training, different Professional Chambers are involved. The MENJE and the Professional Chambers work together to develop the standards for VET, assuring a direct link to the actual needs of the labour market, via the common elaboration of the curricula, based on labour market standards.

Luxembourg has five Professional Chambers. The Chamber of commerce ("Chambre de commerce"), Chamber of trades and skilled crafts ("Chambre des métiers") and Chamber of agriculture ("Chambre d'agriculture") represent employers. The Chamber of employees ("Chambre des salariés"), and Chamber of civil servants and public employees ("Chambre des fonctionnaires et employés publics") represent wage earners.

These chambers act as independent policy institutes; they are involved in Luxembourg's legislative procedures and are officially consulted on matters relating to the educational system.

The partnership covers (SCL, 2008): analysing and determining training needs, training guidance and information, determining the professions or trades offered in VET, organising training, designing framework training programmes, assessing training programmes and the training system, qualifications and validating experience acquired .

### 3.3. Duration of apprenticeship and of the company placement

The Vocational programmes last three years (DAP and CCP). The apprenticeship duration varies depending on the occupation and may cover the whole three years or the last two years of the programme.

The duration of the technician programmes (DT) is four years of which one to three years may be organised under apprenticeship.

There is no general pattern regarding the duration of company placement, it varies strongly between apprenticeship programmes (see 3.4) which could be challenging for the regular set-up of long-term mobility of apprentices. On the other hand, the relatively long duration of 2 to 3 years of IVET programs could, compared to other national systems with shorter cycles, be an enabling factor if other factors, namely week- or day-release organisation of apprenticeship would be adapted accordingly.

### 3.4. Organisation of alternance

The organisation of alternance between the school-based part and the company-based part could be a challenge for long-term mobility of apprentices.

- Depending on the profession, two types of apprenticeship tracks are available:
- (c) (a) the concomitant track (filière concomitante), where learning in school and in an enterprise takes place in parallel throughout the apprenticeship. Depending on the profession, the two parts can be organised as day-release (such as two days per week in school and three days in enterprise, or one day in school and four days in enterprise) or block-release scheme (for example, nine weeks at school and nine weeks in enterprise);
  - (d) (b) the mixed track (filière mixte) which is suitable for some professions. This programme offers theoretical and practical training in school in the first year. After successful completion of the school-based part, training is continued in line with the concomitant track.

The concomitant organisation, does not ease the possibility of long-term mobility (e.g. in the framework of Erasmus + projects) because one part of the vocational training is delivered in technical schools (one to three days) and the other part in an enterprise. Block release organisation is also based on short weekly cycles. This might be considered as one of the major factors that currently disable long-term stays of apprentices abroad as it may be difficult to transpose the organisation in another country.

Mobility to VET institutes abroad during the first year of the mixed track could theoretically be possible, but considering the very young age of learners (14) its implementation may be sensitive.

### 3.5. Type of contract and status of apprentices

Learners are responsible to find a training place in an enterprise. The vocational guidance service of the public employment service (Service d'orientation professionnelle de l'Agence pour le Développement de l'Emploi, ADEM), supports apprenticeship seekers through counselling and a central register of all available apprenticeship places. Apprenticeship contracts must be registered at the PES. The possibility of extending the current register to companies based in foreign countries could be on one hand a facilitator for learners to find apprenticeship places abroad but on other hand it could be challenging to find out if these companies fulfil the national criteria to obtain a training authorisation (see below).

As defined under Article L111-3 of the Labour Code of July 2019 (SCL, 2019b), the apprenticeship contract is concluded between the employer and the apprentice or his legal representant if he is minor. Minor apprentices are considered young workers, to which certain conditions apply. If the apprentice is over 18 years old, the general conditions regarding working hours apply.

The apprenticeship contract includes a probation period of 3 months during which the contract could be cancelled by both parties without any notice. The apprenticeship contracts must be concluded before or at the latest 10 weeks after the beginning of the school term, between 16<sup>th</sup> of July and 31<sup>st</sup> of October<sup>9</sup>. In case of a terminated apprenticeship contract, the school enrolment ends, at the latest, six weeks after the resolution, unless the learner is able to sign another apprenticeship contract within this period.

Article L111-3 also foresees apprenticeships in multiple locations (“lieux pluriels”). In this case, a separate agreement is signed between the original training

---

<sup>(9)</sup> <https://guichet.public.lu/fr/citoyens/travail-emploi/types-contrat-travail/contrat-jeunes-actifs/contrat-apprentissage.html>, last retrieved on 16 December 2019

organisation/enterprise and the accessory training organisation/enterprise, which can also be abroad. The initial contract is valid for the entire apprenticeship period. The place of apprenticeship to be mentioned in the contract is a fixed or predominant place or, if not, various places in Luxembourg or abroad.

This legal basis could be an enabling factor for (long-term) mobility during the apprenticeship.

Before welcoming apprentices, a training company must apply in advance for a training authorisation with the competent professional chamber. In order to obtain the approval to train an apprentice, the company:

- (a) must be established in Luxembourg and be registered in a commercial, industrial, agricultural or craft sector;
- (b) must have at least three years of professional experience in the related profession;
- (c) The trade or occupation must figure in the Grand-ducal regulation for professions and trades within the framework of professional training.

The host company appoints a tutor, who is the person in charge of the practical training and who should follow a mandatory training organised by the competent professional chamber.

The delivery of the training authorisation could be difficult to apply to companies based in foreign countries unless the same kind of selection process exists, or it should be adapted. The training of the tutor in order they can fulfil their role and be able to assess the learners' skills following the pre-defined training programmes (See 3.9) could also be an obstacle to the development of long-term mobility.

### 3.6. Remuneration

The minimum monthly apprenticeship allowance to be paid by the host company to their apprentice depends on the trade or profession chosen and is yearly set by law and adjusted to the cost of living index (10) (between EUR 400 and 1 300) (SCL, 2019c), the apprenticeship year or the successful intermediate integrated project, as well as on the changes in the cost of living index.

---

(10) This is set by law and adjusted to inflation. Règlement grand-ducal du 22 août 2019  
1. déterminant les professions et métiers dans le cadre de la formation professionnelle;  
2. fixant les indemnités d'apprentissage dans les secteurs de l'artisanat, du commerce, de l'Horeca, de l'industrie, de l'agriculture et du secteur de santé et social.  
(<http://legilux.public.lu/eli/etat/leg/rgd/2019/08/22/a579/jo>, last retrieved on 16 December 2019)

In the event of successful completion of the apprenticeship, learners receive a premium allowance (SCL, 2012) based on a monthly rate of EUR 130 for CCP or EUR 150 for DAP and DT, upon application at the competent national agency ADEM <sup>(11)</sup>. Each year, the best apprentice receives an award which also includes a prize of EUR 1 500 <sup>(12)</sup>.

### 3.7. Provisions on occupational health, safety and social insurance

Some Labour law provisions apply to apprenticeship contracts, in particular:

- (a) the protection of young workers;
- (b) health and safety at work;
- (c) occupational health;
- (d) the protection of workers who are pregnant, breastfeeding or who have recently given birth;
- (e) the protection against dismissal in the event of sick leave;
- (f) annual leave.

The employer must register the apprentice for full social security coverage (health, accident, pension). The employer deducts social security contributions directly from the apprenticeship allowance.

Periodic medical examinations must be organised if the apprentice is less than 21 years old. Before signing the contract or before the beginning of work at the latest, underage apprentices and their legal representatives must be informed in writing of the potential risks they may be exposed to and of all the measures in place to protect their health and safety.

In the mobility projects (internships) currently organised in the framework of Erasmus +, the institution/secondary school sending students abroad support them, providing necessary information and taking charge of the administrative procedures regarding social and labour protection as well as insurances.

---

<sup>(11)</sup> <https://adem.public.lu/en/demandeurs-demploi/aides-financieres-mesures/aides-financieres/aides-primas-apprentissage.html>

<sup>(12)</sup> Evaluation is carried out by the Chamber of Trades and Skilled Crafts and the Ministry of education. And the prize is awarded by the Rotary club.



### 3.8. Curriculum / training standards specification

Each trade and occupation training programme consists of modules which prepare for various skills and for which a training programme has been elaborated.

The main bodies responsible for designing qualifications are Curriculum teams (“équipe curriculaire”) and national vocational commissions (SCL, 2011) (INFPC, 2018b).

A Curriculum team is associated with a specific profession or group of professions; training centres and schools are equally represented. The education minister decides on the maximum number of representatives for each team. The curriculum team among other tasks develops and revises programmes for the trades and professions it is responsible and provides guidelines and procedures for continuous assessment of learners.

National vocational commissions (“commissions nationales de formation”) exist for each division, trade and profession of general and technical secondary education. They propose course content, methods and evaluation criteria to the education minister. The commissions are made up of teachers, representative designated by the minister, a representative of each professional chamber associated to the training or from health sector and social sector.

The economic and labour world are involved in the definition of the content of programmes and curricula in order to adapt them to current and anticipated skills demand on the national economic level.

Regarding long-term mobility, it could be interesting to conduct further research in order to know to which extent employers consider skills learners could acquire abroad as potential assets.

The country has policy actions to support the creation of partnerships for international learning mobility projects in IVET under Erasmus + key action 2: “Cooperation for innovation and the exchange of good practices”. The aim of these projects is to enable the actors (schools, enterprises, professional chambers, associations...) of the vocational education sector to cooperate, to exchange good practices in areas of common interest to develop or transfer innovative practices and the quality of the VET throughout Europe. These may be small-scale projects involving exchanges of good practice or large-scale projects that allow the transfer or development of innovative VET methodologies. The Erasmus+ programme is coordinated in Luxembourg by the national agency Anefore.

### 3.9. Use of validation in apprenticeships

Since the entry into force of the 2008 VET reform <sup>(13)</sup>, the vocational programmes and the technician programmes have been organised into modules. For each module, an assessment framework (Evaluierungsrahmen) has been set up. It distinguishes compulsory and optional skills and specifies indicators and minimum standards. At the end of the module, learners take an exam to assess the acquisition of required skills for the module and receive an assessment report (bulletin), which indicates whether the module has been passed (unsuccessful, successful, very successful).

Programmes which lead to a CCP, a DAP or a DT also foresee compulsory integrated projects <sup>(14)</sup> (projets intégrés) in the middle (only for DAP and DT) respectively at the end of the programme (SCL, 2016e). The intermediary and the final integrated projects are compulsory for these programmes.

The progression from one year to the other depends on the share of modules that have been passed.

National schools, that are used to Erasmus + projects, are aware that learning outcomes acquired abroad should formally be recognised and validated at an institutional level, course contents should be adapted as necessary to ensure that the mobility period abroad is well fitted to the programme the apprentice is following.

Regarding the part in enterprise, the tutor must evaluate the apprenticeship according to the pre-defined competence standards, using an assessment form where he indicates for each modules the skills' acquisition evaluation. Tutors are legally required to possess an accreditation delivered by the competent professional chambers certifying they are able to welcome, train and assess trainees <sup>(15)</sup>, to be able properly assess the learner's skills. The legal prerequisites

---

<sup>(13)</sup> Loi du 19 décembre 2008 portant réforme de la formation professionnelle. It was last amended in 2019 by the Loi du 12 juillet 2019 portant modification 1° du Code du travail;  
2° de la loi modifiée du 31 juillet 2006 portant introduction d'un Code du Travail;  
3° de la loi modifiée du 19 décembre 2008 portant réforme de la formation professionnelle)

<http://legilux.public.lu/eli/etat/leg/loi/2019/07/12/a497/jo> (last retrieved on 16 December 2019)

<sup>(14)</sup> These projects aim to check whether the learner has developed the complex competences needed to solve a real or simulated work situation.

<sup>(15)</sup> Loi du 12 juillet 2019 de la loi modifiée du 19 décembre 2008 portant réforme de la formation professionnelle)

to learners' assessment could be a disabler to the development of long-term enterprise-based mobility during apprenticeship.

Currently when a mobility between VET training institutions is organised as an internship in the frame of an Erasmus + project, the mobility activities are governed by an agreement between the host and sending institutions and the participants, specifying the activities to be carried out, the expected learning outcomes, as well as the recognition mechanisms that will be applied (Europass, ECVET).

## CHAPTER 4.

# Lessons learnt from existing policies, initiatives, projects of apprentices' mobility

### 4.1. Cross-border apprenticeship

As a part of the apprenticeship scheme, cross-border apprenticeship programmes were established to supply the demand for certain specialised professions, for which school-training is not available in Luxembourg due to the small number of learners concerned <sup>(16)</sup>.

Under cross-border apprenticeship scheme, mobility concerns only the school-based part for outgoing apprentices. the school-based part of the apprenticeship is carried out in a neighbouring country, while practical training takes place in an enterprise in Luxembourg.

Table 1. **Cross-border apprenticeship (young and adults)**

Year	
2011	34
2012	35
2013	49
2014	48
2015	57
2016	79
2017	64
2018	83

Source: Adem – Annual report 2018 (Adem, 2019)

The actors of the Greater Region, in partnership with other relevant bodies, decided to deepen their cooperation in support of cross-border vocational training. They have thus developed a framework agreement that was signed on 13 November 2014 in Luxembourg. The agreement entered into force on 4 December 2014. It defines for the first-time common objectives for cross-border training for the Greater Region and proposes appropriate approaches to achieve these

---

<sup>(16)</sup> Règlement grand-ducal du 26 juillet 2010.  
(<http://legilux.public.lu/eli/etat/leg/rgd/2010/07/26/n4/jo>, last retrieved on 16 December 2019)

common goals. It also describes the measures to be taken in the field of "information and communication to sensitise citizens and businesses of the Greater Region to the opportunities for cross-border vocational training" and increase the visibility thereof. One of the objectives is the improvement of information on the possibilities of cross-border vocational training in the Greater Region. This also involves improving the information on the various initiatives in the fields of vocational training and skills at EU level.

Based on a dialogue started in 2016, Rhineland-Palatinate (regional department of Germany) and the Grand-Duchy of Luxembourg have elaborated a bilateral project agreement on cross-border VET which has been signed on March 13, 2018. These agreements give young people new perspectives and contribute to the flow of labour force on both sides of the border and thus contributes to fight skill shortages and secure enough supply of skilled employees on both sides of the border.

Training without borders (TWB) is a project involving different partners in France, Belgium, Luxembourg which is aimed at young people risking dropping out of school or who have done so already. The aim is to motivate young people with social and scholar difficulties by offering them an alternative valorising training. It is a training space in the Greater region, in adaptation with the real needs of the companies, in order to boost their employability and social integration. The training takes place in school and in a company and helps young people to develop social, transversal and specific skills regarding a specific trade. It is a training taking place previously to IVET. The establishment of a common training scheme to the partner countries favours the recognition of certifications across the borders. The program also comprises cultural visits and exchange workshops.

#### 4.2. **Other long-term international mobility initiatives in vocational education under school /internship scheme**

Currently, long-term mobility is encouraged in the context or at the end of some full-time track VET programs under internship contract. Internship contracts (stage de formation) are concluded between the learner and the enterprise. They are generally not remunerated. The schools offer interested learners administrative support to seek funding through Erasmus+ grants. The Europass Mobility document is part of the recognition mechanism in secondary schools where undertaking a traineeship abroad is mandatory.

For instance:

- (a) For the VET-program in agriculture offered by Lycée Technique Agricole a mandatory 12-week internship in a French-speaking enterprise abroad has been set up.
- (b) For the VET-program in gardening-landscape design, the school encourages voluntary long-term mobility after completion of the initial VET-program. For this profession, a post-secondary-school internship is legally required in the context of further qualification.
- (c) For the VET-programs of “Ecole d’Hôtellerie et de Tourisme du Luxembourg” under full-time track including a total of 1 year of internships, the school encourages long-term mobility abroad due to the limited number of internship posts available nationwide. The internship contract is concluded between the school and the host enterprise abroad.

## CHAPTER 5.

# Conclusions

The structure of the Luxembourgish VET programmes does currently not facilitate long-term mobility of apprentices due to the organisation of alternance in school- and company-based training in concomitant and mixed tracks (see 3.4).

Nonetheless, in the framework of international cooperation in the Greater Region, efforts to foster cross-border mobility have led to the implementation of cross-border apprenticeship programs, as a part of the VET system. These projects are good examples on how cooperation between countries can enhance learners' mobility.

The existing initiatives to encourage cross-country mobility come from schools or concern the school part of the programme (see 5):

- (a) -Cross-border apprenticeships include a cross-border school-part in France or Germany and enterprise-based part in Luxembourg for a limited number of trades and professions.
- (b) -There are also existing initiatives to foster VET learner's mobility under the framework of mandatory or recommended cross-country internships at the end of some school-based VET programmes.

The labour law applicable to apprenticeships allow for multiple workplaces, enabling national and cross-country mobility between enterprises. This might be an enabling factor for potential future long-term mobility initiatives.

The long-term mobility (ErasmusPro) is also on the agenda of Anefore, the national agency in charge of Erasmus+ in Luxembourg.

## List of abbreviations

ADEM	public employment service
CCP	vocational capacity certificate or basic vocational programme
CVTS	continuing vocational training survey
DAP	vocational aptitude diploma
DT	technician diploma
ICT	Institutions de la coopération transfrontalière
LT	long Term
MENJE	Ministry of National Education, Children and Youth
PES	public employment service
SCL	Central Service of Legislation (Legilux)
VET	vocational education and training



## References

[URLs last accessed on September 2019]

- Adem (2019). *Rapport d'activité complet 2018 — ADEM - FACILITONS L'EMPLOI // Luxembourg*.  
<https://adem.public.lu/fr/publications/adem/2019/Rapport-activite-complet-2018.html>
- CDM (2019). *Chambre des Métiers - Chiffres et statistiques*.  
<https://www.cdm.lu/artisanat/chiffres-et-statistiques>
- Chambre de Commerce (2019). *Annual report - 2018*.  
<https://www.cc.lu/services/publications/>
- Eurostat (2019). *Foreign affiliates - Eurostat*.  
<https://ec.europa.eu/eurostat/web/structural-business-statistics/global-value-chains/foreign-affiliates>
- Gouvernement Luxembourgeois (2010). *Le Luxembourg et le Land de Rhénanie-Palatinat signent une déclaration commune sur la reconnaissance des équivalences de diplômes et de niveaux d'enseignement*.  
[https://gouvernement.lu/fr/actualites/toutes\\_actualites/communiques/2010/10-octobre/01-diplomes.html](https://gouvernement.lu/fr/actualites/toutes_actualites/communiques/2010/10-octobre/01-diplomes.html)
- ICT (2014). *Accord-cadre relatif à la formation professionnelle transfrontalière dans la Grande Région*.  
<http://www.granderegion.net/Mediatheque/Publications/Accord-cadre-relatif-a-la-formation-professionnelle-transfrontaliere-dans-la-Grande-Region-Rahmenvereinbarung-ueber-grenzueberschreitende-Berufsbildung>
- INFPC (2018a). *L'effort de formation des entreprises du secteur privé en 2016*.  
[http://www.lifelong-learning.lu/Bookshelf/documents/l\\_effort-de-formation-des-entreprises-du-secteur-privé-en-2016.pdf](http://www.lifelong-learning.lu/Bookshelf/documents/l_effort-de-formation-des-entreprises-du-secteur-privé-en-2016.pdf)
- INFPC (2018b). *Vocational education and training in Europe: Luxembourg 2018*  
<https://www.cedefop.europa.eu/fr/publications-and-resources/country-reports/vocational-education-and-training-europe-luxembourg-2018>
- MENJE (2018). *Les chiffres clés de l'Éducation nationale : statistiques et indicateurs 2016-2017 / The key figures of the national education : - statistics and indicators 2016-2017 - Éducation nationale / Enfance / Jeunesse / Luxembourg*.  
<http://www.men.public.lu/fr/actualites/publications/themes-transversaux/statistiques-analyses/chiffres-cles/2016-2017/index.html>
- SCL (2008). Loi du 19 décembre 2008 portant réforme de la formation professionnelle. *Mémorial A*, 220, 3273–3288.  
<http://www.legilux.public.lu/leg/a/archives/2008/0220/a220.pdf#page=2>
- SCL (2011). Règlement grand-ducal du 30 juillet 2011 portant institution et organisation des équipes curriculaires, des commissions nationales de

- formation et des commissions nationales de l'enseignement général pour la formation professionnelle de l'enseignement secondaire technique. - Legilux. *Mémorial A*. <http://legilux.public.lu/eli/etat/leg/rgd/2011/07/30/n3/jo>
- SCL (2012). Règlement grand-ducal du 31 octobre 2012 fixant les conditions et modalités des aides et primes de promotion de l'apprentissage. *Mémorial A*, 239, 3153–3154.  
<http://www.legilux.public.lu/leg/a/archives/2012/0239/a239.pdf#page=5>
- SCL (2019a). *Code de l'Éducation nationale*.  
[http://legilux.public.lu/eli/etat/leg/code/education\\_nationale/20190521](http://legilux.public.lu/eli/etat/leg/code/education_nationale/20190521)
- SCL (2019b). *CODE DU TRAVAIL*.  
<http://legilux.public.lu/eli/etat/leg/code/travail/20190716>
- SCL (2019c). Règlement grand-ducal du 22 août 2019 1.déterminant les professions et métiers dans le cadre de la formation professionnelle ;2. fixant les indemnités d'apprentissage dans les secteurs de l'artisanat, du commerce, de l'Horeca, de l'industrie, de l'agriculture et du secteur de santé et social. - Legilux. *Mémorial A*.  
<http://legilux.public.lu/eli/etat/leg/rgd/2019/08/22/a579/jo>
- Statec (2017). *La formation professionnelle continue dans les entreprises*.  
<https://statistiques.public.lu/fr/publications/series/bulletin-statec/2017/04-17-La-formation-professionnelle-continue-dans-les-entreprises/index.html>
- Statec (2018). Special NACE Rev.2 aggregates, 2005 - 2016.  
[https://statistiques.public.lu/stat/TableViewer/tableView.aspx?ReportId=13331&IF\\_Language=eng&MainTheme=4&FldrName=1&RFPath=9796](https://statistiques.public.lu/stat/TableViewer/tableView.aspx?ReportId=13331&IF_Language=eng&MainTheme=4&FldrName=1&RFPath=9796)
- STATEC (2019). Emploi salarié intérieur par branche d'activité 1995 - 2019.  
[https://statistiques.public.lu/stat/TableViewer/tableView.aspx?ReportId=12914&IF\\_Language=fra&MainTheme=2&FldrName=3&RFPath=92](https://statistiques.public.lu/stat/TableViewer/tableView.aspx?ReportId=12914&IF_Language=fra&MainTheme=2&FldrName=3&RFPath=92)