Quality Assurance in VET: Luxembourg

This document provides an overview of quality assurance in VET in the respective country. It covers information on VET systems and how quality assurance takes place, which organisations are responsible for VET policy and any recent developments in VET policy.

VET system and quality assurance

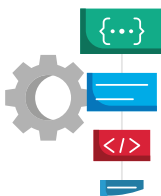**Overview of the VET system and how quality assurance takes place**

Technical secondary education is composed of an initial VET (IVET) system and a general technical system. In Luxembourg most secondary schools provide both general and technical secondary education including VET. IVET combines company-based and school-based learning with the majority of the training pathways being organised as dual apprenticeship schemes. In dual apprenticeship schemes, students spend between one and three days at school and the rest of the week at the workplace. Other training is organised as school-based schemes in combination with a minimum 12-week work placement.

CVET is not centrally governed in Luxembourg. Only state funded CVET is monitored and regulated to some extent by the Ministry of Education, Children and Youth. Various laws govern and define state subsidised CVET. CVET providers are mostly privately managed. The government does not have much leverage in influencing CVET or quality assurance practices. In addition, the government is not competent to monitor CVET that does not lead to official national diplomas. It encourages enterprises to develop CVET by providing grants; however, it does not interfere with programme content.

The Ministry of Education, Children, and Youth is responsible for monitoring all publicly funded education in Luxembourg, including IVET. Quality Assurance and monitoring lies in the responsibility of its VET Department (Service de la formation professionnelle). It carries out, via the Observatory of vocational training, a long-term longitudinal graduate tracking study. Quality Assurance of work-based learning, as defined by the labour code, lies with the professional chambers, involved in IVET governance on all levels.

External evaluations of training requirements and outcomes are performed. Schools must undertake a self-assessment based on school development plans, an evaluation and support system developed by the Ministry of Education's Educational and Technological Research and Innovation Coordination Service (SCRIPT).

The QA system is based on a 2008 law that includes requirements for quality criteria for planning, implementation, evaluation and review.

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	More information about the VET system in Luxembourg can be found on Cedefop's VET in Europe database: https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/Luxembourg
System-level QA arrangements	The Ministry of Education, Children and Youth has overall responsibility for monitoring the take up of publicly funded VET using the national database of students and teachers. Open apprenticeship positions and all apprenticeship contracts are centrally registered with the PES's orientation and placement service (ADEM-OP). The collected data is regularly exchanged with the VET Department of Ministry of Education to allow a real-time monitoring of the demand and matching. The National School Quality Development Agency monitors and evaluates, on a general level, the teaching standards, training requirements and student outcomes according to the quality cycle of primary and secondary schools and provides scientific and methodological support to schools in the assessment of their educational environment. The statistics department of the Ministry of Education, Children, and Youth monitors the system via the national database of students and teachers.
Provider-level QA arrangements	An evaluation and support system has been developed by the Educational and Technological Research and Innovation Coordination Service, requiring IVET providers to perform self-assessment based on school development plans. Each school must write an institution-specific report to support school development and education quality which is assessed by the national School Quality Development Agency.
Which organisation(s) are responsible for VET policy?	The Ministry of Education, Children and Youth has overall responsibility for monitoring the take-up of publicly funded VET using the national database of students and teachers. The Ministry, with the participation of social partners, is responsible for defining legislation regarding IVET (at system and provider level). It is also in charge of monitoring all publicly funded education, namely via SCRIPT and the School Quality Development Agency.

Recent policy developments (in the last 12 months)

- Luxembourg is currently in the process of developing a National Skills Strategy, supported by the OECD Skills Strategy study, which was publicly presented in February 2023. Launched in June 2021, the study is part of *Skillsdësch,* an initiative that has brought together partners from the Ministry of National Education, Children and Youth, the Ministry of Labour, Employment and the Social and Solidarity Economy, companies, and trade unions since autumn 2020 to analyse skills needs, identify the most promising professional fields, define a training action plan and implement it. The study was carried out using a participatory approach, based on a series of meetings (bilateral interviews, conferences, and focus groups) involving 160 stakeholders from the Luxembourg ecosystem in a whole-of-government approach and consultations with all relevant stakeholders.
- Luxembourg has participated in EQAVET Peer Review meetings, acting both as a host country and peer reviewer. The Luxembourg Peer Review took place from 12-14 October 2022 in Luxembourg City, hosted by the Ministry of Education, Children and Youth (*Service de la formation professionnelle* in the Ministère de l'Education Nationale, de l'Enfance et de la Jeunesse). EQAVET Network members from Belgium (fr), Belgium (nl), Croatia, Finland and the Netherlands acted as peer reviewers.

Priority areas for QA in your country

Quality Assurance focuses on the planning aspect of the EQAVET cycle, namely EQAVET criteria related to evidence-based governance. Some of the QA criteria, - e.g., stakeholder involvement on all levels, assessment based on learning outcomes, flexible pathways and validation of prior experiences - have been fully and successfully implemented.

The key area to be addressed is improving the existing mechanism for the quality assurance of the design, assessment and review of qualifications, and the establishment and monitoring of targets through specific indicators.

Issues to be tackled are the currently disparate data collection, collaboration and data exchange among different government agencies and the implementation of a comprehensive monitoring tool that allows to follow pathways of IVET learners, including graduate tracking.

The Erasmus+ project DQMVET aims at setting up a dashboard based on up-to-date data to monitor IVET pathways, employability and skills match of recent IVET graduates, in order to enhance employability of graduates, reinforce assessment-based VET-governance, and strengthen the responsiveness of VET provision to changing labour market skill needs.

Use of EQAVET labels

| **Do you use an EQAVET label or seal to certify VET providers in your country?** | No ☒ |
| | Yes ☐ |