

Annex 1 - Template and guidelines for National implementation plans

Please fill in the information in English.

1. Brief information on the national context and baseline

This section **briefly** presents the national context and serves as a baseline for the plan. The participating countries should describe:

- i. The strategic and legal frameworks that are in place and the national context of the VET system at the time of submission of the NIP that will guide the implementation of the planned measures for VET. The information may refer to relevant points of national long-term visions and strategies (e.g. for 2030 and beyond), main strategic documents related to the development of education, training and lifelong learning and, specifically, VET strategies and/or plans, the EU skills agenda, resilience and recovery plans ⁽¹⁾, employment policies, as well as to sectoral and regional strategies, if applicable. The presentation of the national context of the VET system will focus on the factors (e.g. strong involvement of the social partners) that national VET policy can build upon to address the European priorities and to achieve the objectives of the NIPs.
- ii. main policy initiatives and reforms that have already started and are ongoing at the time of preparing the NIPs. These might include initiatives and reforms that may be completed by May 2022 or will continue. Countries are invited to reflect and describe how these national initiatives will contribute to the implementation of the common priorities.
- ii. relevant (statistical) evidence, especially regarding the quantitative objectives set in the Recommendation (the Commission will provide more information on these in Spring 2022).

(1) Especially the components related to education and training and labour market and social protection. National recovery and resilience plans will be available here: https://ec.europa.eu/info/business-economy-euro/recovery-coronavirus/recovery-and-resilience-facility_en

i. The strategic and legal frameworks in place and the national context of the VET system (July 2022)

Relevant national context information on the VET system

By regulation, the Ministry of Education, Children and Youth's VET department (*Service de la formation professionnelle, SFP*) is the responsible authority for IVET, CVET, validation of prior learning, and state-funded training leave. It is responsible for implementation of EU VET policy recommendations, National Reference Point to the European Union; it acts as National Reference point to relevant policy networks and quality assurance networks in VET, namely the EFQEA, EAfA, and EQAVET.

Since the major VET reform of 2008, amended in 2016 and 2019, the Luxembourgish VET system relies on strong stakeholder involvement on all levels of governance. IVET is centrally governed by the Ministry of Education's VET department (SFP), in partnership with the professional and employees' chambers. The SFP coordinates all national IVET programmes for about 123 occupations. Curricula are legally binding for all IVET providers, including private schools, and final assessment of learning outcomes is centrally coordinated. VET providers are not autonomous.

In 2019, a VET steering committee (*groupe de pilotage*), was introduced, to coordinate VET development and validate curricula design and update in the framework of IVET development. It includes sectorial employers' and employees' representatives as well as the directorate of the VET Department of the Ministry of Education. Based on sectorial skill needs identified by the professional chambers, the Steering committee expresses demand for new programmes or program update to the Minister. The matching between IVET curricula and skill needs are monitored by the SFP in cooperation with the Ministry of Education, Children and Youth's school development department SCRIPT, based on curricula analysis and interviews with recent graduates, training companies and teachers.

Curricula design and update, including work-based learning is implemented by curricular teams, including representatives of the ministry, each school offering the track, labour market representatives, and the responsible professional chamber; members are appointed by the ministry of Education.

IVET programmes are offered for both learners in the regular course of upper secondary level and adults, based on the same curricula. All learners having completed compulsory schooling and left the school system for one year are considered as adult learners.

Continuous Vocational Education and Training (CVET)

In the Luxembourgish system, the notion of CVET covers professionalising and labour-market relevant learning offers in formal or informal settings, as well as in-company training, up- and reskilling. It is noteworthy that IVET/CVET programmes do not exist beyond ISCED 453 / EQF level 5. Higher VET is enabled, though, under cross-border apprenticeship with a higher education organisation in a neighbouring country and an apprenticeship contract with a Luxembourgish training company.

CVET provision is mainly organised by private providers and is relatively little regulated. Private training providers are accredited by the Ministry of Education upon validation of administrative criteria.

The SFP administrates public co-financing of in-company training, via the National Institute for the Development of CVET (INFPC), which hosts also the platform « lifelong-learning.lu ». INFPC's Training Observatory carries out a longitudinal graduated tracking of IVET learners, and publishes surveys on training provision of state-subsidised in-company training and surveys on private CVET providers.

The National Training Centres (CNFPC), under responsibility of the SFP, play a key role for the delivery on the Council recommendation's objectives and the Osnabrück declaration's targets, especially with regard to digital and green skills, up- and reskilling. They offer CVET training in a variety of fields, including up- and reskilling addressed to the unemployed on behalf of the PES. They also offer compulsory work security courses certified by the public Accident Insurance (AAA), and are further specialising their offer to equip workers with the skills needed for the digital transition and industry 4.0. Also, they are strengthening collaboration with regional and municipal actors engaged in the green transition to train public employees in skills for circular economy and green transition as well as for green jobs.

Adult learning

While CVET refers to technical and soft skills that foster employability of the learners, in the Luxembourgish system, the definition of adult learning, as it is used in the framework of the Skills Agenda, the Osnbrück Declaration, and the OECD study, has a broader scope. It covers all adult target groups, regardless of their employment status, includes all forms of informal and non-formal learning (e.g. learning offer for personal development, sports, art classes, leisure activities etc. addressed to a general public), as well as basic knowledge, including literacy, alphabetisation and basic digital skills etc. for low-qualified adults or recent immigrants with a different language background.

At the national level, there are three main ministries that have responsibilities for adult learning:

The Ministry of Education, Children and Youth (*Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse - MENJE*) governs and coordinates all levels of formal primary and secondary education. IVET as well as CVET underly the legal responsibility of the *Service de la formation professionnelle (SFP)* whereas second chance programmes, and various adult learning programmes addressed at a general public or basic training needs of low-skilled adults, including training for refugees and recent immigrants on behalf of the Ministry of Family, Integration and the Greater Region (MIFA) and education in retention are under responsibility of the *Service de la formation des adultes (SFA)*. Municipalities coordinate and provide language and civic training as well as a broad offer, published annually by the SFA.

The Ministry of Education's VET department also has responsibility for a number of institutions involved in the delivery of education. The National Centre for Continuing Vocational Training (*Centre National de Formation Professionnelle Continue - CNFPC*) provides training for employees or job seekers to acquire, maintain or extend professional knowledge and skills and to adapt them to social and technological requirements. It also provides upskilling for IVET learners without an apprenticeship position, as well as integration classes for recent immigrants. The National Institute for the Development of Continuing Vocational Training (*Institut national pour le développement de la formation professionnelle continue - INFPC*) promotes adult learning through administering financial support from the State for training provision (*cofinancement de la formation*), maintaining an adult learning information portal (INFPC, 2021) (lifelong-learning.lu), building partnerships with news outlets to inform the public about adult learning, and monitoring CVET training provision through its Training Observatory (*Observatoire de la Formation*), which gathers and regularly publishes statistical information about the

provision of training in Luxembourg. Under the auspices of the ministry of Education, The National Languages Institute (*Institut National des Langues - INL*) provides language courses and examinations for adults.

The Ministry of Higher Education and Research (*Ministère de l'Enseignement supérieur et de la Recherche - MESR*) oversees among other institutions the University of Luxembourg (UL), which offers formal and non-formal adult learning programmes. The most recent initiative of the UL jointly with the Government is the creation of the Competence Centre (ULCC), which conducts regular studies analysing the skills needs in the labour market and provides training courses (e.g. MOOCs) to a variety of sectors, in particular health, law, finance and IT (Competence Centre, 2021_[10]).

The Ministry of Labour, Employment and the Social and Solidarity Economy (*Ministère du Travail, de l'Emploi et de l'Économie sociale et solidaire - MTEESS*) has responsibilities for active labour market policies, guidance and counselling services, and a variety of skills development programmes for adults, and the implementation of the Pillar of Social Rights. The Ministry also is responsible for the Agency for the Development of Employment (*Agence pour le Développement de l'Emploi – ADEM*) which implements the programmes to retrain the unemployed, supports the reintegration of disabled workers, raises awareness about the importance of training, provides guidance and counselling, among other responsibilities (ADEM, 2021_[11]). The Ministry is also in charge of a training institute (*Ecole Supérieure du Travail*), which is governed with by tripartite board and provides training in particular for union representatives, employees and self-employed on topics such as labour law, social security, taxation, and others (ESDT, 2021).

ii) National strategies concerning long-term strategies for skills and VET policies

Over the last decade, Luxembourg has implemented a range of reforms and strategies, such as the Lifelong Learning Strategy (2012), the Digital Skills and Jobs Coalition (2017), the Recovery and Resilience Plan of Luxembourg (2021) and the National Talent Attraction, Development and Retention Strategy (forthcoming).

Luxembourg has recently introduced strategies that give adult learning a high priority on the political agenda. For example, adult learning policies are part of the recent *Recovery and Resilience Plan of Luxembourg* (2021) with plans to provide re-skilling and up-skilling in particular for those adversely affected by COVID-19 (Ministry of Finance, 2021). Similarly, *Artificial Intelligence: a Strategy Vision for*

Luxembourg (2020) emphasises the need to increase learning in the workforce to support adaptation to new skills needs arising as the result of increasing adoption of AI technologies across sectors (Government of Luxembourg, 2021). The current Government has also recognised adult learning in its *Accord de Coalition (2018-2023)*, improving co-ordination among adult learning providers, simplifying the validation and recognition of prior learning and providing sector specific and digital adult learning opportunities (Government of Luxembourg, 2018).

In the framework of the **European Pillar of Social Rights, and the Skills Agenda, namely with regard to the objective of participation of Adults in Training**, the priority of the ministry of Education, Childhood and Youth in implementing the objectives of the Osnabrück declaration and the VET recommendation, as part of the European Pillar of Social Rights “1: Education, Training and Life-long learning” is the development of

a) digital basic competences among the adult population, in order to achieve the goal of at least 80% of persons aged 16-74 **having at least basic digital skills**;

b) technical ICT skills provision to allow working population to stay abreast of sectorial labour market skills requirements.

The present NIP on the Council Recommendation on VET and the Osnabrück declaration builds on intersections with other National Action Plans in the context of EU policy recommendations and reforms, described below:

1. The National Reform Plan in the framework of the European Semester
2. The currently developed National Skills Strategy
3. up- and reskilling measures included in the National Resilience and Recovery Plan.

1. « Plan National de Réforme » 2022 (European Semester)

The National reform plan presents measures taken and outlines a long-term national strategy with regard to component 1.A. of the Pillar of Social Rights, *Skilling, Reskilling et Upskilling*. The plan underlines the government’s commitment to place digitalisation in the centre of its investments, fostering the digitalisation of public services and new secure data transfer.

The government's programme for the period 2018-2023 has identified skills development as a *conditio sine que non* for setting up efficient labour market policies, focussing on both maintaining labour force in employment and tackling unemployment. The government has thus committed itself to design a National Skills Strategy to foster the acquisition of new competencies that correspond to the demand of enterprises and the professions and trades of the future. Enhancing the employability of the labour force should contribute to keep employees abreast of evolving skill needs and secure their jobs, while allowing jobseekers to swiftly and sustainably re-enter the labour market. The government aims at promoting the concept of life-long learning and develop CVET in Luxembourg. To this end, all relevant public and private actors in the field of employment and training are called to closely collaborate.

2. National Skills Strategy

In the light of a rapidly evolving skills environment, the digital and green transition, and prevalent skills shortages in some sectors, Luxembourg is currently in the process of developing a **National Skills Strategy**, supported by an OECD-led study, in a whole-of-government approach and consultations of all relevant stakeholders.

On July 3rd 2020, the tripartite coordination committee (*Comité de coordination tripartite*) decided to introduce a round table on skills, the « **Skillsdësch** », which periodically unites principal partners, i.e. the Ministry of Labour, Employment and the Social and Solidarity Economy (MTEESS), the Ministry of Education, Childhood and Youth (MENJE), employers' representatives and trade unions. Its mission consists in designing National Skills Strategy, and identify overarching national reform measures to be implemented, and support and prepare the forthcoming tripartite committee's negotiations. Its primary outcome is the commissioning of the OECD study, aiming at analysing the state-of-play of the Luxembourgish CVET/ Adult learning system, scrutinize potential shortcomings and recommend areas for improvement, based on good practice examples of other countries, but taking into account the specificities of the national context and its skills ecosystem. After the official validation and publishing of the OECD study, its results will serve as a baseline for the National Skills strategy. Initially planned to be delivered in Q2, 2022, the publishing of the OECD study is announced for January 2023.

3. National Resilience and Recovery Plan (2021-2023)

Luxembourg's recovery and resilience plan contains 20 measures (8 reforms and 12 investments) which will help the country become more sustainable, resilient and better prepared for the challenges and opportunities of the green and digital transitions. Those measures will be financed by €93 million in grants. 61% of the plan will support climate objectives and 32% will foster the digital transition.

Measures for the green transition

Luxembourg's plan puts a strong focus on the green transition. Its contribution to the green transition amounts to 61% of its total allocation of €93 million. Specific measures include €30.5 million to enlarge the network of charging points for electric vehicles across the country and €24 million to supply a new housing district with heat and electricity produced from renewable energy sources. The plan also directs €6 million to establish a 'Naturpakt' with municipalities to provide financial support for actions to protect nature and prevent biodiversity loss.

Measures for the digital transition

While investments in the green transition focus mainly on the expansion of infrastructure, investments in the digital transition also focus on investment needs in digital skills, and the digitalisation of public services. Luxembourg's plan contributes to the digital transition of the country with a broad and cross-cutting approach. Specific measures to support securing Luxembourg's digital transition include a €10 million investment and a related reform to support quantum-technology communication for ultra-secure connectivity solutions, to improve the security of public sector communications as part of a wider European project, and €13 million to digitalise the public administration, simplifying internal processes as well as those with firms and citizens. The plan also includes an investment on digital skills for workers and two investments to increase the efficiency of the health sector through its digitalisation.

Measures in reinforcing Economic and social resilience

Key macro-economic challenges for Luxembourg's economy include, in particular, a relatively low activity rate for older workers, and a shortage of skilled workers, including in strategic sectors such as information and communication technologies and healthcare. In addition, sharply rising housing prices have an impact on housing affordability, which also risks amplifying inequalities. The Recovery and Resilience Plan is expected to have a positive impact on inclusive growth and productivity via a higher labour force participation rate and a better matching between labour supply and demand, thereby reinforcing economic and social resilience. In particular, a contribution

to skills development is provided by investments of €6.5 million in two vocational training programmes, “Digital Skills” and “Futureskills”, which aim at developing digital and managerial skills among job seekers.

ii. Main policy initiatives and reforms that have already started and are ongoing at the time of preparing the NIPs:

a) Developing a National Skills Strategy

As an overarching policy initiative, a National Skills Strategy is currently under development, supported by an OECD-led whole-of-government approach including all relevant national stakeholders in CVET (ministries, social partners, sectoral representatives, public agencies responsible for guidance, life-long learning, PES, data providers, VET providers, Higher Education providers). Two conferences have been organised in October 2021 and May 2022. The final report of the OECD policy recommendations is forthcoming (announced for January 2023). The OECD and the Government of Luxembourg have identified four priority areas to further improve Luxembourg’s skills system. These priorities and the key findings are summarised below.

Due to Luxembourg’s particular labour market attracting already currently 47% of cross-border workforce from neighbouring regions, the national Skills Strategy focuses exclusively on CVET, including in-company training, and covers the following priority areas:

- Priority 1 : « Providing labour market relevant adult learning opportunities »;
- Priority 2 : « Guiding and incentivising skills choices »
- Priority 3 : « Attracting and retaining talent to fill skills shortages »
- Priority 4: « Strengthening the governance of skills data ».

Role of the National Skills Strategy for the National Implementation Plan

The present National Implementation Plan on the 2020 Council Recommendation on VET and the Osnabrück Declaration strongly builds on the development of the future National Skills Strategy. Implementation of the recommendations of both the OECD study on CVET and the 2020 Council recommendations on IVET will be part of the forthcoming coalition agreement (2023-2028).

In line with the Osnabrück Declaration, the National Skills Strategy is the cornerstone of the delivery on its objectives (**Osnabrück Declaration, 2.1 Develop national skills strategies for quality and inclusive lifelong learning with all relevant national, regional, sectoral stakeholders and social partners**).

The in-depth analysis provided by OECD policy experts based on nationwide stakeholder consultations will inform the areas of reform, guide further analyses to make better use of and improve the outcomes of existing measures, allocate focussed investments, and design new measures to improve the skills provision in the priority areas the study draws upon.

Skills development is high on the political agenda. For the timeframe of the NIP, the coalition agreement 2023-2028 is going to set out strategic goals, based on the Council Recommendation and OECD recommendations. As labour market politics, including skills, build on inter-ministerial cooperation between the MENJE and MTEESS, and agreements with trade unions and employers' and employees' representatives in the framework of the tripartite coordination committee, major policy developments to achieve both the VET Recommendation's and Osnabrück Declaration's goals by 2030, are under preparation.

With regard to CVET, the upcoming National Skills Strategy, in line with the Recovery and Resilience Plan (2021) will focus among other aspects, and address the following **targets of the Osnabrück Declaration**:

- foster the uptake of training by the targeted groups, especially by low-qualified adults, to achieve the targets of 62,5% of adults in learning in the past 12 months, as well as 20 % of low-skilled adults in learning every year;

- support upskilling and reskilling, of both unemployed and persons in employment who are exposed to a risk of redundancy due to automatization and changing skills requirements; Providing training to
- foster digital skills among the population, to achieve the target of 80% of adults 16-74 % having at least basic skills by 2030.

Existing financial incentives, i.e. public co-financing of in-company training, and individual training leave will be analysed. The objective of this evaluation is to identify areas for improvement to better target underrepresented individuals and SME, and to foster their uptake of financial incentives.

b) Fostering digital skills

COVID-19 and related containment measures have contributed to accelerate technological progress and to increase the adoption of remote learning and tele-working practices, that have underscored the ongoing transversal digitalisation in most occupations. Consequently, Luxembourg aims to provide all adults with access to adequate and tailored CVET and adult learning opportunities.

Luxembourg has set as a main objective to foster the acquisition of digital skills among the entire population, independently of their age or socio-economic background. In line with the ambitious **targets set out in the Skills Agenda, to reach a share of 70% of adults aged 16-74 having at least basic digital skills by 2025.**

To achieve this coverage of digital basic skills, Luxembourg has initiated an **expansion of the training offer for digital skills:**

- the Ministry of Education has invested in the digital infrastructure of the “Université Populaire”, bringing together in a single campus adult learning offer for a general public, provided by several departments (adult learning offer for general public and low-qualified adults (SFA), basic and advanced digital skills courses for unemployed and professional training (CNFPC) and language training (INL).

- In IVET, standardised Certifications on basic digital skills that are recognised by employers and in high demand on the labour market (e.g. ICDL) are offered as supplementary qualifications in regular clerical IVET programs.
- Anticipating rapidly changing labour market skills requirements, the Ministry of Education explores closer collaboration with sectorial competence centres and has engaged in transnational cooperation on Skills, with regional training providers in the Greater Region. National Training Centres (CNFPC) have been equipped to expand provision of technical skills for the use of digital technologies in certain sectors, e.g. Industry 4.0 or KNX.

These measures **respond to Council Recommendation and Osnabrück 1.2. Support the development of digital infrastructure for learning and teaching purposes in VET including artificial intelligence and AR/VR technologies and develop suitable institutional teaching and training arrangements underpinned by adequate infrastructure; C.1 integration of VET into economic, industrial and innovation strategies, including those linked to recovery, green and digital transitions; expansion of the training offer fostering the acquisition of entrepreneurial, digital and green skills.**

c) Improving data governance

As set out by the OECD Study to support the development of a National Skills Strategy, another main national priority is to **improve the data provision on skills and the development of skills intelligence (Osnabrück Declaration 1.3.)**

The following measures respond to Council Recommendation A.2 and Osnabrück Declaration Specific national target 1.5. Develop national and regional skills intelligence systems including skills anticipation and graduate tracking; enable social partners, decision-makers, stakeholders and providers to adapt and update VET programmes, curricula and guidelines in a timely and effective manner:

The Ministry of Education is currently developing a new monitoring approach to tackle the risk of early leaving in IVET, by improving the timeliness and coherence of available data, e.g. on apprenticeship contracts and the National Education learners' register. An existing longitudinal graduate tracking study (*Transition école-vie active*, TEVA) by the Training Observatory of INFPC, has been adapted, to provide results more swiftly. Also, INFPC's analyses of publicly co-funded in-company training will be further exploited to scrutinize how current incentives can be improved, how administrative hurdles can be minimised and how underrepresented target groups could be better reached.

The Ministry of Labour, Employment and the Social and Solidarity Economy (MTEESS) and the national employment agency (ADEM) have initiated **sectoral studies**, in-depth analyses of **trends in occupations and skills on the Luxembourg**. They are part of ADEM's Future Skills Initiative and build on the partnership between ADEM and the Luxembourg business federation. The objective of these studies, based solely on the PES' job vacancies, is to better understand, anticipate and manage the skills gap, result of increasingly complex changes in the areas of technological, environmental and societal transitions. The sector studies cover seven sectors: 1) the financial sector, 2) industry, 3) construction, 4) Hotel-, restaurant- and innkeeping 5) trade, 6) transport and logistics, and 7) crafts. For each sector, ADEM collaborated with the respective employers' federations in order to validate the results of the quantitative analyses and to supplement them with qualitative input.

2. Challenges and general objectives of the plan

The participating countries are invited to identify and describe the main challenges they face (e.g. in the socioeconomic, employment, VET and skills areas) and how they are going to be addressed through the implementation of the planned measures.

The general objectives of the NIPs should be presented in the order of priority and supported with evidence. Countries should make a clear link between the challenges to be addressed and the set objectives and explain how their achievement will help addressing these

challenges. The description of each objective should refer to the VET Recommendation priorities and the Osnabrück Declaration objectives (see Annex 2).

The participating countries are invited to explain how they plan to achieve the quantitative objectives set by the Recommendation and other national targets (e.g. those of Skills agenda), as applicable, by 2025 in the medium-term and by 2030 in the long-term and provide the respective evidence.

The participating countries should provide:

- i. a brief overview of the main challenges, reform objectives and main measures ⁽²⁾ that comprise the NIP and links between them, explain the coherence of all parts of the NIP as well as its consistency with other national initiatives ⁽³⁾, where applicable;
- ii. a reference to the main sources of funding for the implementation of the NIP, namely which funds, including EU funds, will be used ;
- iii. timeline and current phase of development of the implementation of the NIP with respect to the timeline of the Osnabrück Declaration and the Recommendation.
- iv.

1. Current challenges

⁽²⁾ A detailed description of those measures will be done in Section 3.

⁽³⁾ E.g. national recovery and resilience plans, national reform programmes.

Luxembourg has shown a socio-economic performance that is higher than EU average. Recovery after the pandemic was strong, and the labour market has reached, for the first time, a volume of 500.000 workers, while the PES reports, in March 2022, a historic increase in job vacancies (+35% as compared to March 2021). Considering that 47% of its workforce are already cross-border commuters from neighbouring countries, this growth may exacerbate prevalent **skills shortages in several sectors**.

Data collection is one of the priorities to be addressed by the National Skills Strategy. Because of the high share of cross-border workforce, who were trained abroad, the Labour Force Survey does not allow for conclusions about the matching of IVET and labour market skill needs, whereas the Adult Education Survey does not cover non-resident population. Also, national data sources, such as data on skills collected by government bodies for administrative purposes, are to date not coherent or not yet available in an aggregated manner.

Another challenge is the **digital transformation of work**, touching especially occupations with a high risk of automation (e.g. banking clerks), but also some professions that had little exposure to ICT technology in the past and a high share of (mostly recently immigrated) low-skilled workers, with none or basic education (e.g. in the construction sector). To keep this working population abreast of technological evolution and foster their employability prospects, the CVET / adult learning offer needs to be adapted, focussing on the future skill needs, and tackling current constraints that might hinder groups at risk to take up training (e.g. time constraints, financial hurdles, (in-)compatibility with other obligations).

Luxembourg has a high share of immigrated population. While the companies make efforts to attract highly skilled expats, including english-speaking work environments and the government has expanded the offer of public international schools, **Luxembourg's multilingualism is still a challenge for the school attainment of children and youth with different language background**, depending on the socio-economic context and education of their parents. Luxembourg's Ministry of Education has deployed great efforts to bridge the gap. Public child daycare is strongly subsidised and almost free of charge for low income families; children aged 0-4 years have the right to free-of-charge linguistic daycare, to familiarise with the educational languages and facilitate alphabetisation in German. In public schools, french-speaking and english-speaking programmes have been introduced from primary school to lower and upper secondary education (EQF 0-5), including IVET. As a pilot project, alphabetisation will also be offered in French. As guidance and admission at the end of lower secondary education to IVET programmes is based on attainment levels in languages and maths, teaching languages as well as expected learning outcomes in several languages, including Luxembourgish, are a challenge for foreign-born learners and could

negatively influence the number of learners and completion rates in certain relevant IVET programmes in strong labour market demand (e.g. nurses and assistant nurses).

As for adult learning opportunities for low-qualified and migrant adults as well as general public, challenges for the Ministry of Education's adult learning department have been identified primarily with awareness-raising among the target population and the stakeholders about the offer of the Université Populaire, especially concerning basic skills. The objective of this basic adult learning offer is to close gaps in upskilling pathways between the different levels of basic skills from reading and writing to skills needed to be enrolled in VET.

2. General Objectives of the NIP

2.1 Developing a National Skills Strategy for CVET

To tackle the cross-cutting challenges described above, Luxembourg has launched a OECD supported study, including consultations with all relevant stakeholders, to inform a **National skills strategy** currently under development.

In the context of tripartite and inter-ministerial consultation of the “Skillsdësch” (Round table on Skills) **4 strategic priority areas** to improve the skills system have been identified:

Priority 1: Providing labour-market relevant adult learning opportunities

Building a strong adult learning system in Luxembourg requires a co-ordinated effort across government and with stakeholders as well as actors in the Greater Region in order to work more closely together, learn from each other and avoid unnecessary overlaps, contradictions and gaps. All adults, regardless of their socio-economic background, need access to flexible and tailored upskilling and reskilling opportunities to improve their employment and career prospects. For persons at risk of unemployment, but still in employment,

a dedicated up-and reskilling offer will be provided, building on the experience of the Luxembourg Digital Skills Bridge (2018-2019), leading to internal mobility of over 90%.⁴

Adult learning programmes need continuous updating to respond to the evolving needs of the labour market. Luxembourg needs a quality assurance system to assure the quality of adult learning programmes as well as their staff. Luxembourg can strengthen providing labour-market relevant adult learning opportunities by:

- Improving the coherence and accessibility of adult learning opportunities.
- Increasing the relevance and ensuring the quality of adult learning opportunities.

Priority 2: Guiding and incentivising skills choices

Career guidance services are growing in importance to help individuals successfully navigate and make informed skills choices in a constantly evolving labour market and throughout life. Guidance services need to be regularly updated, co-ordinated amongst diverse providers, and customised to the needs of different individuals. Besides guidance, individuals also need personalised financial incentives to support greater participation in adult learning. Similarly, employers also need personalised financial incentives to provide adult learning opportunities. An uptake of adult learning moving forward, creates greater opportunities for all in the Luxembourg economy. Luxembourg can strengthen guiding and incentivising skills choices by:

- Improving guidance and counselling on adult learning.
- Improving financial incentives for adult learning.

Priority 3: Attracting and retaining foreign talent to fill skills shortages in Luxembourg

⁴ <https://ec.europa.eu/social/BlobServlet?docId=21806&langId=en>

The large number of foreign workers present in Luxembourg's labour market suggests that Luxembourg already is an attractive destination for foreign talent. There are many "pull-factors" that help Luxembourg attract foreign talent, including high quality of life, safe living environment, and attractive incomes. Nonetheless, there are opportunities to further improve Luxembourg's attractiveness to foreign talent, which should be seized to help Luxembourg remain competitive in the "global race for talent". Retention of foreign talent will be equally as important as attraction, to ensure that Luxembourg can benefit from the skills and talent it receives from abroad in the long-term. Luxembourg can strengthen its policies to attract and retain foreign talent to fill skills shortages by:

- Facilitating the recruitment of foreign talent in line with Luxembourg's labour market needs
- Facilitating the integration of foreign talent and their families into Luxembourg's society and labour market.

Priority 4: Strengthening the governance of skills data

Luxembourg collects a wide variety of quantitative and qualitative skills data (e.g. labour market, education and training data), which can be used to inform the design of skills policies. To allow data users (both in and outside of the government) to unlock the full potential of Luxembourg's skills data, Luxembourg should work on improving the quality of its skills data collection. Luxembourg also has space for strengthening the coordination of its approach to skills data collection and management. Given the cross-border nature of Luxembourg's labour market, exploring synergies with international data sources will be equally important for Luxembourg. Luxembourg can strengthen the governance of skills data by:

- Improving the quality of Luxembourg's skills data collection.
- Strengthening coordination of, and synergies between, skills data within and beyond Luxembourg.

2.2 Fostering attractiveness and up-to-date skills provision in IVET programmes

Since the 2008 reform, amended in 2016 and 2019, IVET is based on learning outcomes, and focusses on the individual learner, enabling more flexible pathways based on performance. Curricula are regularly updated to ensure they are aligned to evolving jobs and working methods and key competences. Luxembourg is planning to further build on data-based skills intelligence and anticipation (**in line with Council Recommendation A.2 VET curricula, programme offers and qualifications which are regularly updated, building on skills intelligence (i.e. graduate tracking systems, skills anticipation mechanisms, including at sectoral and regional levels)**). To this end, timeliness of data provision and scope of existing graduate tracking mechanisms and the availability of up-to-date statistical analyses of IVET learner status, including on apprenticeship contracts, will be improved.

To be able to react to rapidly changing skill environments or labour market fluctuation (e.g. in the light of the Green Deal objective of carbon-neutrality, leading to a strong increase in e-mobility for which new competences are required) Luxembourg introduces new programmes that will extend rather than replace existing curricula. Also, for labour-market relevant transversal skills, such as digital skills, small supplementary international standard certifications are introduced in regular programmes (e.g. ICDL, KNX, SAP etc.). Luxembourg is exploring to introduce skills for the green transition also in a transversal manner across curricula, to provide foundations for resilience. These measures respond to **Council recommendation A.1. VET programmes that offer a balanced mix of vocational including technical skills well aligned to all economic cycles, evolving jobs and working methods and key competences, including solid basic skills, digital, transversal, green and other life skills which provide strong foundations for resilience, lifelong learning, lifelong employability, social inclusion, active citizenship and personal development.**

As an overarching strategy for IVET, quality assurance is a priority for the Luxembourgish IVET system. Luxembourg continues to implement the EQAVET framework, and, more specifically for apprenticeships, the European Framework for Quality and Effective Apprenticeships (EFQEA). Luxembourg participates in Peer Benchmarking activities as well as an EQAVET Peer Review, to foster quality assurance development of its IVET system.

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<p>3. Detailed description of main measures and/or their packages ⁽⁵⁾</p> <p>One table to be developed for each measure that forms the core of the plan</p>
<p>Title</p>
<p>Developing a National Skills Strategy</p>
<p>Rationale/background, challenges addressed</p>
<p>In 2020, an OECD-led study was commissioned by the round table on skills (“Skillsdäsch”) to provide in-depth analysis of the state-of-play and develop policy recommendations that would inform the development of a National Skills Strategy on adult learning.</p>
<p>Specific objectives of the measure/package and their relation to the general objectives of the plan</p>
<p>The National Skills Strategy is the main element of the NIP.</p> <p>The Priority areas defined are:</p> <p>Responding to Osnabrück Declaration 2.1. and 1.5. , Council D7</p>
<p>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</p>

⁵ A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

EU policy priorities addressed	
Council Recommendation on VET	Osnabrück Declaration
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input checked="" type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
VET subsystem (IVET, CVET, or both)	
<input type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)	
Scope (national, regional, local)	
<input checked="" type="checkbox"/> national <input type="checkbox"/> regional <input type="checkbox"/> local	
Beneficiaries/target groups	

<input checked="" type="checkbox"/> General (working population, unemployed, adult learners)
Responsible ministries/bodies
Ministry of Education, Childhood and Youth (MENJE) Ministry of Labour, Employment and the Social and Solidary Economy (MTEESS)
Source of funding (National, EU funds, sectoral)
National

3. Detailed description of main measures and/or their packages ⁽⁶⁾
One table to be developed for each measure that forms the core of the plan
Title
Digital Learning Hub (DLH)
Rationale/background, challenges addressed
The Digital Learning Hub was inaugurated in 2022 by the Ministry of Education, Childhood and Youth, to introduce high performance digital skills programmes that address the shortage in highly skilled ICT professionals. Admission tests and assessments are solely based on ICT competences, regardless of the country of residence and former qualifications.
Specific objectives of the measure/package and their relation to the general objectives of the plan

⁶ A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

<p>The DLH is a flagship initiative of the MENJE's <i>Service de la formation professionnelle</i> (SFP) to support the digital transition.</p>	
<p>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</p>	
<p>Open to adult learners of all age, regardless of their previous qualifications, the Digital Learning Hub offers training in Coding, Design Thinking, Blockchain and Cybersecurity, building on innovative learning methods. The programmes are provided in partnership with internationally renowned training institutions:</p> <ul style="list-style-type: none"> • The École 42 offers a broad and complex training in programming, based on peer learning and based on learning outcome levels. • D-School, by Hasso-Plattner-Institut (HPI) in Potsdam, is a model in Design thinking initially developed at Stanford University that allows heterogeneous groups of students to learn to design solutions to complex problems. • Luxembourg Blockchain Lab, an initiative of Infrachain, LHoFT, LIST, SnT and Letzblock, offers training to develop knowledge on Blockchain and develop projects in collaboration with the industry. • SECURITYMADEIN.LU is an agency that contributes to the reliability of the Luxembourg economy by providing expertise and extensive cybersecurity solutions to businesses. The DLH offers highly specialized trainings and awareness-raising. 	
<p>EU policy priorities addressed</p>	
<p>Council Recommendation on VET</p>	<p>Osnabrück Declaration</p>
<p><input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges.</p> <p><input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET.</p> <p><input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.</p>	<p><input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET.</p> <p><input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.</p> <p><input checked="" type="checkbox"/> 3. Sustainability – a green link in VET.</p>

<input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input checked="" type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input type="checkbox"/> 4. European Education and Training Area and international VET.
VET subsystem (IVET, CVET, or both)	
<input type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)	
Scope (national, regional, local)	
<input checked="" type="checkbox"/> national <input type="checkbox"/> regional <input type="checkbox"/> local	
Beneficiaries/target groups	
<input checked="" type="checkbox"/> Target Group: adults, regardless of prior learning and from the Greater Region.	
Responsible ministries/bodies	
Ministry of Education, Childhood and Youth /SFP	
Source of funding (National, EU funds, sectoral)	
National	

<p>3. Detailed description of main measures and/or their packages ⁽⁷⁾</p> <p>One table to be developed for each measure that forms the core of the plan.</p>
<p>Title</p>
<p>Université populaire</p>
<p>Rationale/background, challenges addressed</p>
<p>Awareness raising, Accessibility</p>
<p>Specific objectives of the measure/package and their relation to the general objectives of the plan</p>
<p>Creating visible and regional infrastructures for adult learning, enabling a better communication and promotion among adult learners and stakeholders</p>
<p>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</p>
<p>Create 3-4 regional sites of Université Populaire, in the South (already in place) in the Centre (two planned, one in place) and the North (planned)</p>
<p>EU policy priorities addressed</p>
<p>Osnabrück Declaration</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
<p>VET subsystem (IVET, CVET, or both)</p>

⁷ A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

<input type="checkbox"/> initial VET (IVET) <input type="checkbox"/> continuing VET (CVET)
Scope (national, regional, local)
<input type="checkbox"/> national <input type="checkbox"/> regional <input type="checkbox"/> local
Beneficiaries / target groups
<input type="checkbox"/> (List to be provided)
Responsible ministries/bodies
MENJE / SFA
Source of funding (National, EU funds, sectoral)
List all sources of funding and estimated amounts, if available.

3. Detailed description of main measures and/or their packages ⁽⁸⁾
One table to be developed for each measure that forms the core of the plan.
Title
Restructuring and enlarging basic skills offer
Rationale/background, challenges addressed
Awareness raising , reach-out

⁸ A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

Specific objectives of the measure/package and their relation to the general objectives of the plan
Get more targeted people involved in basic skills by addressing different needs
Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline
Develop the offer basic skills by adding numerate an digital skills programs
EU policy priorities addressed
Osnabrück Declaration
<input type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input checked="" type="checkbox"/> 4. European Education and Training Area and international VET.
VET subsystem (IVET, CVET, or both)
<input type="checkbox"/> initial VET (IVET) <input type="checkbox"/> continuing VET (CVET)
Scope (national, regional, local)
<input checked="" type="checkbox"/> national <input type="checkbox"/> regional <input type="checkbox"/> local
Beneficiaries / target groups
<input type="checkbox"/> (List to be provided)
Responsible ministries/bodies
MENJE/SFA

Source of funding (National, EU funds, sectoral)
List all sources of funding and estimated amounts, if available.

3. Detailed description of main measures and/or their packages ⁹⁾
One table to be developed for each measure that forms the core of the plan.
Title
Modular basic skills - upskilling
Rationale/background, challenges addressed
Awareness raising, reach-out, gap in upskilling pathways concerning basic skills
Specific objectives of the measure/package and their relation to the general objectives of the plan
Get more targeted people involved in basic skills by addressing different needs. Offer a modular system taking in account all experiences and learnings of the adult learner.
Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline
Develop the modular system for broader public to enable access to VET for low skilled people
EU policy priorities addressed
Osnabrück Declaration
<input type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET.

⁹⁾ A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

<input checked="" type="checkbox"/> 4. European Education and Training Area and international VET.
VET subsystem (IVET, CVET, or both)
<input type="checkbox"/> initial VET (IVET) <input type="checkbox"/> continuing VET (CVET)
Scope (national, regional, local)
<input checked="" type="checkbox"/> national <input type="checkbox"/> regional <input type="checkbox"/> local
Beneficiaries / target groups
<input type="checkbox"/> (List to be provided)
Responsible ministries/bodies
MENJE/SFA
Source of funding (National, EU funds, sectoral)
List all sources of funding and estimated amounts, if available.

4. Governance of the implementation of the plan

This section describes how the NIP will be implemented.

The participating countries should:

- (i) provide a summary of the stakeholder involvement, optionally supported by a diagram, explaining their roles and responsibilities contributing to the successful implementation of the plan, more specifically but not exclusively:
 - authorities – national, regional and/or local – involved;
 - social partners;
 - VET providers, representatives of VET learners;
 - partnerships involving relevant stakeholders, including at regional and sectoral level or international partners, engaged or created for the purpose.
- (ii) indicate how you will organise monitoring and reporting on the implementation of the NIPs in cooperation with Cedefop's ReferNet and your country's DGVT representatives and in line with the national context and the above described governance arrangements.

(i) Stakeholder involvement

The implementation of the NIP relies on several stakeholders, depending on the VET subsystem (IVET, CVET).

Initial vocational education and training

For IVET, the responsible public authority is the **Ministry of Education, Childhood and Youths' VET Department (*Service de la formation professionnelle, SFP*)**.

By regulation, three **professional chambers** (*Chambre de Métiers, Chambre de Commerce, Chambre Agricole*) and the employees' chamber (*Chambre des salariés*) are involved as partners in IVET on all levels of governance, especially with regard to work-based learning.

Adult learning / Continuing Vocational Education and Training

Two public authorities are involved in the implementation of the measures relevant for the delivery on the NIP:

- the Ministry of Education, Childhood and Youth (MENJE)
- the Ministry of Labour, Employment and the Social and Solidary Economy (MTEESS), responsible for the training offer implemented by the PES (ADEM) addressed primarily to the unemployed

On the level of Government, the National Skills Strategy is going to be adopted by the **Tripartite Coordination Committee** (Comité de coordination tripartite), including the Minister of Labour, Employment and the Social and Solidarity Economy (MTEESS), the Minister of Education, Childhood and Youth (MENJE), and social Partners (employers' and employees' representatives, trade unions).

ii) Organisation of reporting on the National Implementation Plan

For Luxembourg, the **ReferNet Partner, INFPC**, will be the designated body responsible for reporting on the NIP, in close cooperation with the ReferNet National Representative at the, ministry of Education, Childhood and Youth's *Service de la formation Professionnelle*.

The ministry's National representative will ensure the communication and validation of the report of the ReferNet Partner, and eventually contribute to the report to provide relevant but not publicly available information to the Commission.

5. Expected effects of the plan

The participating countries are invited to assess and explain the expected effects of the implementation of the NIPs in the short-, medium and long-term. Benefits and improvements in relevant socio-economic areas, skills and education and training and on various target groups should be considered.

The participating countries should also indicate potential obstacles/risk factors that can hinder the implementation of the NIP and explain how they foresee to overcome those.

Expected effects of the NIP

As a key element of the NIP, Luxembourg is currently developing a **National Skills Strategy for CVET**. Its **main expected outcomes are:**

A) on the level of governance: a whole-of government concerted vision on how to tackle skills shortages and equip employees with the skills needed for the twin transition and upcoming transformations in skills needs, especially with respect to digital skills, and up- and reskilling of those at risk of lay-off. Assessment of the results of existing measures by strengthening data-based evidence, and adapting measures accordingly; investment in national training offer in areas of relevant skills shortages, e.g. highly specialised IT professionals for Coding, Blockchain Technologies etc.; strengthen cooperation in the Greater Region.

B) on the level of training provision: Customising incentives to foster uptake, especially of SMEs, of publicly co-funding incentives, providing in-company training opportunities to their staff or training leave; explore new measures to make SME benefit from targeted

skill programmes that enhance the degree of digitalisation and prevent skills-related risks e.g. of skills loss due to demographic change, skilled labour force shortage and resulting concurrence among enterprises to recruit skilled workers;

C) **on the level of guidance provision:** a strengthened transparency and accessibility of the CVET offer and targeted, individual guidance and promotion of CVET/ adult learning opportunities;

D) **on the level of training provision:** expansion of the offer of both basic and highly specialised digital skills, transversal skills and skills for the green transition by public training providers.

E) **on the level of the learners:** incentivise uptake of lifelong learning opportunities, fostering regional and/ or digital training offer in order to mobilise adults to participate in training. Providing targeted outreach and a customised offer to enhance basic digital skills for elderly persons and low-qualified adults; provide labour-market relevant up-and reskilling to unemployed to achieve the targets of the Skills Agenda and the Osnabrück Declaration, of 62,5% of adults in training every year.

With regard to IVET, the expected effect of the NIP are:

A) an **improved data governance**, including sectorial skill analyses and a stronger use of data-based evidence on labour market skills demand, to inform demand for IVET curricula update or new programmes

B) the **introduction an offer of small supplementary certifications** in demand on the labour market (e.g. ICDL, SAP) for IVET learners, as part of regular curricula

C) **further implementing the EQAVET framework**, based on quality criteria, especially with regard to improve timeliness of data provision on learners' participation in VET to tackle the risk of early leaving.

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
<p>A. Vocational education and training is agile in adapting to labour market changes</p>	<p>A.1 VET programmes that offer a balanced mix of vocational including technical skills well aligned to all economic cycles, evolving jobs and working methods and key competences, including solid basic skills, digital, transversal, green and other life skills which provide strong foundations for resilience, lifelong learning, lifelong employability, social inclusion, active citizenship and personal development;</p> <p>A.2 VET curricula, programme offers and qualifications which are regularly updated, building on skills intelligence (i.e. graduate tracking systems, skills anticipation mechanisms, including at sectoral and regional levels);</p> <p>A.3 an appropriate degree of autonomy of VET providers, flexibility, support and funding to adapt their training offer to changing skills needs, green and digital transitions and economic cycles;</p>	<p>1. Resilience and excellence through quality, inclusive and flexible VET</p> <p>4. European Education and</p>	<p>1.1. Explore the possibility of setting up a network of voluntary experts and executives, retired or on sabbatical, to support their peers in the fields of VET and apprenticeships as part of the EAfA</p> <p>1.3 Reinforce work-based learning and apprenticeships by implementing the European Framework for Quality and Effective Apprenticeships and making use of the on-demand support services, and policy learning initiatives. Strengthen the use of quality and inclusive apprenticeships as a tool to support school/training-to-work transitions of vulnerable groups and to improve citizens' qualification levels.</p> <p>1.5. Develop national and regional skills intelligence systems including skills anticipation and graduate tracking; enable social partners, decision-makers, stakeholders and providers to adapt and update VET programmes, curricula and guidelines in a timely and effective manner</p>

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
	<p>A.4 VET programmes at all levels which comprise work-based learning components that are further expanded also in continuing vocational education and training, and complemented by appropriate support and measures to stabilise the offer of apprenticeships and to address specific challenges of small companies to create work-based learning opportunities in different sectors of the economy.</p>	<p>Training Area and international VET</p>	<p>4.4. Promote intercultural knowledge, skills and competences as part of qualification and curricula requirements in VET qualifications in line with the Key Competence Framework</p>
<p>B. Flexibility and progression opportunities are at the core of vocational education and training</p>	<p>B.1 learner centred VET programmes that offer access to face-to-face and digital or blended learning, flexible and modular pathways based on the recognition of the outcomes of non-formal and informal learning and open up career and learning progression; continuing vocational training programmes designed to be adaptable to labour market, sectoral or individual up- or reskilling needs; and</p>	<p>2. Establishing a new lifelong learning culture – relevance of C-VET and digitalisation</p>	<p>2.1. Develop national skills strategies for quality and inclusive lifelong learning with all relevant national, regional, sectoral stakeholders and social partners. Besides education and training provision, the national skills strategies may include guidance, incentives for improved skills provision by employers, increased participation by employees, validation of prior learning and targeted public approaches for reaching out to inactive and unemployed individuals, NEETs or individuals at risk of unemployment</p>

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
	B.2 VET programmes which are based on modules or units of learning outcomes and validation mechanisms allowing the transfer, recognition and accumulation of individuals' learning outcomes with a view to gaining a qualification, a partial qualification, as relevant in the national context.		
C. Vocational education and training is a driver for innovation and growth and prepares for the digital and green transitions and occupations in high demand	<p>C.1 integration of VET into economic, industrial and innovation strategies, including those linked to recovery, green and digital transitions; expansion of the training offer fostering the acquisition of entrepreneurial, digital and green skills;</p> <p>C.2 establishment of Centres of Vocational Excellence, which act as catalysts for local business investment, supporting recovery, green and digital transitions, European and regional innovation and smart specialisation strategies, development of vocational education and training, including at higher qualification levels (EQF levels 5-8), in line with national context and provide innovative</p>	<p>1. Resilience and excellence through quality, inclusive and flexible VET</p> <p>3. Sustainability – a green link in VET</p>	<p>1.4. Support Vocational Excellence (CoVEs) and improve permeability between vocational and academic pathways, including work-based learning and enhanced cooperation between VET, HE and research centres, thus establishing quality and effective VET and apprenticeship programmes at EQF level 5 and above</p> <p>3.1. Create incentives for greening VET programmes, including education and training in green technologies and innovation, in energy efficiency, circular economy, environmental awareness, sustainable use of learning and training material, digitalisation to reduce climate effects</p>

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
	<p>services such as clusters and business incubators for start-ups and technology innovation for SMEs, as well as innovative reskilling solutions for workers at risk of redundancy; and</p> <p>C.3 access to state-of-the-art infrastructure, digitalisation strategies in line with national context and environmental and social sustainability in VET programmes and organisational management, thus contributing to the implementation of the UN Sustainable Development Goals.</p>		<p>3.2. Define labour-market-relevant skills for the green transition that are to be incorporated in curricula and VET provision, including basic skills across all sectors and occupations and sector-specific skills in cooperation with the social partners</p> <p>3.3. Define and support opportunities to enable teaching and training staff, managing teams in VET providers and trainers and mentors in companies to act as multipliers and mediators, in view of increasing digitalisation and sustainability within the provision and management of training programmes</p>
D. Vocational education and training is an attractive choice based on modern and digitalised provision of training/skills	<p>D.1. permeability between both initial and continuing vocational education and training, general education and higher education;</p> <p>D.2 development of VET at EQF levels 5 to 8;</p> <p>D.3 delivery based on a mix of open, digital and participative learning environments, including learning conducive workplaces</p>	<p>1. Resilience and excellence through quality, inclusive and flexible VET</p> <p>2. Establishing a new lifelong</p>	<p>1.2. Support the development of digital infrastructure for learning and teaching purposes in VET including artificial intelligence and AR/VR technologies and develop suitable institutional teaching and training arrangements underpinned by adequate infrastructure, especially in remote and rural areas thus ensuring social inclusion</p> <p>2.2. Develop targeted information measures on the benefits of CVET and ensure user-friendly access to</p>

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
	<p>supported by state-of-the-art and accessible infrastructure, equipment and technology, and accompanied by versatile pedagogies and tools (e.g. ICT based simulators, virtual and augmented reality);</p> <p>D.4 initial and continuing professional development of VET teachers and trainers to foster technical and digital skills and effective innovative training methods, including teaching in virtual environment, in line with state of the art vocational and digital pedagogy, work with digital learning tools, and in diverse and multicultural environments;</p> <p>D.5 internationalisation strategies supporting a strategic approach to international cooperation in VET;</p> <p>D.6 Opportunities for learning mobility of vocational learners and staff, including virtual mobility, long-duration mobility and</p>	<p>learning culture – relevance of C-VET and digitalisation</p> <p>4. European Education and Training Area and international VET</p>	<p>information on IVET and CVET offers at national and regional levels addressing gender and other stereotypes for an equal, fair and diverse society</p> <p>2.5. Support VET teachers, trainers, guidance counsellors, adult educators and mentors by equipping them with the adequate skills and tools for and through digital technologies; in particular through systematic approaches to, and opportunities for, initial and continuous professional development in both school and work-based settings, as well as distance education and training, enabling them to progress in their careers</p> <p>4.1. Support and facilitate the mobility of VET and adult learners, including apprentices, for example by developing support structures and providing information on opportunities in host countries</p> <p>4.2. Increase the rate of mobility of VET learners as well as teachers and trainers, while strengthening measures to ensure the quality and recognition of learning outcomes, as well as adequate support</p>

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
	<p>mobility to Partner Countries are in place, facilitated by the use and recognition of units of learning outcomes and of relevant European tools (Memorandum of Understanding and the Learning Agreement); and</p> <p>D.7 high quality lifelong learning and career guidance services, making full use of Europass and other digital services.</p>		<p>structures. Foster longer periods of mobility for VET learners abroad and ensure that apprentice work placements are in line with the European Framework for Quality and Effective Apprenticeships , taking into account national regulations and collective agreements, including health and safety provisions</p> <p>4.3. Develop VET internationalisation strategies, mobilising partnerships and including commitments for concrete and targeted actions, with all relevant stakeholders in accordance with national or regional regulations</p> <p>4.5 Cooperate with other EU countries in preparing national teams for international competitions such as WorldSkills and EuroSkills</p>
E. Vocational education and training promotes equality of opportunities	E.1 inclusive and accessible programmes for vulnerable groups, such as people with disabilities, low-qualified/skilled persons, minorities, people with migrant background and people with fewer opportunities because of their geographical location	1. Resilience and excellence through quality, inclusive and flexible VET	1.2. Support the development of digital infrastructure for learning and teaching purposes in VET including artificial intelligence and AR/VR technologies and develop suitable institutional teaching and training arrangements underpinned

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
	<p>and/or their social-economically disadvantaged situation; targeted measures and flexible training formats prevent early leaving from education and training and support the school-to-work transition;</p> <p>E.2. programmes accessible through digital learning platforms, supported by tools, devices and internet connection, in particular for vulnerable groups and people in rural or remote areas; and</p> <p>E.3 targeted measures promoting gender balance in traditionally “male” or “female” professions and address gender related and other types of stereotypes together.</p>	<p>2. Establishing a new lifelong learning culture – relevance of C-VET and digitalisation</p>	<p>by adequate infrastructure, especially in remote and rural areas thus ensuring social inclusion</p> <p>2.2. Develop targeted information measures on the benefits of CVET and ensure user-friendly access to information on IVET and CVET offers at national and regional levels addressing gender and other stereotypes for an equal, fair and diverse society</p>
<p>F. Vocational education and training is underpinned by a culture of quality assurance</p>	<p>F.1 further development of national quality assurance systems, for both initial and continuing VET, in all learning environments (such as school-based provision and work-based learning, including apprenticeship schemes) and all learning types (digital, face-to-face or blended), delivered by both public</p>		

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
	<p>and private providers, underpinned by a set of indicative descriptors and common reference indicators for quality assurance in vocational education and training applied both at system and provider level as defined in Annex II of the Council Recommendation on VET.</p> <p>F.2 Quality Assurance National Reference Point for VET to: take concrete initiatives to implement and further develop the EQAVET Framework, inform and mobilise a wide range of stakeholders, including Centres of Vocational Excellence, to contribute to implementing the EQAVET framework, support self-evaluation as a complementary and effective means of quality assurance to allow the measurement of success and the identification of areas for improvement, including with respect to digital readiness of VET systems and institutions, participate actively in the European network for quality</p>		

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
	assurance in vocational education and training, provide an updated description of the national quality assurance arrangements based on the EQAVET Framework, engage in EU level peer reviews of quality assurance to enhance the transparency and consistency of quality assurance arrangements, and to reinforce trust between the Member States;		
Making best use of the European transparency tools		2. Establishing a new lifelong learning culture – relevance of C-VET and digitalisation	2.3. Work with respective stakeholders to develop digital learning solutions supporting access to CVET opportunities and the awarding of CVET credentials and certificates, thereby opening the possibility to obtain full qualifications without neglecting on-the-job CVET and the positive effects of learning conducive work environments 2.4. Support linking national VET platforms or databases to the Europass in accordance with the Europass decision and the EQF Recommendation where appropriate
Sustainable partnerships at national, regional and sectoral level, involving all relevant stakeholders			

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
	Best use of European Union funds and instruments such as the Next Generation EU (Recovery and Resilience Facility, REACT-EU), European Social Fund+, SURE, the European Regional Development Fund, InvestEU, Erasmus+, Horizon Europe, Interreg, Digital Europe, the Just Transition Mechanism and the European Agricultural Fund for Rural Development, and the Modernisation Fund		