

Apprenticeship-type schemes and structured work-based learning programmes

Luxembourg



This article on apprenticeship-type schemes and structured work-based learning programmes is part of a set of articles prepared within Cedefop's ReferNet network. It complements general information on VET systems available online at <http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx>.

ReferNet is a European network of national partner institutions providing information and analysis on national VET to Cedefop and disseminating information on European VET and Cedefop work to stakeholders in the EU Member States, Norway and Iceland.

The opinions expressed in this article are not necessarily those of Cedefop.

The article is based on a common template prepared by Cedefop for all ReferNet partners.

The preparation of this article has been co-financed by the European Union and INFPC.

Acknowledgments: We would like to thank Nadine Bastian for her validation of this document.

Authors: Lucie Waltzer (INFPC) et Marion Biré (INFPC)

© Copyright: INFPC, 2014

Contents

A.	Apprenticeship-type schemes and work-based learning structured programmes.....	2
A.1.	Initial apprenticeship.....	2
A.2.	Adult apprenticeship.....	3
A.3.	Description of vocational programmes.....	3
A.4.	Apprenticeship subsidies and awards – Funding arrangements and financial support.....	7
B.	Enhance programme attractiveness and career guidance.....	9
B.1.	Support for companies, in particular SMEs offering company placements.....	9
B.2.	Career guidance.....	9
B.3.	Raise awareness.....	10
C.	National governance, regulatory framework and social partners' involvement.....	12
C.1.	Policy dialogue and involvement of social partners.....	12
C.2.	National Vocational Commissions.....	13
C.3.	Curricular teams.....	13
C.4.	Quality assurance in work-based learning and/or apprenticeship.....	14
D.	Main strengths and weaknesses.....	16
E.	Conclusions.....	17
	Annex 1. References.....	18

A. Apprenticeship-type schemes and work-based learning structured programmes

A.1. Initial apprenticeship

Guidance towards vocational training takes place at the end of 9th grade, upon recommendation of the class council and depending on the academic results and the interests of the learner.

There are three different programmes in the technical secondary education:

- the technical programmes (*régime technique*) – 42,3 % of learners from the medium and upper cycles of secondary technical education (MENJE, 2013);
- the vocational programmes (*régime professionnel* – DAP-CCP) – 32,5 % of learners from the medium and upper cycles of secondary technical education;
- the technician's programme (*régime de la formation de technicien*) – 25,2 % of learners from the medium and upper cycles of secondary technical education.

At the core of the vocational programme, which covers 10th-12th grade lies an apprenticeship. In accordance with the amended law of 19 December 2008 (SCL, 2008) on the reform of vocational training, an apprenticeship includes:

- practical training under the guidance of a supervisor;
- scientific, moral and social general training, obtained at a technical high school.

Apprenticeship is an educational and training link between a trainer company, recognized as qualified for this purpose and an apprentice, who is taught a particular trade by the company.

The vocational programme for technical secondary education offers two different certificates:

- Certificate of professional competence (certificat de capacité professionnelle – CCP),
- Professional competence diploma (*diplôme d'aptitude professionnelle* – DAP).

There are two different systems of training for apprenticeship:

- the concomitant track, where practical knowledge is acquired in combination in an enterprise and in compulsory school attendance (one to three days a week);
- the mixed track offers, for some professions, theoretical and practical training taught at an educational institution for the first year of training and in some cases for the second year

(full-time academic year). After the successful completion of the training in the educational institution, the practical training is continued in an enterprise.

The learner has the legal status of an apprentice; he signs a contract with a training body and goes to school for a certain number of hours a week.

Given the small size of the country, certain diplomas are not offered in the Luxembourgish school system. Learners have the possibility to follow a cross-border apprenticeship, implying that they make their practical training in a company with the headquarters based in Luxembourg, while attending school in one of the bordering countries.

A.2. Adult apprenticeship

Apprenticeship is not restricted to initial education. Any person over 18 having left school since more than one year who wants to learn a trade or redirect her/his professional life can follow an 'adult apprenticeship'; this is available both to adults under work contract and to job seekers registered at the National Employment Administration (*Agence pour le développement de l'emploi* – ADEM). The learner can attend CCP or DAP courses. The theoretical part of the training takes place in a technical high school or at a National center of continuing vocational training (CNFPC). The practical part is acquired through an apprenticeship in an enterprise authorized to train apprentices.

Due to the size of the country and depending on the demand the list of professions accessible through adult apprenticeship may vary from one year to the next.

A.3. Description of vocational programmes

A.3.1. Certificat of professional competence (*Certificat de capacité professionnelle* – CCP)

The CCP prepares directly for professional life. It allows to acquire professional and social competences, necessary for a first integration to the employment market. It is addressed particularly to learners with scholarly difficulties who cannot access the professional competence diploma DAP (*diplôme d'aptitude professionnelle*) or the DT (*diplôme de technicien*).

The normal duration is three years. Organised in modules, with continuous assessments, it is done under an apprenticeship contract. The learner thus spends most of his time in a company and the rest of the time in an educational institution (one to three days a week).

After the CCP, the learner can continue his training path in order to obtain a DAP in the same specialization.

A.3.2. Professional competence diploma (*Diplôme d'aptitude professionnelle – DAP*)

The DAP also prepares for carrying out the profession in question and gives access to the employment market as a qualified worker. The training is done under an apprenticeship contract or under the work placement scheme (12 weeks minimum during the training). It usually lasts three years.

The DAP opens up the opportunity for further studies to obtain the title of master craftsman (*brevet de maîtrise*) or, subject to completing supplementary preparatory modules, to pursue higher technical studies (University or BTS).

A.3.3. Modules and additive units – General framework after the reform 19 December 2008 (SCL, 2008)

Whether initial or adult apprenticeship, the recent reform of the Luxembourgish VET system has three main features that also concern apprenticeship:

- Vocational training is organised in modules that replace teaching by fields. Each module is focused on concrete professional situations and aims at the development of several specific professional competences. Learners are taught theoretical knowledge, as well as its practical application. The number of modules taught during a semester depends on the track (concomitant, mixed) and varies between 4 and 12. In each module, the learner has to undergo several evaluations that assess the acquisition of the competences aimed at. Several modules form an additive unit that regroups the modules preparing for a specific activity, trade or profession.

There are three types of modules:

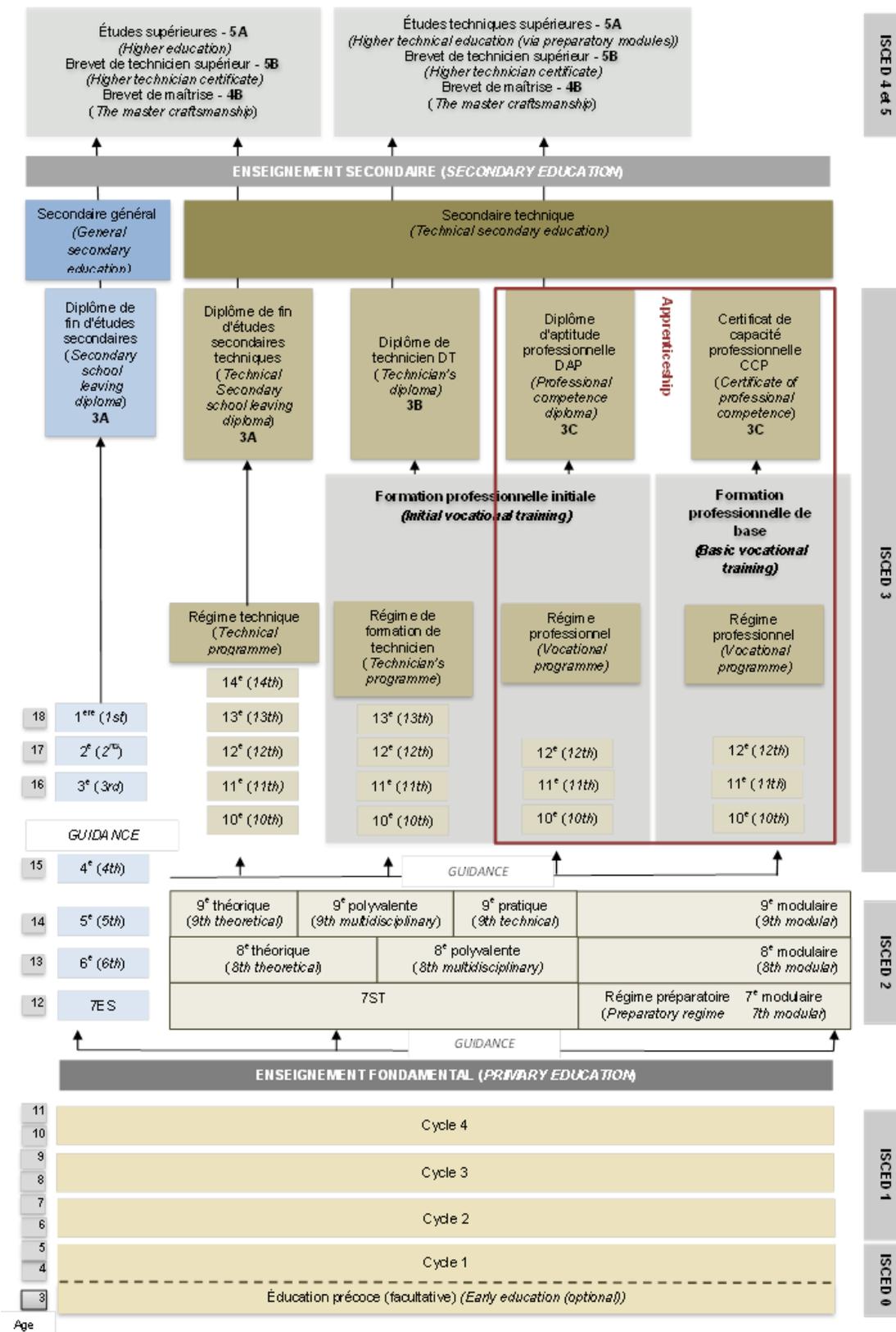
- fundamental modules: they are obligatory. In case of failure, they have to be passed during the following semester;
 - complementary modules: they are also obligatory. In case of failure, they can be caught up at a later moment during the training, and not necessarily during the following semester;
 - preparatory and optional modules: they expand the field of knowledge/training and prepare the learner towards possible higher education.
- For each module a set of competences and knowledge to be acquired is defined. The learner acquires his diploma if he has successfully accomplished at least 90% of the

obligatory modules (as well as the 'integrated project' ⁽¹⁾ (*projet intégré*) in the case of the DAP). A module is succeeded if a learner has acquired 4/5 of the obligatory competences. The learner must pass all the fundamental modules and cannot fail more than one module per additive unit.

- The evaluation and certification in apprenticeships are based on the competences that should be acquired under the apprenticeship's objectives. There is no more numerical evaluation: at the end of each module, the apprentice is evaluated on the acquisition of the module's competences.

The implementation of this reform started with the school year 2010/11 and has been implemented profession by profession until the school year 2012/13 (SCL, 2010a).

⁽¹⁾ Each pupil in the DAP realises an intermediary and final integrated project. These projects assess whether or not the learner has developed the complex competences necessary to resolve real or simulated professional situations. An 'integrated project' is spread over no more than 3 days (24 hours).



Under certain conditions, permeability is feasible between all regimes from secondary education

List of the trades accessible through apprenticeship:

<http://www.adem.public.lu/employeur/former/metier/index.html>

A.3.4. Finding a suitable training company

The responsibility to find a training placement in an enterprise relies on the learner. If the learner does not find an enterprise, he loses the right to continue schooling.

Any person who wishes to teach or provide training for a trade or profession to an apprentice has to:

- make a declaration of available apprenticeship position to the ADEM before hiring a new apprentice;
- contact ADEM's Vocational guidance department (*Service d'orientation professionnelle*), in order to receive a list of potential applicants.

There is thus a centralization of the available apprenticeship places, which facilitates the young's search (see Guidance house p. 8). The vocational guidance service of ADEM submits suitable candidates that have been declared admissible to initial training to the employer. The employer can hire an apprentice who is not on the Vocational guidance department's list, provided he gives them a 15 days advance notice before signing a contract with an apprentice.

Different measures are also available to help learners in searching for an apprenticeship: one day courses about how to find a placement, personal monitoring to find an apprenticeship placement.

In 2013, in initial apprenticeship the number of placement was of 1 372 (586 girls and 786 boys) (1 555 in 2012). End 2012, the number of applicants for an apprenticeship was 309 young (109 girls and 200 boys). The number of training places available and not occupied was 188. In 2013, 1 458 adults have applied for an adult apprenticeship and 493 people were placed.

A.4. Apprenticeship subsidies and awards – Funding arrangements and financial support

A.4.1. For apprentices

Initial apprentices in DAP are entitled to a training allowance which varies depending on the chosen trade or profession. Apprentices engaged in training leading to a CCP are entitled to a training allowance, which varies with the learning year. Adult apprentices are allocated the social minimum wage.

In the event of successful completion of the apprenticeship, the apprentice is entitled to an apprenticeship award:

- EUR 130 per month of apprenticeship leading to a CITP, CCM or a CCP;
- EUR 150 per month of apprenticeship leading to a CATP, DAP or a DT.

A.4.2. For companies

Beside these funds made available to apprentices, different aids are made available to companies.

The employer may be entitled to:

- financial aid to promote apprenticeships (*aide de promotion de l'apprentissage*) which covers:
 - 27% of the apprenticeship allowance paid to the apprentice who is preparing for a DAP;
 - 40% of the apprenticeship allowance paid to the apprentice who is preparing for a CCP.
- the reimbursement of the employer's share of the social security contributions for the apprenticeship allowance paid.

B. Enhance programme attractiveness and career guidance

B.1. Support for companies, in particular SMEs offering company placements

Professional chambers have implemented a platform aimed at the trainees' supervisors where they can find all the necessary support during the apprenticeship of their trainees.

The chambers have also created a label 'training enterprise' in order to put into light the enterprises committed to the vocational education and training of young people.

The Chamber of commerce (*Chambre de commerce*) and the Chamber of trades and skilled crafts (*Chambre des métiers*) have appointed for each trade and profession apprenticeship counsellors. Their main mission is to give to companies and apprentices the necessary information relating to vocational training (legislation, organisation, programmes, class visits).

They also accompany enterprises and apprentices in the practical training process:

- they can intervene as mediators in case of disagreement or conflict between the company, the school or the apprentice;
- they participate in the administrative organization of the intermediary tests and ensure the relation between the school and the company in case of difficulties;
- they are available to the apprentices who need to reorient themselves and find an appropriate apprenticeship;
- they follow their evaluation, and if needed or concerned, they take part in the class council and in the disciplinary councils;
- they signal irregularities with regard to the legislation concerning vocational training to the competent institutions.

B.2. Career guidance

B.2.1. Guidance House

This initiative, launched in the academic year 2012-2013, focuses on the coordination of counselling services through what is called the 'guidance house' (*maison de l'orientation*). The guidance house helps young people to find their niche in professional life or to find their first job through an apprenticeship contract. This guidance structure centralises, at the same address all administrations and services that help young and older people to move into working life.

It includes:

- the vocational guidance service of ADEM;
- the Centre of Psychology and School;
- the Youth National Service (*Service national de la jeunesse*);
- the Local Action for Youth (*Association locale de la jeunesse*);
- the National Agency for the European Education and Lifelong Training Programme (*Agence nationale pour le programme européen d'éducation et de formation tout au long de la vie*).

B.2.2. Reorientation of pupils

Learners, who at the end of the first year of DAP or CCP (10th) did not succeed in at least 2/3 of the obligatory modules, is reoriented by the class council towards a different training path, more adapted to their capacities. Nevertheless, if at the end of first year of DAP or CCP, the apprentice has succeeded in at least half the obligatory modules, he can be authorized by the class council to reenroll in the same training path. In this case, the successful modules are not taken into account.

B.3. Raise awareness

B.3.1. Increase awareness and inform the public

Different initiatives exist to increase young people's awareness of vocational training:

- campaign for the promotion of apprenticeship: Different media and publications addressed to different public are used to raise awareness and attractiveness of apprenticeships (My rights and obligations as an apprentice ⁽²⁾, Accompany your child towards vocational training) ⁽³⁾;
- 'Girls Day / Boys Day': boys and girls discover professions which are unusual for their gender. The aim of this day is thus to contribute of the diversification of their choice of profession;

⁽²⁾ <http://www.lllc.lu/uploads/documents/files/mes-droits-et-obligations-d-apprenti.pdf>

⁽³⁾ <http://www.men.public.lu/fr/publications/professionnel/formation-professionnelle-initiale/informations-generales-offre-scolaire/brochure-parents/index.html>

- 'Lux skills': national and local competitions for trades and professions, as well as the 'village of trades' (*Village des métiers*) where a lot of professions are present.

The website <https://beruffer.anelo.lu> gives all information trades and the trainings to follow to get there. It is an interactive site, allowing to discover in a playful way the different possibilities offered through apprenticeship.

C. National governance, regulatory framework and social partners' involvement

C.1. Policy dialogue and involvement of social partners

The Ministry of National Education, Childhood 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 labor 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 wages and salaries (*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.

They also have substantial powers regarding apprenticeships; in 1945, they were given more extended authority over the establishment, supervision and termination of apprenticeship contracts. Their power and involvement were further reinforced by the legislation of 19 December of 2008 (SCL, 2008) reforming vocational education and training (VET), where art 3 stipulates that 'The vocational training system is based on a partnership between the State, the professional chambers representing employers and those representing employees which are the initiators of training.'

The partnership covers: analysing and determining training needs, training guidance and information, determining the professions or trades covered by basic vocational training and initial vocational training, training offers, organising training, designing framework training programmes, assessing training programmes and the training system, qualifications and validating experience acquired

C.2. National Vocational Commissions

The National Vocational Commissions (*Commissions nationales de formation*) are in charge of the professional education and elaborate the training programmes; they collaborate closely with the National General Education Commissions (*Commissions nationales de l'enseignement général*). They exist for each subject in general and technical secondary education.

The Commissions are made up of:

- a representative of teachers from each high-school where basic professional (CCP) or initial professional (DT and DAP) education is offered;
- a representative of the National General Education Commissions (designated by the Minister);
- a representative of each Professional Chamber concerned by the training;
- for health professions: representatives of the Higher Council of health professions and representatives of employers in the health sector;
- social professions: representatives of the employers of the educative and social institutions.

The National Vocational Commissions' and the National General Education Commissions' missions are to prepare proposals to the Minister of Education concerning education programs, schedules, education methods and evaluation criteria.

C.3. Curricular teams

A curricular team, composed of representatives of the professional and educational world, is associated to a specific profession or group of professions. These curricular teams have as mission:

- to develop and revise the programs for the training in the trades and professions they are responsible for;
- to ensure consistency between the objectives of training at school and those of training in the workplace;
- to establish, in cooperation with the respective commissions, guidelines and procedures for continuous assessment at school and in the workplace. These guidelines and procedures are adopted by the Minister in the form of evaluation frameworks;

- to develop and evaluate the integrated training module.

The curricular teams include equal representation from training centres and from schools.

C.4. Quality assurance in work-based learning and/or apprenticeship

If a company wishes to hire an apprentice, it needs to hold a training authorisation.

A training company must:

- be approved by the competent employers' association (Chamber of Commerce, Chamber of Trades or Chamber of Agriculture) and meet the conditions of professional integrity and qualification;
- design a tutor (manager or collaborator aged at least 21 and presenting the necessary guaranties in terms of worthiness) who will be in charge of the apprentice and his practical training in the company ;
- make sure the vocational training is conform to the vocational training program elaborated by the competent professional chambers and the government;
- make sure there are enough qualified people able to train (having a CATP/DAP or a master craftsmanship or a foreign diploma 'assimilable') and respect the maximum number of apprentices in accordance to the number of employees.

The Committee of School Development (*Cellule de développement scolaire – CDS*) brings together school actors to discuss matters relating to the development of school quality. The missions of CDS consist in analysing data from colleges, identifying their priority needs, developing a school strategy and in coordinating their establishment.

SCRIPT who is working under the authority of the MENJE, has among its missions to promote and implement quality assurance of education in primary and publicly funded post-primary education in Luxembourg. The Script includes the **Agency for the Development of School Quality** (*Agence pour le développement de la qualité scolaire – ADQS*) which supports the SCRIPT for the implementation of a quality assurance system for education.

The ADQS has developed a reference framework related to school quality. It constitutes a working framework for the auto-evaluation of school quality within their academic establishment.

School development plan (*Plan de développement scolaire – PDS*): In continuity with PRS, initiated in primary schooling, the ADQS has introduced the School development plan which consists in developing for each secondary school a state of the art of the actual situation,

identifying priority needs, fixing specific objectives and concrete actions for a period of three years. The Committee of School Development is in charge of the definition of the school development plan (PDS).

D. Main strengths and weaknesses

The national system of vocational education and training in Luxembourg has its particular features. There is a very strong link between education and training. In Luxembourg, the most distinctive feature of vocational training is the provision in schools of a system of vocational education comparable to the German duals System. General education and technical and vocational theoretical education are provided in schools, while, for most occupations, practical instruction takes place in enterprises. This system has the advantage of allowing young people to gain first-hand experience in the professional world. The advantage of the inclusion of social partners favours the link between school and work.

A main structural limitation to further learning is that if the learner doesn't find an enterprise, he loses the right to continue schooling. The opportunity to get knowledge, skill and competence achieved in formal VET is thus conditioned by finding an enterprise.

The reform of vocational training has introduced the modular organisation of apprenticeship. Even though its practical implementation in school needs to be simplified. This modular organisation perfectly fits the lifelong learning perspective. Indeed, the validation of modules allow each person having interrupted his school path, to restart training where they left it, without having to start all over again. In a perspective of school dropout this modular organization is positive in the sense that a learner can make up for the failed module, without having to repeat the whole school year. Indeed, it is acknowledged that grade retention has an important impact on ESL (Zeelen, 2013).

E. Conclusions

Even though cooperation already exists, successful apprenticeship requires better coordination between school policy and employment policy between the world of labour and the world of education. Means to ensure this coordination should be developed, specifying the role of the tutor and increasing the number of apprenticeship counsellors.

More emphasis should also be laid on the attractiveness of the apprenticeship paths aimed at learners and their parents.

Annex 1. References

MENFP. (2009). CP 4^{ème} étude sur le décrochage scolaire au Luxembourg.

MENJE. (2013). *Les chiffres clés de l'éducation nationale. Statistiques et indicateurs* (pp. 1-128). Luxembourg.

SCL. (1924). Loi du 4 avril 1924 portant création de chambres professionnelles à base électorale. *Mémorial A*, A(2).

SCL. (2008). Loi du 19 décembre 2008 portant révision du régime applicable à certains. *Mémorial A*, 207, pp. 3135-3138.

SCL. (2010a). Loi du 26 juillet 2010 concernant l'aide financière de l'état pour études supérieures. *Mémorial A*, 118, pp. 2039-2043.

SCL. (2010b). Validation des acquis de l'expérience. *Mémorial A*, 6, pp. 47-50.

Zeelen, J. (2013). Combating social exclusion of the youth. In *IMPALLA-ESPANET International Conference Building blocks for an inclusive society: empirical evidence from social policy research* (pp. 1-16). Esch-Alzette.