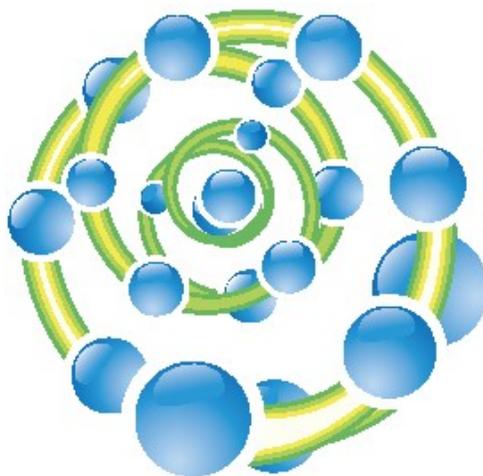


Early leaving from vocational education and training

Luxembourg



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A Early leaving from education and training in your country: definitions and statistics

A.1. Definition Early School Leaving (ESL)

Luxemburgish national ESL statistics refer to the numbers of secondary pupils (theoretically aged between 12 to 19, but also include young people up to 25) who have during a given school year either:

- Left school temporarily (i.e. left school without acquiring a certificate or diploma but resumed their education and training at a later stage either in Luxembourg or abroad)
- Left school 'permanently' (i.e. at least until the next 'census' based on the register of pupils in secondary education is published) without acquiring a certificate or diploma. This category includes pupils who have left school early and who had been temporarily reintegrated but left school again.

A.2. Scale of the problem

Two types of indicators can be used to measure ESL in Luxembourg: comparable EU indicators from Eurostat (share of young people aged 18-24 who have not reached a certain level of qualification and are not in education, based on the Labour Force Survey) and national statistics based on administrative data on ESL among secondary pupils. Both sources show that ESL has been gradually decreasing and stabilizing in Luxembourg in recent years. It must be noted that private or international schools are not included in the Luxemburgish public school system.

According to the Labour Force Survey data, ESL rates are low in Luxembourg, at around 6.2% in 2011, down from 7.7% in 2009, which is much lower than the EU average (13.5%). However, it has been observed that the ESL as defined in Eurostat and measured by the Labor Force Survey (LFS) may not give a true picture of the situation in Luxembourg. Indeed, data from the LFS is subject to important variations due to the small sample size in Luxembourg and may not necessarily allow for the root causes of ESL at the national level to be easily identified.

In response to the lack of reliable data, Luxembourg educational authorities have sought to produce annual statistics on ESL at the secondary level (including TVET). These statistics are based on administrative data and on a survey of early school leavers. The MENFP together with the services of local action for youth (Action Locale pour Jeunes, ALJ) have developed a systematic procedure to identify young people leaving school on the basis of information available on the digital national register of pupils in secondary education ('fichier élèves') and to contact them in order to determine their current activities/status in terms of

education, employment or training. Moreover, ALJ offers an individualized support and accompaniment in order to establish a new school or professional project. National ESL statistics are published in an annual report by MENFP.

According to the MENFP report, during the school year 2010/2011, in total 1888 young people in Luxembourg left secondary school without acquiring a qualification (including 644 young people considered as permanent early school leavers). This compares to 1660 in 2009/2010, 1690 in 2008/2009 and 1928 in 2007/2008. Based on the figures, the 'theoretical rate of permanent ESL rate' calculated for a cohort of pupils entering secondary education in 2010/2011, i.e. the probability that they will leave school without acquitting a qualification is 9.0%; it has remained stable since 2008/2009 (MENFP, 2013).

The efforts made by the Luxembourg school allowed a reduction in the rate of school drop-outs since 2003, which then stood at 17.2%. In two recent studies, covering the years 2008-2009 and 2009-2010, the rate dropped to 9%.

B Different aspects that may influence the decision to remain in or drop out from VET

B.1. Structural characteristics of the education and training/VET System

In Luxembourg, school attendance is compulsory between the ages of 4 and 16. Most pupils attend public schools (86.4% in 2010/2011), which are under the responsibility of the Ministry of National Education and Vocational Training (MENFP). Pre-primary and primary education (*école fondamentale*) takes place from 3 to 12 years of age; secondary education (*enseignement secondaire*) which takes place from 12 years onwards is divided into two routes:

- General secondary education (*enseignement secondaire*) lasting seven years
- Technical secondary education

The technical secondary education prepares pupils for professional life but also qualifies them for higher education. It is divided into three cycles: the 'lower cycle' (ISCED 2), the 'medium cycle' and the 'upper cycle' (ISCED 3).

The lower cycle is dedicated to deepen the general education and to gradually leading pupils to an educational level or occupation corresponding to their abilities.

The medium and upper cycles of secondary technical education offer pupils the opportunity to learn a profession for which a certificate or a diploma is awarded. There are three different regimes within these cycles:

- The vocational regime (3 years):

At the core of this regime lies an apprenticeship which includes practical training under the guidance of a supervisor (an enterprise, recognized as qualified for this purpose). The scientific, moral and social general training is acquired at a technical high school. This vocational regime offers two certificates:

- The certificate of professional competence (CCP) which prepares directly for professional life. The CCP is mainly practical but also gives, depending on the domain, more or less in depth theoretical knowledge and allows acquiring the basic vocational and social competences necessary to firstly enter the labour market. It is aimed at pupils having difficulties and who are not able to complete a “diplôme d’aptitude professionnel” (DAP) or a “diplôme de technicien”.
- The professional competence diploma (DAP) which prepares for carrying out a profession. It also provides possibilities for further studies to prepare the title of master craftsman (Brevet de maitrise) or, subject to completing supplementary preparatory modules, to pursue higher technical studies. By attending the preparatory modules, they can prepare an advanced technician’s certificate (Brevet de technicien supérieur - BTS).

- The technician’s regime (4 years):

This regime prepares pupils for the technician’s diploma in various professional domains. It focuses on training to prepare for professional life. Thanks to optional preparatory modules, students can also pursue higher technical education;

- The technical regime (5 years):

This regime is separated into three divisions:

- Administrative and commercial division
- Health and social professions division
- General technical division

In 2011/2012, about two thirds of all secondary pupils were attending TVET. The Luxembourgish education and training system has been described as a ‘stratified system’ (Shewbridge/OECD 2012) as there is an academic selection operated typically at age 11 orientating pupils towards general secondary education or TVET (and then at age 14-15 after completion of the lower cycle of TVET). The national system of vocational education and training in Luxembourg has its particular features. There is a very strong link between education and training; this is reflected by a single political and administrative structure for both strands: the Ministry of National Education and Vocational Training (MENFP).

The most distinctive feature of vocational training is the provision in schools of a system of vocational education comparable to the German duales System. General education and

technical and vocational theoretical education are provided in schools, while, for most occupations, practical instruction takes place in enterprises. While this arrangement applies particularly to apprenticeship, the concept of a sandwich education is part and parcel of many training schemes. Apprenticeship allows entering the labour market as a skilled worker. The training requires an apprenticeship contract or a work placement contract (minimum 12 weeks). Vocational training has been designed and organized in order to support working experience which has two forms:

- Apprenticeship: the learner is an apprentice and signed a contract with a company. He attends school a certain number of hours per week.
- Work placement: the learner is a trainee. Most of the education time is spent at school and the work placement lasts minimum 12 weeks.

Depending on the training, the apprenticeship receives between 400 and 1 200 euros per month.

The responsibility to find a training placement in an enterprise relies on the learner. 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. This aspect can be considered as a dead end in the VET provision and a structural limitation to further learning.

The curriculum includes general education topics, technical training and scientific topics of vocational training. Students who succeed the technical regime are awarded by a technical secondary school leaving diploma. This diploma confers the same rights as the diploma from general secondary education; the students can enter the labour market or pursue higher education.

The secondary education system allows pupils to move from technical secondary education to general secondary education.

It is important to note that some specific features of Luxembourg's education and training system are linked to the country's multilingualism. The three official languages in Luxembourg are Luxembourgish, German and French. In public schools, the main language of instruction depends on the level: Luxembourgish is typically used at pre-primary level, German is used at primary level (French is introduced from the second year on as a foreign language) and during the first three years of secondary education (except for French and Mathematics) and French is used from 4th grade on in secondary education (except for German and foreign languages). This multilingualism constitutes a challenge for pupils especially those from foreign origin. Due to the high requirement of language learning in the

national education and training system, grade repetition is relatively common practice in Luxembourg.

It is acknowledged that grade retention has an important impact on ESL (Zeelen, 2013). The link between grade repetition and ESL is to be found in the risk of losing motivation and thus favoring drop out (MENFP, 2009). Indeed, it can be noted that among the temporary school leavers, 91.1 % have repeated a year; this rate amounts to 99.2% among permanent school leavers. If pupils have repeated only one year, the incidence on ESL is small, whereas cumulated grade retention of 2 years or more has a stronger impact: these pupils constitute 12.4% of the reference population, but 22.7% of early school leavers¹.

In 2010/2011, the proportion of pupils older than their theoretical age was about 18% in pre-primary and primary school pupils, 19% in general secondary schools and reaches 63.5% in TVET (MENFP, 2012), implying that in TVET the proportion of pupils at risk of ESL is higher. Although on one hand, the risk of ESL seems to be higher in TVET, on the other hand, it is acknowledged that the provision of an educational system that is workplace related facilitates transition from school to work.

National statistics on ESL show that the risk of early school leaving is uneven across the school population. When looking at student profiles, a number of risk factors can be highlighted (all figures below refer to 2010/2011 data, but consistent patterns were observed in previous years):

- The risk of leaving school early is only statistically significant among older pupils (aged 16 and beyond) who are no longer concerned by compulsory school attendance. It is notable that 55.3% of the ESL from the school year 2010/2011 are aged 16-18. Among those, 16.8% remain without employment or other occupation. As mentioned above, the risk of ESL is particularly high among pupils who are older than their peers due to grade repetition, especially those who have repeated more than one grade. Indeed, nearly all permanent early school leavers (99.2%) had repeated at least one grade.
- Boys face higher risks: approximately 61% of permanent early school leavers are male.
- Pupils in secondary TVET are overrepresented among early school leavers, especially students in the last year of the lower cycle of TVET ('9th year') and pupils in the 'vocational regime', including apprentices. For example, pupils registered in CATP/DAP (Professional competence diploma) represent 10.1% of all secondary students but 30.4% of permanent early school leavers. Conversely, upper secondary general education pupils

¹ It must be noted though that even if school repetition is quite important in Luxembourg, the success rate among those who have repeated 2 years is relatively high.

represent 17.6% of all secondary education pupils but only 3.6% of permanent early school leavers. Pupils in CCM (Certificate of Manual Competence, previous CCP) represent 0.8% of all secondary students, but 4.3% of early school leavers. As such, the chosen training scheme influences on the probability of ESL. Even more considerable: E2C (Second Chance School, Ecole de la 2ème Chance) constitute 0.9% of the pupils and 15% of ESL. Noticeable is that 27% of these remain without any occupation.

- Foreign-born pupils are over-represented among early school leavers: they represented 34.7% of all the secondary school students and 47.1% of early school leavers. The high dropout rate among foreign born or foreign nationals is partly due to linguistic difficulties that pupils of migrant origin typically experience. As indicated above, those who speak a different language at home, face additional challenges in Luxembourg's multilingual education system. It can be highlighted, that Capverdiens who dropped out of school early, constitute the group among which the greatest number remain without any occupation after ESL (21.6%). It is important to differentiate between immigrants that have accomplished initial education in Luxembourg and those immigrants that have come at a later stage of their education, who have more difficulties to integrate the school system.

B.2. Labour market and social policy related issues

In order to understand the reasons of ESL, a survey administered by ALJ and addressed to early school leavers proves to be insightful.

Next to the more individual reasons discussed in the next paragraph, we can cite a number of reasons related to the labour market: indeed, 10.2% of respondents say not to have found an apprenticeship and thus dropped out of schooling. This constitutes an important barrier for continuing learning. 2.6% say that their contract has been cancelled and 1.2% say that they have cancelled the contract.

It is also worth mentioning, that 5.7% of the respondents indicate that they didn't have access to the desired training, or that their school didn't offer the desired training (0.4%). 3.4% of the respondents say to have chosen another training because of interest.

According to the statistics of ADEM concerning the school year 2012-2013, by the end of the year 2012, 1555 apprentices have been placed in an apprenticeship. 188 apprenticeship places remain vacant and 309 pupils have not found an apprenticeship.

It is important to note that there is no partial certification of skills for early school leavers.

B.3. Individual reasons

In the above mentioned survey, qualitative questions were included to tackle the reasons why individuals dropped out of school, at least temporarily.

In 2010/2011, failure or anticipation thereof constitutes one of the major reasons of ESL. Indeed, it is one of the most frequently given answers (17.3%). 6.9% of the respondents indicate not to like the chosen formation. Other reasons mentioned include, personal reasons (13%) and the lack of motivation to pursue education and training (12%). 9.7% of young people indicated that they expected/hoped to be more successful in another formation or school, whereas 3.3% of young indicated language problems.

4.6% of early school leavers indicated health issues as a reason for dropping out of school.

2.5% of respondents indicate problems with their teachers, whereas 1.3% of early school leavers pointed out problems with other pupils, or the bad atmosphere in the school (1.1%).

6.6% attest having had better opportunities by choosing another path.

C Policy approach to reduce ESL

The Law of March 25th 2009 defines the modalities for secondary schools to organize activities or classes for the drop-out prevention of pupils who face learning difficulties or having behavioral problems. The main objective is to maintain each pupil in education. The secondary objectives are:

- Promote autonomous learning and auto-evaluation capacity among the concerned pupils
- teach pupils at risk how to choose a training adapted to their abilities
- teach at risk pupils how to behave in a respectful way with other people
- promote cooperation between pupils, parents and teachers
- raise teachers' awareness of the reason of their pupils' learning problems
- arouse and increase the parents' responsibilities regarding their children's educational success

C.1. Measures to prevent drop out from school-based VET and apprenticeship-type training

A number of initiatives have been undertaken in Luxembourg to reduce overall ESL rates. According to the 2011 National Report for the ET2020 strategy, measures put in place to tackle ESL are based on a detailed analysis of the risks and causes of ESL and include three axes of intervention: promotion of educational success, strengthening of vocational guidance and reintegration programs.

In the field of prevention, the focus on learning outcomes and key competences (socles de compétences) to be acquired at each level of the education system aims to support individual progress and acquisition of qualifications by all pupils. By trying to reduce grade

retention, recent or current general reforms of the education and training systems are expected to contribute to ESL prevention.

- The reform of the primary education system in 2009 introduced various changes in relation to the competency-based approach and increased the age limit for mandatory education from 15 to 16 years of age. In addition, all schools are required to set up a 4 year plan for educational success (PRS- Plan de réussite scolaire) in consultation with social partners and authorities. Such plans aim to improve both the learning outcomes of pupils and the professional development of school staff. The plan contains appropriate actions, monitoring indicators and deadlines for implementation. Currently, there is no available data whether and how these educational policies have an impact on the dropout rate in the Luxemburgish context.

- The reform of promotion criteria has reduced some deleterious effects of Luxembourgish education and has already had positive consequences in technical secondary education.

The 2008 reform of vocational training introduced the use of modules and a competence-based approach. The modular organization allows more flexibility and takes into account each pupil's rhythm.

- Pupils having problems can attend remedial modules. With the implementation of the reform, it will no more be possible to repeat a year. However, the schooling duration can be extended for one year. If necessary, pupils are reoriented to trainings that fit more to their abilities.

The training credits organization is the master piece of the vocational training reform. Indeed, the validation of the passed training credits allow adults who left school to reenroll school and to carry on from where they have stopped without having to start all over again.

- A plan to reform lower secondary education (covering both general education and TVET) is currently under discussion. It is expected to focus on improving academic achievement and the relevance of educational choices. This reform is likely to be informed by a pilot project called PROCI that was initiated by the MENFP. PROCI started in 2003-2004 and focuses on the educational success of pupils in the lower cycle of TVET (covering 2145 pupils in 2010/2011). The project aims to reduce grade repetition and develop a more learner-centered approach, based on the use of innovative pedagogy and reinforced follow-up, monitoring and better guidance (MENFP, 2012).

- Another priority is to strengthen guidance and orientations activities. A new initiative started in the academic year 2012-2013 and focuses on the coordination of counseling

services through what is called the 'maison d'orientation' (guidance house). The guidance house helps young people to find their niche in professional life or to find their first job through an apprenticeship contract.

The approach developed by the guidance house aims to bring together a cross-sector, multi-agency pool of expertise from key stakeholders, such as ADEM (Public Employment Services), Psychological and School Guidance Center (CPOS), the Local Action for Youth (ALJ), the National Youth Service (SNJ) and CASNA (Cellule d'accueil scolaire pour nouveaux arrivants) in one place at the key stages when pupils are required to make decisions about their orientation (e.g. last year of the lower cycle of TVET). The services provided focus primarily on young people, but are also available to other users. A key activity for ALJ is to provide guidance on school-to-work transition and information to pupils in the last year of the lower cycle of TVET ('9th grade') in relation to apprenticeships. For example, one-day courses are offered to 9th grade pupils about how to find a placement (course "Op der Sich no enger Ausbildungsplaaaz" - OSNA is organized in cooperation with ADEM and involves approximately 2000 pupils per year). Young people interested in applying for an apprenticeship placement and who need extra support are also monitored by ALJ staff from the third quarter of the academic year until they find a placement or another solution ('ARPA').

Pupils, who have difficulties at school, have the possibility to have a psychologist at their side, who analyses the reasons and helps them to find solutions to their private and school problems. Pupils who have to find an apprenticeship have the opportunity to have an expert who counsels them individually to organize themselves during this transition between school and labour market.

- In March 2013 the Ministry for Education and Vocational Training and the Ministry for Family Affairs and Integration presented a Plan for Extracurricular Education (PEP - Plan d'encadrement périscolaire) which reinforces the cooperation between primary schools and relay houses in order to develop a timetable that includes homework for school, extra lessons and leisure time.

- Since 2011, the CPOS is responsible for the CAR (commission des aménagements raisonnables), a new procedure that allows pupils, their parents or other contact persons to request reasonable adjustments concerning the teaching provided, the classroom setting, the pupil's tasks, exam modalities or educational projects. This procedure allows for a flexible adaptation to pupils competences.

- Measures targeting foreign-born pupils also hold a specific importance in the national context. Given that linguistic competences are an important factor in determining future

opportunities for pupils, approaches targeting pupils speaking a different language at home can be considered as an important component of ESL prevention in Luxembourg. For example, newly arrived children and their parents can receive specific support through the “reception desk” or request the service of intercultural mediators to translate and provide advice on schooling and the education system more broadly. In addition, a number of special classes are offered in an attempt to integrate newly arrived pupils into primary education through welcome lessons, remedial lessons and integrated lessons taught in the pupils' mother tongue. Similarly in secondary education welcome classes, insertion classes, welcome classes for young adults, classes with specific linguistic regimes or a particular focus on learning e.g. the International Baccalaureate are also available to help newly arrived young people to integrate well.

- CPOS services also provide support at the individual level for young pupils identified as being at risk. Specific activities include so-called ‘Stop & Go’ coaching sessions.

More flexible conditions are introduced for pupils in the preparatory system to access the lower cycle of the secondary technical education and then vocational education.

- Intervention approaches that aim to provide support to groups of pupils at risk can also be identified in Luxembourg. This includes various services and centers specialized in the early detection of hearing, speaking, reading and writing difficulties, the provision of psychological support and attention to pupils with special educational needs (the latest is ensured, under the responsibility of the Service for Differentiated Instruction of the MENFP, by specialized schools and by multi-disciplinary teams providing individual accompaniment for pupils in mainstream education).

- Another type of intervention at the upper secondary level are ‘mosaic classes’ (classes mosaïques) focusing on pupils with behavioral difficulties and identified as being at high risk of dropping out. In four technical secondary schools, relay classes or “mosaic classes” have been set up as a project of the Educational and Technological Research and Innovation Coordination Service to temporarily welcome (6 – 12 weeks) pupils who have been excluded from their usual class owing to behavioral problems.

They operate with a multidisciplinary team composed of teachers, members of the school psychology and guidance service and an educator. The courses are adapted to the abilities and learning temp of the pupils. The pupils must accept extra-curricular supervision with cultural activities and sports activities. The relay classes approach enables at risk pupils to avoid disciplinary sanctions and even the risk of being expelled. There are plans to extend the measure to other secondary technical schools. Within these classes, pupils are intensively monitored for a temporary period (6 to 12 weeks in average) in small groups and

within alternative learning environments. After this period of time, the pupils are supported with their reintegration to their mainstream class. The measure was piloted in 2005-2009 and the regulatory framework for the extension of such classes dates back to 2009.

- The lower cycle comprises preparatory classes for pupils who do not attain the prerequisites at the end of primary schooling. Those classes allow each pupil to learn at his own pace. However, if at the end of the preparatory classes their level is not satisfactory to follow technical secondary classes or vocational training, the pupils can follow IPDM classes (Vocational initiation to various jobs- Initiation professionnelle Divers Métiers). These classes offer activities and allow the development of practical competences to prepare the pupils to vocational training. These measures, by helping to prevent school failure, also contribute to prevent ESL.

- The creation of training support, training grants and training allowances aimed at young people aged below 25 is an aid or incentive for young adults with financial difficulties. The State, through the Employment Fund (Fonds pour l'emploi), is responsible for apprenticeship subsidies and awards. To promote apprenticeship, financial aid is paid to enterprises training apprentices and to apprentices successful in their year of apprenticeship and in the final examination . Any employer employing an apprentice may claim aid equivalent to 27 % of the apprenticeship allowance paid to the apprentice, and a refund of the employer's share of social security contributions on the apprenticeship allowance paid. In the case of adult apprenticeship, the enterprise pays the adult apprentice the young people's apprenticeship allowance complemented by an allowance in order to equal the minimum wage. This difference between the minimum wage and the apprenticeship allowance set for young people's apprenticeship is refunded to the enterprise by the State. These measures can be seen as financial incentives for VET providers, as well as social policies that may influence the decision to remain in/or leave VET before completion.

C.2. Remedial measures within VET/related to VET

Concerning remedial measures, the development of specific structures to reintegrate early school leavers is relatively recent in Luxembourg and until now, some young people have also relied on schooling abroad as an alternative.

Currently, two types of reintegration programs are in place and/or being developed:

- Luxembourg's first second chance school (Ecole de la deuxième chance, E2C) was set up in March 2011 (the adoption of the legislative framework regulating its activities dates back to 2009). The E2C forms an integral part of the public school system and offers personalized introductory training in close contact with business. The E2C is opened to early school leavers aged 16 to 24, who are keen to undertake their own learning curve and who

have dropped out of school or failed to find an apprenticeship due to educational setbacks or poor orientation choices. E2C provides both general and vocational training (including an internship with companies), extra-curricular activities and comprehensive socio-pedagogic support. The pedagogy is based on personalized support and interdisciplinary work. E2C uses specially adapted learning methods to develop the young person's general, practical and social skills and know-how. The duration and pace of the training scheme offered will vary from several months to maximum two years.

Since March 2011, 3 pilot classes have been opened. Since the school year 2012-2013, the offer has been enlarged: meanwhile a 3rd grades G of secondary education as well as 10th grades of TVET have been added to the offer. E2C welcomes up to 150 learners, distributed among 12 classes and under supervision of 28 teachers and educators.

So far E2C has allowed around 50 young people to join initial or adult education.

- 'Guidance and professional initiation courses' as well as (Professional insertion in different Professions) (COIP-IPDM: Cours d'orientation et d'initiation professionnelles' - COIP, or 'Insertion professionnelle divers métiers' – IPDM are opened to young people under the age of 18 who have left school, lack the right skills to find a job and do not fulfill the requirements for entry into TVET . The courses last one year and focus on the acquisition of key competences corresponding to the lower secondary education level (communication, numeracy, ITC, etc.) and the definition of an individual professional project. Pedagogy is primarily based on individualized training plans and coaching. Participants are supported in the preparation to access vocational regime of TVET, or the labor market.

- Since 2003, local ALJ (Local Action for Youth) offices systematically follow-up young people identified as early school leavers (based on the listings provided monthly by the MENFP). A monthly list of these pupils is sent to the regional offices of ALJ. Pupils who left school without any diploma are contacted individually by the members of the ALJ team in order to help them define a realistic concrete professional plan for their future and guide them during this transition. They provide assistance in establishing new professional projects, accompany early school leavers in the realization of the project and help in the search of an apprenticeship or employment and further organize specific courses for pupils who have left school. The main aim is to motivate them to go back to school in order to qualify themselves. Employees from ALJ also try to find out the reasons why they left school and to help them finding a training or a job. ALJ services play an important role in keeping in touch with school drop-outs in order to integrate them into the (mainstream) education and training system. Young people are interviewed in order to establish a general analysis of early school leaving in Luxembourg. The main purpose is to understand the current status of

the young person and offer services as considered relevant. ALJ staff provides individual mentoring and coaching through face to face meetings with the young person so that a solution can be found. In the spirit of a cross-sector, multi-agency approach, ALJ staff mobilize external resources and refer young people to other services when appropriate.

D Conclusions

Although ESL rates are low in Luxembourg compared to the European average, ESL is an important issue attracting strong political commitment by national authorities especially that more than 40% of youth in unemployment are without qualification. As the consequences of ESL are particularly heavy in terms of labor market integration, the reduction of ESL has been considered as a political priority for a number of years. The current target of Luxembourg is to maintain the ESL rate below 10%, but this upper limit could be lowered in the mid-term. An increased awareness and understanding of the factors behind ESL has led to the implementation of a set of different types of interventions ranging from prevention and promotion of educational achievement for all pupils to specific reintegration programs tackling populations at risk. The structural reforms, policies and implemented measure(s) have proved successful in reducing early leaving and have allowed reaching the Europe 2020 targets.

An important feature in the approach adopted by national authorities in Luxembourg is to promote and support a cross-sector, multi-disciplinary approach to reducing ESL. There is a shared commitment by all stakeholders in Luxembourg to work collaboratively to support young people at risk of ESL and drop-out.

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