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SUPPORTING TEACHERS  
AND TRAINERS FOR  
SUCCESSFUL REFORMS  
AND QUALITY OF VET

# LUXEMBOURG

Mapping their professional  
development in the EU

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## Table of contents

1. Introduction .....	4
2. National legislation concerning trainer's continuing professional development (CPD) .....	5
3. Training teachers and trainers in national education .....	6
3.1. Organisation of training .....	6
3.2. Competences developed through initial teachers training (induction phase).....	7
3.3. Induction phase for teachers in the public agent career .....	8
3.3.1. Organisation .....	8
3.3.2. Actors involved .....	10
3.3.3. Evaluation.....	10
3.4. Induction programme for adult trainers .....	11
3.5. Induction programme for teaching assistants .....	11
3.6. Continuing professional development (CPD) .....	13
3.7. Becoming a teacher: other access routes .....	14
4. Other types of trainers .....	14
4.1. Trainers in vocational training .....	14
4.2. Apprentice tutors in companies ( ) .....	15
4.3. Assuring quality of training and tutoring .....	15
5. Cooperation and partnerships between the world of education and the world of work.....	16
6. National and EU-funded projects to support VET teachers and trainers' professional development .....	17
7. Conclusion .....	18

## 1. Introduction

In Luxembourg, decisions related to educational matters are taken on a national level by the Ministry of Education, Children and Youth (*Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse*, MENJE). General objectives, teaching programmes, learning outcomes, certifications and questions related to staff management are a matter of centralised government. In alignment with the reform of Public Administration introduced by the Law of March 25th, 2015, different teacher careers in place as of October 1st, 2015 in the Luxembourgish educational system.

Table 1. **Teacher careers**

Type of teacher	Type of teaching	Required diploma
Secondary school teachers A1	Technical and general Secondary education	BA and MA
Technical education teachers A2	Technical secondary education	BA
Master of technical education B1	Technical secondary education	Master craftsman's diploma

Source: INFPC.

For the 2013/14 school year, 2 892 teachers were employed under different statuses in technical secondary education – 1 325 in lower and middle technical secondary education and 1 567 in upper technical secondary education. Secondary VET includes three types of programmes: technical school-based programmes allowing access to higher education (EQF4), technicians programmes (EQF4) and partly work place programmes based on apprenticeships (EQF 2 or 3). The Technical school-based programmes combine VET with general education, whereas the other three programmes are VET programmes preparing learners to the labour market. Vocational training programmes are offered in the latter, where trainers of vocational training (B1) are usually employed (Section 4). Secondary school teachers (A1) and technical education teachers (A2) may be employed in all three types of programmes, whereas masters of technical education (B1) usually teach vocational theory subjects and practice.

Besides the required diploma (cf. Table 1) and the language requirements (mastery of the three administrative languages), there are no additional specific access or training requirements for VET teachers. Indeed, the recruitment procedures and training provisions for teachers in general secondary education are the same as those for teachers in technical secondary education. Depending on the career entry, different categories (civil servants, fixed term employees and permanent employees) of training professionals exist alongside, but all are recruited by the national education authority.

According to the needs of the secondary schools, teaching assistants (*chargés d'éducation*) may be hired as full-time or part-time state employees for a fixed term or permanently. Engaged as public employees, teaching assistants have to hold a BA's diploma or, for subjects such as arts and crafts, a Master craftsman's diploma (EQF 5). Moreover, as for the teachers the civil servant career, they have to master the three administrative languages (German, French and Luxembourgish). The replacement of absent teachers is the main reason for fixed-term contracts. The recruitment of teaching assistants is subject to a double condition: no other teacher must be available for the teaching task and the volume of the task must be at least 10 teaching lessons.

An important reform regarding professional development of teachers and teaching assistants has been introduced in July 2015. The reform aims at harmonizing the training schemes in National Education and aligning the hiring conditions in the civil servant career. With respect to the reform of vocational education and training introduced by the Law of December 19th, 2008, the training offer has been gradually adapted to respond to the competence-based approach. Strategies and policies have been discussed to adapt the teacher training programme to meet the evolving requirements of the competence-based approach of teaching and learning in schools. The law of December 19th 2008 also allows the different training institutes (*Institut national des langues* (INL), *École de la 2e Chance* (E2C) and *Centre national de formation professionnelle continue* (CNFPC)) to recruit adult trainers as an additional professional category. Adult trainers can be recruited at different levels: Master Craftmanship, BA, MA. The prerequisites of their recruitment are fixed in the Law of November 2nd, 2011. The provisions of this law will be replaced by the Law of July 30th 2015 for adult trainers recruited after September 1st, 2016.

## 2. National legislation concerning trainer's continuing professional development (CPD)

The requirements for initial training for teachers are set in the 'modified law of June 29th, 2005 fixing the framework of the staff of secondary and technical secondary school establishments' (*loi modifiée du 29 juin 2005 fixant les cadres du personnel des établissements d'enseignement secondaire et secondaire technique*). The grand-ducal regulation of October 24th, 2011, sets the conditions for the admission to the induction phase, the scheme of the induction and the examination giving access to the function of adult trainers (*règlement grand-ducal du 24 octobre 2011 fixant les conditions d'admission au stage, le déroulement du stage et l'examen de fin de stage ouvrant l'accès aux fonctions de formateur d'adultes, CF section C4*). The grand-ducal regulation of June 7th, 2015 concerning the theoretical and practical training as well as the probationary period of teachers of post-primary education sets the access conditions to the different types of teacher (*Règlement grand-ducal du 7 juin 2015*

*concernant la formation théorique et pratique ainsi que la période probatoire des enseignants de l'enseignement postprimaire).*

The law of July 30th, 2015, creating the Training Institute of National Education (IFEN, *Institut de formation de l'éducation nationale*), can be considered a milestone with regard to teacher training in Luxembourg. The new institute is called upon to organise the professional induction as well as CPD for the whole teaching staff as well as socio-educational staff of the National Education. Its mission is to coordinate and organise professional development for all teachers and trainers involved in primary and post-primary education as well as to advise and support schools in drawing up continuing training plans. As such, the IFEN has taken over the tasks that were before carried out in close cooperation between the University of Luxembourg and the Institute for Continuing Training (*Institut de formation continue*, IFC). This reorganisation allows a better alignment of content and aims at introducing more coherence and continuity between initial training and CPD. Besides enhancing the quality of teaching by focusing the induction phase on professional practice and didactics, the aim of this reform was to harmonise the procedures of the induction phase actually in place in the National Education as well as to ensure a more efficient use of resources. The reform of the induction phase is aligned with the reform of Public Administration, introducing a three year induction phase for all agents of Public Administration (Law of March 25th, 2015), instead of the two year induction phase in National Education. In order to ensure coherence and quality, a Programme Council was created, composed of representatives of the Ministry, the University, the INAP (National Institute of Public Administration – *Institut national d'administration publique*), and directors of secondary schools as well as representatives of the different professions/trades.

### 3. Training teachers and trainers in national education

In the 2014/15 school year, IFEN has been the venue for training of 1 163 teachers in technical secondary education, who have in average followed 22 hours of training. Between the 2010 and 2014 school years, the average duration of trainings as well as the average number of training hours per person have declined (from 8.3 h to 5.2 h for the duration of training sessions, from 34h to 22h for the training hours per person), while the average number of training sessions per teacher has remained relatively constant ( $\pm 4.2$ ).

#### 3.1. Organisation of training

In Luxembourg teacher training occurs in the consecutive model, meaning that future teachers usually obtain their bachelor or master's degree in a specific course of study and subsequently undertake teacher education (initial training). Depending on the contractual status, different training schemes are available. A harmonisation of training

schemes for teachers employed as public agents and state employees under permanent contract in course since the Law of July 30th, 2015 came into force. This law provides a similar induction phase for public agents and State employees under permanent contract. It combines courses at the IFEN with working in a secondary school. From the school year 2015/16 onwards, the induction phase (cf Figure 1, phase 2) will work according to the new provisions. The recently introduced three years' induction phase is followed by obligatory CPD schemes, allowing teachers to continually develop and refresh their professional competences. The trainings offered by the IFEN take different forms: exchange networks, trainings leading to certificates, coaching, supervision, monitoring conferences or training courses followed by an implementation phase, job shadowing. The illustration below sketches the training organisation of teachers in public agent career in the Luxembourgish system:

Figure 1. **Training organisation of teachers in public agent career**

Phase 1 Initial training BA/MA	Phase 2 Induction phase (stage pédagogique)				Phase 3 CPD
	Pedagogical training (A)		Probationary period (B)	Application period (C)	
	Semester 1-2	Semester 3	Semester 4	18 months	
	General theoretical training Vocational training Initiation to school establishment	Vocational training Dissertation	Final examination Class inspection	Application paper	

Source: INFPC.

### 3.2. Competences developed through initial teachers training (induction phase)

The framework for the development of competences <sup>(1)</sup> development for teachers whatever their contractual status defined in the grand-ducal regulation of June 7th, 2015 <sup>(2)</sup>, can be described as follows:

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<sup>(1)</sup> <https://ssl.education.lu/ifen/documents/10180/268297/Referentiel%20de%20competences.pdf>

- organise and present learning situations and manage learning progress
- organise a stimulating learning environment and involve pupils in their learning progress
- conceive and adapt differentiated teaching approaches and techniques, thus making use of school-related and sociocultural information concerning the pupils in a multilingual and intercultural perspective
- promote team work, cooperation
- mobilise assistance facilities – intern and external to the school – in case of learning difficulties
- contribute to school management and development, understanding of the institutional framework of the school system
- communicate with pupils, parents and internal and external school partners
- contribute to the elaboration of pedagogic concepts and didactic tools, integrating ICT
- address ethical and other problems of the profession
- teach according to the principles of the competence based approach
- evaluate learning outcomes and communicate them comprehensibly
- set up a professional project
- control aptitudes and knowledge in a summative perspective
- link psycho-pedagogical knowledge and subject-related knowledge
- help pupils to become autonomous and to set up their personal project
- conduct a continuous research on one's own practice

### 3.3. Induction phase for teachers in the public agent career

#### 3.3.1. Organisation

In Luxembourg, a structured system-wide induction programme offering training, personalised help and advice for beginning teachers aims to help teachers overcome specific difficulties they may experience as newcomers, and facilitates transition between initial training and professional life. This induction phase is obligatory for all teachers accessing the civil servant career, independent of their status (A1, A2, B1), provided they have passed the examination. Indeed, in order to get access to the civil servant career, candidates first have to take preliminary tests on the three national languages Luxembourgish, French and German. Successful candidates get access to a competitive examination on languages and discipline-specific questions (concours) organised by the competent Ministry. Then, successful candidates get enrolled into the three-year induction phase (cf graphique 1: stage pédagogique, phase 2) during which

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(<sup>2</sup>) [Règlement grand-ducal, 7 June 2015](#)



they are already teaching at a secondary school while attending a teacher education programme at the IFEN. During induction, new entrants carry out some or all of the tasks incumbent on experienced teachers, and are remunerated for their work. In Luxembourg, induction is a compulsory phase, which includes a final assessment that beginning teachers must pass in order to qualify. Induction is linked to accessing a permanent contract. The induction phase aims to consolidate necessary knowledge and aptitudes necessary to practice the profession. It is organised in modules and leads to a certificate issued on the basis of a completed portfolio which is evaluated by a commission. The induction phase is organised in three main parts : three semesters of pedagogical training (A), one semester of probationary period (B), in which the trainee has to absolve class observations in front of a jury, and an application period (C), during which an application paper is written.

#### 3.3.1.1. *Pedagogical training (A in Figure 1)*

The induction phase intends to support teachers at a personal (identity, self-esteem, motivation), social (integration in the teaching community and school establishment), and professional (transposition of knowledge into professional practice) level. The induction phase is organised around three main parts:

- general training (264 hours): General training is common to all trainees and takes place in the first year of induction. It is organised by the IFEN and composed of 2 parts: one related to legislation (24h) and the other focusing on theoretical training. Classes can take the form of tutorials (*travaux dirigés*), seminars or conferences. Training on legislation is composed of the following learning units: organisation of government and administration, status of public administration agents, school legislation (institutional knowledge related to the school's regulatory framework), and it also includes a module regarding the organisation of the induction phase. The theoretical training (240 h) is organised around a core curriculum common to all trainees lasting maximum 100 hours related to pedagogics and didactics, assessment of learning processes, communication with parents and other school partners, school development, personal professional development as well as specific didactics related to the subjects taught. 135h are related to the 'understanding and conception of learning situations' and other optional modules;
- vocational training: is composed of complimentary measures, such as job shadowing, tandem learning, or mentoring. Each trainee has to realise a personal and professional project in order to be prepared to react effectively to different teaching and learning situations. To allow candidates to develop the necessary

competences, a reference table of the required professional skills (*référentiel des compétences*) has been defined <sup>(3)</sup>;

- initiation to the school establishment: integration of the trainee in his/her school establishment.

#### 3.3.1.2. Probationary period (*B* in Figure 1)

If the trainee successfully absolves his pedagogical training (A), he enters into a probationary period (B), during which he has to go through class inspections in front of a jury consisting of teachers and usually the school director of the establishment.

#### 3.3.1.3. Application period (*C* in Figure 1)

Those who have successfully passed this probationary period are appointed as teacher candidates. During this 18-months application period (*période de candidature*), they have to establish an application paper (*travail de candidature*). If this application paper is accepted, they are appointed, according to their function, as secondary school teachers (A1), technical education teachers (A2), or masters of technical education (B1).

### 3.3.2. Actors involved

A tutor (*tuteur*) is appointed to each trainee. His/her mission consists in assisting, guiding and counselling the trainees in their didactic and pedagogic approach, performing class inspections, assisting the trainee in his/her observation and evaluation, and assisting the trainee in the writing of his/her dissertation. A coordinator is assigned to each discipline or family of disciplines in which trainees are trained. The coordinator ensures the links between the pedagogic and didactic modules. The coordinator also establishes a network between the tutors and belongs to a network of all coordinators.

### 3.3.3. Evaluation

There is a first evaluation after the first year of the induction phase which consists in an examination on legislation as well as a report on professional development (six written outputs related to professional practice, a portfolio). The portfolio documents the evolution of the training path of the to-be-teacher. It is a professional development tool that reinforces the link between theoretical and practical training. It documents the development of competences as well as the reflections about professional practice. It

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<sup>(3)</sup> [https://ssl.education.lu/ifen/referentiel-de-compétences1?\\$entry.menu\\_entry\\_parameter.getData%28%29=\\$entry.menu\\_entry\\_value.getData%28%29](https://ssl.education.lu/ifen/referentiel-de-compétences1?$entry.menu_entry_parameter.getData%28%29=$entry.menu_entry_value.getData%28%29)

contains a training action plan, an assessment of the tutor, a list of mentoring activities, different documents related to the school establishment in which the practical part of the teacher training is absolved, a CV.

The evaluation of the third trimester is based on a dissertation. The teacher education programme leads to a certification which is recognised by the Ministry of Education and which gives its holders access to the probationary period (B in Figure 1) mentioned in Section 3.3.1. The certificate includes a grade, which is awarded by the Exam Commission.

During the probationary period (fourth semester) the evaluation consists in a class inspection (class observation, an evaluation of didactic materials prepared for class and an interview with the jury at the end of the class). The final report includes the preparation of two sequences of six consecutive lessons. A commission inspects two of the 12 prepared lessons. The success in this examination gives access to the application period (C in Figure 1), during which the trainee has to write his application paper. The acceptance of the application paper written during the application period definitively gives access to the teacher career.

### 3.4. Induction programme for adult trainers

The provisions of the grand-ducal regulation of October 24th, 2011, regulating the training of adult trainers will be no longer valid for adult trainers recruited for the coming school year. The dispositions of the Law of July 30th, 2015 (cf. art. 6, p. 3912) will be applicable to adult trainers as of September 1st 2016. Until that date, candidates who have successfully passed the entry exam have to complete a two-year induction period (stage) which consists of a practical and theoretical (240 hours) pedagogic training and a teaching assignment. Trainees are accompanied by a pedagogic counselor, who guides, supervises and supports them on a personal, social and professional level. The practical training takes place in the teaching institutes (INL, E2C, CNFPC). The theoretical training is organised in a modular way and comprises an introduction to teaching and learning of adults, educational sciences, didactics, information, orientation and guidance of learners in the framework of lifelong learning, modules relative to management and support of learning processes in groups.

### 3.5. Induction programme for teaching assistants

Apart from secondary school teachers, the Ministry of Education may engage so-called teaching assistants (*chargés d'éducation*). To assure the quality of teaching, the laws

of June 29th, 2010 <sup>(4)</sup> and the grand-ducal regulation of March 16th, 2012 introduced new hiring conditions for full or part-time teaching assistants. This law introduced a 60-hours in-service training for all teaching assistants during their first year of service. This regulation is valid only for teaching assistants hired before October 1st, 2015. For teaching assistants hired after this date, a new law will <sup>(5)</sup> regulate appointment and training requirements for employees in National Education. According to this law, teaching assistants will have to undergo a similar induction phase (one year shorter) as teachers working as civil servants. A three-year training cycle will take place at the beginning of the induction phase. It will be called *Cycle de formation de début de carrière* (training cycle in the career beginning). Only teaching assistants with a permanent contract will have to undergo this training cycle. Depending on the career and the salary category, candidates will have to follow between 36 and 72 hours of theoretical training and between 18 and 36 hours of reflection groups. The competence referential is the same as for civil servant teachers (Section 3.3.2). The training focuses on pedagogic aspects and school legislation and is set up according to five modules (School legislation, General status of civil servants and public employees, Pedagogics and didactics, Regulation and evaluation of learning process, Communication with parents and other school actors). The training transmits a repertory of technical and methodological tools that help the lecturer to plan, conduct and assess differentiated learning situations. The employee will have to undergo an examination on legislation and compile a *dossier de formation de début de carrière* (training file of the beginning of the career), documenting individual learning progresses. It documents the preparation, implementation, evaluation and reflexive analysis of one or more didactic units. A vocational aptitude report will be drawn up by the director of the school establishment, based on an inspection in the first and third year of induction. Each inspection will be composed of a class observation, an evaluation of the didactic materials of four consecutive lessons, an interview with the director/inspector. The training will be attested by a qualification certificate after the candidate succeeds in a test on school legislation and compiles a qualification file (*dossier de qualification*).

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<sup>(4)</sup> [Loi du 29 juin 2010](#) «portant création d'une réserve nationale de chargés d'enseignement pour les lycées et les lycées techniques». This law will be replaced by a new law, as it is no longer in sync with the Law of March 25<sup>th</sup>, 2015, determining the career and allowances of state employees.

<sup>(5)</sup> At the moment of writing and reviewing the article, the law that will regulate the induction phase of teaching assistants has not yet been voted. But it will be applied retrospectively to the teaching assistants hired after October 1<sup>st</sup>, 2015. The information given above is thus subject to change, according to the final draft of the law.

### 3.6. Continuing professional development (CPD)

CPD has gained considerable importance over the years and is now considered a professional duty in the Luxembourgish education system. Luxembourg legislation stipulates the exact minimum number of training hours that each teacher is expected to attend. The Grand-Ducal regulation determining the secondary and technical secondary school teachers' work <sup>(6)</sup> foresees a minimum of eight hours of certified continuing training per year. CPD of school staff takes place during their working hours but, if possible, not during the time of school lessons. Legislation doesn't offer any explicit incentives like salary increases or credits for promotion to teachers to encourage their participation in CPD. Staff members do not pay any fees for training organised by the IFEN. A new regulation has entered into force, in which the minimum obligatory continuing training has been raised to 48 hours in three years. Within the SCHiLW framework (*Schulinterne Lehrer/innen-Weiterbildung* – school teachers continuing training), the IFEN supports secondary schools that are willing to set up training plans (plans de formation, not compulsory). These plans contribute to a better coherence between the school's objectives and teachers' training activities. Each secondary school which organises training activities in the framework of SchiLW has to nominate two training delegates (*délégué à la formation continue*), who coordinate the training activities held in their school. They are appointed by the Minister for a renewable three-year term on joint proposition of the school director and the IFEN. The IFEN ensures the training, monitoring and professional exchange among training delegates. Continuing training offer is elaborated by the IFEN in collaboration with and on demand of school staff who are consulted yearly. IFEN tries to respond to individual needs identified at different levels as well as to political decisions. Continuing professional development is put in place according to the training objectives and the availability of the teachers being trained: seminars (one-off training), training days, conferences, sequential continuing training (introductory module followed by a practical phase which may or may not be accompanied by a phase of exchange and intensification). In a period of rapid technological change, it is essential that VET teachers continuously update their vocational skills and knowledge, to ensure trainees leave the VET system with skills that can be put into practice immediately.

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<sup>(6)</sup> *Règlement grand-ducal du 24 juillet 2007 portant fixation de la tâche des enseignants des lycées et lycées techniques*, see also ministerial instruction 5 July 2010 concerning the organisation of *lycées and lycées techniques*.

### 3.7. Becoming a teacher: other access routes

From the start of the school year 2016/17, the University of Luxembourg will offer a training leading to a master in secondary education (EQF7), co-financed by the State. This new academic stream will focus on disciplinary didactics and constitute a second access path to the teaching profession. It is addressed to students holding a BA in a specific discipline, who wish to be trained to the didactics in this discipline. As future teachers will be able to acquire thorough knowledge in pedagogics and didactics, some courses may be exempted from the induction phase at the beginning of their teacher career. The Master will be offered in German language and literature, in French language and literature as well as in Mathematics. It will also focus on the specific challenges of the Luxembourgish multicultural and multilingual school context.

Validation of non-formal and informal learning (*validation des acquis de l'expérience* – VAE) is a process which enables recognition of professional and non-professional experience in view of obtaining among others all or part of a master craftsmanship diploma, a higher technician certificate (*brevet de technicien supérieur* – BTS), various bachelor's or master's levels of university studies. VAE is for anyone, regardless of age, level of study or professional status. The prerequisite is to have completed at least three years or 5 000 hours of paid, unpaid or voluntary work directly related to the requested qualification, whether continuous or not. Validation of competences may open access to different types of teaching careers (teachers A1, A2, B1, teaching assistants or adult trainers).

## 4. Other types of trainers

### 4.1. Trainers in vocational training

The Chamber of Commerce offers a training programme for teachers giving vocational training (B1), aiming to make the transfer and appropriation of knowledge by learners more effective. This programme provides fundamentals necessary to successful teaching as well as specific aspects allowing to perfecting one's pedagogic approach. Each training activity is concluded with an assessment in front of a jury with the aim of granting a certificate of success. The two levels (fundamental and advanced) are offered repeatedly through four-day-training sessions every year. The programme helps participants to define their training style and familiarise with learning mechanisms, animation techniques, different learning types and the impact of new media on training practices. It is a very interactive training, combining theory and exercises. It is composed of different tools of self-knowledge and animation techniques, as well as practical exercises, making the training an illustration on how to catch the interest of the public.

#### 4.2. Apprentice tutors in companies <sup>(7)</sup>

The law of December 19th, 2008 stipulates that an enterprise offering training or apprenticeship has to designate one or more tutors to mentor apprentices all along their apprenticeship. The tutor is in charge of the practical training and the pedagogic supervision of the apprentice. He is also appointed as the contact person for the apprenticeship counsellor and the competent professional chamber with regard to the progress of the apprentice. The law has increased the responsibility of the tutor in the training and assessment of the apprentices. The training of tutors has become central in order to increase and assure the quality of initial and continuing vocational training and in promoting the recognition of diplomas and certificates across the borders. Participation in tutor training is mandatory for each enterprise involved in the training of one or more apprentices. Each tutor has to undergo a three-day training activity, organised by the competent professional chamber. A trainer holding a Master Craftsperson Diploma (*brevet de maîtrise*) or equivalent is exempted from this mandatory training. The training *tuteur en entreprise* (tutor in company) comprises a legal section, a pedagogic section and a section on assessment. It gives tutors useful tools to set up a training path, manage the relationship with the apprentice, identify the mission of the tutor and be able to help apprentices integrate in the working world and the enterprise.

The Lifelong learning centre of the Chamber of Employees offers a similar training aiming to provide pedagogic tools for transmitting one's knowhow to one's collaborators and colleagues. It is addressed to tutors and trainers and aims to enable participants to identify the key competences to be conveyed with regard to the specificities of the job and to follow up the learning progress. The training also aims to enable candidates to identify learning difficulties, create favourable learning conditions and to be familiarised with assessment tools. A platform, collecting all useful information for tutors, has been created for tutors willing to train an apprentice (<https://evaluation.lsc.lu/pft/index>).

#### 4.3. Assuring quality of training and tutoring

In the framework of EQAVET, Luxembourg has developed a list of monitoring indicators among which the qualification of teachers and trainers is a legal requirement in IVET. The Ministry of Education, Children and Youth and the Chambers of Labour and Trade do provide training courses for IVET teachers and trainers and the participation rate as well as the funds invested are being monitored.

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<sup>(7)</sup> <https://evaluation.lsc.lu/formtuteurs.html>

## 5. Cooperation and partnerships between the world of education and the world of work

In the Luxembourgish tripartite structure, the Ministry of Education, Children and Youth (MENJE) together with the professional chambers develop the standards for VET. This means that the link with the world of work is concretely made via the elaboration of the curricula, which are based on labour market demands. The partnership also involves communication between stakeholders involved in teacher training and professional chambers, who can then adjust teacher training to the needs of the business world. The law of December 19th, 2008 <sup>(8)</sup> has emphasised this tradition by anchoring the partnership between these organisations. The partnership covers guidance offered to learners, organisation of training offer, assessment of training programmes, Development of Validation of acquired experience, and selection of the professions or trades covered by initial vocational education and training.

Another institutionalised cooperation form are the *conseillers à l'apprentissage* (apprenticeship counsellors) in the professional chambers. The counsellors are in direct and permanent contact with training companies, apprentices, parents if needed and school establishments. Their mission is to accompany enterprises and apprentices all along their training path and to transmit all the information relating to vocational training (legislation, organisation, programmes, *carnet d'apprentissage*, etc.) through documenting work, offering individualised advice and visits in class. They act as intermediary and mediator in case of difficulties between the apprentice, the school and the company and are available to the apprentice in case of professional reorientation or search of a new apprenticeship in case of contract termination. The counsellors also have to make sure that the procedures relative to contract termination are respected and they analyse the results of integrated projects. They present results and make improvement propositions to the *comité de tutelle* and report non-compliance to the legislation on vocational training and employment to competent authorities. They also contribute to the continuing adaptation of vocational training to technical evolutions.

To enable teachers to best prepare pupils for the labour market, IFEN offers courses in diverse domains such as professional orientation and life-planning <sup>(9)</sup>. Some of the training offered by IFEN constitute of company visits, and staff exchange with heads of human resources to familiarise teachers with the business world. Teachers involved in coaching have the possibility to obtain specific training. Teachers can also be trained to

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<sup>(8)</sup> Law of 19 December on the reform of vocational training, Mémorial A, 220 of 30 December 2008.

<sup>(9)</sup> See e.g: <https://ssl.education.lu/ifen/descriptionformation?idFormation=14668>;  
<https://ssl.education.lu/ifen/descriptionformation?idFormation=14613>



get familiar with projects such as Stop&Go, the *Plateforme accrochage scolaire* (PAS) or workshops such as Fit for life/Fit for rules or with different platforms such as 'anelo' and be able to work with the tools of 'Jobcity', 'Bewerbungstraining', and 'ePortfolio' set up by the Centre of Psychology and School Guidance (CPOS), and the Psychology and School Guidance Service (SPOS). Some of the trainings offered by IFEN constitute of company visits, exchange with heads of Human Resources, in order to familiarise teachers with the business world. These courses aim to enable teachers to improve the professional orientation of learners and best prepare them for the labour market.

Different modules aiming to establish a contact between teachers and business managers, allow participating teachers to familiarise with the reality in the business world, specificities of different economic sectors and business practices <sup>(10)</sup>. These trainings are offered by the IFEN but take place in companies, and contribute to enabling teachers to help pupils better in their professional orientation.

## 6. National and EU-funded projects to support VET teachers and trainers' professional development

Anefore is the institute in charge of organising Erasmus +, which offers different opportunities for vocational students and staff to undertake traineeships abroad. Mobility projects can take different forms and include job shadowing/observation in teaching or training institutions, teaching periods in an enterprise or other VET organisations abroad. Teachers can also participate in structured training courses abroad. These mobility projects aim to improve the quality of vocational education and training across Europe, provide a broader perspective on education, as well as ensuring the exchange of knowledge and best practices in education. The mobility projects enable teaching staff to develop their competences, improve teaching skills through experiencing new learning content, concepts and methods. They also contribute to the implementation of the [European credit system for vocational education and training](#). These activities can last from two days to two months, or even up to a year in some cases. Such mobility projects also help VET institutions to build strategic partnerships and develop lasting international networks with other VET institutions, with which they can work together on themes of common interest and exchange best practices and innovative ideas. Projects are financed when they are framed into a

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(<sup>10</sup>) See e.g.: <https://ssl.education.lu/ifen/descriptionformation?idFormation=14805>;  
<https://ssl.education.lu/ifen/descriptionformation?idFormation=14806>;  
<https://ssl.education.lu/ifen/descriptionformation?idFormation=14809>

strategic approach of the participating organisations and aligned with a perspective of internationalisation of the organisation.

A call for the Erasmus+ VET Mobility charter 2015-20 has been launched in May. This scheme aims to accredit organisations having successfully organised high quality mobility projects among VET teachers. Luxembourg is also participating in the ETwinning project, the European Commission's eLearning Programme aimed at teachers. ETwinning offers a platform for staff working in a school in one of the European countries and promotes communication, school collaboration and development of projects in a transnational European learning community. Teachers can network and run joint classroom projects with colleagues in Europe, access learning resources and take part in professional development opportunities. The portal provides support and online tools and services for schools and teachers, and allows setting up projects, sharing ideas, exchanging best practices and start working together, using various customised tools available on the eTwinning platform. In May 2015, Anefore organised an eTwinning workshop in Luxembourg, gathering 50 teachers of secondary education from Germany, Belgium, France, Luxembourg, the Netherlands and Great Britain, around the theme 'Tackling lack of pupil motivation, risk of school dropout and low basic skill achievement through European projects'. The objective of the seminar was to set up quality eTwinning projects in fighting the low competences level and early school leaving. Figures show the growing popularity of the project among Luxembourgish schools and teachers. Since 2007, 229 new members have registered on the platform, 103 projects were realised and 71 teachers have benefited from financial support to participate in an eTwinning event abroad.

## 7. Conclusion

The role of teachers and trainers in VET and the need to support their CPD have been part of the European agenda and have been subject to important reforms and debates in the Luxembourgish policy framework. Important reforms, such as setting up a systematic and coherent approach for initial and continuing professional development for all actors in National Education, independent of their status, aim at increased coherence and continuity between IPD and CPD of teachers. The reforms also have to be seen as an alignment with the Law of March 25th, 2015, reforming public administration.