In Luxembourg, there is no single framework law for all programmes offered in adult education. On the basis of the different types of education provided and the laws regulating this provision, it is however possible to distinguish the main, though sometimes overlapping, categories:

- **Adult secondary education** *(deuxième voie de qualification)* leading to the same diplomas as provided by initial education
- **Adult apprenticeships** *(ateliers d’apprentissage personnalisés)*
- **Adult higher education**
- **Adult general education** concerning a wide range of subjects including citizenship education and language classes
- **Basic skills education**
- **Continuing vocational education and training** (CVET) including professional and sectorial training as well as training for jobseekers.

### Provision to raise achievement in basic skills

#### Background

In Luxembourg, according to the EU Labour Force Survey (2013), 19.5 % of adults (aged 25-64 years) have completed lower secondary education at most while 7 % have a lower level of educational attainment. According to the Adult education survey (2011), 55.3 % of low-qualified adults (i.e. those with at most lower secondary education) participate in lifelong learning, which is well above the EU average (21.8 %).

Since 1991, basic education for adults *(instruction de base des adultes)* has been defined by law as one of the responsibilities of the of the ministry of Education’s department for Adult education. As a consequence, there are publicly funded courses allowing adults to acquire or improve their basic skills.

#### Main types of provision

Courses provided within the legal framework of **adult basic education** *(instruction de base des adultes)* target **literacy** (German and French) and **numeracy** skills. They are coordinated by the Service for adult learning of the ministry of Education, Children and Youth (MENJE). The provision is largely assured by MENJE and delivered through local providers.

Other providers are the **National language institute** *(INL)*, as well as **municipalities** and
associations meeting the ministry's **quality standards**[3] regarding access, transparency of learning outcomes and teaching quality. Criteria include the requirement that only teachers accredited by the MENJE can deliver this type of provision. Another quality requirement stipulates that providers have to deliver a personal statement of learning outcomes (*bilan descriptif*) to learners on their demand.

In 2013, the MENJE published a **reference framework**[4] setting out the skills and competencies for adult basic education (MENJE, 2013). The provision is funded by national resources as well as European funding; and it is free of cost for participants. In 2012/13, 340 learners participated in adult basic education (Source: MENJE, 2014).

The above-mentioned framework of adult basic education also includes **ICT** courses. These are part of the wider 'e-Luxembourg' programme set up in 2000. The objective is to close the digital divide between younger and older people and between poorly-qualified, respectively highly-qualified citizens. The provision includes most basic ICT operations (a 20-hour course known as the 'Internet driving licence' [*Internetführerschein*]) as well as word processing, using spread sheets, digital photography, etc. While these courses are publicly subsidised, learners are generally required to pay a fee of between 60 and 100 euros. However, certain target groups are eligible for reductions (e.g. unemployed people). In 2012/13, these ICT courses attracted 1 748 participants (Source: MENJE, 2014).

Another education framework applies to Second chance education. Known as the **Second qualification pathway** (*2e voie de qualification*), it was established as early as 1979. While its provision mainly targets the upper classes of secondary education, it also includes programmes of the lower secondary level. Programmes corresponding to lower secondary education can be followed by all people who are no longer subject to full-time compulsory schooling, but who have not completed their educational path. The provision uses national public funding and is offered at no cost for learners. In 2012/13, 518 enrolments were registered in lower and upper secondary education at the 'Second qualification pathway' (Source: MENJE, 2014).

Other types of provision also contribute to the development of basic skills in the adult population. These include, in particular, a range of programmes/courses provided within the framework of active labour market policies (ALMP) and project-based initiatives using European funding. For example, since 2014, the ministry of Education has been implementing the EU project **Learn for Success** (L4S), which provides a personalised training programme through individual learning workshops lasting between 50 and 100 hours, in languages (French, German and English), mathematics, office skills and general and civic knowledge. The training is delivered by an expert and the content, duration and learning pace are adapted to learners’ needs.

**Provision to achieve recognised qualification during adulthood**

The learning possibilities for adults are described in detail in the document **Les formations diplômantes**[5] (in French, edited by the MENJE).

**Adult secondary education**

Adult secondary education courses (*deuxième voie de qualification* [6]) allow adults to obtain the same qualifications as those delivered by initial education and training. It informs about access conditions and practicalities.
Main areas of specialisation

The courses of 'second chance education' (deuxième voie de qualification) provide secondary education adapted to the needs of adult learners. The main forms are:

- **Evening classes** (cours du soir) in **general and technical secondary education** organised by secondary schools (lycées) and by the CVET training centre (CNFPC [7])
- **Blended learning scheme of general secondary education**, called **eBac** [8] and composed of 75% online and 25% in-class teaching
- **Day classes** offered by the School for Second Chance
- **Adult apprenticeships** (apprentissage des adultes), combining courses provided in technical secondary schools or at a CNFPC with workplace learning, on the basis of apprenticeship contracts concluded between apprentices and companies.

Furthermore, adult learners have the possibility to **prepare individually** for final examinations at the end of secondary education and to take exams without prior course participation.

The current course programme is presented in a yearly **catalogue** [9] issued by the Service for adult education.

Admission requirements

Students should be aged **18 years or above**, except for the School for Second Chance which accepts young people from the age of 16 to the age of 25. Other admission requirements are aligned with those of initial secondary education. However, principals may admit adult learners individually on the basis of a **conditional admission** (admission conditionnelle).

Some programmes only accept learners who have not been enrolled in initial education or training for at least one year (i.e. School for Second Chance, adult apprenticeships) and who have been affiliated with the Social security centre (Centre commun de la sécurité sociale) for at least 12 months (adult apprenticeships).

Learner assessment and progression

Learner assessment and progression is organised according to the regulations of initial education and training. However, courses as well examinations may be spread over longer periods of time (i.e. two academic years may be allowed for completing the final examination of secondary education) and methods are more suitable to adult learners' needs.

Certification

Diplomas and certificates issued at the end of these classes are equivalent to the certifications of initial education. Both general and technical school leaving diplomas thus provide access to higher education.

For details on the course provision, see the yearly **catalogue** [10] issued by the Service for Adult Education.

Adult higher education

For information about the different **types of higher education** [11] available, details of provision, admission requirements, main areas of specialisation, learner assessment and certification, see the subchapters of **chapter 7, Higher Education** [12]:

First cycle programmes
Second cycle programmes
Programmes outside the structure of bachelor and master programmes.
Third cycle (PhD) programmes.

Provision targeting the transition to the labour market

The main types of training for job seekers are:

- Vocational training and retraining courses provided by the National continuing vocational training centres (CNFPC; Centre national de formation professionnelle continue)
- Courses organised by the National continuing vocational training centres (CNFPC; Centre national de formation professionnelle continue) and financed by the ministry of Labour, Employment and the Social and Solidarity Economy on demand of a company or an economic sector in exchange for employment opportunities for job seekers
- Re-training courses organised by associations on the basis of an agreement with the ADEM.

In the field of vocational retraining, the Agency for the Development of Employment (ADEM; Agence pour le développement de l'emploi) selects participants of the training measures it organises. As for the different training programmes provided by non-profit organisations, some organisations only accept job seekers registered with the ADEM, whereas others may also accept other persons looking for professional integration or reorientation (this mostly depends on the way programmes are funded).

The Agency for the Development of Employment (ADEM; Agence pour le développement de l'emploi) can also issue a voucher for job-seekers allowing them to participate in general adult education. These vouchers are mostly issued for language courses in order to provide the language competences needed for the different economic sectors.

Provision of liberal (popular) adult education

Adult general education also includes learning activities that are not directly related to the labour market. Such courses may be, for example, courses for adults who want to improve their level in basic skills; language courses or courses on other subjects allowing learners to develop their personal, social, civic or cultural competences.

Main areas of specialisation

The ministry of Education’s Service for adult education (Service de la formation des adultes) coordinates a series of general knowledge and social promotion courses, organised either by the service itself in secondary schools or by municipalities and non-profit organisations.

Courses are provided in following subject areas:

- Active citizenship
- Adapted courses for adults with special needs
- Arts & crafts
- Basic skills
- Information and communication technologies (ICT)
- Languages
- Personal development and well-being
• Science, economy and environment.

This offer is completed by other providers which are active in the respective fields of education. The provision may involve public institutions such as the National Language Institute, or associations, such as the association RBS ([17] Center fir Altersfroen) or the local Senior clubs ([18] Clubs seniors), which provide learning opportunities for elder people and are coordinated by the ministry of Family affairs and Integration) as well as commercial providers.

**Admission requirements**

Courses subsidised by the ministry of Education have to guarantee general access to all adult citizens. Providers may, however, specify a level of competences necessary for participating in certain courses.

For advanced language students wishing to enrol in a language course at the National Language Institute (Institut national des langues), entry tests and interviews with language teachers are organised in order to ensure that the courses correspond the students' level and learning objectives.

**Learner assessment, progression and certification**

As for courses subsidised by the ministry of Education, the quality label issued by the Service for adult education requires providers to:

- Inform learners in advance of the learning outcomes expected
- Issue a certificate of participation to all learners having attended at least 70 % of the sessions
- Deliver a descriptive (bilan descriptif) of learning outcomes based on formal evaluation (on the learner's demand).

The National Languages Institute ([19] INL) bases its education, teaching and evaluation on the principles of the Common European Framework of Reference for Languages (CEFR), as elaborated by the Council of Europe in 2004. Moreover, it regularly organises examination sessions and tests allowing learners to obtain internationally recognised certificates for several languages.

**Other types of publicly subsidised provision for adult learners**

Continuing vocational education and training (CVET) in Luxembourg includes:

- Training organised by companies according to their training needs (collective access)
- Training undertaken by persons active on the labour market with a view to their professional development and work-related competences (individual access)
- Training for jobseekers and persons in risk of losing their employment (vocational retraining).

**Main areas of specialisation**

There are different types of structured courses proposed in the field of CVET:

- Courses for a general public (provided by employers' chambers, employees' chambers, by mixed and commercial providers)
- Sectoral training addressed to persons working in a given sector and mostly organised by sectoral institutions (further information is provided by the Lifelong-learning website)
- Training related to the right to practice and to set up a business (further information)
• **Training for job seekers** (see above)

• **Training activities organised by companies** as described in a STATEC report [24] on the results of the study CVTS (Continuing vocational training survey) (STATEC (ed.), 2012. *La formation professionnelle continue au Grand-Duché de Luxembourg* [24] [PDF]).


**Admission requirements**

As for training activities organised by companies, the target public and conditions of access are defined by the company with respect to its skills needs or on the basis of its training plan.

Admission requirements for individual participation in structured courses are defined by the course organisers.

In the field of vocational retraining, the Agency for the Development of Employment (ADEM; *Agence pour le développement de l'emploi*) selects participants of the training measures it organises.

As for the different training programmes provided by non-profit organisations, some organisations only accept job seekers registered with the ADEM, whereas others may also accept persons aiming at a professional integration or reorientation (these conditions will mostly depend on the way programmes are funded).

For the eligibility criteria for support schemes enabling access to CVET see article 3.3 Adult Education and Training Funding [26] or consult the booklet *Aides à la formation* [27] (*INFPC, Institut national de la formation professionnelle continue*, 2013 [PDF]).

**Learner assessment, progression and certification**

Learner assessment, progression and certification vary according to the provider and the type of course.

For some training measures, providers may issue **certificates of attendance** to the participants.

Other training activities may include an **evaluation of competences** and result in the delivery of –more or less widely recognised– **certificates and diplomas** (e.g. diplomas recognised in a given sector on the basis of sectoral agreements or international certificates).