



ESSA-SPORT

Improving the Supply of Skills to the Sector

NATIONAL REPORT

**Analysis of labour market
in the sport and physical
activity sector**



Luxembourg

September 2019

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THE ESSA-SPORT PROJECT AND BACKGROUND TO THE NATIONAL REPORT

1. THE ESSA-SPORT PROJECT AND BACKGROUND TO THE NATIONAL REPORT

a) The ESSA-Sport Project

The aim of the ESSA-Sport project, funded by the European Commission under the Erasmus+ programme, was to establish a European Sector Skills Alliance covering the full breadth of the sport and physical activity sector across the European Union. The project was a direct response to the identified needs and challenges of the sport and physical activity sector.

The 3-year project, which began in October 2016, aimed to create a knowledge base and plan for action within the sector on the key issues of skills and workforce development which are central to helping the sector grow, to equip those working or volunteering with the right skills and to enable the sector to fulfil its potential as a social, health and economic driver. The overall ambition was to create an evidential basis for change and improvement, to create a major consultation on skills for the sport and physical activity sector.

The project has identified skill needs and future priorities based on national and European level research and consultation activities. The project partners are proud to have generated new knowledge and data to support policy and priority actions in the sport and physical activity sector.

b) The National Report

A National Report has been developed for EU countries where there is no ESSA-Sport National Coordinator. The report has been developed through desk research activities and unlike countries where there is an ESSA-Sport National Coordinator there has been no national consultation activities organised.

c) The sport and education system

Firstly, in Section 2 of this report, there is a presentation of key political, geographical, economic and population factors and characteristics of the national labour market.

Section 3 presents some basic information and characteristics of the national sport and physical activity sector/system.

The overall national education and training system is presented in Section 5 whereas some basic information on how education and training is organised in the sport and physical activity sector is presented in Section 6.

d) Sport Labour Market Statistics

Section 4 focuses on the work carried out to collate available data and statistics on the sport and physical activity labour market in all EU Member States.

In order to make an impact on the sector and allow it to unlock its potential to improve people's lives, it is necessary to have a precise idea of the size and characteristics of the current labour market, and information about changes and tendencies.

The aim of the current initiative was to fill a knowledge gap by undertaking wide research activities at both European and national levels to identify the scale and scope of employment in the emerging and growing sport and physical activity sector.

NACE is the statistical classification of economic activities in the European Community, while ISCO is the International Standard Classification of Occupations. The ESSA-Sport consortium has been successful in collecting the most relevant NACE and ISCO data related to the sport sector, gathered from the European body Eurostat. This data on the size and characteristics of the sport labour market at the national level is presented in section 4.

e) Recommendations

For countries where there has not been an ESSA-Sport National Coordinator it is not possible or relevant to develop a detailed action plan. Rather, some broad recommendations formulated at the European level are presented in section 7 which can potentially form the basis of further discussion by national stakeholders to confirm their relevance and whether they could be implemented nationally.



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NATIONAL KEY FACTS AND OVERALL LABOUR MARKET

2. NATIONAL KEY FACTS AND OVERALL DATA ON THE LABOUR MARKET

a) National key facts and data



Capital	Luxembourg
Official EU language(s)	French, German
EU member country	Since 1 January 1958
Currency	euro. Euro area member since 1 January 1999
Schengen	Schengen area member since 26 March 1995

Geographical Size	2 586
Population:	613 894
GDP per capita in PPS ¹	254

Political system
<p>The Grand Duchy of Luxembourg is a parliamentary constitutional monarchy (Grand Duchy) with a head of government - the prime minister - and a head of state - the Grand Duke - who has only formal rights. The government exercises executive power. General elections take place every 5 years. 60 members are elected to a single-chamber legislative body, the Chamber of Deputies. The country is divided into 4 electoral regions, 12 administrative cantons and 105 communes. 12 of the communes have city status, the largest being Luxembourg City. Luxembourg has three official languages: French, German and Luxemburgish. The first two are official EU languages.</p>

¹ Living standards can be compared by measuring the price of a range of goods and services in each country relative to income, using a common notional currency called the purchasing power standard (PPS). Comparing GDP per inhabitant in PPS provides an overview of living standards across the EU.

Trade and economy

The most important sectors of Luxembourg's economy in 2018 were the financial and insurance activities (26.5%), wholesale and retail trade, transport, accommodation and food services (18%) and public administration, defence, education, human health and social work activities (16.7%).

Intra-EU trade accounts for 84% of Luxembourg's exports (Germany 27%, Belgium 15% and France 14%), while outside the EU 3% go to the United States and 2% to China.

In terms of imports, 88% come from EU Member States (Belgium 35%, Germany 26% and France 11%), while outside the EU 4% come from the United States and 2% from both China and Japan.

European Parliament

There are 6 members of the European Parliament from Luxembourg.

Unemployment rate	5.4%
Job vacancy rate ²	1.7%

b) Characteristics of the overall labour market

1) The total employment in Luxembourg

TOTAL EMPLOYMENT	278.000
+ % of the population aged 15-64	67,0%
<i>Total population aged 15-64</i>	414.900

TOTAL UNEMPLOYMENT	16.000
+ % of the active population	5,5%

2) The overall labour market - By gender

Male	53,6%
Female	46,4%

3) The overall labour market - By age

15 - 24	7,2%
25-49	82,4%
50+	10,4%

² A job vacancy is defined as a newly created, unoccupied, or about to become vacant, post. The job vacancy rate (JVR) measures the proportion of total posts that are vacant expressed as a percentage as follows: $JVR = \text{number of job vacancies} * 100 / (\text{number of occupied posts} + \text{number of job vacancies})$.

4) The overall labour market - By type of employment

Employed	93,5%
Self-employed	6,5%

5) The overall labour market - By type of contract

Full time	82,4%
Part time	17,6%

6) The overall labour market – By level of education³

Low education	18,4%
Medium education	34,1%
High education	47,6%

³ The statistics on level of education collated from Eurostat refer to ISCED level:

Low education	Levels 0-2
Medium education	Levels 3-4
High education	Levels 5-8



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THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR



3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR

a) Ministry responsible for sport and main sport structures

Based on the principle of subsidiarity, sport in Luxembourg is based on the recognition of the sporting movement, as an autonomous and independent partner to the public authorities. The sports movement is composed of licensed federations and their affiliated clubs, and their central body is the Luxembourg Olympic and Sports Committee (COSL), which was founded and recognised by the International Olympic Committee (CIO.) in 1912. The COSL's missions are:

1. Grouping all the national sports federations and sports-oriented federations
2. Contribute to the development of sport and physical education and sports
3. Represent the interests of the sports movement
4. Promote the movement and the Olympic ideas and organize participation in the Olympic Games and other multisport events.

The government respects the autonomy of the sporting movement. It contributes as a subsidiary and complementary support to the development of sport and to the achievement of the objectives of the sports movement.

The Minister and his Ministry of Sports have within their remit all issues related to the sport in the Grand Duchy of Luxembourg. The State supports sport in achieving its main goals that are maintaining or improving health, personal development, social integration and the development of society relations, as well as obtaining results in competition at all levels. It supports the sports movement in protecting the ethical foundations of sport (law of 3 August 2005 on sport)⁴.

In the interest of sports federations and societies, coaches' training is provided by the National School of Physical Education and Sports (École nationale de l'éducation physique et des sports – ENEPS), in close collaboration with the appropriate federations. The ENEPS is an administration of the sports ministry.

In 2012 a special school structure (Sportlycée) for young talented and ambitious athletes has been created. It offers privileged conditions to prepare their sports career in parallel with an adequate school and professional career (dual career system).

In 2017 the Luxembourg Institute for high Performance in Sports (LIHPS) was created. It mainly targets competitive sport.

The law of 3 August 2005 on sport established the Conseil supérieur des sports with an advisory mission to the Minister of Sport in the context of State contributions to sport. The *Conseil* is currently composed of 13 members: the president, two vice presidents and a secretary general appointed by the Minister, three delegates of the Olympic and Sports Committee of Luxembourg, three selected members for their skills in sport and three representatives of ministries involved in sport, namely the Ministry of national Education and vocational Training, the Ministry of Family and the Ministry of Health.

The *Conseil's* activities aim to: (1) study and advise on all proposals, suggestions and information on matters relating to physical education and sport submitted by the competent minister; (2) present its own





⁴ Sources: European Commission - Final Report on Study on Sport Qualifications acquired through Sport organisations and (Sport) Educational Institutes, Act of 3 August 2005 on the sport

initiative, any proposals, suggestions and information on physical education and sport; (3) advise on the budget proposals of the Ministerial Department for Sports; (4) submit proposals on the allocation of State funds for the activities of sports associations and ensure that allocated funds are used in accordance with regulations.








b) Sport strategy⁵

In 2014 the Luxembourg Olympic and Sports Committee (COSL) published the “integrated sports concept” in cooperation with the Ministry of Sports. This concept is a fundamental pillar for the progression of sport in Luxembourg.

The main objectives are:

-  Increase in the rate of the active population as well as in the frequency, quality and intensity of sports activities and movement at any age;
-  Promotion of behaviours which anchor the positive values of sport in society and which combat undesirable side effects;
-  Increasing the value of sport in education, improving the training of coaches and developing the "sport" skills of accompanying staff (age groups 0-6, 6-9, 9-12);
-  Creation of suitable framework conditions for the promotion of performance-oriented talents as well as high-level sport.

To a successful implementation of the concept, the following strategies are essential:

-  Evolution from a sports policy to a society policy
-  Reinforcement of the interest of politics for sport, recognition of its importance and acceptance as a political priority
-  Provision of well-founded information to all stakeholders (State, sports movement, vital forces)
-  Setting common goals and planning their implementation
-  Adaptation of structures according to objectives
-  Realisation of balanced investments (State and private sector)
-  Establishment of a strategy and action plan for the national development of sport

c) Role of The Luxembourg Olympic and Sports Committee (COSL)⁶




The Luxembourg Olympic and Sports Committee (COSL) is the umbrella body of Luxembourg's private organized sport. The COSL, recognized as the central body for Luxembourg sport by the public authorities and the National Olympic Committee (NOC) by the International Olympic Committee (IOC), brings together all of the sports and sports federations, both Olympic and non-Olympic.

Its missions are:

-  bring together all the national sports and sport-oriented federations

⁵ Source: Extract from the CONCEPT INTÉGRÉ POUR LE SPORT AU GRAND-DUCHÉ DU LUXEMBOURG (Comité Olympique et Sportif Luxembourgeois, 2014)

⁶ <http://teamletzebuerg.lu/cosl/mission/>

-  contribute to the development of sport and physical and sports education
-  represent the interests of the sports movement
-  promote the Olympic movement and ideas and organize participation in the Olympic Games and other multisport events.

Thus, the COSL brings together 61 Olympic and non-Olympic federations with more than 125,000 members in some 1,550 clubs. COSL aims to be a modern service provider that supports federations with services, advice and financial support through short action and decision-making channels - assisted by a small, slender organizational structure and around 80 volunteers.

As an impartial representative of sport, COSL defends the interests of Luxembourg sport on a national and international level and acts as a competent and reliable partner for politics, the economy and the media.

In addition to the development of high-level and competitive sport, the Luxembourg Olympic and Sports Committee is involved in other fields of sport: leisure sport, the integration of people of diverse social, cultural and religious origins, sport for the disabled and special offers for the elderly are promoted by the Luxembourg Olympic and Sports Committee in close collaboration with its member federations.

To this end, COSL organizes major sporting events each year such as the 'COSL Spillfest' (game festival) and Olympic Day. He is the initiator and partner of numerous campaigns for sport and health - for example "Meter fir Meter", "Nei derbei", "Role of sport as a factor of integration", "Sports day for the disabled" and "Gesond iessen, méi bewegen".

COSL is an advocate and custodian of a fair play sport. It is actively committed to a sport without doping by information and supports the bodies of control and sanction. It goes without saying that COSL rejects discrimination and violence in sport and society as an integrative force and combats them with all its means.

d) National Sport Federations

The national federations form the members of the Luxembourg Olympic and Sports Committee. There are now 61 of them and include the Olympic federations representing an Olympic sport, the national sports federations representing a non-Olympic sport of sports and other multisport, affinity or school federations.

Sports federations are constituted in the legal form of non-profit associations. They are approved by the competent minister on the basis of their articles of association and in consultation with the COSL. Approval may be granted to a single federation per sport class and may be revoked for serious reasons. Licensed sports federations are of public benefit. Note that the State and municipalities support the efforts of approved sports federations and their affiliated companies by awarding subsidies.

e) Snapshot of sport and physical activity participation (Special Eurobarometer 472)

Special Eurobarometer 472 is a public opinion survey on sport and physical activity in the 28 EU Member States. It contributes to providing data to support the developing policy framework for promoting sport and physical activity.

The survey was carried out by TNS Political & Social network in the 28 EU Member States between 2 and 11 December 2017. Some 28,031 EU citizens from different social and demographic categories were

interviewed face-to-face at home and in their native language, on behalf of the Directorate General for Education, Youth, Sport and Culture.

Luxembourg (N = 504)

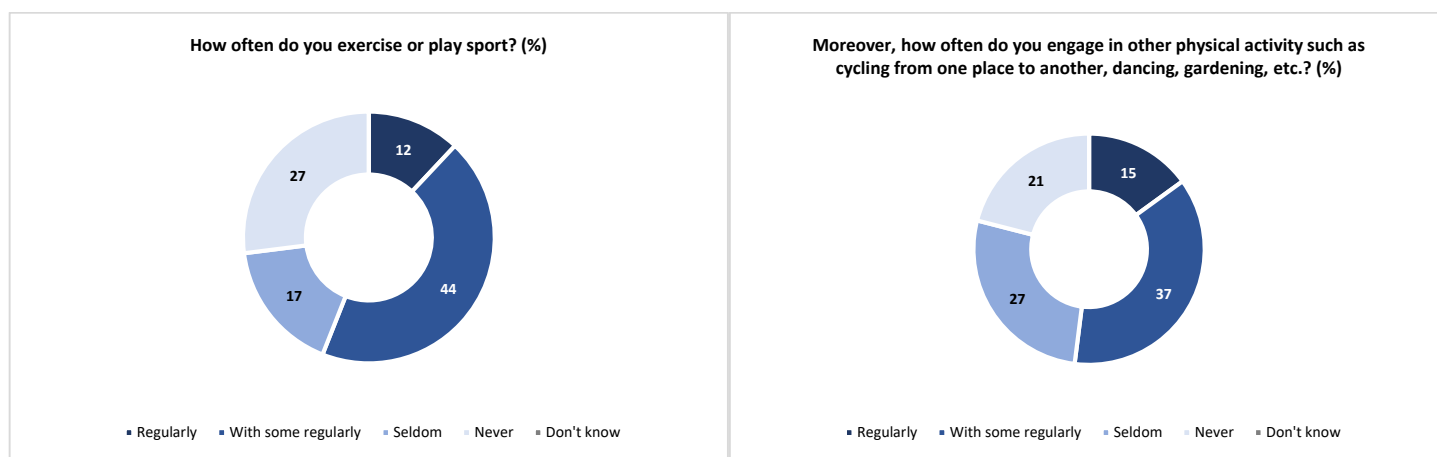
For the purposes of the ESSA-Sport project National Summary Report for countries where there is no National Coordinator, the following selected graphs from Special Eurobarometer 472 provides some relevant background information as part of briefly describing sport and physical activity at the national level.

This data can be relevant to the labour market statistics presented in section 4. For example, one would expect that a high level of national participation in sport and physical activity could result in more paid and volunteer positions to serve the needs of those people, whether it is coaches, referees, managers or other sport professionals.

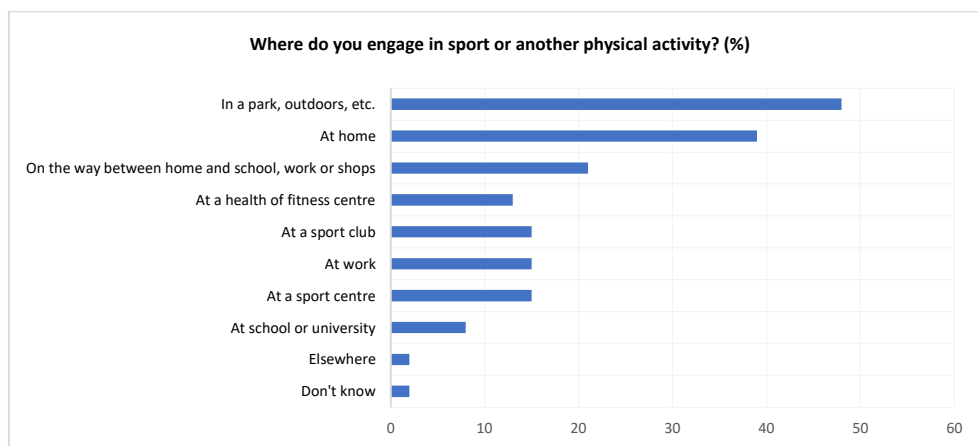
The full Special Eurobarometer 472 national factsheet can be found here:

<https://ec.europa.eu/commfrontoffice/publicopinion/index.cfm/survey/getsurveydetail/instruments/special/surveyky/2164>

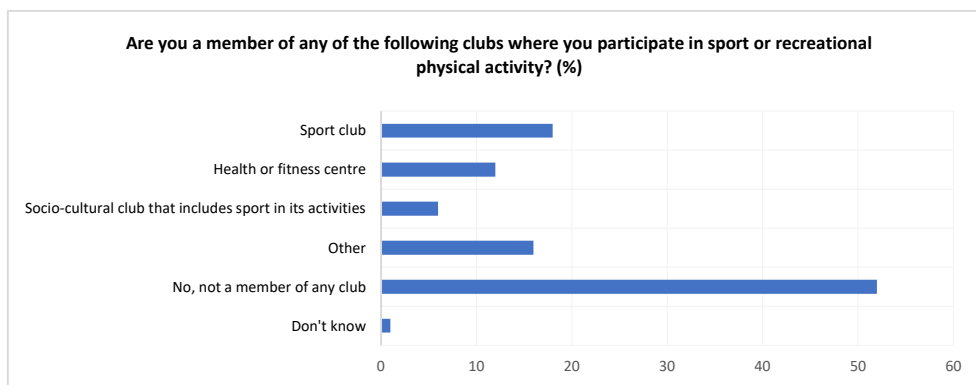
1) Participation in sport or exercise



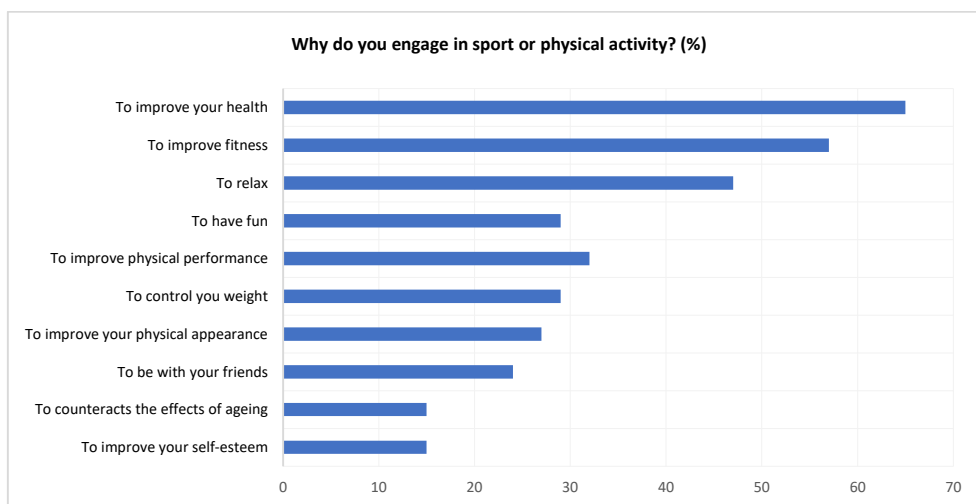
2) Location of engagement in sport or physical activity



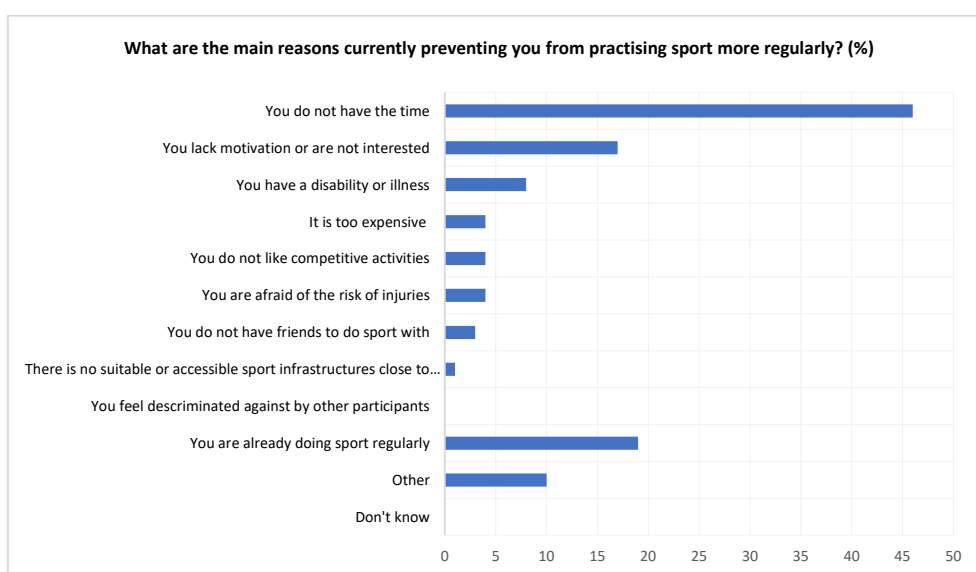
3) Club membership



4) Motivation to participate



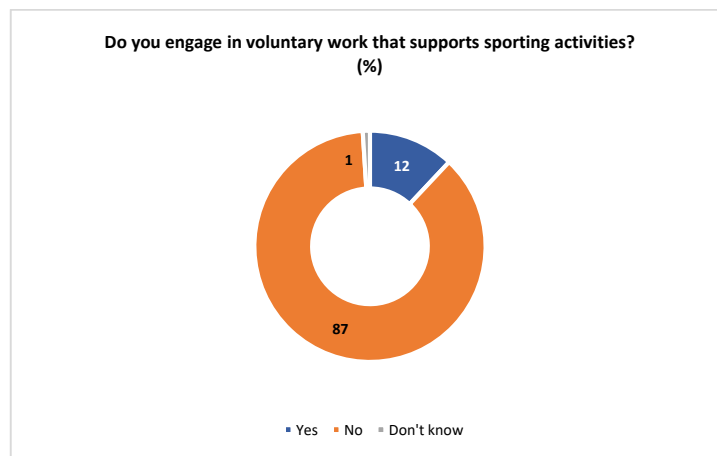
5) Barriers to participation



6) Opportunities to participate



7) Engagement in voluntary work in sport





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SPORT LABOUR MARKET STATISTICS



4. SPORT LABOUR MARKET STATISTICS

The following summarises and highlights some of the main findings of the ESSA-Sport statistical report for Luxembourg, summarising data gathered from the European statistics body, Eurostat.



Further work should be undertaken to validate the data at the national level, this section reflects the best available data and may not necessarily reflect the real situation.

This reveals that the total number of people working in the Sport and Physical Activity Sector in Luxembourg in 2018 was 1,893. This represents a growth rate of 70.85% since 2011.

This is the total of all those paid staff working in organisations which have their main purpose as Sports Activities (Section 1 below) and those working in Sport Specific occupations in other types of organisations (Section 2).

a) Total Number of People Working in Sports Organisations

This section uses Eurostat figures for the period 2011-2018 to estimate and break down the number of people working for organisations classified as '93.1 Sports Activities' within the EU NACE database. This comprises:

-  Operation of Sports Facilities
-  Activities of Sports Clubs
-  Fitness Facilities
-  Other Sports Activities

It is important to note that the figures here are for **all** staff working in these types of organisations and will include, for example, managers, cleaners, receptionists, office staff, catering staff etc. as well as staff with a sport specific occupation. Staff with sport specific occupations are covered later in greater detail.

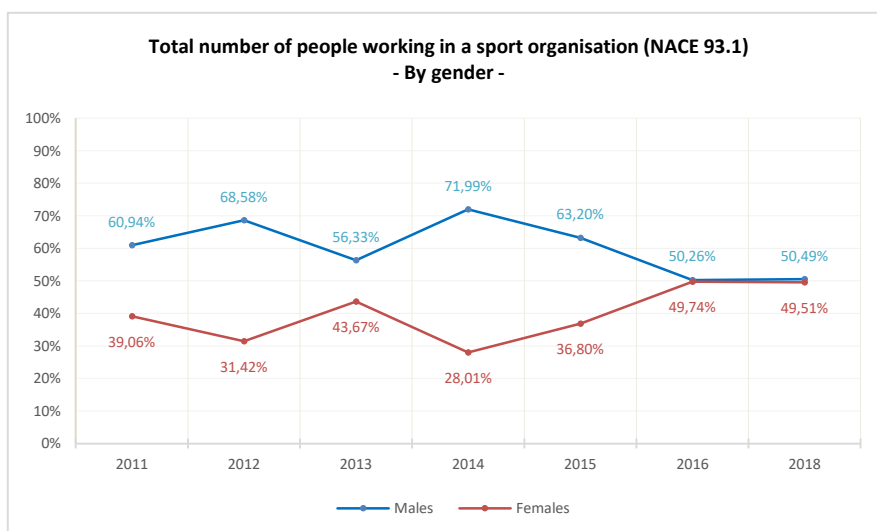
1) Total Number of People Working in All Occupations in Luxembourg Sports Organisations and Growth Rate



The total Luxembourg working population in these organisations (all occupations) as of 2018 is 1,124. This compares with a figure of 802 in 2011. Thus, there is an increase during this period of 322 (40.15%). When the evolution is analysed year after year, it is important to note that the number of people working under the NACE code 93.1 in Luxembourg is very unstable and may be the result of the low number of employees in the sector. A longer-term trend is difficult to identify or forecast.

2) All People Working in Luxembourg Sports Organisations by Gender

The numbers of male and female employees in 2017-2018 are remarkably similar and almost reflect gender parity. Indeed, the male/female ratio evolved from 61/39 to 50/50 in eight years. Data analysis for next years will demonstrate if the ratio is stable or if it is a short-lived state.

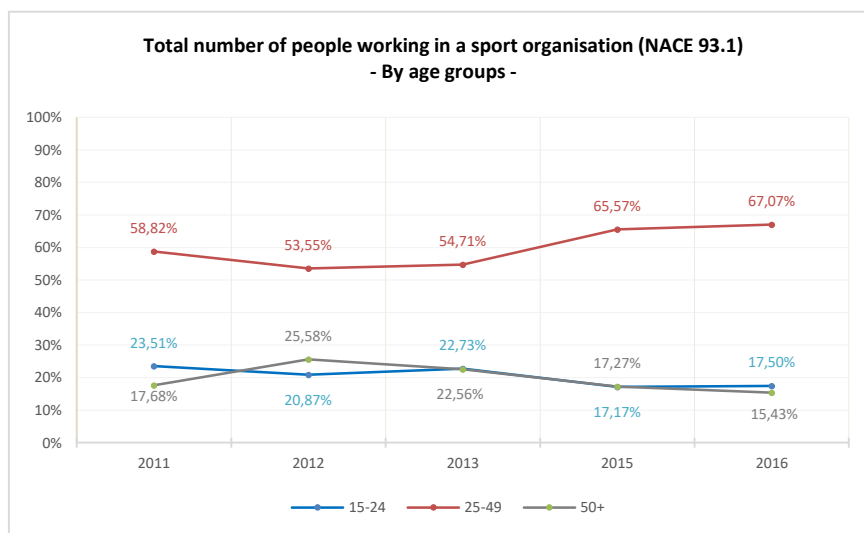


3) All People Working in Luxembourg Sports Organisations by Age

2017-2018 data are not available.

In 2016 the workforce was broken down by age as:

15-24 years old	282 (17.5%)
25-49 years old	1,082 (67.07%)
50+ years old	249 (15.43%)



The proportion of 25-49-year-olds is in 2018 10% higher than in 2011. Both other age group proportions have decreased: by 4% for the 15-24 age group and 6% for the 50+ age group.

This suggest a greater need for CPD as an approach to training.

4) All People Working in Luxembourg Sports Organisations by Level of Education

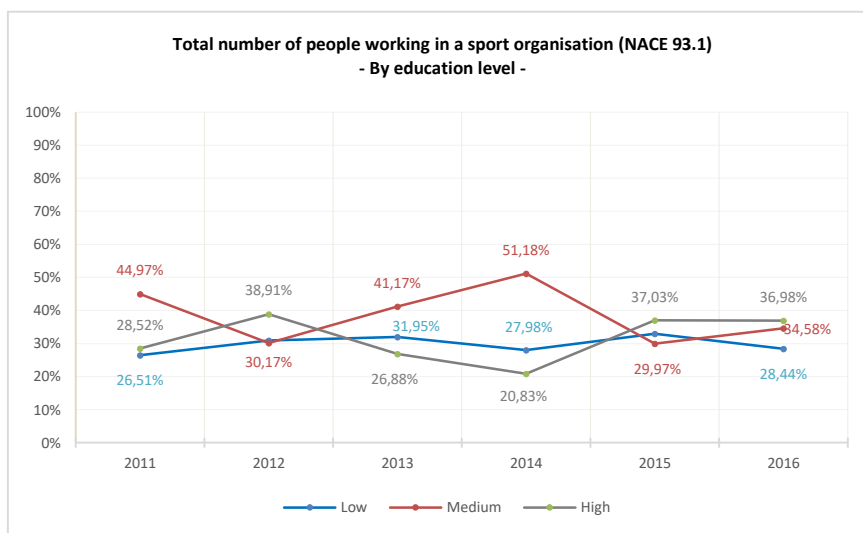
2017 data are not available and 2018 data are incomplete. However, data for 2011-2016 are usable.

In 2016 the workforce was broken down by education level as:

Low (ISCED 0-2) 409 (28.44%)

Medium (ISCED 3-4) 497 (34.58%)

High (ISCED 5-8) 532 (36.98%)



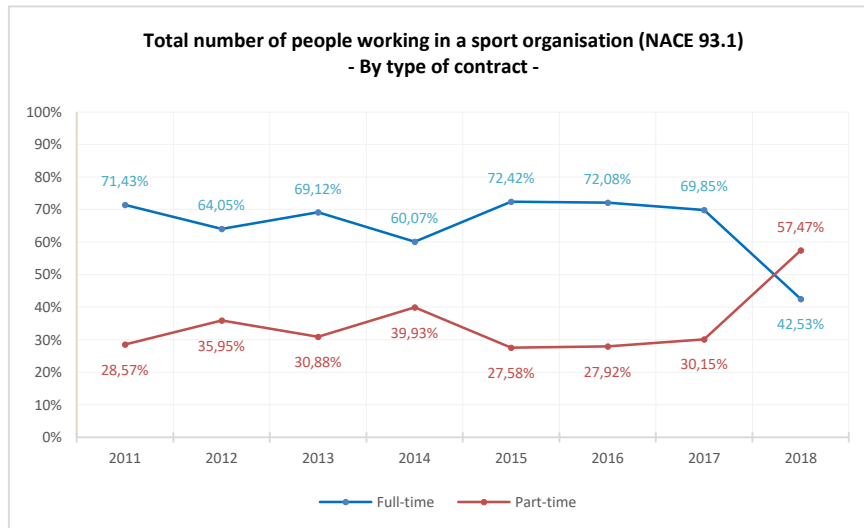
It is interesting to note that since 2015, the difference between the three groups became marginal and that the number of people working in a sports organisation have higher education qualifications has increased by 8.5% of the total workforce. This has been accompanied by a decline the number of those with mid-level qualifications and slight increase of those with lower level achievements.

5) All People Working in Luxembourg Sports Organisations by Type of Contract

In 2018 the workforce was broken down by type of contract as:

Full-time 478 (42.53%)

Part-time 646 (57.47%)



2011-2018 shows a significant decrease in the proportion of full-time jobs (29%) and a corresponding increase in the number of part-time jobs. The situation changed sharply in 2017-2018. The increase in part-time employment may suggest the need for more flexible training provision to meet the working styles of these staff.

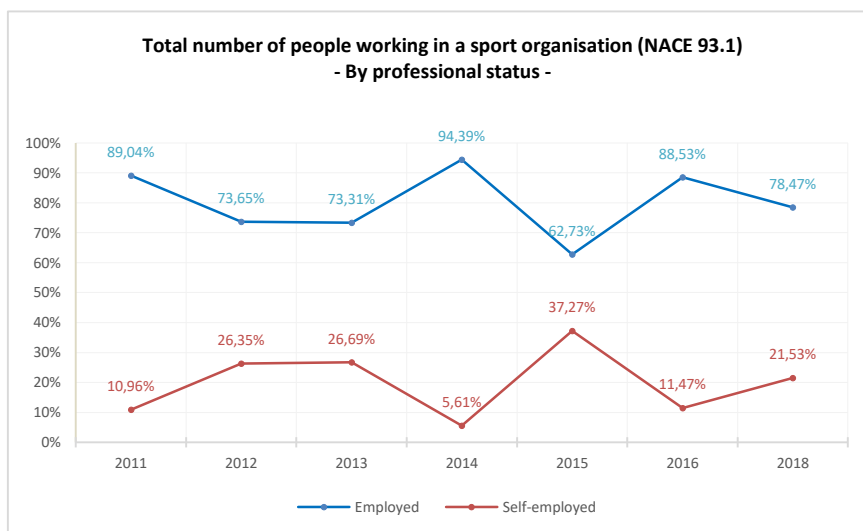
Full-time curve is interesting and presents a high increase in 2015-2017 before starting to decrease drastically. Further research should be done to discover to what correspond this peak. Given the small size of the workforce, this could have been brought about by a change in employment practices by only a few organisations.

6) All People Working in Sports Organisations by Professional Status

In 2018 the workforce was broken down by professional status as:

Employed 882 (78.47%)




Self-employed 242 (21.53%)



2011-2018 shows a significant increase in the percentage of self-employed staff (10.5%) and the same decrease of employed staff. This may indicate a general trend in the overall Luxembourg labour market or may reflect something specific to sport and physical activity organisations.

b) People Working in a Sport Specific Occupation in All Types of Organisation (Sport and Non-Sport)

This section uses Eurostat figures for the period 2011-2018 to estimate and break down the number of people working in sports specific occupations (classified as ISCO 342) in sport and non-sport occupations. This group comprises:

-  Athletes and Sports Players
-  Sports Coaches, Instructors and Officials
-  Fitness and Recreation Instructors and Programme Leaders

It is important to note that the figures here are for staff working in all types of organisations: sports organisations and other types of organisations (for example, fitness staff in hotels etc.). Unlike NACE 93.1, ISCO 342 excludes occupations such as cleaners, managers, receptionists, office staff and caterers etc.

1) Total Number of People Working in Sport Specific Occupations and Growth Rate

The total working population in sports specific occupations (sport and non-sport organisations) as of 2018 is 1,283. This compares with a figure of 718 in 2011.



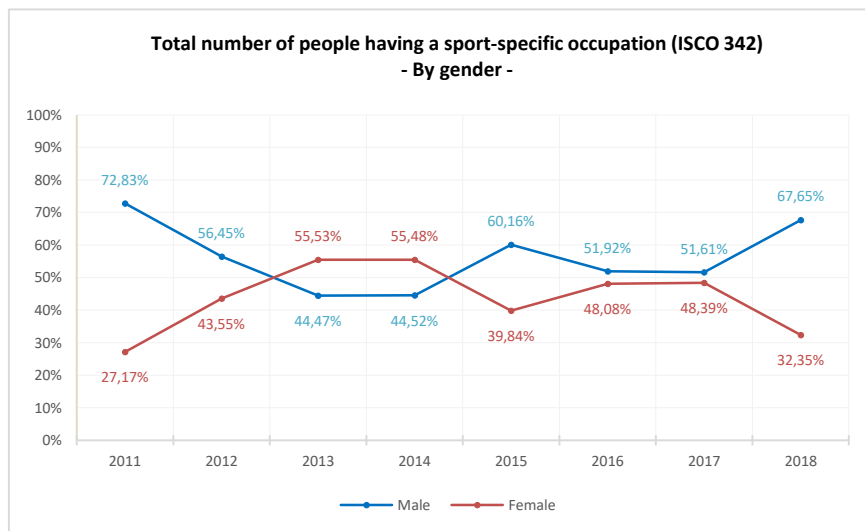
Thus, there is a growth during this period of 78.69%. This is high growth rate over the eight-year period especially since 2014. There is clearly a higher demand for Athletes and Sports Players, Sports Coaches, Instructors and Officials, Fitness and Recreation Instructors and Programme Leaders now than there was in 2011 and this suggests a need for work-related training in these occupations. After the sharp increase from 2015 to 2017, there was a decrease for 2018. It will be important to monitor if this is the start of a negative trend or if the growth returns for 2019 onwards.

2) People Working in Sport Specific Occupations by Gender

In 2018, the number of people working in sports specific occupations breaks down as:

Male 868 (67.65%)

Female 415 (32.35%)



The graph shows that the proportion of male employees decreased from 2011 to 2013 before a considerable increase from 2014-2018.

The female cohort rose to over 50% up to 2014, but then fell away to less than 33% by 2018.

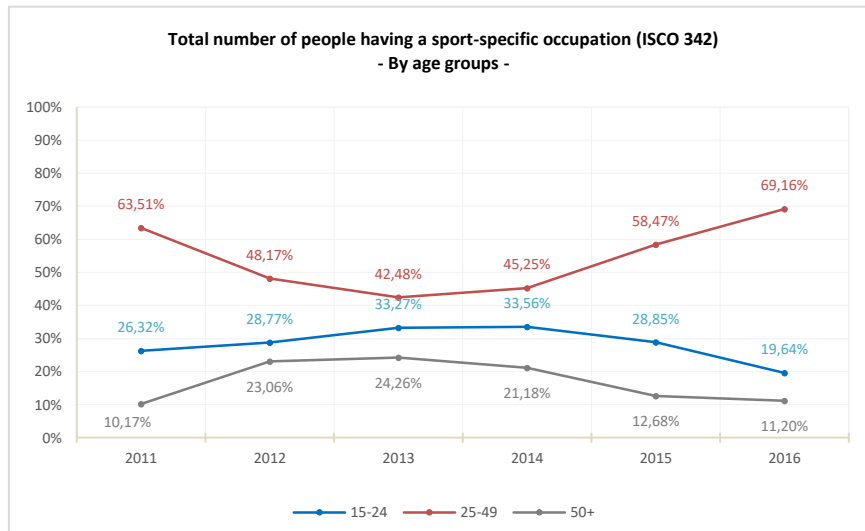
Those findings contrast with the NACE 93.1 workforce (those working in sports organisations) where there is almost gender parity.

3) People Working in Sport Specific Occupations by Age

2017-2018 data are not available.

In 2016 the workforce in sport specific occupations was broken down by age as:

15-24 years old	291 (19.64%)
25-49 years old	1,025 (69.16%)
50+ years old	166 (11.20%)



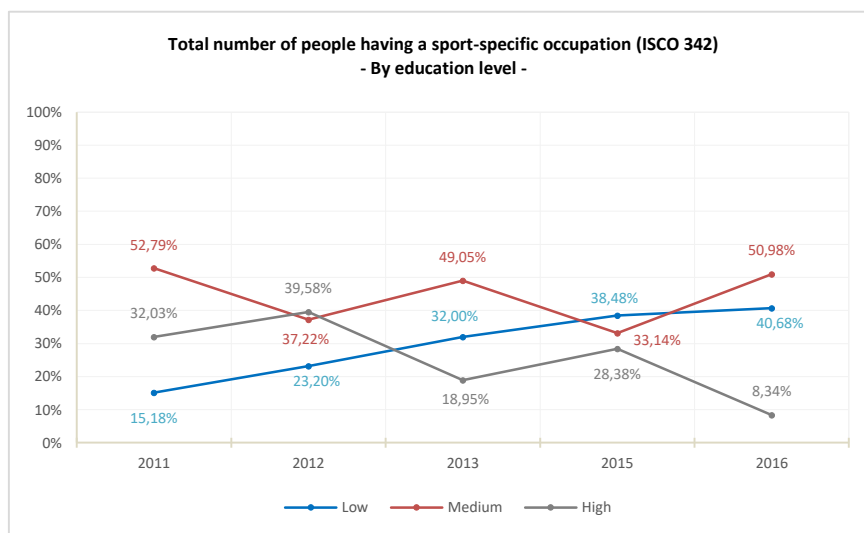
There has been significant growth (about 5.5% of the workforce) in the middle age bracket whilst the proportion of 50+ workers has increased 1.2% and the proportion of 15-24 has decreased by 6.68%. This may suggest an aging workforce which could become a problem in the future. The sector may need to make greater efforts to recruit younger people to replace those who are retiring.

4) People Working in Sport Specific Occupations by Level of Education

Data here are missing for 2014, 2017 and 2018.

In 2016 the workforce in sport specific occupations was broken down by education level as:

Low (ISCED 0-2)	395 (40.68%)
Medium (ISCED 3-4)	495 (50.98%)
High (ISCED 5-8)	81 (8.34%)



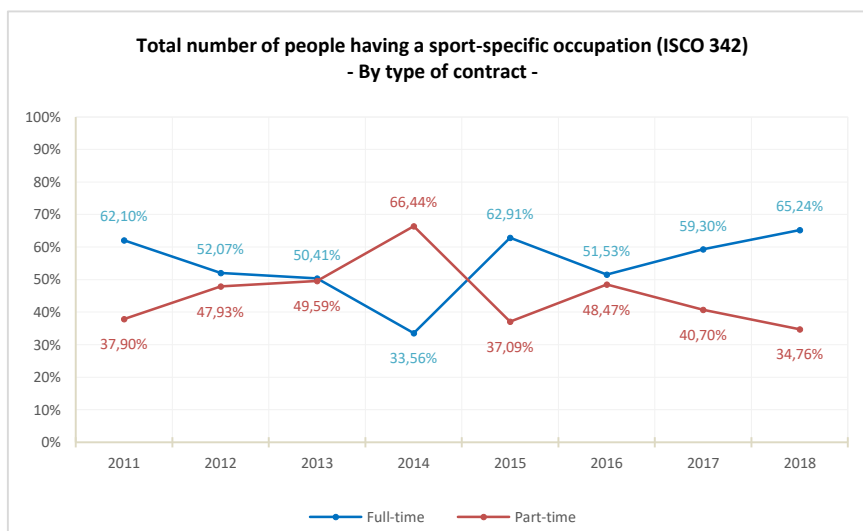
The data here are too incomplete to analyse the reality of the market in terms of level of education. However, it appears that those with higher level qualifications are in decline and those with lower level qualifications on the rise. This is in contrast to the NACE 93.1 workforce (all those working in sports organisations) where the three groups are almost evenly balanced.

5) People Working in Sport Specific Occupations by Type of Contract

In 2018 the workforce was broken down by type of contract as:

Full-time 837 (65.24%)

Part-time 446 (34.76%)



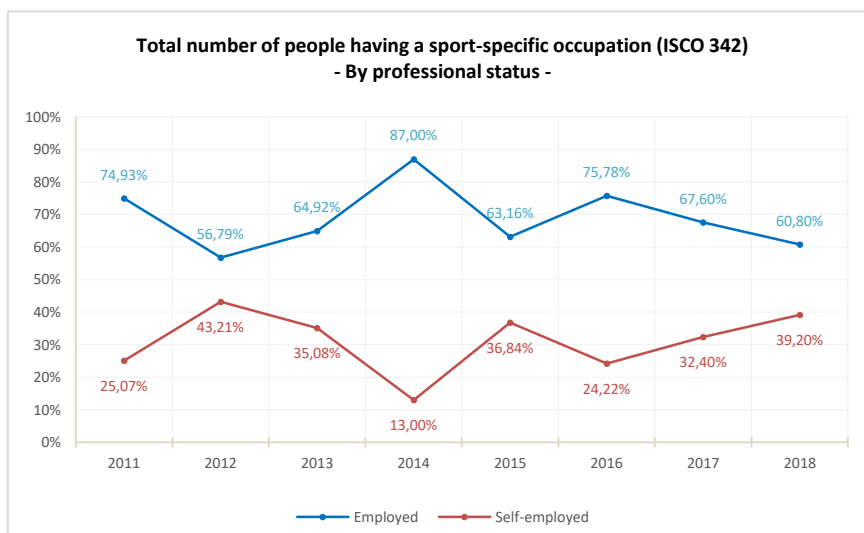
2011-2018 evolution shows important changes over the years. The number of part-time contracts overtook full-time in 2014, but by 2018 the balance was very similar to 2011. During the eight-year period, the part-timers decreased by 3% as the full-timers increased by the same.

6) All People Working in Sports Specific Occupations by Professional Status

In 2018 the workforce was broken down by professional status as:

Employed 780 (60.8%)

Self-employed 503 (38.2%)



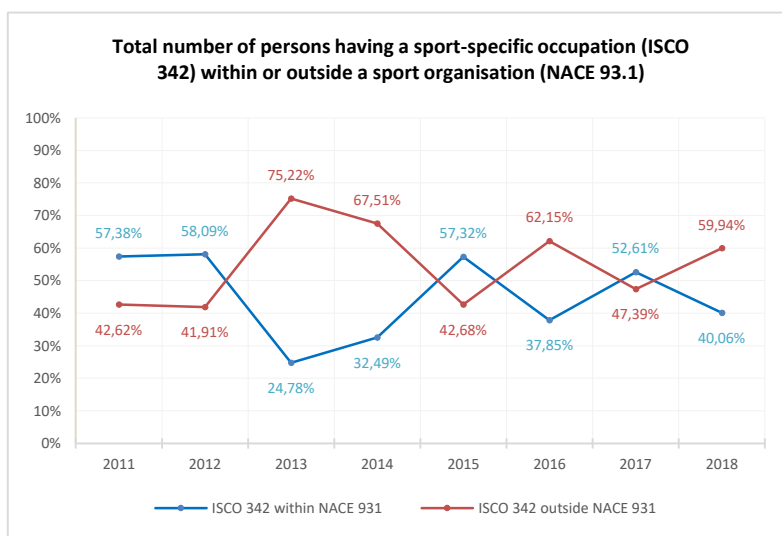
2011-2018 shows that amongst all people having a sport specific occupation, despite fluctuations, the tendency towards self-employment is increasing over the years. This may represent a trend in the Luxembourg labour market overall.

7) Total Number of People Working in Sport Specific Occupations and Growth Rate Inside Sports Organisations and in Other Types of Organisations

The total Luxembourg working population in sports specific occupations for the year 2018 breaks down as follows:

In sports organisations 514 (40.06%)

In other types of organisations 769 (59.94%)



This compares with 2011:

In sports organisations 412 (58.61%)

In other types of organisations 306 (41.39%)

The proportion of those working in sports specific occupations in sports organisations has decreased by over 17% while the percentage of those working in sports specific occupations in other types of organisations has increased by the same percentage.

Whilst there are variations throughout the period, there appears to be an overall trend in the growth of those ISCO 342 workers being employed in sectors other than sport.

c) Total Employment in the Sports Sector

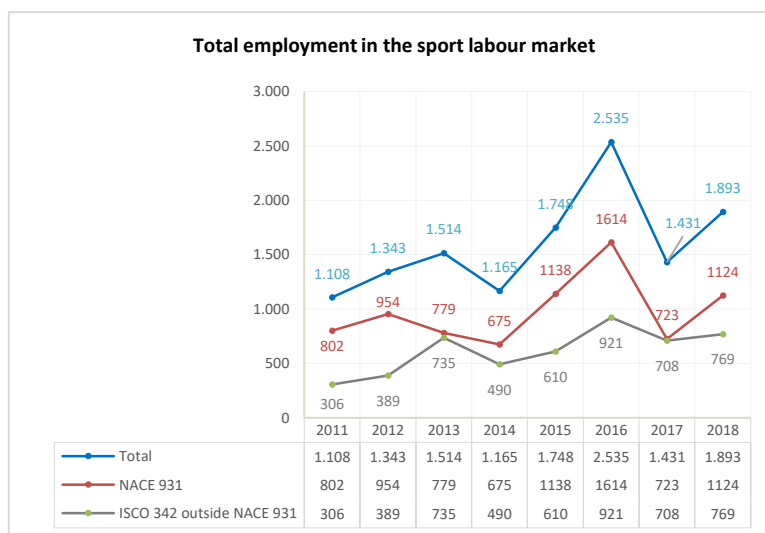
This section uses Eurostat figures for the period 2011-2018 to compare the number of people working in sports specific occupations (classified as ISCO 342) in both sport and non-sport organisations (those not classified under NACE 93.1). This group comprises:

- Athletes and Sports Players
- Sports Coaches, Instructors and Officials
- Fitness and Recreation Instructors and Programme Leaders

It also calculates the total size of the sector by adding all staff employed in sports organisations (this will include sport specific occupations and others such as managers, catering staff, cleaners etc.) with all those in sport specific occupations (Athletes and Sports Players, Sports Coaches, Instructors and Officials, Fitness and Recreation Instructors and Programme Leaders) employed in other types of organisations.

1) Total Employment (All Occupations in Sports Organisations + Sport Specific Occupations in Other Types of Organisation)

Combining the number of people working in sports organisations with the number working in sport specific occupations in other types of organisations shows the size of the overall sport and physical activity labour force in Luxembourg.



The number of employees in sports organisations (all occupations) combined with those in sport specific occupations in other types of organisations:

2011 1,108

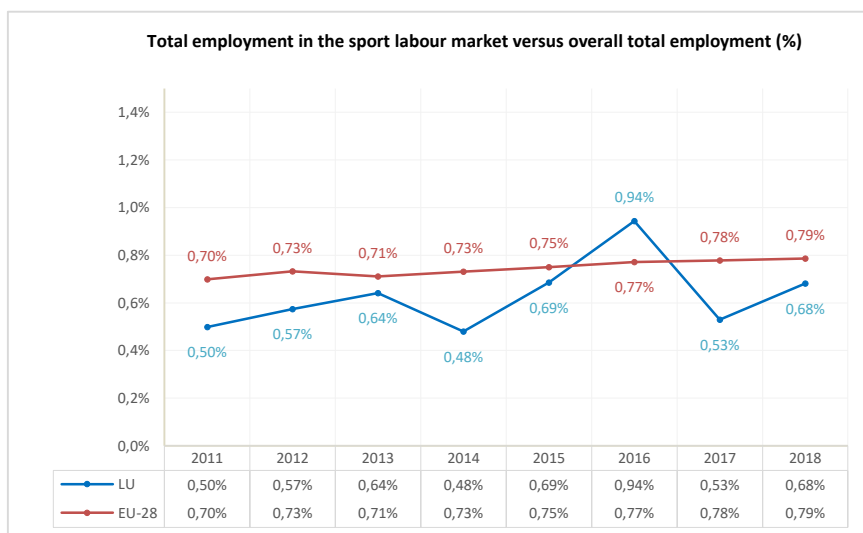
2018 1,893

This shows an overall growth rate of 70.85%.

If the total employment curve is led by the NACE 93.1 employment, it is interesting to note that the increase in 2013 is related to a high increase of people having a sport specific occupation outside NACE 93.1.

2) Comparing Employment in Sport and Physical Activity in Luxembourg with the Rest of the EU

The size of the Sport and Physical Activity workforce in Luxembourg is lower (by 0.11%) than that in the EU 28 as a proportion of total employment. In Luxembourg 0.68% of the working population is employed in Sport and Physical Activity by comparison with 0.79% across the EU as a whole. Whilst there have been fluctuations, Luxembourg would appear to be catching up with the rest of Europe.



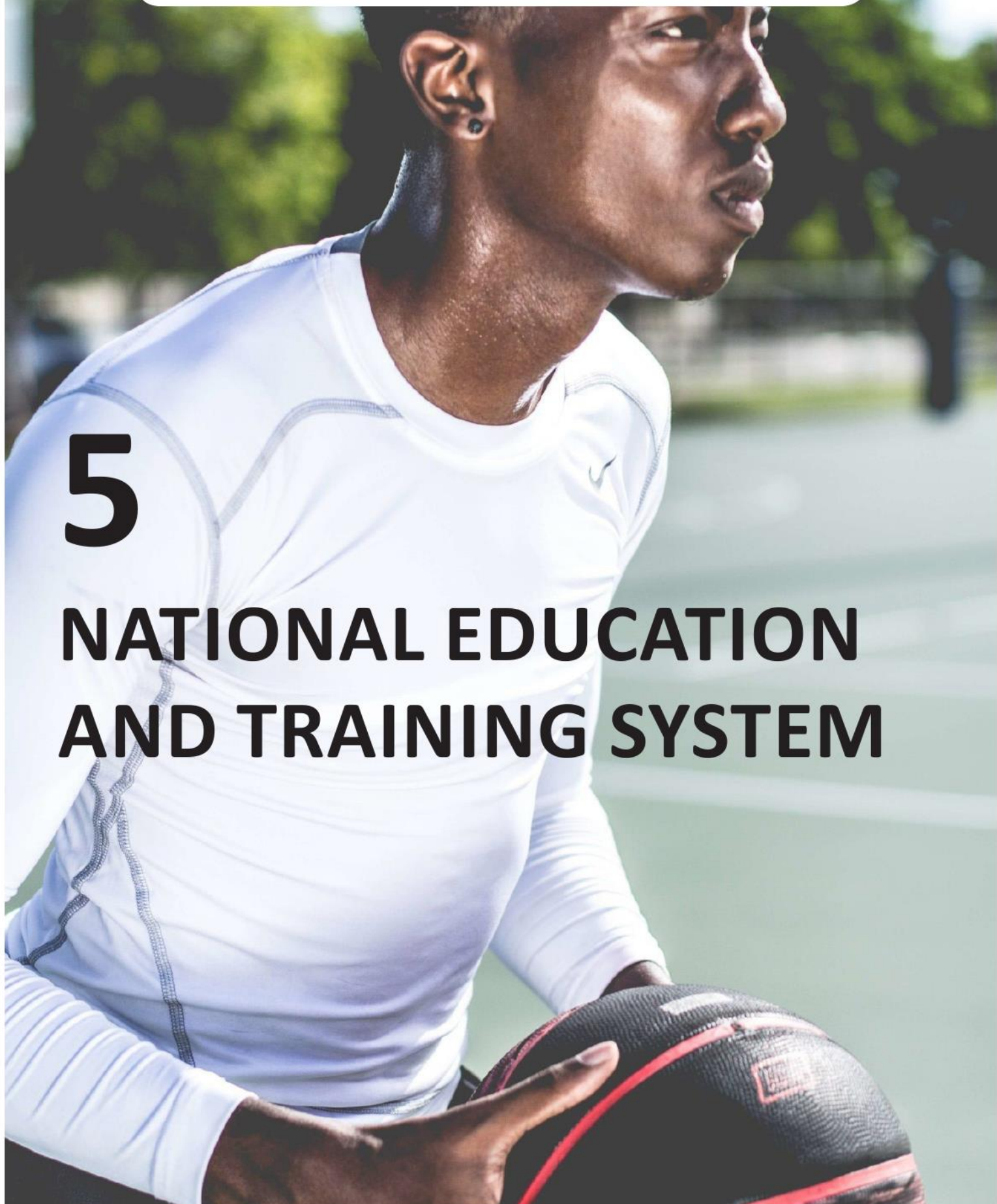


ESSA-SPORT

Improving the Supply of Skills to the Sector

5

NATIONAL EDUCATION AND TRAINING SYSTEM






5. NATIONAL EDUCATION AND TRAINING SYSTEM







a) Responsible Ministry⁷

At the central level, the government is in charge of the different aspects of national education:

The ministry of Education, Children and Youth manages:

-  Curricula, diplomas, access to and staff of public schools
-  Provision of day-care structures in early childhood education and care and non-formal education
-  Support schemes and offers in adult education.




The ministry of Higher Education and Research manages:

-  Higher education and university-level provision (University of Luxembourg, International University Institute, BTS, etc.) and accreditation of higher education programmes
-  Legislation on higher education and research
-  Funding of higher education institutions
-  Information on financial aids (subsidies, grants) and accommodation for students
-  Relations with students' associations
-  Recognition and accreditation of higher education qualifications

The ministry of Family Affairs and Integration is in charge of certain offers in early childhood education and care.

At local level, municipalities have to provide the required infrastructures and equipment to ensure elementary education. The municipal council allocates pupils to schools according to their place of residence, organises schools' timetables and monitors their activities and results. Municipalities are not involved in the organisation and governance of secondary education.

At institutional level, organisation and governance differs according to the type of educational institution:

-  Responsibility for the daily management of elementary schools lies with the regional governing bodies and the school committees
-  Secondary schools are managed by a principal under direct responsibility of the ministry of Education, while monitoring is ensured by the Quality agency
-  The University of Luxembourg is managed by a rectorate and governed by a board of governors



In recent years, educational policy has been enlarging the institutions' scope of autonomy while strengthening quality assurance, monitoring and support. These measures combined aim at enabling the institutions to react appropriately to the growing diversity of pupils and the on-going evolution of the school environment.

⁷ https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-and-governance-46_en

b) Stages of the education system⁸

Primary education aims at improving learners' educational achievement while allowing teachers enough autonomy to adapt their teaching methods to pupils' needs and possibilities. In order for pupils to attain the basic skills levels defined for each cycle, the schools may differentiate their pedagogical methods and launch targeted initiatives on establishment level.




Secondary education starts at the theoretical age of 12 years. It is subdivided into two branches:

-  Classic secondary education (ESC) usually lasts 7 years and imparts general knowledge in the fields of human sciences, mathematics and natural sciences.
-  General secondary education (ESG) is more vocationally oriented and has a standard duration of 6 to 8 years depending on the pathway chosen. ESG prepares students for working life.

The General secondary final diploma allows access to higher education. ESG also prepares learners to professional life.





In the field of post-secondary non-tertiary education, the chamber of Trade proposes preparatory courses for the nationally recognised master craftsman's diploma, which allows artisans to work as independent craftsmen and to train apprentices.

Higher education is mainly provided by:

-  The University of Luxembourg: bachelor programmes, master programmes, doctoral studies and a range of other programmes, such as secondary school teachers' training
-  Short-cycle programmes: vocational short-cycle programmes leading to an advanced technicians diploma (BTS; brevet de technicien supérieur) provided at general secondary schools
-  Private and cross-border programmes: organised by private or foreign institutions accredited to provide higher education in Luxembourg, or via cross-border partnerships (e.g. between foreign universities and Luxembourgish research institutes or professional chambers).

State financial aid for higher education is available to all students independent of their age or the country of their studies. A large number of Luxembourg's residents benefit from financial aid to pursue higher studies abroad.

There is no comprehensive legal framework for programmes in the field of adult education. Different offers of education and training are available:

-  Adult secondary education provided by secondary schools and taught by secondary school teachers; all public institutions are automatically authorised to offer adult learning activities
-  Continuous vocational education and training (CVET) proposed by different categories of providers
-  Adult higher education provided by the University of Luxembourg, private or cross-border providers or foreign institutions
-  Adult general education, i. e. non-vocational courses provided by municipalities or non-profit organisations; these offers benefitting from subsidies and coordination by the ministry of Education.

⁸ https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-education-system-and-its-structure-46_en

c) Higher Education⁹

The main policy objectives are set out in the explanatory statement for the relevant laws as well as in the annual National reform programmes relating to the Europe 2020 strategy. Important elements are also to be found in the guiding principles of the University of Luxembourg.




Europe 2020: in its national reform programme, Luxembourg's government is committed to striving towards a share of 66 % of the 30-to-34 year-olds having completed higher education. Luxembourg therefore undertakes particular efforts to increase educational attainment among its local population

Policy objectives relating to the legislation covering higher education and training: the University of Luxembourg was founded in the year 2003 with a view to contributing to the development of the country's society and national identity, to its economic development and regional development and planning. The University is expected to play a role in the European innovation process while taking into account the national particularities, such as the importance attributed to mobility and multilingualism.

In 2009, the organisation of higher education in Luxembourg was reformed in order to create a framework for vocational short-cycle programmes leading to an Advanced technician diploma, which thus completes the provision of higher education programmes provided by the University. Based on a strong implication of the economic sector concerned, BTS programmes are clearly oriented towards working life, allowing students to develop higher professional, technological and general skills.

Types of institutions and programmes

Three types of higher education in Luxembourg may be distinguished:

-  Higher education provided by the University of Luxembourg: the University's offer comprises bachelor programmes, master programmes and a range of other provisions, such as secondary school teacher training
-  Short cycle provision (BTS programmes): secondary schools (lycées) propose vocational short cycle programmes leading to an Advanced technician diploma (BTS; brevet de technicien supérieur)
-  Private and crossborder provisions: a number of private or foreign institutions have been accredited to provide higher education in Luxembourg; some programmes are organised via crossborder partnerships, e. g. between foreign universities and Luxembourgish research institutes or professional chambers.

d) Vocational Education and Training (VET)¹⁰

VET governance

The education ministry is responsible for VET and all other types of education, except for higher education. In cooperation with the Ministry of Labour, Employment and the Social and Solidarity Economy it is also responsible for training measures for the unemployed.

⁹ https://eacea.ec.europa.eu/national-policies/eurydice/content/higher-education-46_en

¹⁰ https://www.cedefop.europa.eu/files/4141_en.pdf

Cooperation between the State and the social partners is a core principle in VET. As stated in the law reforming VET, social partners are essential stakeholders who contribute to its organisation and implementation.

The professional chambers' opinion is systematically sought on laws and regulations on economic, financial and social policy: labour law, social security, taxation, the environment, initial and continuing vocational training, and education. Development and periodic revision of programmes are ensured by curricular teams.

Chamber of Civil Servants and Public Employees represent wage earners. These chambers act as independent policy institutes; they are involved in Luxembourg's legislative procedures and are officially consulted on education matters. They are represented both at national (Economic and Social Council, Tripartite Advisory Committee on Vocational Training) and at European level (Cedefop Governing Board, Advisory Committee on Vocational Training). In contrast to trade unions and employers' associations, membership in the professional chambers is compulsory (with an annual subscription) for all employees and private companies

The professional chambers are public establishments. Although the professional chambers are supervised by the minister, they enjoy financial autonomy. Their power and involvement were reinforced by the 2008 law reforming VET. Their involvement in vocational training includes:

- (a) identifying training needs;
- (b) guidance and information on training;
- (c) determining the professions or trades offered in VET;
- (d) training offers;
- (e) organising training;
- (f) designing framework training programmes;
- (g) assessing training programmes and the training system;
- (h) qualifications and validating experience acquired.

Professional chambers have established a platform for supervisors/tutors where they can find all the necessary support during apprenticeship. They have also created the label 'training enterprise' to put the companies committed to training young people into the limelight.

VET standards are developed in cooperation between the education ministry and the professional chambers. Curricula are based on occupational standards and informed by skill needs in enterprises. The following institutions ensure VET provision in line with labour market needs:

- (a) Permanent Labour and Employment Committee, the ministries of education and labour, cooperate through this committee. It is responsible for reviewing the labour market situation regularly. Its working methods include analysis of job supply and skills demand;
- (b) Training Observatory: established in 2012 by the National Institute for the Development of Continuing Vocational Training (INFPC), it provides the government and social partners with detailed statistics and reliable qualitative analyses on training issues; these are useful insights for public policy and private strategies in the lifelong learning domain;

(c) Employment Observatory: established by the labour ministry; analyses labour market data, publishes a labour market dashboard and organises annual conferences on relevant labour market issues and employment;

(d) Competence Observatory: to help improve initial and continuing training offers, the competence observatory of the Luxembourg International University Institute, in cooperation with companies, identifies and anticipates competence needs in sectors and occupations. Analyses cover the trade, law, health, food and catering sectors, management, socio-professional integration and green professions;





(e) Business Federation of Luxembourg: since 1997 has conducted annual surveys on skill needs, alternatively in the industrial and in the information technology and communication sectors. It explores skill needs of enterprises to achieve a good balance between vocational training supply and labour market demand. The survey is the basis for the Qualifications of tomorrow publication. It offers forecasts of enterprise skill requirements for replacements and new job openings, and the associated qualification levels. The publication provides young people and their parents with insights into education paths and encourages public authorities, professional chambers and other VET actors to take account of enterprises' training needs in CVET.

e) National Qualifications Framework ¹¹



Luxembourg's National Qualifications Framework (CLQ) is a non-binding reference framework, which gives a comprehensive overview of the different qualifications available in Luxembourg's formal education and training system.

Designed for purposes of communication, orientation and transparency, the CLQ does not confer any entitlements, neither regarding the access to study or training programmes, nor in view of the recognition of certifications. These aspects are governed by separate laws.

The CLQ aims at allowing:

-  Individuals to position their level of qualification in comparison to other qualifications, thus helping them to plan their training pathways
-  Education and training providers, as well as certifying bodies, to understand the level of learning outcomes related to access of a training programme or a certification
-  Stakeholders from the job market, such as employers or employment administrations, to understand the level of competences acquired by an individual in relation to the labour market's demand
-  Comparison between certifications from Luxembourg and certifications from abroad.

Like the EQF, the CLQ comprises eight levels:

-  Certification levels 1 to 4 are under the responsibility of the ministry of Education, Children and Youth
-  Certification levels 6 to 8 fall within the remit of the ministry of Higher Education and Research

¹¹ https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-46_en

- ✳ Responsibility for the certifications at level 5 lies either with the ministry of Education and the Chamber of trades, which are in charge of the master craftsman's diploma or with the ministry of Higher Education and Research, which is in charge of the advanced technician's diploma

The learning outcomes of each qualification are described by 3 categories of descriptors. These descriptors set out in a general and non-disciplinary way what a learner usually knows, understands and is able to do at the end of a learning process.

These three categories of descriptors are:

- ✳ Knowledge
- ✳ Aptitudes
- ✳ Attitudes

f) Quality Assurance¹²

1) Higher education

The University of Luxembourg undergoes internal and external improvement-oriented evaluations, which have to cover all activities such as administration, education, research and the work of its professors.

Short-cycle programmes leading to Advanced technicians diplomas (BTS; brevet de technicien supérieur) are evaluated externally prior to their accreditation by the ministry of Higher education and Research. The accreditation is valid for a duration of five years. This ensures the relevance of the proposed training for the professional sector concerned.

2) Vocational education

A national approach to quality assurance has been devised, and evaluation and review procedures are in development stage. There is no real quality framework, but legislation and the current organisation take the quality component into account.

Quality standards for VET providers are part of legislation and used for accreditation and funding. Guidelines and standards are used to promote a culture of continuous improvement. Over the past 10 years, the education and training system has been overhauled to provide the resources needed to cope with the challenges of a rapidly changing environment. Administrative structures have been changed to allow modern school management with a degree of autonomy. In 2004, the legislation promoted partnership-based school community approaches and school initiatives to improve the quality of education.

For VET the education ministry coordinates the implementation of the EQAVET recommendation. National indicators related to the 10 proposed by the recommendation are used and monitored nationally. While most are applied in IVET, their use for CVET, which is not monitored centrally, varies by sector or provider.

¹² https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-higher-education-40_en & https://www.cedefop.europa.eu/files/4141_en.pdf

g) Apprenticeships ¹³

Vocational programmes last three years and combine company-based and school-based learning. The general education, the theoretical part of VET, and some practical modules are offered in technical school and school workshops.

Learners are responsible for finding a training place in an enterprise. The vocational guidance service of the public employment service supports young people through counselling and a central register of all available apprenticeship places.

Once the learner has signed a contract with a company, (s)he has the legal status of an apprentice and receives an apprenticeship allowance which varies between EUR 400 and 1 200 depending on the trade/profession learned. Upon successful completion of an academic year, learners receive a premium allowance based on a monthly rate of EUR 130 for CCP or EUR 150 for DAP and DT. The best apprentices receive an award which also includes a prize of EUR 1 500

Enterprises offering apprenticeship places need to comply with certain criteria, verified by the professional chambers. Financial support and an award to encourage their engagement are available VET trainers, who receive special training, supervise the apprentices in the training companies.

In accordance with the amended VET legislation of 2008, an apprenticeship is based on key principles such as:



- (a) qualitative assessment of learning outcomes (letter grades and transcript of acquired and non-acquired skills rather than marks in figures);
- (b) modular system allowing apprentices who fail a required module to continue their training and catch up at a later stage during their apprenticeship.

h) Recognising and validating non-formal and informal learning and learning pathways ¹⁴

Validation of non-formal and informal learning allows citizens to obtain secondary education diplomas or a master craftsman's diploma via recognition of their non-academic experience and knowledge. Each person who has at least a three-years long (5 000 hours) professional or voluntary experience in a field relating to one of these diplomas is thus entitled to submit a request for validation.

The decisions on the diplomas awarded (full or partial qualifications) are taken by a special commission (commission de validation) on the basis of an applicant folder. The commission is composed of two employers' representatives, two employees' representatives and two school representatives. Decisions are taken during attribution sessions which are organised twice a year.

The procedure for the validation of non-formal and informal learning foresees the following steps:

-  The applicant files a request for eligibility check at the ministry of Education, Children and Youth
-  The ministry sends an answer on the application's eligibility within 30 days (this answer remains valid for the next two sessions)

¹³ https://www.cedefop.europa.eu/files/4141_en.pdf

¹⁴ https://eacea.ec.europa.eu/national-policies/eurydice/content/validation-non-formal-and-informal-learning-45_en

- ✧ The applicant prepares a comprehensive validation request (demande de validation sur le fond) involving proofs and concrete examples of situations corresponding to the curricula of the programmes leading to the target diploma (the ministry proposes a support and follow-up service to individuals preparing this application)
- ✧ The applicant submits the full application file, at the latest two months before the next commission session
- ✧ The commission analyses the request
- ✧ Commission session and decision
- ✧ The commission communicates the decision one month after the session at the latest
- ✧ For partial validations (validations partielles): a time period of three years to add further competences or, if requested by the commission, to provide additional proofs in order to obtain full validation.



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6

NATIONAL SPORT EDUCATION AND TRAINING



6. NATIONAL SPORT EDUCATION AND TRAINING

a) Higher education courses in sport

Until 2015, no sport related academic program was present in Luxembourg. However, in April 2016, the COGNOS AG, one of the largest German educational institutions, opened an internationally oriented University named 'LUNEX University'. Students, in particular from Luxemburg, Germany, Belgium and France, can apply to different courses (e.g., Physiotherapy (B.Sc.), Sport Physiotherapy (M.Sc.), Sports Science (Human Movement, B.Sc.) and International Sport Management (B.A.)). The courses at the International University of Health, Exercise and Sports are offered in multiple languages. Further bachelor, Master's and PhD courses will be established gradually.

b) Coaching and referee courses

The profession of coaches and instructors is not yet regulated by law. You do not necessarily have to follow courses or pass exams to work as a coach. There is a regulation by law defining the criteria in order to obtain a State coach diploma, but such a diploma is not necessarily required to work as a coach in practice. Each club is responsible to ensure the quality of its coaches – currently with or without diploma.

In the interest of sports federations and societies, coaches' training is provided by the National School of Physical Education and Sports (ENEPS), in close collaboration with the appropriate federations. The ENEPS is an administration of the sports ministry (see above).

Coach training is divided into three cycles. The purpose of the lower cycle (LUXQF3) is to acquire the necessary knowledge to motivate athletes and give them proper basic training. The middle cycle (LUXQF4) gives coaches the skills to train and improve athletes. The upper cycle (LUXQF5) trains high-level club trainers to assume the responsibilities of sports federation managers, if necessary.

The three cycles include teaching periods with theoretical and practical courses and teacher trainings. Each cycle lasts one year. At the end of the training, an examination is organised to obtain the corresponding certificate. The quality requirements for different levels include written and/or oral tests, practical tests and placement in sports clubs.

The admission requirements to follow coach-courses of the ENEPS are the following: (1) being at least 16 years old; (2) being member of a sports club; (3) prior technical/tactical requirements of the candidates are determined by the federations.

Quantity Requirements for the different Levels: LUXQF3 : 120 learning units; LUXQF4 : 120 learning units; LUXQF5 : 135 learning units

c) Sport education governance

The State and the sports movement determine and organise the training of technical and administrative staff for the various forms of sports activities. The National School of Physical Education and Sports (ENEPS) assures, at the request and with the support of the sports movement, formations/trainings that are sanctioned by State patents.

The ENEPS's mission is to: (1) determine and organize the sports movement's training of technical and administrative staff for the various forms of sports activities. The ENEPS ensures, at the request and with the support of the sports movement, formations/trainings that are sanctioned by State patents. (2)

provide re-training and development through ongoing training of the executives and leaders (3) establish and manage a documentation service and training equipment (4) initiate studies and research of educational, scientific, technical and sociological relating to the above dissemination of training results (5) develop and maintain contacts and exchanges with similar institutions abroad (6) organize seminars and conferences on training issues.

It offers a multitude of formations/trainings, defined as follow: (1) initial training (2) continuous training; (3) training of young talents; (4) training centers.

d) Sport and physical education in schools¹⁵

School sport is a complementary offer, which is mandatory, but the offer depends on the schools.

There are two associations at national level: the LASEP (Ligue des Associations Sportives de l'Enseignement Primaire) in the Elementary School and the LASEL (Ligue des Associations Sportives Estudiantines Luxembourgeoises) in the Secondary School. Both are responsible for the organization of events and inter-school-competition.

On secondary school level, school associations (PE-teachers) are organizing different activities of school sport mostly in-between morning and afternoon lessons or after school. Thursday afternoon is reserved for Inter-School-Competitions.

School sport associations are member of the National Olympic Committee (COSL).

Other after-school programs in Luxembourg in the “Maison-relais” (MRE): Every community/municipality does have at least one MRE. These childcare facilities can receive children before, between and after school. Every MRE must have a concept within the non-formal education, including a chapter on the promotion of physical activity.

1) Primary-School Physical Education

With the 2009 elementary education reform, pre-school and primary education in Luxembourg were combined into comprehensive elementary schools (*École fondamentale*). Instead of academic years, elementary school is divided into four learning cycles: cycle 1 (ages 3–5 years, including a first, optional year of early childhood education and two compulsory years of pre-school education), cycle 2 (ages 6–7 years), cycle 3 (ages 8–9 years) and cycle 4 (ages 10–11 years).

Primary-school physical education in Luxembourg, taught in a subject called body expressions, psycho-motor activities, sports and health, generally aims to gradually develop students' motor skills and athletic and physical abilities, thus enabling them to continue their education and to learn throughout life. The time allotted for physical education is three 50-minute lessons per week in cycles 2 and 3 and two lessons per week in cycle 4.

In cycle 1, teachers are free to distribute their 26 weekly lessons over all the learning domains described in the curriculum. Physical education lessons are generally delivered by qualified generalist primary teachers who teach all subjects in the curriculum.

¹⁵ Sources: Physical Education Teacher Education in Luxembourg (Claude Scheuer, University of Luxembourg) Retired from: European Physical Education Teacher Education Practices

The primary-school physical education curriculum specifies intended outcomes in up to seven competence areas, depending on the cycle. Additionally, there are only a few indicators of recommended content that should be chosen to develop the described learning outcomes, which take the form of competencies. Furthermore, the curriculum completely lacks any discussion of pedagogical principles.

2) Post-Primary-School Physical Education

In post-primary physical education, a competence-based approach was introduced during the 2009/10 school year as part of a new curriculum that implemented educational standards for all subjects in secondary education. The national curriculum, which defines intended competence levels and corresponding content to reach these levels, is based on the concept of multi-perspective physical education.

The purpose of post-primary-school physical education in Luxembourg is twofold. This dual mission consists, first, of educating young people by means of movement, play and sports and second, students are educated to become responsible participants in movement, play and sports culture. In other words, they should develop the ability to participate and make judgments in the context of movement, play and sports as a regular part of an active lifestyle. These two aspects of body movement culture and education complement one another and have to be promoted in a similar way.

The curriculum is built around three main quality principles: (1) multiple perspectives, or the didactic differentiation of movement, play and sports into different aspects and pedagogical perspectives; (2) reflection, or the ability to make judgments on situations related to physical or sports activity, including an examination of the ambivalence of sports; and (3) self-directed autonomy, or giving young people scope for development in sports activities.

The time allotted for physical education is between one and three 50-minute lessons per week, delivered by qualified post-primary physical education teachers.

The outcomes of post-primary physical education are competence oriented and are structured according to subject-specific competence areas. These compulsory minimal standards represent expected competencies at the end of three different learning cycles (grade 9, grade 11 and grade 13):

School physical education departments must develop their own curricula, determining what competences will be developed in what grades and via what content.

Diverse interpretations of the different areas not only allow physical education teachers to focus on promoting precise, specific sport skills, but also provide adequate scope for promoting the development of social and transversal competencies by means of sport and physical activity. Furthermore, prescribed content standards give an indication of which movement fields are compulsory in which grades.

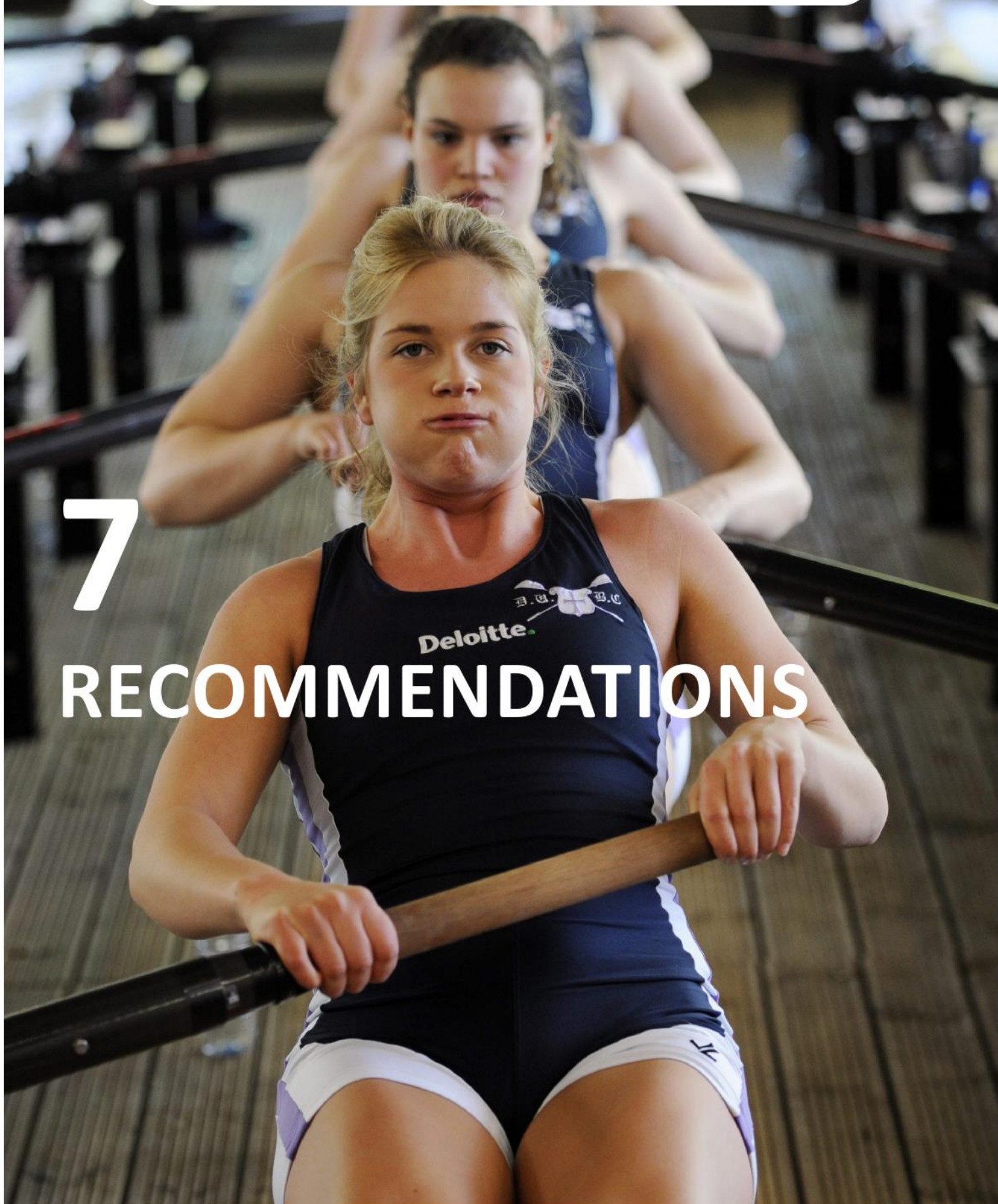


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Improving the Supply of Skills to the Sector

7

RECOMMENDATIONS



7. RECOMMENDATIONS

Through the ESSA-Sport project Recommendations and Action Plans have been developed at the European level and can be found in the European Report. Recommendations and Action Plans have also been developed in countries where there is an ESSA-Sport National Coordinating Partner and can be found in the National Report for those countries.

For countries such as Luxembourg where there has not been a National Coordinating Partner and national stakeholder consultation has not taken place it is not relevant or desirable to present a detailed Action Plan in this National Report.

However, it is useful to outline four Recommendation Areas drawing from priorities identified at the European level, based on common challenges and priorities across Europe, and present them for discussion at the national level by national stakeholders. Potentially these could be developed in to an agreed Action Plan with target dates and key organisations involved at a later date after being discussed and agreed by national stakeholders.

The challenges in developing the sport and physical activity workforce can have commonalities across Europe and it is felt these Recommendation Areas could be considered for relevance and potential action at the national level in Luxembourg by national stakeholders.

Recommendation Area 1: Improving knowledge of the national sport and physical activity workforce

Repeat the analysis of Eurostat data for the national Sport and Physical Activity Labour Market and attempt to make contact with the National Statistics Office (NSO).

Explore the feasibility of undertaking a workforce research survey such as the one carried out through the ESSA-Sport European Online Employer Skills Survey

Recommendation Area 2: Promoting the value of research and the importance of the sport and physical activity sector

Promote the value of research and using an evidence base to inform policy and practice, and the importance of the sport and physical activity sector to society

Recommendation Area 3: Diversifying the workforce

Research and develop more approaches to attracting females into the Sport and Physical Activity workforce

Research other indicators of inclusion in the Sport and Physical Activity workforce

Recommendation Area 4: Professionalising the workforce

Encourage a dialogue between education providers and employers on skills and training issues

Optimise the training, development and qualification opportunities for potential and current workers in the Sport and Physical Activity sector

Develop modular training courses to enable workers in the sector to gain accredited training and qualifications using a variety of training modalities, including online learning.

Develop a national framework of qualifications in sport, linked to national qualifications framework developments and the European Qualifications Framework

Realise the potential of volunteers to deliver services to professional standards and to transition into the paid workforce



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