ICCDPP
THE INTERNATIONAL CENTRE FOR CAREER DEVELOPMENT AND PUBLIC POLICY

CATE
Ngā Kaitohutohu Rapuara Aotearoa
Careers and Transition Education Association NZ

Tertiary Education Commission
Te Amorangi Mātauranga Matua

Country Report

10th International Symposium on Career Development and Public Policy, Auckland, New Zealand, November 2026

Country name

Luxembourg

This country report has been prepared for discussion and information purposes in connection with the 10th International Symposium on Career Development and Public Policy. It draws on an online questionnaire on the Symposium themes, which national teams were invited to complete in advance.

ICCDPP: Navigating new horizons - Country perspectives survey

Introduction

Q1. Do you agree to participate in this survey?

Yes

Q2. I confirm that I am providing a response on behalf of my country.

No

Q3. I confirm that I am happy for the responses to this survey to be shared publicly.

Yes

Q4. Is your country going to participate in the 2026 ICCDPP symposium in New Zealand?

No

Q5. Who have you consulted with before completing this survey?

Various services of the
- Ministry of Education, Children and Youth, and the
- Ministry of Labour, Employment and Solidarity Economy as well as related websites.

About you

Q6. What is your name?

Jean-Jacques Ruppert (based on the author's academic research and from practice)

Q7. What organisation do you work for?

Applied Vocational Psychology and Policy research unit

Q8. What is your job title?

Head of Unit; Ph.D.

Q9. What is your email address?

jeanjacquesruppert@me.com

Q10. Are you happy for your contact details to be published on the ICCDPP website/ relevant documents as part of the publication of this data?

Yes

About your country

Q11. What is the name of your country?

Luxembourg

Q12. Which groups can access career development services in your country?

	Accessible and free to everyone	Accessible and free to some groups	Accessible to those who can pay	Not accessible
Indigenous people	X			
Young people in schools	X			
Young people in Technical and Vocational Education and Training (TVET)	X			
Young people in university or higher education	X			
Young people not in education or work (e.g. NEETs)	X			
Adults in education	X			
Adults in work	X			
Adults not in education or work (e.g. unemployed workers and the economic inactive)	X			
Migrants	X			
People in the criminal justice system	X			
Employers/businesses	X			

Q13. Are there any other groups in your country, not listed in Question 12 above, that can access career development services?

-

About your country

Q14. How far do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The career development policies, programmes and services in my			X		

Q14. How far do you agree with the following statements?

country are meeting the career needs of the population.		
School leavers in my country are well prepared for successful transitions to work or further learning.		X
There is a strong evidence base to support the provision of career development services in my country.	X	
AI is having a major impact on the education system in my country.		X
AI is having a major impact on labour market in my country.		X
AI is having a major impact on the provision of career development services in my country.		X

Q15. Are indigenous groups involved in the design of career development services in your country?

Yes, to a great extent

About your country

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

Luxembourg's career development system is driven by a strong lifelong learning culture. It integrates government-funded vocational training, the Individual Training Leave (up to 80 paid days over a career), and the VAE system, which officially validates your prior non-formal experience. The system operates on multiple pathways designed to help you upskill, reskill, or pivot:
State-Sponsored Training & Guidance:
- The national Lifelong-Learning.lu portal;
- ADEM Career Guidance: The Agence pour le Développement de l'Emploi (ADEM);
- Validation des Acquis de l'Expérience (VAE);
- Lifelong Learning Leave;
- University of Luxembourg Career Centre;
- EU Mobility;
- Subsidies for High-Demand Sectors and Funding for Upskilling Grants.

Q17. Please provide links to any key reports, articles or websites that provide insights into your country's career development policies and systems. [Up to 300 words]

www.men.lu; www.maison-orientation.public.lu; www.cepas.public.lu
www.mt.gouvernement.lu; www.adem.public.lu
www.cedefop.europa.eu

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

At every level in the education and training system there are professionals who can assist with educational, social, psychological and guidance issues.

Productivity and the inclusive economy

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services contribute to economic growth.	X				
Career development services contribute to workforce productivity.		X			
Career development services deliver a positive return on investment on public spending.		X			
Career development services support entrepreneurialism.			X		
Career development services help to address employers' skills and labour needs.		X			
Career development services can be accessed by small and medium sized businesses (SMEs).		X			
Career development services improve levels of job satisfaction.		X			
Career development services contribute to decent work (jobs with access to training, a living wage and other benefits).		X			
Career development services support equality of access to learning and work opportunities.			X		
Career development services contribute to the green transition.			X		

Productivity and the inclusive economy

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

Luxembourg addresses stagnant labour productivity by integrating career development with lifelong learning and strategic economic goals. The government uses targeted upskilling initiatives and guidance frameworks to align workforce skills with structural changes, driving innovation and sustainable growth.

Q21. Provide further information about the way in which policies and practices for career development services in your country support an inclusive economy. [Up to 300 words]

Luxembourg supports an inclusive economy through a blend of national agencies, targeted funding, and private-sector partnerships. Policies prioritize lifelong learning, upskilling for the digital/green transitions, and barrier-free integration for vulnerable groups, minorities, and migrants into the labor market. On top of centralised Guidance and Employment Measures (ADEM and House of Guidance), there exist some policies for vulnerable groups and Equal Access such as Inclusion Assistance as well as European Social Fund Plus initiatives.

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

Education, Training and Upskilling: www.liser.lu;
Choice of professional development training and boost for skills: www.guichet.public.lu

Enhancing skills and developing technical and vocational education and training (TVET)

Q23. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services support people to develop skills		X			
Career development services support people to access training	X				
Career development services support the uptake of TVET pathways		X			
Career development services support lifelong learning		X			

Q24. What are the biggest challenges for participation in the technical and vocational education and training (TVET) system in your country? [Please tick all that apply.]

School leavers do not see TVET pathways as attractive
Parents do not see TVET pathways as attractive for their children
The practice of compulsory assignment of students with academic challenges to TVET programmes
School staff do not know enough about TVET pathways and the occupations they lead to
Career development practitioners do not know enough about TVET pathways and the occupations they lead to
TVET options do not provide opportunities for educational progression e.g. to higher education

Enhancing skills and developing technical and vocational education and training (TVET)

Q25. At what age do young people generally move onto a TVET pathway if that is the path they take?

At the age of 15-16, frequently however later.This is due to the fact that quite a few pupils have to repeat a year or even several years.

Q26. Does the age of pathway selection cause challenges for your TVET system?

Yes

Q27. Is there anything else that you would like to say about the age of pathway selection? [Up to 300 words]

Considering that young people who enter HE do so at the age of ± 20 only, choosing TVET at the age of 15+ may on occasion seem early.

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

By mapping individual career aspirations to the evolving labour market, these services identify skills gaps and steer workers toward high-demand fields like IT and the green transition.
Key ways Luxembourg's career services enhance these policies include:
- Targeted Skills Transition Programmes such as "Skillsbridges": co-financement of short, targeted training for employees to adapt to digital and ecological transitions. Career counsellors are involved in these programmes.
- Modernized TVET and Lifelong Learning: Career guidance services promote Initial Vocational Training and continuing education as attractive, viable pathways. By utilizing the Luxembourg Qualifications Framework (CLQ), career counsellors assist individuals in translating their skills into recognized qualifications.
- Specialized Tech and Digital Upskilling: Career centers actively direct individuals toward specialized, state-supported institutions like the Digital Learning Hub, which addresses ICT and technical skills shortages through intensive courses in coding, blockchain, and cybersecurity.
- Active Labour Market Integration: for jobseekers and migrants, career guidance services pair intense language training with professional and vocational training, significantly improving the alignment between workforce supply and the specific needs of the Luxembourgish economy.
- Data-Driven Policy Formulation: research entities like LISER collaborate with Ministries and training centers to leverage AI and big data in order to evaluate training programmes, ensuring that career development paths remain aligned with the country's economic reality.

Q29. Please provide links to any key reports, articles or websites that provide further insights about how career development services can enhance skills and support TVET. [Up to 300 words]

www.en.moovijob.com
www.liser.lu

Ensuring disadvantaged and vulnerable groups can thrive

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services help vulnerable and disadvantaged groups to thrive.		X			
Vulnerable and disadvantaged groups can access career development services.		X			
Career development services support vulnerable groups to access decent work.		X			
Career development services support vulnerable groups to access the education and training system.		X			
There is adequate funding for career development services targeting vulnerable and disadvantaged groups.		X			
Policies for social inclusion intersect with policies for education, training, and employment.		X			

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

	Government has policies to support	Provided with bespoke or targeted career development services
Indigenous people	X	X
Women and girls	X	X
Men and boys	X	X
Ethnic minorities		
Religious minorities		
Lesbian, gay, bisexual and transgender people		
People from low-socio-economic backgrounds		
People with low skill levels	X	X
Migrants	X	X
People with disabilities	X	X
People with health and mental health challenges	X	X
Younger people	X	X
Older people	X	X
Other		

Ensuring disadvantaged and vulnerable groups can thrive

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

Luxembourg provides career development and socio-professional integration services for disadvantaged and vulnerable groups. These initiatives, supported by state and European funding, focus on removing barriers to employment for individuals such as at-risk youth, the long-term unemployed, people with disabilities, immigrants, and those facing social exclusion.
State and Public Services:
- The ADEM (Employment Development Agency) offers specialized vocational guidance to help adults seeking new career paths, those with disabled employee status, and individuals unable to continue their previous occupations.
- The SNJ (National Youth Service) provides targeted career counselling, including one-on-one coaching for vulnerable young people (ages 16–29) who have dropped out of school or face prolonged inactivity.
Non-Profit & NGO Initiatives:
- The "Stëmm vun der Strooss" supports marginalized and vulnerable individuals, including the homeless, ex-criminals, and people battling addiction, by fostering their social and professional reintegration.
- The CNDS runs initiatives like "Nei Aarbecht" and "Naturaarbechten", which offer returning-to-work measures and socio-therapeutic support for individuals facing social hardship.
- The "Youth & Work" delivers free individual coaching to vulnerable and unemployed youth to build up 'their confidence and guide them toward suitable training or employment.
Financial and Social Support:
- For individuals unable to join the traditional job market, the government provides the "Revenu pour personnes gravement handicapées" (RPGH). Additionally, the European Social Fund Plus (ESF+) co-funds programmes that help integrate people with immigrant backgrounds and disadvantaged groups into sustainable employment.

Q33. Please provide links to any key reports, articles or websites that provide further insights into the way that your country's career development system supports vulnerable and disadvantaged people. [Up to 300 words]
www.stemm.lu www.adem.public.lu www.fdlux.lu www.mfsva.gouvernement.lu


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