



INCLUSIVE EARLY CHILDHOOD EDUCATION (IECE) COUNTRY QUESTIONNAIRE – LUXEMBOURG

General remarks about the organisation of the Luxembourg school system

In 2009 three new laws came into effect which had major impacts on the organisation of primary education, both at a structural and a pedagogical level:

- *loi modifiée du 6 février 2009 portant organisation de l'enseignement fondamental;*
- *loi du 6 février 2009 relative à l'organisation scolaire;*
- *loi modifiée du 6 février 2009 concernant le personnel de l'enseignement fondamental.*

In Luxembourg, primary school (*école fondamentale*) encompasses both pre-primary and primary education. The first year of pre-primary education (*éducation précoce*) is optional, whereas the second and the third years (*éducation préscolaire*) are compulsory. Thus, compulsory school starts at the age of four. Although the first year of pre-primary education is not compulsory, three-year-old children have a legal entitlement to attend an *éducation précoce* group.

Learning in primary school is organised in four biennial learning periods (*cycles d'apprentissage*) with the exception of pre-primary education, which lasts three years when children attend the *éducation précoce*. The focus of this questionnaire is on the first learning period (*cycle 1 précoce*, cycle 1.1. and cycle 1.2.).

Stages of education	Age at the beginning of the school year	Organisation of education
Primary education (<i>Enseignement primaire</i>)	11 years 10 years	<i>Cycle d'apprentissage 4</i>
	9 years 8 years	<i>Cycle d'apprentissage 3</i>
	7 years 6 years	<i>Cycle d'apprentissage 2</i>
Compulsory pre-primary education (<i>Éducation</i>)	5 years 4 years	<i>Cycle d'apprentissage 1</i>



Stages of education	Age at the beginning of the school year	Organisation of education
<i>préscolaire)</i>		
Non-compulsory pre-primary education (<i>Éducation précoce</i>)	3 years	

Up to the age of four, when compulsory education begins, children may attend centre-based provision/non-formal ECE (Early Childhood Education) known as *service d'éducation et d'accueil*, which is delivered in *crèches* or *foyer de jour*. In addition, there is a system of regulated home-based care delivered by childminders (*assistants parentaux*). Parents of three-year-old children therefore have the choice between non-formal ECE provision in the *structures d'éducation et d'accueil*, regulated home-based care delivered by the *assistants parentaux* and free pre-primary education (*éducation précoce*).

Parents of older children (aged three, when children attend *éducation précoce*, and above) can also benefit from a part-time offer of non-formal education services outside school schedules, complementing the provision to which children are entitled.

Since December 2013, all types of home-based and centre-based ECE provision, pre-primary and primary education are the responsibility of the Ministry for Education, Children and Youth.

A new law, voted in February 2016, sets the frame for non-formal education and care for all children from one year on:

<http://www.men.public.lu/fr/actualites/articles/communiqués-conference-presse/2016/02/19-assurance-qualite/index.html>.

The period of compulsory education extends over twelve full years. Every child of compulsory school age must be enrolled in a school, regardless of the legal status of the parents. No child can be refused for reasons of race, sex, language or religion. A large majority of children and young people attend state schools. There are a limited number of private schools offering either the same type of education as the state schools or linguistic and/or pedagogical alternatives.

Luxembourg's Parliament has repeatedly defined the preservation of the unity of the school system, its diplomas and certificates as a priority. Attendance of foreign and native children at the same school is an essential element in preserving short-



and long-term social cohesion. The different laws of 2009 perfectly reflect these priorities and set the frame to implement them.

In this questionnaire, the answers will focus on the public pre-primary education sector (*cycle d'apprentissage 1* including *éducation précoce* and *éducation préscolaire*), which is part of primary school.



1. ACCESS, PROCEDURES AND PARTICIPATION

Key principles

1.1 Provision that is available and affordable to all families and their children.

1.2 Provision that encourages participation, strengthens social inclusion and embraces diversity.

Legislation and policy at national level

Guiding questions	Country responses
1. Is there a national policy and legislation that gives the right to all children, without exception, from at least 3 years onwards, to attend mainstream Early Childhood Education (ECE)?	<p>Free education for all children attending the public education system (pre-primary and primary education) from three years of age, for 26 hours a week:</p> <ul style="list-style-type: none"> – « <i>L'État veille à l'organisation de l'instruction primaire, qui sera obligatoire et gratuite et dont l'accès doit être garanti à toute personne habitant le Grand-Duché. L'assistance médicale et sociale sera réglée par la loi.</i> » (Article 23, Constitution du Grand-Duché de Luxembourg). <p>Financial support for children and families:</p> <ul style="list-style-type: none"> – « <i>La loi détermine les moyens de subvenir à l'instruction publique (...); elle règle pour le surplus tout ce qui est relatif à l'enseignement et prévoit, selon des critères qu'elle détermine, un système d'aides financières en faveur des élèves et étudiants</i> » (Article 23, Constitution du Grand-Duché de Luxembourg). <p>Legal entitlement to free ECE for all children living in Luxembourg from the age of three:</p> <ul style="list-style-type: none"> – « <i>Tout enfant habitant le territoire du Grand-Duché âgé de trois ans ou plus a droit à une formation scolaire qui, complétant l'action de sa famille, concourt à son éducation. Ce droit est garanti par l'État conformément aux dispositions des lois régissant les différents ordres d'enseignement</i> » (Article 2, loi du 6 février 2009 relative à l'obligation scolaire). – « <i>Chaque enfant habitant le Grand-Duché et âgé de trois ans révolus avant le 1er septembre peut fréquenter une classe d'éducation précoce dans une école de sa commune de résidence</i> » (Art. 18, loi modifiée du 6 février 2009 portant



Guiding questions	Country responses
	<p><i>organisation de l'enseignement fondamental).</i></p> <ul style="list-style-type: none">– At a local level, municipalities have to provide the required infrastructures and equipment to ensure pre-primary and primary education. <p>Compulsory education from four years on:</p> <ul style="list-style-type: none">– « <i>Tout enfant habitant le Luxembourg âgé de quatre ans révolus avant le premier septembre, doit fréquenter l'École. Cette obligation s'étend sur douze années consécutives à partir du premier septembre de l'année en question</i> » (Article 7, loi du 6 février 2009 relative à l'obligation scolaire). <p>Law on Special Education:</p> <ul style="list-style-type: none">– <i>Loi du 28 juin 1994 modifiant et complétant a) la loi modifiée du 10 août 1912 concernant l'organisation de l'enseignement primaire; b) la loi modifiée du 14 mars 1973 portant création d'instituts et de services d'éducation différenciée; en faveur de la participation d'enfants affectés d'un handicap à l'enseignement ordinaire et de leur intégration scolaire.</i>– <i>Loi modifiée du 14 mars 1973 portant création d'instituts et de services d'éducation différenciée.</i> The Law of 28 June 1994 amended the law of 10 August 1912, concerning the organisation of primary education, as well as the law of 14 March 1973, creating special education institutions and services. The new law sets the context for the participation of children with special needs in mainstream education and their social integration. <p>Some parts of the law of 1994 were modified and adapted in 2009 when the new laws took effect (<i>loi modifiée du 6 février 2009 portant organisation de l'enseignement fondamental, loi du 6 février 2009 relative à l'organisation scolaire, loi modifiée du 6 février 2009 concernant le personnel de l'enseignement fondamental).</i></p> <ul style="list-style-type: none">– The state ensures that each child of compulsory school age with mental, psychological, sensory or motor disabilities who has special educational needs receives individualised support and assistance:



Guiding questions	Country responses
	<ul style="list-style-type: none">○ from the Special Education Service within mainstream primary education;○ in a centre/institute for special education, while attending classes in mainstream education for certain activities;○ in a centre or institute of the Special Education Service, a private institution in Luxemburg or abroad, as approved by the Ministry of Education. <p>For further details on the aspect of inclusion of children with special needs, see answer to question 6.</p>
2. Is there support available to enable every child to attend ECE?	See the answer to question 6 in this section.
3. Is there a period of compulsory ECE before school starts?	In Luxemburg, primary school (<i>école fondamentale</i>) encompasses both pre-primary and primary education. The first year of pre-primary education (<i>éducation précoce</i>) is optional, whereas the second and the third year (<i>éducation préscolaire</i>) are compulsory. Thus, compulsory school starts at the age of four. Although the first year of pre-primary education is not compulsory, three-year-old children have a legal entitlement to attend an <i>éducation précoce</i> group.
4. Are arrangements in place for transition from home to ECE and from ECE to primary education for all	<p>In Luxemburg, it is important to make a distinction between non-formal ECE and ECE which is part of primary school and thus of the public school system. Both systems are the responsibility of the Ministry of Education, Children and Youth.</p> <p>Transition from home to ECEC/transition from non-formal ECEC to formal ECEC:</p> <ul style="list-style-type: none">– The non-compulsory year of pre-primary education, <i>éducation précoce</i>, introduced in 1998, was evaluated in 2015 (http://www.men.public.lu/fr/actualites/articles/communiqués-conference-presse/2015/11/11-education-precoce/index.html). The importance of transition periods, which guarantee



Guiding questions	Country responses
children?	<p>coherence and continuity, has been repeatedly pointed out. Different possibilities, including smooth transition phases, welcome sessions in the mornings (extended arrival times), participation of parents and collaboration with parents and staff from day-care centres, are actually already in place in many schools. In most of the <i>éducation précoce</i> and <i>éducation préscolaire</i> groups, welcome days are organised for children and parents in order to get to know the new environment.</p> <ul style="list-style-type: none">– Since 2009 regular meetings with parents to discuss the development and learning of their children have been carried out by law and are positively perceived both by parents and professionals. « <i>Les parents et les enseignants procèdent régulièrement à des échanges individuels au sujet des élèves</i> » (Article 47, loi modifiée du 6 février 2009 portant organisation de l'enseignement fondamental).– Partnership with parents is a major aspect of the reform of the primary school system established by law in 2009. For more details see: Section 4 « <i>Le partenariat</i> », loi modifiée du 6 février 2009 portant organisation de l'enseignement fondamental: http://www.legilux.public.lu/leg/a/archives/2014/0173/a173.pdf#page=5.– The evaluation of <i>éducation précoce</i> showed that in 2013/14, 63.5% of three-year-old children joined a non-compulsory pre-primary group. The questionnaires returned by parents whose children did not attend an <i>éducation précoce</i> group showed several constraints, i.e. the lack of education and care services outside school hours, hours which did not meet parents' needs, the lack of transport options.– Several initiatives are discussed at policy level. They tend to facilitate transition phases from home to ECE structures and from one ECE structure to another and, in some cases, make transition possible:<ul style="list-style-type: none">○ Integrated structures (buildings encompassing non-formal day-care settings and primary school settings);○ Increased collaboration between ECE staff (non-formal ECE) and pre-primary staff, building on common perceptions and valuing differences;



Guiding questions	Country responses
	<ul style="list-style-type: none">○ Enhanced flexibility of time schedules in pre-primary education (<i>education précoce, education préscolaire</i>).– In Luxembourg, as in many countries, parents are offered fee reductions or even exemptions depending on certain criteria (i.e. family income) in order to increase the affordability of non-formal education. <p>Transition from non-compulsory (<i>éducation précoce</i>) to compulsory pre-primary education (<i>éducation préscolaire</i>):</p> <ul style="list-style-type: none">– Some legal requirements facilitate transition from non-compulsory to compulsory pre-primary education: all the teachers and educators in the pre-primary classes of a school form a pedagogical team (<i>équipe pédagogique</i>). The collaboration between pedagogical teams encompasses, for example, weekly exchanges between the pre-primary professionals in a school and making common decisions (for example at the end of a learning period). For more details: <i>Règlement grand-ducal du 27 avril 2009 fixant les missions et le fonctionnement de l'équipe pédagogique ainsi que les attributions et les modalités d'indemnisation du coordinateur de cycle.</i> http://www.legilux.public.lu/leg/a/archives/2014/0173/a173.pdf#page=54. <p>Transition from ECE to primary education:</p> <ul style="list-style-type: none">– Some legal requirements facilitate transition from pre-primary to primary education: regular exchanges between pre-primary and primary teachers in school committees, discussion of education and learning based on a common core curriculum, school development programmes (<i>plans de développement scolaire</i>) which encompass the whole school community and often focus on continuity and coherence throughout the different stages of primary school, etc. <p>For co-operation with other professionals, concerning more specific care, assistance and support to children with special needs, see question 6 in this section.</p>
5. a) Is	The definition of learners with special educational needs was outlined



Guiding questions	Country responses
inclusion stated as a goal of ECE provision? b) Is there a policy making ECE accessible to all children?	<p>in the law on special education of 1973 (<i>loi modifiée du 14 mars 1973</i>) and has been modified by the 2009 laws on primary education (see introduction to the questionnaire). The term refers to children with a disability or an impairment that physically, intellectually or mentally limits their possibilities of attaining the learning objectives defined for the level of education.</p> <p>Inclusion in a broader sense surpasses physical, intellectual and mental disabilities and includes a large range of special needs including socio-economic, linguistic and/or cultural needs as well as behaviour and attention problems. This understanding of inclusion is at the heart of the laws of 2009. One of the most important aims of primary education is to provide education to all children.</p> <p>The school mission as defined by law reflects these ideas: « <i>La formation scolaire favorise l'épanouissement de l'enfant, sa créativité et sa confiance en ses capacités. Elle lui permet d'acquérir une culture générale, le prépare à la vie professionnelle et à l'exercice de ses responsabilités de citoyen dans une société démocratique. Elle l'éduque aux valeurs éthiques fondées sur la Déclaration universelle des droits de l'homme et l'amène à respecter l'égalité entre les filles et les garçons. Elle constitue la base de l'éducation permanente. Les familles sont associées à l'accomplissement de ces missions. Pour favoriser l'équité des chances, des dispositions appropriées rendent possible l'accès de chacun, en fonction de ses aptitudes et de ses besoins particuliers, aux différents types ou niveaux de la formation scolaire</i> » (article 3, loi du 6 février 2009 relative à l'obligation scolaire).</p> <p>With regard to children with special needs, a series of measures have been introduced at central level to provide targeted support. All measures aim to give all children a place in pre-primary and primary education for as long as possible (for details, see answer to question 6 in this section).</p> <p>« <i>Chaque enfant, quel que soient ses particularités et ses besoins, a droit à son épanouissement personnel et à la meilleure préparation possible à l'autonomie et à l'intégration dans la société. C'est pourquoi la législation prévoit que tout enfant qui, en raison de ses particularités mentales, caractérielles, sensorielles ou motrices, ne</i></p>



Guiding questions	Country responses
	<p><i>peut suivre l'enseignement ordinaire reçoive :</i></p> <ul style="list-style-type: none"> – <i>soit l'aide et l'appui individualisés adaptés dans le cadre d'une classe de l'enseignement ordinaire;</i> – <i>soit l'instruction appropriée dans un centre ou un institut de l'Éducation différenciée.</i> <p><i>On considère comme élève à besoins éducatifs spécifiques, celui dont la prise en charge ne peut être assurée par les moyens normalement à disposition des enseignants. L'élève peut avoir à faire face à des déficiences de nature très diverse : incapacités physiques (déficiences visuelles, auditives, fonctionnelles, etc.), troubles du comportement ou affectifs, difficultés d'apprentissage, etc. Pour faire face à ces difficultés, l'aide au sein de l'école régulière est privilégiée grâce à l'intervention des équipes multiprofessionnelles et, à l'enseignement secondaire et secondaire technique, aux aménagements raisonnables.</i></p> <p><i>Lorsque cette aide ne suffit pas, l'élève peut être orienté vers une école spécialisée (centres régionaux d'éducation différenciés ; centres de propédeutique professionnelle ; instituts spécialisés) de l'Éducation différenciée au Luxembourg ou le cas échéant vers une institution spécialisée à l'étranger.</i></p> <p><i>Si autrefois les enfants à besoins spécifiques étaient pris en charge dans des structures spéciales, séparées, aujourd'hui la volonté du ministère est de favoriser leur intégration au sein même des établissements ordinaires ou dans leur environnement proche. »</i> www.men.lu.</p> <p>See also the answer to question 1 in this section.</p>
<p>6. Is there a policy that obliges mainstream publicly funded ECE to make adaptations so that all children</p>	<p>General measures:</p> <ul style="list-style-type: none"> – Legal entitlement to free ECE for all children living in Luxembourg from the age of three (<i>Article 2, loi du 6 février 2009 relative à l'obligation scolaire, Art. 18, loi modifiée du 6 février 2009 portant organisation de l'enseignement fondamental</i>). For details, see answer to question 1 in this section. – Biennial learning cycles replacing school years: To reflect the diversity of children, pre-primary and primary education is



Guiding questions	Country responses
can attend and participate? Please describe	<p>organised in cycles that replace the organisation by school years. Children have more time for learning and progressing and professionals have more capacity to take into account the individual potential, needs and rhythms of progression. There is room for pedagogical differentiation.</p> <ul style="list-style-type: none">– Intercultural mediation: Parents, teachers and the school authorities can ask for free assistance from an intercultural mediator who speaks Albanian, Arabic, Cape Verdean Creole, Chinese, Italian, Portuguese, Serbo-Croat or Russian, as well as any other languages commonly used in Luxembourg (further languages are available on special request only). Intercultural mediators have a perfect understanding of the school system. They act confidentially and help parents, learners and teachers in class or at school in general. They can also provide additional services, including:<ul style="list-style-type: none">○ translating during meetings of professionals, parents and children;○ providing information on previous education in the country of origin;○ providing verbal or written translations, such as letters from teachers or school reports.– « <i>Classes d'accueil</i> »: Children who arrive when they are very young are integrated into regular primary classes, where they learn Luxembourgish, German and French. It is possible to learn Luxembourgish, German or French intensively in special 'welcome' insertion classes. The number of hours set aside for teaching German and/or French depends on the age and language skills of the learners. The objective is to integrate learners into a mainstream class as quickly as possible.– Specific training to help ECE staff meet the particular needs of disadvantaged children is explored. The National Institute for Vocational Training offers specific in-job training for pre-primary teachers and educators (<i>Institut national de Formation continue</i>).– https://ssl.education.lu/ifen/liste-formations?dispDomaine=9&idSsDomaine=902, https://ssl.education.lu/ifen/liste-



Guiding questions	Country responses
	<p>formations?dispDomaine=9&idSsDomaine=905</p> <p>Support and assistance for children with special educational needs – special staffing, organisational arrangements:</p> <p>In Luxembourg, children with special educational needs have the right to be supported according to their needs in order to develop their full potential and to facilitate their psychological and social inclusion. They attend pre-primary and primary education groups and classes whenever possible and for as long as possible. The Special Education Service (EDIFF) of the Ministry of Education manages a large part of the provision for learners with special educational needs. The offer includes specialist schools as well as multi-professional teams supporting learners integrated into mainstream education.</p> <p>Different structures provide education for learners with special educational needs or propose complementary assistance for attending mainstream education. The Special Education schools comprise eight regional centres for special education (<i>centres régionaux</i>), five specialist institutes (<i>instituts spécialisés</i>) and three centres for vocational preparation (<i>centres propédeutiques</i>):</p> <ul style="list-style-type: none">– The Logopedic Centre (<i>Centre de logopédie</i>) works in close co-operation with the EDIFF;– <i>L’Institut pour infirmes moteurs et cérébraux</i>;– <i>L’Institut pour enfants autistiques et psychotiques</i>;– <i>L’Institut pour déficients visuels</i>;– In addition, the Ministry of Education works in close co-operation with several non-profit organisations that provide support and organise activities for children and their families. <p>Multi-professional teams:</p> <ul style="list-style-type: none">– 20 multi-professional teams (<i>équipes multiprofessionnelles</i>) based in 20 school districts provide individual support in primary education.– Multi-professional teams include staff from special education, from Logopedics Centres, special education teachers appointed to municipalities and other experts in supporting and assisting learners with special needs. At least one multi-professional team is created at the level of each inspection



Guiding questions	Country responses
	<p>district (there are 20 regional inspection districts). In dialogue with the concerned school committees, the teams ensure a regular presence in the schools.</p> <ul style="list-style-type: none">– In collaboration with the class teachers/educators and, if necessary, the '<i>médico-socio-scolaire</i>' team, the members of the multi-professional team ensure the diagnosis and care of children with special educational needs and advise the class teacher and the educational team about the implementation of differentiation measures. <p>Procedure for children with special needs:</p> <p>The following procedure prevents children from being prematurely excluded from pre-primary and primary education and ensures, if needed, a neutral, objective and equitable admission to special education (See also <i>Articles 27 à 34, Section 4 – Les mesures d'aide, d'appui et d'assistance en cas de difficultés d'apprentissage, loi modifiée du 6 février 2009 portant organisation de l'enseignement fondamental</i>)</p> <p>http://www.legilux.public.lu/leg/a/archives/2014/0173/a173.pdf#page=5:</p> <ul style="list-style-type: none">– The Regional Commission for School Inclusion (CIS – <i>Commission d'inclusion scolaire régionale</i>) is made aware of children with special needs;– For each child, the CIS draws up a diagnosis of the child's needs, the support which can be assigned and proposes an individual support plan (<i>plan d'encadrement individualisé</i>), subject to parents' approval. The CIS establishes a file which includes:<ul style="list-style-type: none">○ The individual support plan, which is submitted to the parents for agreement. The CIS evaluates the plan annually and makes the necessary adaptations to ensure the learner's educational progress;○ It may consist of either an adaptation of education and care according to the child's needs, support by one or more members of the multi-professional team, education in a special education class or education in a special school or institution in Luxembourg or abroad. In the latter two cases, the file is sent for approval to the



Guiding questions	Country responses
	<p style="text-align: center;">national '<i>médico-psycho-pédagogique</i>' commission¹.</p> <ul style="list-style-type: none"> – Most three- to six-year-old children attend regular pre-primary groups. A lot of effort is undertaken in order to give each child the opportunity to stay as long as possible in a mainstream group. – A reform of the existing structures of the <i>Education différenciée</i> and the multi-professional teams is planned. – Two new specialised centres for children with learning difficulties and behavioural problems will be created. <p>Over a period of several years, 150 special needs teachers will be employed in order to support students with special needs in different schools.</p>

Practice at national level

Guiding questions	Country responses
<p>1. What percentage of children attend mainstream ECE provision at ages</p> <ul style="list-style-type: none"> • 3 years 	<p>In 2013/14:</p> <ul style="list-style-type: none"> – 63.5% of three-year-old children attended a non-compulsory mainstream <i>éducation précoce</i> group; – 89% of children aged four to six years attended a compulsory mainstream pre-primary education

¹ If the individual education plan suggests that the child should attend a special education class or institution in Luxembourg or abroad, this proposal, including the reports from different specialists, is submitted to the National Medico-Psycho-Pedagogical Commission (CMPPN – *Commission médico-psycho-pédagogique nationale*). The latter is composed of specialists from different disciplines including the General Inspector (*inspecteur général*) of primary education, the director of the Special Education Service (*Service de l'éducation différenciée*) and the director of the Logopedics Centre (*Centre de Logopédie*). The CMPPN examines the request submitted and issues a guidance proposal to the parents. Within two months, the parents make a decision on their child's education. If no decision is made within this period, the child is automatically enrolled in the institution suggested by the CMPPN. In the case of disagreement, the parents contact the Minister who submits the request to a group of experts who may either support the CMPPN's proposal, the CIS's proposal, or propose an alternative solution. Parents wishing to re-enrol their child in mainstream primary education submit a written request to the CIS concerned at least two months before school starts. The CIS passes this request, and its own view on the matter, on to the CMPPN and the Ministry of Education. The re-integration into mainstream education is carried out on the decision of the Minister.



Guiding questions	Country responses
<ul style="list-style-type: none"> • 4 years • 5 years (if not primary) • 6 years (if not primary)? 	<p>class.</p>
<p>2. What are the main factors preventing some children from accessing mainstream ECE?</p>	<ul style="list-style-type: none"> – School year 2013/14: <i>Inscription spéciale 'logopédie'</i>: 65 learners (LOGO) <i>Inscription spéciale 'accueil'</i>: 300 learners – School year 2014/15: <i>Inscription spéciale 'logopédie'</i>: 71 learners <i>Inscription spéciale 'accueil'</i>: 234 learners – School year 2015/16: <i>Inscription spéciale 'logopédie'</i>: 72 learners <i>Inscription spéciale 'accueil'</i>: 209 learners (These are approximate numbers of children) – EDIFF: Very severe deficiencies.
<p>3. Are there children who attend special ECE settings? Please provide data if available.</p>	<p>The following is taken from <i>Global Statistics and Analysis of School Results 2013/2014</i>:</p> <ul style="list-style-type: none"> – 95 children aged up to five and 92 children between six and seven attended a specialist institution: <ul style="list-style-type: none"> ○ Most of them (83 children aged five and 66 children aged six to seven) attended a Logopedics Centre (<i>Centre de Logopédie</i>) group; ○ seven children aged five and five children aged six to seven attended the <i>Institut pour infirmes moteurs cérébraux</i>; – 19 children attending mainstream pre-primary education (cycle 1) were cared for by specialists of the Centre for Visual Impairment; – 115 children attending mainstream pre-primary



Guiding questions	Country responses
	<p>education (21 children from <i>éducation précoce</i> and 94 children from <i>éducation préscolaire</i>) were cared for by specialists in a multi-professional team;</p> <ul style="list-style-type: none">– 6,108 children attending cycle 1 were reported to the Logopedics Centre as having language and speech difficulties and have been cared for (<i>traitement logopédique ambulatoire</i>).
4. Describe arrangements for inter-service collaboration to enable children's attendance and participation?	<ul style="list-style-type: none">– Pedagogical teams: The collaboration of pedagogical teams includes weekly exchanges among the pre-primary group professionals in a school and the making of common decisions (for example at the end of a learning period).– Multi-professional teams: In collaboration with the class teachers/educators, members of the multi-professional team assure the diagnosis and care of children with special educational needs and advise the class teacher and the educational team about the implementation of differentiation measures.– School committees.
5. What proportion of children is formally identified as having additional needs at: <ul style="list-style-type: none">• 3 years• 4 years• 5 years• 6 years	See answer to question 4 in this section. Data not available.



2. WORKFORCE

Key principles

2.1. Well-qualified staff whose initial and continuing training enables them to fulfil their professional role.

2.2. Supportive working conditions including professional leadership that creates opportunities for observation, reflection, planning, teamwork and cooperation with parents.

Legislation and policy

Guiding questions	Country responses
<p>1. What level of qualification is required to work in ECE:</p> <ul style="list-style-type: none"> • for teachers? • for other staff? 	<p>Staff in mainstream pre-primary education:</p> <ul style="list-style-type: none"> – Mainstream pre-primary education (<i>éducation précoce</i> and <i>éducation préscolaire</i>) groups are the responsibility of teachers; – Each <i>éducation précoce</i> group is taken care of by a teacher and an educator: « <i>L’enseignement fondamental est assuré par des instituteurs. Les classes d’éducation précoce au premier cycle d’apprentissage (...) sont encadrées par des équipes comprenant un instituteur et un éducateur</i> » (Art. 4, loi du 6 février 2009 concernant le personnel de l’enseignement fondamental). <p>Teachers:</p> <p>Pre-primary teachers are required to hold a bachelor’s degree or equivalent (tertiary qualification in education). From 2016/17 on, in addition to educational and professional qualifications, teachers must also undergo an induction period directly after gaining their qualification (educators already have this induction period). During induction, newly qualified teachers carry out all or many of the tasks incumbent on experienced teachers and they are remunerated for their work. This induction phase is in addition to the compulsory professional training received before the acquisition of a teaching diploma. The requirements for a teacher’s qualification are higher than for those of the educators.</p> <p><i>Chargés de cours</i> in mainstream pre-primary education:</p>



Guiding questions	Country responses
	<p>In case of qualified teacher shortages or replacement of teachers, vacant posts are occupied by so-called <i>chargés de cours</i>. They are part of the pool of supply teachers (<i>réserve des suppléants</i>). They need to have at least a basic qualification and they may have different degrees of qualification (bachelor's degree, different certificates, upper secondary level of education). For further details see Art. 16, <i>loi du 6 février 2009 concernant le personnel de l'enseignement fondamental</i>.</p> <p>Educators in mainstream pre-primary education:</p> <ul style="list-style-type: none"> – Qualification: <i>diplôme d'éducateur luxembourgeois</i> or diploma or certificate equivalent to Luxembourg diploma (<i>diplôme de fin d'études secondaires techniques, division des professions de santé et des professions sociales</i>); – Induction period for educators. <p>Staff in special needs education:</p> <p>Bachelor's and master's studies in psychology, pedagogy and paramedical studies in addition to the above.</p>
<p>2. What regulation is there for staff-child ratios in ECE?</p>	<p>In 2009, Luxemburg introduced new regulations establishing a maximum number of children per class for pre-primary and primary education. A range of different factors is taken into consideration in order to determine the class size. These factors are called the 'contingent.' The contingent is being progressively introduced from 2009 to 2019.</p> <p>The contingent is the set of weekly lessons allocated by the Ministry for the provision of pre-primary and primary education in primary schools. It therefore includes all weekly education lessons which are necessary for the organisation of classes; the basic framework is 1.625 weekly lessons of direct teaching per learner. To this basic quota may be added a certain number of lessons, such as those allocated due to the social index of the municipality or the school community, or lessons allocated as part of the implementation of school development plans. To meet the exceptional needs of municipalities (for example, when a huge number of children</p>



Guiding questions	Country responses
	<p>arrive during the school year) more lessons can be allocated by the Minister.</p> <p>For more details, see: <i>Art. 38 de la loi modifiée du 6 février 2009 portant organisation de l'enseignement fondamental</i> http://www.legilux.public.lu/leg/a/archives/2014/0173/a173.pdf#page=131</p> <p>Average children per class in pre-primary education:</p> <ul style="list-style-type: none"> – <i>éducation précoce</i> (three to four years): 18.3 children per group in 2013/14; – <i>éducation préscolaire</i> (four to six years): 15.6 children per group in 2013/14. – Children with special needs: no ratio defined.
<p>3. What provision is there for additional staffing to support children with diverse and additional needs?</p>	<ul style="list-style-type: none"> – For details, see answer to question 6 in section 1 (access, procedures and participation); – Teacher-educator teamwork in <i>éducation précoce</i> groups; – In-class assistance from one or more members of the multi-professional team attached to the educational team for the intervention period; – In-class assistance in the context of <i>appui pédagogique</i> or by a <i>chargé de cours</i> in case of behavioural problems or a sudden increase in the number of children per class.
<p>4. Does the initial training of staff include understanding and supporting children with diverse and additional needs:</p> <ul style="list-style-type: none"> • for teachers? • for other staff? 	<p>Initial training for primary school teachers is held by different schools in different countries (Luxembourg, Belgium, Switzerland).</p> <p>For example, at the University of Luxembourg (bachelor in educational sciences, BScE) a new BScE programme on coping with heterogeneity through differentiation in learning settings will come into effect from autumn 2016. Inclusive pedagogy and education for special needs children, school-family relationships and intercultural mediation are some of the major topics within the programme. More information will soon be available on the university website (uni.lu).</p>



Guiding questions	Country responses
	<p>Some examples of courses currently offered in the context of initial teacher training at the University of Luxembourg are: http://wwwen.uni.lu/formations/flshase/bachelor_en_sciences_de_l_education_professionnel/programme/cours_syllabus</p> <ul style="list-style-type: none"> – <i>Unterstützendes Lehrerhandeln für Kinder mit special education needs</i> (semester 5) – <i>Grundlegende Kenntnisse zu schulrelevanten Diversitätsaspekten</i> – <i>Reflexion der eigenen Normalitätserwartungen, der Konstruktion von Behinderung und deren Bedeutung für Lernprozesse</i> – <i>Wissen um historische und aktuelle Entwicklungslinien der Behindertenpädagogik</i> – <i>Auseinandersetzung mit didaktischen Ansätzen und Qualitätsmerkmalen des Gemeinsamen Unterrichts</i> – <i>Kenntnis von Methoden kooperativen Lehrerhandelns und inklusiver Schulentwicklung</i> <p>Tackling diversity (understanding and valuing differences with regard to languages (plurilingualism), cultures, etc.) is a part of most of the disciplines.</p> <p>Initial training for educators is held at the LTPES (<i>lycée technique pour professions éducatives et sociales</i>): http://www.ltpes.lu.</p>
<p>5. Does initial training include preparation for working in partnership with families:</p> <ul style="list-style-type: none"> – for teachers? – for other staff? 	<p>Collaboration and co-operation with parents are integrated into most of the disciplines including intercultural and plurilingual aspects.</p> <p>Also see answer to question 4 in this section.</p>
<p>6. Is there a policy for in-service</p>	<p>In 2009 a national institution for teacher training was created which offers training for all professionals in the public school</p>



Guiding questions	Country responses
<p>training? Does it cover inclusive education skills?</p> <ul style="list-style-type: none"> • for teachers? • for other staff? 	<p>system. It not only offers a large amount of training on different topics, including the support of children with special needs (<i>aide aux enfants</i>), but also organises the induction period for young teachers who have recently gained their qualification.</p> <p>Inclusive pre-primary education topics are integrated into the induction programme and are explicitly mentioned in the law which regulates the induction period. For more information see http://www.legilux.public.lu/leg/a/archives/2015/0166/a166.pdf.</p> <p>Hours of compulsory in-service training per year:</p> <ul style="list-style-type: none"> – for teachers: eight hours per year; – for educators: 40 hours per year; – for <i>chargée(s) de cours</i>: eight hours per year. <p>In-service training is organised by the <i>Institut national de Formation</i> (IFEN): https://ssl.education.lu/ifen/web/guest/formation-continue</p> <p>In-service training for EDIFF staff is provided on demand and is available from IFEN and other providers.</p>

Practice at national level

Guiding questions	Country responses
<p>1. What proportion of staff has the required qualification:</p> <ul style="list-style-type: none"> • for teachers? • for other staff? 	<p>For teachers in pre-primary education in 2013/14, please refer to Table 1.</p> <p>All other staff have the required qualification.</p>



Table 1. Staff with the required qualifications

Education type	Teachers	Other staff (including educators and <i>chargées de cours</i>)
<i>Éducation précoce</i> (three to four years)	43.4%	56.6 %
<i>Éducation préscolaire</i> (four to six years)	80.1%	19.9%

<p>2. Please describe any proposed changes to the required qualifications.</p>	<p>From 2016/17 on, in addition to educational and professional qualifications, teachers must also undergo an induction period of three years directly after gaining their qualification. During induction, newly qualified teachers carry out all or many of the tasks incumbent on experienced teachers and are remunerated for their work. This induction phase is in addition to the compulsory professional training received before the acquisition of a teaching diploma.</p> <p>An induction period for educators has already been in place for several years.</p>
<p>3. Describe the role of leaders of ECE settings in ensuring inclusive practice?</p>	<ul style="list-style-type: none"> – Child-centred, holistic approach based on interests and needs of the child (see <i>art. 22, loi modifiée du 6 février 2009 portant organisation de l’enseignement fondamental</i>) <i>(...) « Pour permettre aux élèves d’atteindre les objectifs fixés par le plan d’études dans le temps imparti, les équipes pédagogiques s’appuient sur les dispositifs et les mesures de différenciation pédagogique suivants:</i> <ol style="list-style-type: none"> <i>1. des dispositifs de différenciation des parcours de formation à l’intérieur de la classe pour aider les élèves qui éprouvent des difficultés et pour stimuler les élèves qui manifestent des aptitudes particulières;</i> <i>2. des mesures de décroisement consistant à permettre à des élèves de différentes classes d’être regroupés temporairement selon leurs besoins, leurs intérêts ou leur niveau de compétence;</i>



	<p>3. la possibilité offerte à un élève de suivre des enseignements dans un autre cycle;</p> <p>4. des mesures d'accompagnement décidées en fin de cycle pour être mises en oeuvre au cycle suivant selon les besoins de l'élève. »;</p> <ul style="list-style-type: none">– Evaluation of the child's learning based on personal progress and on the child's potential (<i>évaluation formative</i>, see art. 24, loi modifiée du 6 février 2009 portant organisation de l'enseignement fondamental);– http://www.legilux.public.lu/leg/a/archives/2014/0173/a173.pdf http://www.legilux.public.lu/leg/a/archives/2014/0173/a173.pdf#page=64– Collaboration in a team of two professionals (teacher and educator) with complementary professional profiles in <i>éducation précoce</i> classes.
4. Provide any data on staff–child ratio.	See explanations about the contingent in question 2, workforce.
5. Please describe the range of specialist support that is available and how it is organised?	<p>Art 68, Loi modifiée du 6 février 2009 portant organisation de l'enseignement fondamental</p> <p>« Le personnel intervenant dans les écoles peut comprendre [e.a.]:</p> <ul style="list-style-type: none">– (...)– des instituteurs;– des professeurs d'enseignement logopédique;– des pédagogues;– des psychologues;– des pédagogues curatifs;– des orthophonistes;– des rééducateurs en psychomotricité et des psychorééducateurs;– des ergothérapeutes;– des assistants sociaux;– des infirmiers;– des infirmiers en pédiatrie, anciennement puériculteurs;– des éducateurs gradués;– des éducateurs » ;



	<ul style="list-style-type: none">– (...) »– <i>des enseignants de cours en langue maternelle pour enfants de langue étrangère;</i>– <i>des médiateurs interculturels;</i>– (...) » <p><i>Art. 69., Loi modifiée du 6 février 2009 portant organisation de l'enseignement fondamental</i></p> <p><i>« Le personnel des équipes multiprofessionnelles peut comprendre:</i></p> <ul style="list-style-type: none">– <i>des instituteurs;</i>– <i>des professeurs d'enseignement logopédique;</i>– <i>des pédagogues;</i>– <i>des psychologues;</i>– <i>des pédagogues curatifs;</i>– <i>des orthophonistes;</i>– <i>des rééducateurs en psychomotricité et des psycho-rééducateurs;</i>– <i>des ergothérapeutes;</i>– <i>des assistants sociaux;</i>– <i>des infirmiers;</i>– <i>des infirmiers en pédiatrie, anciennement puériculteurs;</i>– <i>des éducateurs gradués;</i>– <i>des éducateurs;</i> <p><i>(...) »</i></p>
6. How do regular and support staff collaborate in IECE settings?	See answer to question 6 in section 1 (access, procedures and participation).
7. Describe the role of support assistants in the ECE setting?	See answer to question 6 in section 1 (access, procedures and participation). Specialised professionals support the learners' needs and are not considered as teacher's assistants.



3. CURRICULUM

Key principles

3.1. A curriculum based on pedagogic goals, values and approaches that enable children to reach their full potential in a holistic way.

3.2. A curriculum that requires staff to collaborate with children, colleagues and parents and to reflect on their own practice.

Legislation and policy

Guiding questions	Country responses
<p>1. Is there a national ECE curriculum for <i>all</i> children?</p>	<p>In 2009 a national curriculum (<i>plan d'études de l'école fondamentale</i>) was introduced for all children aged 3 to 11 attending primary school (pre-primary and primary education). http://www.men.public.lu/catalogue-publications/themes-transversaux/cen/cens/plan-etudes/fr.pdf</p> <p>A framework for the first optional year of pre-primary education (<i>éducation précoce</i>), complementing the national curriculum, defining pedagogical goals, values and approaches (holistic approach, importance of play, etc.) is planned for 2106/17.</p>
<p>2. Does it include skills and competences to be achieved by children?</p>	<p>Core competences (<i>compétences clés</i>) in six different domains (<i>domaines de développement et d'apprentissage</i>) are described in the national curriculum:</p> <ul style="list-style-type: none"> – Language, Luxembourgish and language awareness; – Logical reasoning and mathematics; – World discovery using all the senses; – Psycho-motor skills, self-expression through movement, health; – Creative expression, discovery of aesthetics and culture; – Living in the community and values. <p>Besides cognitive skills including language and communication skills, physical development, artistic skills and understanding of the world, there are personal, emotional and social skills which are not limited to one specific area but which can be developed in every situation, at every moment, called</p>



Guiding questions	Country responses
	<p><i>compétences transversales.</i></p> <p>The domain-specific competences are developed over the whole period of pre-primary and primary school, from cycle 1 to cycle 4.</p> <p>Outcomes in terms of levels of competence are specified for the end of a learning cycle.</p> <p>Level 1 outlines the minimum knowledge and skills to be developed at the end of learning cycle 1. Children thus have at least two years (or three years if they attend the non-compulsory <i>éducation précoce</i>) to reach the specified level.</p> <p>http://www.men.public.lu/catalogue-publications/fondamental/apprentissages/documents-obligatoires/niveaux-competences/en.pdf</p> <p>If these learning objectives influence the design of activities in the first learning cycle, the importance of a holistic and child-centred approach (care, education and socialisation), especially during non-compulsory <i>éducation précoce</i>, is repeatedly pointed out.</p>



The language, the Luxembourgish language and the initiation to languages (Cycle 1), the Luxembourgish language (Cycles 2 - 4)
Oral production

	Base Cycle 1	Level 2	Base Cycle 2	Level 3	Level 4	Base Cycle 3	Level 5	Level 6	Base Cycle 4	Level 7	Level 8
Spoken interaction	The pupil expresses himself in a comprehensible way about familiar subjects and he uses short sentences and simple expressions to answer questions asked in class.	The pupil takes part in short and single exchanges dealing with subjects covered in class.	The pupil takes part in short conversations about familiar topics; he keeps to the subject and makes short sentences.	The pupil gets involved in conversations dealing with subjects covered in class, on condition that his answers will not require a long speech.	The pupil takes part in conversations dealing with familiar subjects and he asks questions relating to the topic.	The pupil communicates with ease in a commonly encountered situation including a basic and direct exchange of information.	Faced to familiar situations, the pupil actively takes part in a discussion dealing with a current topic; he explains and maintains his point of view.	The pupil puts arguments forward when answering to his interlocutors, and he applies verbal strategies (e.g. comparisons, examples...).			

Figure 1. Overview of language, the Luxembourgish language and initiation to languages in each cycle

3. Describe how the curriculum facilitates inclusion?	<p>Extended learning periods:</p> <ul style="list-style-type: none"> By replacing school years with perennial learning cycles and by defining outcomes to be reached at the end of a learning cycle, every child is given more time to grow,
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	<p>develop and progress following their own rhythm. Learning cycles can exceptionally be stretched to three years if the child needs more time to develop competences.</p> <ul style="list-style-type: none">– Extended learning periods influence the way learning settings are designed, created and assessed. Professionals are given more time to design settings based on the potential and needs of the children (differentiation). Assessment of the child's development and learning takes into account individual learning pathways.– Core competences that are developed over more than eight years emphasise learning as a continuum and stress the importance of collaboration between all professionals. <p>A multilingual and intercultural approach builds on the existing knowledge, skills and attitudes of the children and validates their individuality and potential.</p> <p>Transversal plurilingual and multicultural competences are described in the curriculum:</p> <ul style="list-style-type: none">– Perceive, observe and compare languages in the immediate environment of the children;– Reflect one's own attitudes towards languages. <p>Transversal and interdisciplinary conception of the core curriculum:</p> <p>Core competences are developed from cycle 1 to cycle 4. Linguistic core competences are the same for every language (Luxembourgish, German and French) and make it possible to build on existing potential.</p>
4. Is the use of new technologies included in the curriculum?	<p>The use of ICT is defined by law and integrated into the different domains (see <i>article 7, loi modifiée du 6 février 2009 portant organisation de l'enseignement fondamental</i>).</p> <p>Use of ICT and developing media competences in the curriculum:</p> <ul style="list-style-type: none">– The use of media text is encouraged from the very beginning (from cycle 1 on), for example in languages: Write texts with the help of information and



	<p>communications technology;</p> <ul style="list-style-type: none">– The use of technologies is one of the topic areas in the ‘world discovery using all the senses’ domain. <p>Use of ICT in general (March 2016):</p> <ul style="list-style-type: none">– http://info.edusphere.lu/informations/ Launch of EduSphere, the digital teaching and learning environment of the Ministry of Education, Children and Youth (MENJE): EduSphere provides students and teachers with a personalised environment and access to quality educational resources (repository) in different branches as well as tools for teaching and pedagogical approaches (online exercises, formative tests, etc.).– <i>Multidingsda</i> is a Swiss teaching material for developing and consolidating a basic vocabulary in German, the language of alphabetisation, by relating it to the learner’s first language (multilingual approach).– ‘The iPad App iTEO is a learning and teaching tool that records and edits language. It facilitates a collaborative, exploratory and open-ended language learning and allows children to draw on their diverse language repertoires. The focus of the project (a collaboration between the University of Luxembourg and the Ministry of Education, Children and Youth) is the development of oral skills.’ http://wwwfr.uni.lu/recherche/flshase/education_culture_cognition_and_society_eccs/research_institutes/applied_educational_sciences_aes/aes_projects_publications/iteo_examining_the_use_of_the_app_iteo_for_teaching_and_learning_languages_in_primary_schools.
<p>5. Is the curriculum adaptable to meet the needs of all children?</p>	<p>See answer to the question 3 in this section.</p> <p>The following measures and provisions help learners with specific needs (as defined in question 5a of section 1) to attend mainstream education:</p> <ul style="list-style-type: none">– Professionals differentiate their teaching practice according to the children’s needs. Children with specific needs can thus receive additional support, which is provided individually or in group settings. For specific educational needs such as dyslexia or hyperactivity,



	<p>specialists from the multi-professional team are called upon. The necessary support measures are allocated by the Commission for School Inclusion (CIS – <i>Commission d’inclusion scolaire</i>) of the district concerned. It is composed of the district inspector, experts from the multi-professional team and, if requested, by a doctor or social worker.</p> <ul style="list-style-type: none">– An individual education plan (<i>plan d’éducation individualise</i>) is set up for each child with special educational needs who attends mainstream education. It is drafted by the class teacher and a member of the multi-professional team. The plan includes the objectives and proposed didactical means to allow the learner to progress. It is signed by the class teacher, the member of the multi-professional team and the parents.– The individual education plan builds on the individual support plan (<i>plan de prise en charge individualisé</i>). The support plan is established by the Commission of School Integration (<i>Commission d’inclusion scolaire</i>), which coordinates help for learners with special needs and proposes the type of specific aids and support measures corresponding to the diagnosis of a learner’s needs. Based on the joint curriculum (<i>plan d’études commun</i>) of special education, this plan details the priorities for the learner’s development. This process allows the learner’s interests, needs and progress to be taken into consideration and facilitates the exchange among professionals and dialogue with parents.– The joint curriculum for special education includes the following ten psycho-pedagogical aspects:<ul style="list-style-type: none">○ personal independence;○ communication;○ basic school teaching;○ cultural teaching;○ psycho-motor education;○ health and social hygiene;○ affective and social development;○ personal responsibility;
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	<ul style="list-style-type: none">○ introduction to professional life;○ leisure activities.– For each learner with special educational needs indicated to the CIS, an individual support plan is drawn up by the multi-professional team in co-operation with the class teacher and after having consulted the parents. If this plan suggests education in a mainstream class it can also include additional measures for helping the child to succeed in school. If needed, it foresees adaptations and adjustments concerning the competences to be developed and their assessment.– For each learner, the CIS specifies a contact person who will watch over the co-operation between the different staff members from the school, the structures of extra-curricular education and the multi-professional team involved. This person will be the contact person for the child and the parents.
6. How are parents involved in the adaptation of the curriculum to individual children?	<p>Parents can actively collaborate and participate at class level during regular exchanges with the class teachers. See the answers to the questions concerning the assessment of children, question 5 (adaptation of the curriculum by the staff, individual educational plan and individual support plan) and question 6 (involvement of parents).</p> <p>At school level parents can participate:</p> <ul style="list-style-type: none">– As members of the school committee (elected as a parents' representative by the other parents in the school), discussing the school organisation and the development opportunities of the school (school development plan) with the professionals and making proposals regarding the organisation of the school;– As a member of the municipal school commission. <p>At system level parents can participate as members of the national school commission, discussing reforms, texts, advising on didactic material, exchanging with experts on different topics, etc.</p>
7. Is there awareness of the	The spirit of the school reform of 2009 is to put children with their potential and needs at the centre of education,



<p>impact of labelling on children's participation and learning.</p>	<p>therefore recognising their individuality. Inclusion is consequently a recurrent theme of the reform. Primary school is based on inclusion rather than exclusion. It is a school for all children. (Also see answer to question 5a, section 1).</p>
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Practice at national level

Guiding questions	Country responses
<p>1. Is there assessment of the learning and development of children from age 3 years?</p>	<p>Assessment of children's progress and achievement is defined by the laws of 2009. There are different forms and types of assessment.</p> <p>General definition of assessment in learning and development:</p> <ul style="list-style-type: none"> – « (...) <i>L'évaluation est au service des apprentissages. Elle a pour objectifs:</i> <ol style="list-style-type: none"> 1. <i>l'observation du travail de l'élève et l'adaptation de l'enseignement à ses besoins;</i> 2. <i>l'information régulière de l'élève, de ses parents et du personnel intervenant sur les progrès réalisés</i> 3. <i>la prise de décisions motivées en relation avec la progression de l'élève au cours et à la fin du cycle.</i> – <i>L'évaluation situe la performance de l'élève à la fois par rapport aux connaissances antérieures et par rapport aux apprentissages témoignant de la maîtrise des objectifs définis par le plan d'études. (...)</i> – <i>Chaque élève reçoit un dossier d'évaluation dès qu'il est soumis à l'obligation scolaire [c.-à-d. à partir de 4 ans]. Ce dossier documente la progression des apprentissages de l'élève et certifie à la fin de chaque cycle que l'élève a développé le socle de compétences pour suivre avec fruit l'enseignement dans le cycle subséquent. Il accompagne l'élève jusqu'à la fin de sa scolarité au sein de l'enseignement fondamental.</i> – <i>Le titulaire de classe est responsable de la tenue du dossier.» (Art 24, loi modifiée du 6 février 2009 portant organisation de l'enseignement fondamental).</i> <p>These legal modalities apply to all children attending public pre-primary and primary school.</p> <p>Definition of formative and summative assessment:</p>



Guiding questions	Country responses
	<ul style="list-style-type: none">– <i>« Au cours d'un cycle d'apprentissage, l'évaluation est formative. L'évaluation formative répond aux principes suivants: 1. Elle donne à chaque élève l'occasion de montrer ce qu'il sait et ce qu'il est capable de faire. 2. Elle porte plutôt sur la mobilisation des compétences dans des situations concrètes que sur l'assimilation et la reproduction de connaissances isolées. 3. Elle tient compte des différentes manières d'apprendre des élèves et des différences qui existent entre les élèves par rapport à leur développement cognitif, langagier, moteur, affectif et social. 4. Elle permet aux élèves de se rendre compte de leur progrès: elle les encourage à se poser des questions sur leur progression, à expliquer et à documenter leur démarche d'apprentissage et leurs stratégies de réflexion. » (Art 2, règlement grand-ducal modifié du 6 juillet 2009 déterminant les modalités d'évaluation des élèves ainsi que le contenu du dossier d'évaluation).</i> <p>Formative assessment at pre-primary level (cycle 1):</p> <ul style="list-style-type: none">– Observation and documentation of development and learning: <i>« Au cours du premier cycle, l'évaluation formative se base sur l'observation et la documentation des processus de développement et d'apprentissage des élèves en vue de développer les compétences qui leur permettent de continuer leurs apprentissages au deuxième cycle. (Art 4, règlement grand-ducal modifié du 6 juillet 2009 déterminant les modalités d'évaluation des élèves ainsi que le contenu du dossier d'évaluation).</i>– Regular exchanges with parents about the learning and progress of their child: <i>Au premier cycle, les parents participent trimestriellement à des échanges individuels organisés par le titulaire de classe sur les apprentissages de leur enfant dans les différents domaines de développement et d'apprentissage (...) (Art 4).</i>– Formative assessment tools (intermediate assessment reports, <i>bilans intermédiaires du développement des</i>



Guiding questions	Country responses
	<p><i>compétences</i>): « À la fin du premier et à la fin du troisième trimestre de l'année scolaire, ces échanges se basent sur un bilan intermédiaire du développement des compétences qui documente par écrit les apprentissages réalisés dans les domaines de développement et d'apprentissage (...). À la fin du deuxième trimestre, l'échange a pour but de se centrer à la fois sur les forces et les faiblesses de l'élève dans un ou plusieurs domaines particuliers et de proposer, le cas échéant, des apprentissages ciblés » (Art 4).</p> <p>http://www.men.public.lu/catalogue-publications/fondamental/evaluation/documents-obligatoires/bilans-intermediaires-cycle1/111130_bilan_cycle_1_en.pdf</p> <ul style="list-style-type: none">– Par dérogation aux dispositions fixées ci-dessus, le nombre d'échanges individuels par année scolaire organisés par l'équipe, (...) avec les parents d'un enfant qui fréquente une classe de l'éducation précoce pendant au moins deux trimestres, est fixé à deux. Ces échanges se basent sur un bilan intermédiaire du développement des compétences qui documente par écrit les apprentissages de l'enfant.» (Art 4). <p>Teachers are required to use formative assessment tools called intermediate assessment reports (<i>bilans intermédiaires du développement des compétences</i>) during regular meetings with parents (a minimum of 2 meetings at the <i>éducation précoce</i> and three meetings at the <i>éducation préscolaire</i> per school year are required).</p> <p><i>LBK1 (Lëtzebuenger Beobachtungskonzept fir den 1. Cycle)</i> – formative observation tool:</p> <ul style="list-style-type: none">– LBK1 is an optional observation tool for the pre-primary level which was designed in collaboration with the university of Salzburg, Austria from 2006 to 2014 (A. Paschon and M. Zeilinger).– Children are regularly observed as they engage in activities and as they interact with other children and staff in the group (each child is observed three times a



Guiding questions	Country responses
	<p>year for one week, three children can be observed in parallel). At the end of the week, professionals evaluate the development of the children in different areas of development (gross and fine motor development, social behaviour and emotional development, language and cognitive development, attitudes during play time and learning time, perceptual development, creativity, etc.) and consider the interests and talents of the children as well as their relationships with others. This shows forces, strengths, talents, interests but also weaknesses and obstacles to be overcome and allows learning settings to be set up according to the children's needs.</p> <ul style="list-style-type: none">– LBK1 helps to understand the children's personal development and their individual rhythms. It also allows the recognition of exceptional developments and the adjustment of the learning environment to the children's needs.– http://lbk1.sbg.ac.at/index.html <p>Portfolios documenting children's progress and development: http://www.men.public.lu/catalogue-publications/fondamental/evaluation/documents-complementaires/portfolio-grundschule/de.pdf</p> <p>Summative assessment at pre-primary level (learning cycle 1): <i>« À la fin du premier cycle d'apprentissage, dont la durée peut varier en fonction des besoins de l'élève soit entre une et trois années, soit entre deux et quatre années si l'enfant a fréquenté une classe d'éducation précoce, l'évaluation est certificative. Sous forme d'un bilan de fin de cycle, elle certifie que l'élève a développé les compétences qui lui permettent de continuer avec succès ses apprentissages au deuxième cycle d'apprentissage. » (Art 7, règlement grand-ducal modifié du 6 juillet 2009 déterminant les modalités d'évaluation des élèves ainsi que le contenu du dossier d'évaluation).</i></p> <p>http://www.men.public.lu/catalogue-publications/fondamental/evaluation/documents-obligatoires/bilans-fin-cycle-complet/100225-bilans-fin-</p>



Guiding questions	Country responses
	cycles.pdf
2. What arrangements are there for the screening of children's functioning?	<p>Early detection of hearing impairments: In co-operation with experts from the Health Ministry (<i>Ministère de la Santé</i>), the learners' hearing abilities are systematically tested in cycle 1.2 (the last year before entering primary school).</p> <p>Speech therapy: Speech problems are identified during the first cycle of primary education. Learners facing problems in speaking or reading are either supported by the Centre for Speech Therapy (<i>Centre de Logopédie</i>) or by experts belonging to the Special Education Service.</p>
3. Is children's engagement and participation in ECE activities monitored?	See answers to the questions 1 and 2 of this section.
4. How do ECE settings reflect the cultural and linguistic diversity of all children?	See the answers to the questions in section 1, among others.
5. How do staff adapt (prepare and present) the curriculum and the learning activities to make them accessible to all children?	<p>See the answer to question 3 of section 3, among others.</p> <p>Pedagogical 'freedom of action': learning outcomes are defined but pedagogical concepts are not imposed.</p>
6. How are parents involved in this process?	<p>Regular exchanges with parents about the learning and progress of their child (see answer to question 1).</p> <p>The intermediate assessment reports (<i>bilans intermédiaires du développement et des apprentissages</i>) are designed to collect and bring together information from all people involved, therefore joining the different perspectives. They are divided</p>



Guiding questions	Country responses
	<p>into three parts:</p> <ul style="list-style-type: none">– The first part (the child’s development and learning process, observations and considerations from the professionals) includes information about the child’s progress and learning as well as further targets and difficulties to be overcome. Photos, personal work, drawings, recordings, etc. allow parents to follow small and big steps achieved by the child during the period of the first cycle;– The second part (the child’s development and learning process, observations and considerations from the parents) is reserved for the parents’ observations and comments. Have they noticed the progress and learning described by the professionals at home? Do they want to add any additional information they consider important? The observations and considerations of the parents help teachers to better understand the child;– The third part is a common perspective, which means looking together in one direction. Common goals and measures are the professionals’ and the parents’ concern and are written down. These goals are planned and carried out together so that the child can benefit and progress via the combined effort of school and parents.
<p>7. How are children themselves involved in this process?</p>	<p>Portfolios illustrating the child’s development and progress are designed and created together with the children, therefore co-constructing knowledge, fostering self-confidence and motivation for learning.</p> <p>Many schools regularly celebrate portfolios or collections of children’s work. Parents are invited to school to take a look at the photos and drawings, read their child’s comments written down by the adults, listen to stories and explanations, etc.</p> <p>Shared moments, such as at the end of an activity when professionals and children sit down together to discuss discoveries and experiences, ways to solve problems, etc., promote knowledge construction. Children show or describe</p>



Guiding questions	Country responses
	<p>what they have done and how they did it, they compare their own problem solving methods to those of other children, they listen to the explanations of others, ask and answer questions, etc. These moments of knowledge co-construction are important sources of information for assessment processes.</p>
<p>8. How is ICT used to overcome barriers to participation and learning?</p>	<p>See answer to question 4, section 3 (Is the use of new technologies included in the curriculum?).</p> <p>Development of programmes for children with special needs; adaption of ICT technologies for children with visual and hearing impairment.</p>
<p>9. What provisions are there for meeting children's additional needs?</p>	<p>For details, see question 4, section 3.</p> <ul style="list-style-type: none"> – Extended learning time (<i>allongement de cycle</i>) which gives children more time to reach learning objectives: « <i>Sur décision de l'équipe pédagogique, un élève peut bénéficier d'une année supplémentaire pour atteindre le socle de compétences du cycle. Avant la prise de décision et dès que des difficultés d'apprentissage apparaissent, les élèves concernés bénéficient des mesures de différenciation pédagogique (...). Les parents sont régulièrement informés des progrès de leur enfant.</i> » (Art. 22, Règlement grand-ducal modifié du 6 juillet 2009 déterminant les modalités d'évaluation des élèves ainsi que le contenu du dossier d'évaluation). – Teamwork/working across classes by changing group members according to the needs of the children: « (...) <i>Pour permettre aux élèves d'atteindre les objectifs fixés par le plan d'études dans le temps imparti, les équipes pédagogiques s'appuient sur les dispositifs et les mesures de différenciation pédagogique suivants:</i> <ol style="list-style-type: none"> 1. <i>des dispositifs de différenciation des parcours de formation à l'intérieur de la classe pour aider les élèves qui éprouvent des difficultés et pour stimuler les élèves qui manifestent des aptitudes particulières;</i> 2. <i>des mesures de décloisonnement consistant à permettre à des élèves de différentes classes d'être regroupés temporairement selon leurs besoins, leurs</i>



Guiding questions	Country responses
	<p><i>intérêts ou leur niveau de compétence;</i> <i>3. la possibilité offerte à un élève de suivre des enseignements dans un autre cycle;</i> <i>4. des mesures d'accompagnement décidées en fin de cycle pour être mises en œuvre au cycle suivant selon les besoins de l'élève. » (Article 22, loi modifiée du 6 février 2009 portant organisation de l'enseignement fondamental).</i></p> <ul style="list-style-type: none">– Adapted support: In the classroom, teachers differentiate their teaching practice according to the learners' needs. Learners in difficulty can receive additional support, which is provided individually or in group settings. For specific educational needs such as dyslexia or hyperactivity, the pedagogical team contacts specialists from the multi-professional team.– Multi-professional teams (<i>équipes multiprofessionnelles</i>) offer individual support for learners with special educational needs integrated into mainstream education and help teachers and parents of children facing psychological, pedagogical or educational problems.– Individual education plan (<i>plan d'éducation individualisé</i>): An individual education plan is drawn up for each child with special educational needs integrated into mainstream education. The individual education plan builds on the individual support plan (<i>plan de prise en charge individualisé</i>).– Individual support plan: For each child with special educational needs indicated to the CIS (<i>commission d'inclusion scolaire</i>), an individual support plan is drawn up by the multi-professional team in co-operation with the class teacher and after having consulted the parents.– Contact person for the parents: For each child, the CIS specifies a contact person who oversees the co-operation between different staff members from the school, the structures of extra-curricular education and the multi-professional team involved. This person is the



Guiding questions	Country responses
	<p>contact for the child and the parents.</p> <ul style="list-style-type: none">– Specialist institutes (<i>instituts spécialisés</i>): The EDIFF's specialist institutes propose specialist assistance for different types of special educational needs:<ul style="list-style-type: none">○ The Institute for Visual Impairments (<i>Institut pour déficients visuels</i>) assists with the inclusion of partially-sighted or blind learners from 4 to 15 years of age by offering in-class assistance, specific equipment, advice for teachers and specific courses on issues such as Braille, mobility or daily life.○ Its antenna, the Competence Centre for Blind and Partially-Sighted Pupils at the Geesseknäppchen school campus supports learners while allowing them to attend mainstream education in one of the secondary schools in the area.– Early detection and intervention: A number of experts from dedicated organisations visit primary schools in order to detect potential impairments and specificities as soon as possible.
10. How is the environment adapted to the needs of all children?	<p>Recommendations for building ECE structures include:</p> <ul style="list-style-type: none">– Easy accessibility: rooms should be located on the ground floor, wheelchair ramps should be installed if needed;– Multi-functional spaces: movable partitions, modular and mobile furniture allow multiple and varied arrangements and make it possible to adapt the space to the changing needs and interests of the children.– Areas for different activities (area for construction, for artistic creations, etc.) allow children to live multiple and rich experiences.



4. EVALUATION AND MONITORING

Key principles

4.1. Monitoring and evaluating produces information at the relevant local, regional and/or national level to support continuing improvements in the quality of policy and practice.

4.2. Monitoring and evaluation which is in the best interest of the child.

The following answers are limited to the sector of public pre-primary education (non-compulsory *éducation précoce* and compulsory *éducation préscolaire*).

Legislation and policy

Guiding questions	Country responses
1. What standards are in place for ensuring the quality of ECE at national level?	<p>Regulation of group size (contingent): there is a maximum number of children per class for pre-primary and primary education (see question 2, section 1).</p> <p>Regulations concerning children’s health and safety:</p> <ul style="list-style-type: none"> – size and layout of indoor facilities and outdoor spaces and the range and type of equipment provided; – acoustic quality, ventilation and lighting; – health and safety regulations. <p>Staff qualifications: see the answers to the questions on workforce.</p> <p>National core curriculum with minimum standards that are evaluated at national level by national standardised tests (<i>épreuves standardisées</i>) at the beginning of learning cycle 2.</p> <p>Child development and outcomes: formative and summative assessment.</p> <p>School development plans (<i>plan de réussite scolaire</i>) are designed by schools and outline objectives and measures to ensure school quality development. These initiatives contribute to the three educational missions of any school: to educate, to socialise and to qualify.</p> <p>http://www.men.public.lu/catalogue-publications/themes-transversaux/qualite-scolaire/prs-guide/fr.pdf</p> <p>Induction period for teachers and educators: see answers to</p>



Guiding questions	Country responses
	<p>the questions on workforce.</p> <p>Minimum required in-service training for teachers (currently eight hours per school year) and educators (40 hours per school year).</p>
<p>2. Describe the arrangements for monitoring and evaluating the quality of ECE provision?</p>	<p>See answers to question 1 in this section.</p> <p>Arrangements for special education:</p> <p>Since 2004, the Special Education Service has been engaged in a quality assurance process, which involves evaluating several special schools and the introduction of a training programme for special pedagogy. Based on the results of these steps a working group, composed of staff members from different departments of the Special Education Service, has drawn up a concept paper proposing a re-organisation of the service as well as a consolidation of the quality approach.</p> <p>In order to strengthen the co-ordination between the EDIFF's mobile services and its special schools, the concept paper proposes to create competence centres, re-grouping regional services and special schools for learners with special educational needs.</p> <p>This consolidation process corresponds to the requirements of the Convention on the Rights of Persons with Disabilities, which was adopted by Luxembourg in 2011. It particularly allows:</p> <ul style="list-style-type: none">– the creation of a single contact point for parents, irrespective of whether a child is integrated into mainstream education or attends a special school;– the facilitation of co-ordination between the professionals involved. <p>From the school year 2013/14 onwards, a steering committee, composed of representatives from EDIFF as well as primary, general and technical secondary education, will draw up a framework for these centres and propose the modalities for putting them into place.</p> <p>EDIFF staff have proposed 52 projects addressing priority issues such as learners' autonomy or documentation of</p>



Guiding questions	Country responses
	<p>competences. A co-ordination group has re-grouped the different themes so that 34 national, regional and local projects have finally been initiated.</p> <p>The Agency for Quality (<i>Agence-Qualité</i>) monitors the process to ensure that it coheres with on-going school reforms. Of the 34 projects, 18 concern school culture, with a particular emphasis on the co-operation between professionals from the Special Education Service and other school partners as well as the inclusion of learners with special needs. The key staff members involved in the project take part in training organised by the <i>Gesellschaft für personenzentrierte Psychotherapie und Beratung</i> (GWG). The conclusions of the project will contribute to further specification of the reform process.</p>
3. How is the participation of all children reflected in the national quality standards for ECE?	See answers to questions 1 and 2.
4. How does national policy identify and address inequalities in participation in ECE?	<p>As the compulsory part of pre-primary education guarantees access to every four- and five-year-old child in Luxembourg, the following statements and recommendations only concern the non-compulsory part of pre-primary education, the <i>éducation précoce</i>.</p> <p>The <i>éducation précoce</i> was evaluated in 2015. A very important aspect of this evaluation was the level of children's participation. The report stated that 63.5% of children aged three attend an <i>éducation précoce</i> group.</p> <p>There are several reasons for not attending a group, showing a need to improve accessibility:</p> <ul style="list-style-type: none">– School opening hours do not always fit the needs of busy parent schedules. The <i>éducation précoce</i> is usually open during school hours (8 a.m. to 12 p.m. and 2 p.m. to 4 p.m.). If there is no option of non-formal education



Guiding questions	Country responses
	<p>and care before 8 a.m., between 12 p.m. and 2 p.m. or after 4 p.m., parents may not be able to benefit from this free offer.</p> <ul style="list-style-type: none">– A maximum offer is not provided everywhere: if demand exceeds supply, municipalities are forced to form sub-groups. Consequently, children cannot attend <i>éducation précoce</i> full time (for eight half-days a week or 26 hours per week). Again, this restriction does not fit the needs of parents who have full- or part-time jobs. <p><u>Recommendations:</u></p> <ul style="list-style-type: none">– Encourage municipalities to offer full-time <i>éducation précoce</i>.– Encourage the building of integrated structures, joining formal and non-formal education settings and offering continuous care and education.
5. How does research inform policy and practice in ECE?	There is a close collaboration between the University of Luxembourg and the Ministry of Education in the form of several collaborative projects.



Practice at national level

Guiding questions	Country responses
<p>1. How do staff monitor and evaluate the participation and learning of all children?</p> <p>2. How are parents involved in this process?</p> <p>3. How are children themselves involved in this process?</p>	<p>See answers to question 1, curriculum (Is there assessment of the learning and development of children from age 3yrs?).</p> <ul style="list-style-type: none">– formative and summative assessment;– intermediate assessment reports (<i>bilans intermédiaires du développement des compétences</i>);– final assessment report (<i>bilans de fin de cycle</i>); <p>– formative observation tool LBK1;</p> <p>– portfolio;</p> <p>– regular exchanges with parents about the learning and progress of their child.</p> <p>EDIFF: <i>Bilan de fin d'année</i>, parents periodically invited to discuss progress, without the children present.</p>



5. GOVERNANCE AND FUNDING

Key principles

5.1. Stakeholders in the ECE system have a clear and shared understanding of their role and responsibilities, and know that they are expected to collaborate with partner organisations.

5.2. Legislation, regulation and/or funding supports progress towards a universal legal entitlement to publicly subsidised or funded ECE, and progress is regularly reported to all stakeholders.

Legislation and policy

Guiding questions	Country responses
1. Under which ministry(ies) / department(s) are ECE provisions regulated and funded?	Ministry of Education, Children and Youth.
2. How is intersectorial (health, social and education) collaboration promoted among all stakeholders in ECE?	<p>The National Children’s Office (<i>office nationale de l’Enfance – ONE</i>) is a department of the Ministry of Education, Childhood and Youth. It acts as a single point of contact concerning aid and assistance for children in need and their families. The child, young person and/or a family member may apply directly to the office for help. In co-ordination with childcare providers, the office offers assistance suited to the psycho-social distress of children, young people and their families. This assistance is mainly financed by the ONE. A financial contribution can in some cases be requested of the parents.</p> <p>Forms of assistance provided by the ONE:</p> <ul style="list-style-type: none"> – <i>Accueil socio-éducatif en institution de jour et de nuit</i> http://www.men.public.lu/fr/enfance-jeunesse/one/03-aides-proposees/01-acc-soc-edu-jour-nuit/index.html – <i>Accueil socio-éducatif en institution spécialisée à l'étranger</i> http://www.men.public.lu/fr/enfance-jeunesse/one/03-aides-proposees/02-acc-soc-edu-jour-nuit-etran/index.html



Guiding questions	Country responses
	<ul style="list-style-type: none"> – <i>Accueil socio-éducatif en famille d'accueil</i> http://www.men.public.lu/fr/enfance-jeunesse/one/03-aides-proposees/05-aide-socio-fam-en-fam/index.html – <i>Accueil socio-éducatif de jour en foyer orthopédagogique ou psychothérapeutique</i> http://www.men.public.lu/fr/enfance-jeunesse/one/03-aides-proposees/04-acc-soc-edu-foyer-ortho-psycho/index.html – <i>Assistance psychologique, sociale ou éducative</i> http://www.men.public.lu/fr/enfance-jeunesse/one/03-aides-proposees/06-ass-psych-soc-edu-fam/index.html – <i>Consultation psychologique ou psychothérapeutique</i> http://www.men.public.lu/fr/enfance-jeunesse/one/03-aides-proposees/09-consultation-psycho/index.html – <i>Intervention orthopédagogique précoce</i> http://www.men.public.lu/fr/enfance-jeunesse/one/03-aides-proposees/07-interv-ortho-precoce/index.html – <i>Soutien psychosocial par la psychomotricité ou l'ergothérapie</i> http://www.men.public.lu/fr/enfance-jeunesse/one/03-aides-proposees/10-sout-psycho-motricite-ergo/index.html – <i>Soutien psychosocial par l'orthophonie</i> http://www.men.public.lu/fr/enfance-jeunesse/one/03-aides-proposees/08-sout-psycho-orthoph/index.html <p>The school health service (<i>médecine scolaire</i>) is provided by medical, social and school teams that are authorised by the Ministry of Health.</p> <p>Municipalities organise school health care at pre-primary, primary and special education level. Most municipalities rely on the co-operation of the Healthcare League of health professionals.</p> <p>School health services perform the following tests and examinations:</p> <ul style="list-style-type: none"> – tests, early detection and systematic control; – systematic medical examinations; – check-ups;



Guiding questions	Country responses
	<ul style="list-style-type: none">– oral examinations. <p><i>Projet d'Accueil Individualisé (PAI)</i> is worked out in close co-operation with the Ministry of Education and aims to improve the accompaniment of the children and young people with specific needs in schools and day-care centres.</p> <p>The Committee of School Health (<i>comité de Santé Scolaire, CSS</i>) includes representatives from the Ministry of Education and different associations (<i>Société des Pédiatres, Société des Psychiatres et Pédopsychiatres, Cercle des Généralistes, Centre de Psychologie et d'Orientation scolaires, Fédération des Associations de Parents d'Élèves du Luxembourg, « Jugendparlament », services médico-scolaires</i>). It advises the ministers of Education and Health on different subjects concerning school medicine.</p> <p>CIS: <i>Commission d'inclusion scolaire</i>.</p> <p>National commission CMPPN (<i>commission medico-psycho-pédagogique nationale</i>).</p> <p>Members:</p> <ul style="list-style-type: none">– <i>l'inspecteur général de l'enseignement primaire;</i>– <i>le directeur de l'Éducation différenciée;</i>– <i>le directeur du Centre de Logopédie;</i>– <i>un médecin inspecteur de la santé publique;</i>– <i>un représentant du ministère de la famille;</i>– <i>un médecin spécialiste en neuropsychiatrie;</i>– <i>un médecin spécialiste en pédiatrie;</i>– <i>un psychologue;</i>– <i>un assistant d'hygiène sociale ou un assistant social qualifié;</i>– <i>un instituteur titulaire d'une classe de l'Éducation différenciée;</i>– <i>un secrétaire;</i>– <i>personnes auxquelles s'ajoutent l'inspecteur du ressort</i>



Guiding questions	Country responses
	<p><i>et le médecin scolaire concerné.</i></p> <p>Compétences:</p> <p><i>« Les attributions de la commission médico-psychopédagogique nationale sont les suivantes:</i></p> <p><i>a) Attributions en général:</i></p> <ol style="list-style-type: none"><i>1. conseiller le ministre de l'Education nationale et de la Formation professionnelle sur les mesures à prendre en faveur des enfants qui, par l'effet de problèmes mentaux, caractériels, moteurs, sensoriels ou sociaux, éprouvent des difficultés au cours de l'éducation préscolaire, de l'enseignement primaire ou de l'enseignement spécial ainsi que dans le cadre de l'éducation différenciée;</i><i>2. veiller, dans les classes de l'éducation préscolaire et de l'enseignement primaire, au dépistage des enfants devant bénéficier de mesures préventives ou d'appui;</i><i>3. faire assister toute personne ayant la garde d'un enfant présentant de telles difficultés ou étant responsable de son éducation;</i><i>4. recommander des mesures préventives et des mesures d'appui pédagogique dans l'intérêt d'enfants susceptibles d'éprouver ou éprouvant des difficultés d'ordre scolaire et à surveiller l'exécution de ces mesures.</i> <p><i>b) Attributions dans l'orientation et le suivi scolaires des enfants visés à l'article 1er de la loi modifiée du 14 mars 1973:</i></p> <ol style="list-style-type: none"><i>1. organiser le dépistage de ces enfants;</i><i>2. recueillir les informations nécessaires à leur orientation (...),</i> <p><i>La commission nationale fait constituer, par tous les moyens qu'elle juge appropriés, et pour chaque enfant concerné, un dossier renfermant les pièces suivantes:</i></p> <ul style="list-style-type: none"><i>– des rapports renseignant sur le handicap spécifique éventuel, établis par des spécialistes;</i><i>– un bilan psychologique établi par un membre du service de guidance compétent respectivement par un psychologue</i>



Guiding questions	Country responses
	<p><i>attaché à un Centre d'éducation différenciée;</i></p> <ul style="list-style-type: none">– <i>des rapports émanant de services ayant assuré une prise en charge de l'enfant avant sa scolarisation;</i>– <i>un rapport pédagogique, rédigé par un pédagogue du Service rééducatif ambulatoire, renseignant sur les possibilités de scolarisation et les mesures d'accompagnement éventuellement à envisager;</i>– <i>un rapport d'un assistant social ou assistant d'hygiène sociale du service social concerné;</i>– <i>un rapport sur l'audition des parents de l'enfant concerné rédigé par un membre des services de l'Education différenciée;</i>– <i>un bilan scolaire élaboré sous la responsabilité de l'inspecteur;</i> <p><i>5. recevoir la demande de transfert vers une classe de l'éducation préscolaire ou de l'enseignement primaire ou de l'enseignement spécial d'un enfant placé dans le cadre de l'éducation différenciée et la transmettre au ministre de l'Education nationale et de la Formation professionnelle, accompagnée de son avis, conformément à l'article 12 de la loi modifiée du 14 mars 1973;</i></p> <p><i>(...) (Art 1^{er}, Règlement grand-ducal modifié du 9 janvier 1998 (...))</i></p>
3. How is free or affordable provision guaranteed to all children age 3 years and over?	<p>See also answer to question 1, section 1 (Is there a national policy and legislation that gives the right to all children, without exception, from at least three years onwards, to attend mainstream Early Childhood Education (ECE)?).</p> <ul style="list-style-type: none">– Free education for all children (26 hours a week) attending the public education system (pre-primary and primary education) from three years on;– Legal entitlement to free ECE for all children living in Luxembourg from the age of three years on;– Obligation for municipalities to offer <i>éducation précoce</i>.



Guiding questions	Country responses
4. What additional economic measures are available for children with additional needs and their families to access mainstream ECE?	<ul style="list-style-type: none">– Child allowance (double);– Dependence insurance. See also answer to question 2.
5. How is additional funding allocated?	Assistance offered by the National Children’s Office is generally financed by the administration itself. Assistance is also offered by the organisation who pays the child allowance and the organisation who grants the dependence insurance.

Practice at national level

Guiding questions	Country responses
1. How far does the standard of ECE provision vary across regions and localities?	The legal basis created in 2009 aims to assure a minimum quality in the public education system (core curriculum, formative and summative assessment tools and practices, in-service training, induction periods, school development plans, national standardised testing at the beginning of primary school, supervision by school inspectors, etc.). Provision calculated for <i>arrondissement d’inspection</i> .
2. How effective is collaboration between the ECE and health, social and other relevant agencies for children and families?	See answer to question 2 (National Children’s Office). Collaboration is generally effective.
3. What proportion of children (3 years	Public school including <i>éducation précoce</i> and <i>éducation</i>



Guiding questions	Country responses
to primary education) make use of additional funding?	<p><i>préscolaire</i> is free.</p> <p>Assistance offered by the National Children’s Office is generally financed by the administration itself.</p> <p>Additional funding in general available for all.</p>
4. How well does additional funding support inclusive education?	<p>See answer to question 2 (National Children’s Office).</p> <p>No data available.</p>