

MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	Country profile LUXEMBOURG		Resources; other usable datas
Context – educational system	Overview	<p>The two ministries bearing the main responsibility for Luxembourg's educational system are</p> <ul style="list-style-type: none"> the Ministry for Education and Vocational Training (MENFP - ministère de l'Éducation nationale et de la Formation professionnelle), which is responsible for planning and managing school education and for a large part of the offer as well as the support schemes for adult education; the Ministry for Higher Education and Research (MESR - ministère de l'Enseignement Supérieur et de la Recherche), which is responsible for higher education. <p>In some fields of education, governance is ensured by other authorities. For example:</p> <ul style="list-style-type: none"> The Ministry of Family Affairs and Integration (MFI – ministère de la Famille et de l'Intégration) is in charge of structures providing non-formal extracurricular education and care; of offers targeted at senior citizens; and of educational measures relating to the integration of foreign adult citizens. Measures and training programmes addressed to unemployed persons are implemented jointly by the Ministry for Labour and Employment (MTE – ministère du Travail et de l'Emploi) through its Agency for the Development of Employment (ADEM - Agence pour le développement de l'emploi) and the Ministry for Education and Vocational Training. Municipalities play an important role for elementary education: Since the 2009 reform of elementary education, teachers are appointed by the State while municipalities are competent for elementary school organisation, for the approval of school success plans, for school evaluation and, recently, as well for setting up Plans for Extracurricular Education (PEP - <i>Plan d'encadrement périscolaire</i> – see article 14.2.4). Moreover, municipalities have to provide infrastructure and educational facilities for elementary schools. 	https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries
	Primary and lower secondary education	<p>With the 2009 reform of elementary education, Luxembourg's pre-school and primary education are brought together in a comprehensive elementary school (<i>école fondamentale</i>).</p> <p>Instead of academic years, elementary school is divided into 4 learning cycles (<i>cycles d'apprentissage</i>):</p> <ul style="list-style-type: none"> cycle 1 for children from 3 to 5 years of age (this cycle includes a first, optional year of early childhood education (<i>éducation précoce</i>) and two compulsory years of pre-school education (<i>éducation préscolaire</i>)). cycle 2 for children between 6 and 7 years of age cycle 3 for children between 8 and 9 years of age cycle 4 for children between 10 and 11 years of age <p>Public and private elementary education aim at gradually developing</p> <ul style="list-style-type: none"> the pupils' competencies in languages, mathematics and science their intellectual, emotional and social aptitudes as well as their capacity for judgement their awareness of time and space as well as their understanding and respect for the world around them, gained through observation and experimentation their motor skills, athletic and physical abilities their manual, creative and artistic skills their sense of citizenship, responsibility and respect for others, <p>in order to make them able to continue their education and to learn throughout life.</p> <p>The main objective of the 2009 reform was to improve the pupils' academic achievement in providing the teachers with the necessary autonomy to adapt their teaching methods to the pupils' needs. Schools were provided with the means to differentiate their ways of teaching and to implement individual initiatives so as to enable their pupils to achieve the basic skills levels (<i>socles de compétences</i>) defined for the end of each cycle or to advance even further: Regardless of his or her starting point, each pupil should be given the possibility to develop the maximum of her or his potential.</p> <p>Elementary education is delivered by public, private or international elementary schools. Maintenance costs of infrastructures and equipment of public elementary schools are taken in charge by municipalities, while teachers are paid by the State. Initial building projects are supported by the State.</p> <p>By law, each school entity has to offer the four learning cycles, to run a library and to ensure pupils' access to information and communication technologies. Schools can be composed of one or more buildings.</p> <p>In 2011/2012, 91% of pupils attended public schools, whereas 0,2% attended private, grant-aided institutions applying national curricula and 8,8% attended international or other private schools, which do not apply national curricula.</p>	

	Upper secondary education	<p>Secondary education comprises two branches of education (<i>ordres d'enseignement</i>):</p> <ul style="list-style-type: none"> • General secondary education (<i>enseignement secondaire</i>). With a standard duration of seven years, this branch prepares pupils for post-secondary education and leads to a Secondary school leaving diploma (<i>Diplôme de fin d'études secondaires</i>). • Technical secondary education (<i>enseignement secondaire technique</i>). Technical secondary education is divided in three regimes (<i>régime</i>) <ul style="list-style-type: none"> ○ Technical regime (<i>régime technique</i>) has a standard duration of eight years and leads to a Technical secondary school leaving diploma (<i>Diplôme de fin d'études secondaires techniques</i>) providing general access to higher education. ○ Technician's regime (<i>régime de la formation de technicien</i>) lasts seven years and leads to a Technician's Diploma (DT - <i>Diplôme de technicien</i>) providing access to higher technical studies. ○ Vocational regime (<i>régime professionnel</i>) lasts six years and either leads to a Vocational Aptitude Diploma (DAP - <i>Diplôme d'aptitude professionnelle</i>) granting job market access as qualified worker or to a Certificate of Vocational Ability (CCP - <i>Certificat de capacité professionnelle</i>). 	
	Structure of the national education system 2012/13		https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries
Media literacy in the curriculum	ML education in top level curriculum	<p>It is always the same scenario, between practice and theory there is a big gap. In 2010 a German professor, Gerhard Tulodziecki, elaborated a reference grid about media education in Luxembourg (<i>Medienerziehung und Medienbildung in der Schule</i>). But all those written pages remain without practical use. Media education takes place in schools, with pupils and teachers and not on paper. Mr Tulodziecki, did not have contact with any media teacher, so that his written part of his reference grid is well elaborated, but it is not executed in real every day school. On the other side, the person in charge of media education is a language teacher, that means media education goes through languages and is not an independent education with media.</p>	
	resources	http://www.men.public.lu/catalogue-publications/themes-pedagogiques/education-medias/medienerziehung-medienbildung/de.pdf	
	Media literacy in education from a historical view	<p>For years, there has been a lot of confusion about the correct meaning of media literacy in Luxembourg. Spurred on by the internet hype, secondary schools integrated into their programmes lessons that dealt essentially with technological issues and the "entertainment" media. Media literacy programmes that focused on current affairs media were only considered to a marginal extent.</p> <p>It was only in the last three years that the Luxembourg Press Council (Conseil de presse) succeeded in strengthening the impact of media literacy programmes focused on the press by launching a "Press at school" week in cooperation with the Ministry of Education and with the help of CLEMI (Centre de Liaison de l'Enseignement et des Médias d'Information). This has now become a fixed item on the agenda of Luxembourg secondary schools.</p> <p>The major asset of "Press at school" is that teachers are provided with educational materials specially designed for their needs. In this context, the same topics are treated in all classes and pupils have access to identical information dispensed by their teachers. Journalists participate in the lectures in the classroom. The principle is as follows: one class, one lecture, one week.</p>	<p>What's your news? How newspapers and news media drive media literacy http://www.magazine-media.eu/wp-content/uploads/2013/1013-Whats-your-News-final.pdf</p>

	Media literacy in the curriculum – recent view	Ministry of education is talking since the 80th about media education, but in reality nothing is really moving - not for the moment	
	Comments, annexes		
Ad Teacher profession development	Does not exist		
Specialized network for media educators	Does no more exist (further ACA, association des enseignants de l’AUDIOVISUEL, du CINEMA et des ARTS ACCOUSTIQUES, until 2008)		