

LMI4VET



**Analysis of the situation and the
potential of using LMI by social
organisations in planning vocational
training for vulnerable groups
Survey Report - LUXEMBOURG**

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1. Introduction

The Labour Market Information for Vocational Education and Training (LMI4VET) project is an initiative designed to strengthen the role of labour market intelligence (LMI) in vocational education and training (VET). The project addresses the challenge of aligning vocational training programs with real labour market needs, ensuring that individuals—especially those from vulnerable backgrounds—receive training that enhances their employability.

A data-driven approach is at the heart of LMI4VET. Many social organizations and training providers, in this project called “Third Sector Education and Training Service Providers (TS_ETSP)” currently lack the necessary tools and knowledge to systematically use labour market information when designing and delivering vocational training programs. This results in a mismatch between the skills provided in training and the demands of employers. The project seeks to bridge this gap by equipping training institutions with guidelines and digital resources that allow them to make informed decisions about which skills to prioritize and how to structure their courses to maximize employment opportunities for trainees.

LMI4VET is funded under the Erasmus+ programme, the European Union’s flagship initiative for education, training, youth, and sport. The project runs for 24 months, from 1 November 2024 to 31 October 2026, and is led by PROSPEKTIKER, S.A., an organization specializing in labour market forecasting and strategic foresight. In collaboration with five research institutions and five social partners (Third Sector Education and Training Service Providers (TS_ETSP)) from multiple European countries, the project will develop methodological guidelines, interactive digital training tools, and validation mechanisms to ensure the successful adoption of LMI-based strategies in VET planning.

2. Survey information

Among the tasks of WP2 is to develop a methodological guide that can support professionals from TS_ETSP entities in the preparation of a quality diagnosis of the labour market, so that they can guide their vulnerable groups with data-based decisions. To do this, the first thing to do is to know the current situation in which these professionals find themselves in relation to their knowledge of the labour market, the resources they have, the groups to which they direct their actions, the use of sources and tools, the difficulties or challenges they have to face on a regular basis... To do this, a common technique is usually the survey.

The proposal already mentioned that a number of interviews and awareness-raising surveys with the social partners would be carried out in each partner country, on the one hand, to obtain information on the needs of the social partners, and on the other hand, to disseminate the objectives of the project and highlight the importance of LMI training.

The survey has been co-designed with each and every one of TS_ETSP entities of the project. During all stages of the survey design, these entities have participated as validators or evaluators

of the survey. For distribution, it has also relied on them, taking advantage of their regular contacts and networks in which they regularly participate. That is why it is understood that the survey was adjusted to the realities and specificities of these entities.

A total of 26 responses to the survey (objective 25) have been collected for Luxembourg.



3. Key findings

Sample: 26 organisations from Luxembourg responded to the survey.

Funding remains mixed between structural and project-based models, with some expectations of change in the near future.

Organisations deliver a broad portfolio of employment-related services and training, often tailored to vulnerable groups.

Use of labour market information (LMI) is uneven; respondents highlight challenges such as limited knowledge of sources and difficulties accessing or interpreting data.

4. Profile of Organisations

Type of organisation

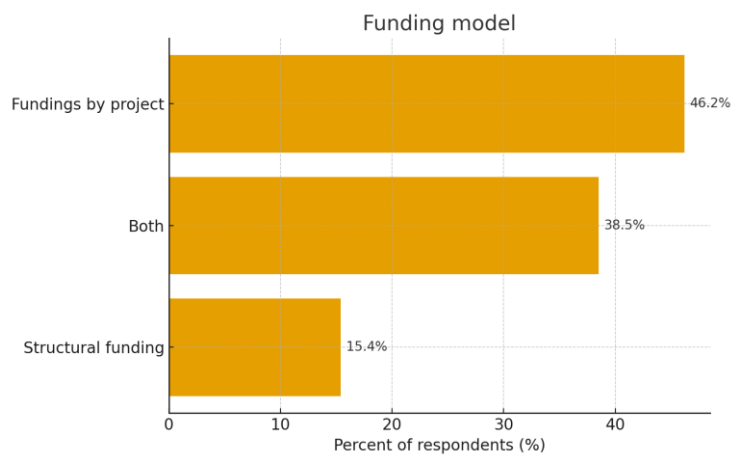
Category	Count	%
Non-profit	26	100.0

Base: 26 respondents.

Funding model

Category	Count	%
Fundings by project	12	46.2
Both	10	38.5
Structural funding	4	15.4

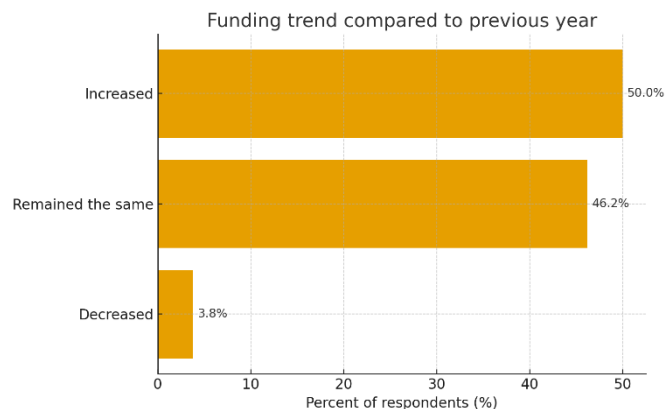
Base: 26 respondents.



Funding trend compared to previous year

Category	Count	%
Increased	13	50.0
Remained the same	12	46.2
Decreased	1	3.8

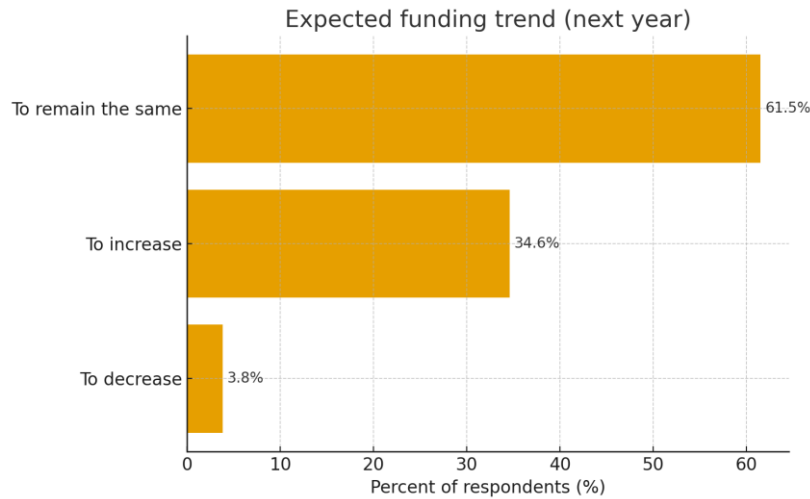
Base: 26 respondents.



Expected funding trend (next year)

Category	Count	%
To remain the same	16	61.5
To increase	9	34.6
To decrease	1	3.8

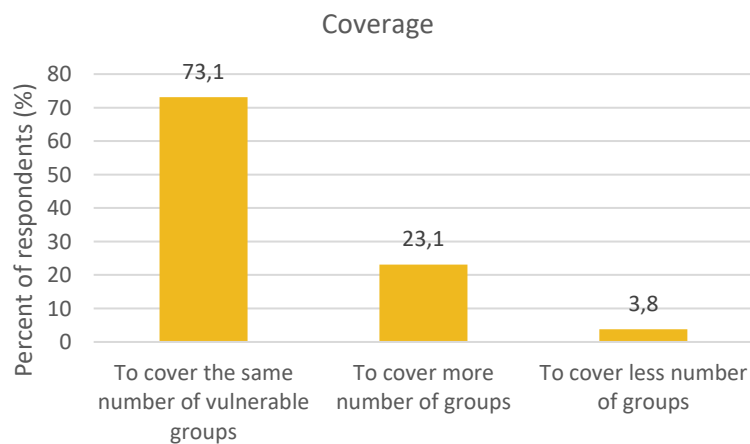
Base: 26 respondents.



Coverage of vulnerable groups

Category	Count	%
To cover the same number of vulnerable groups	19	73.1
To cover more number of groups	6	23.1
To cover less number of groups	1	3.8

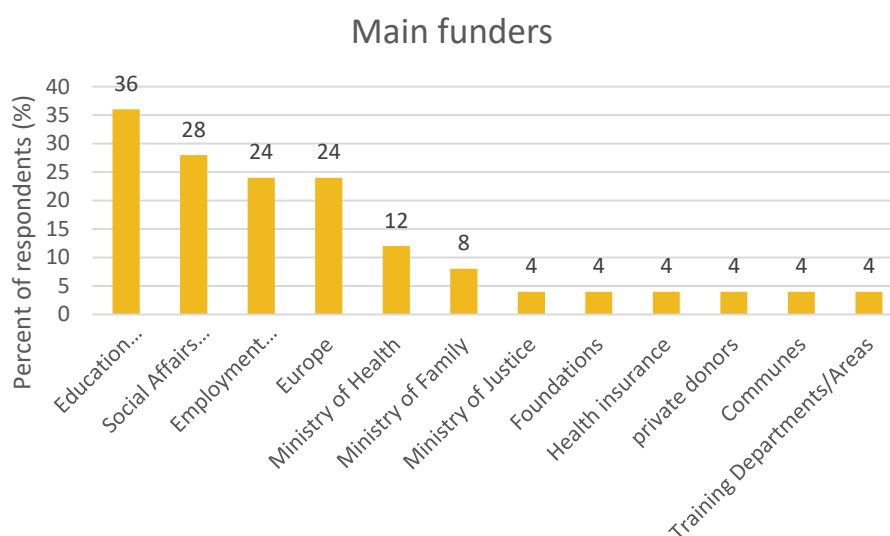
Base: 26 respondents.



Main funders (multiple responses)

Category	Count	%
Education Departments/Areas of Education	9	36.0
Social Affairs Departments/Areas	7	28.0
Employment Departments/Areas of Employment	6	24.0
Europe	6	24.0
Ministry of Health	3	12.0
Ministry of Family	2	8.0
Ministry of Justice	1	4.0
Foundations	1	4.0
Health insurance	1	4.0
private donors	1	4.0
Communes	1	4.0
Training Departments/Areas	1	4.0

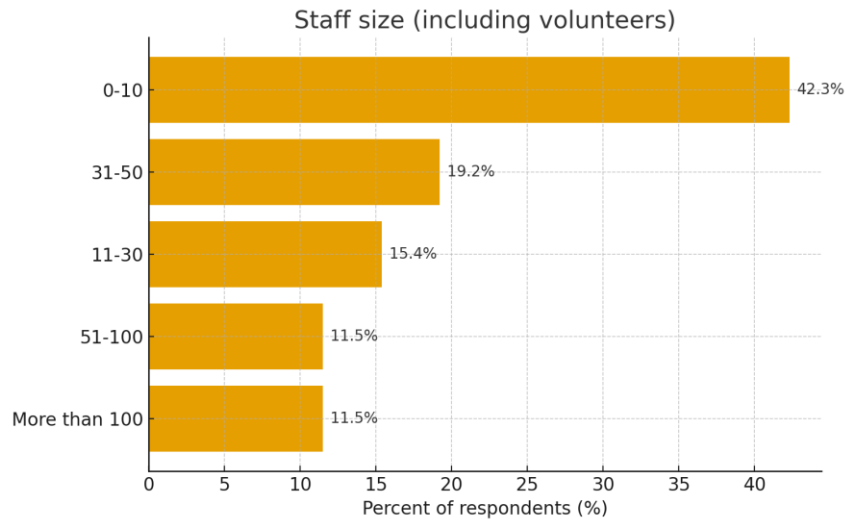
Base: 25 respondents.



Staff size (including volunteers)

Category	Count	%
0-10	11	42.3
31-50	5	19.2
11-30	4	15.4
51-100	3	11.5
More than 100	3	11.5

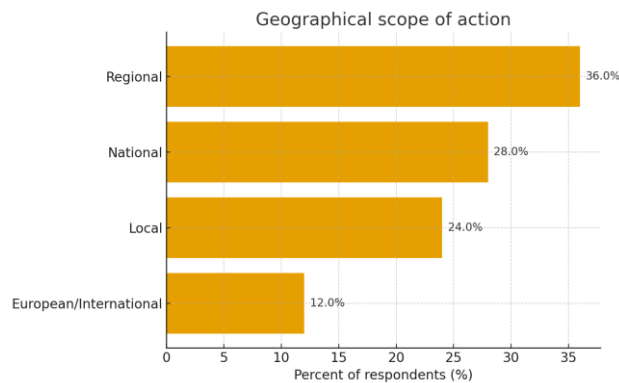
Base: 26 respondents.



Geographical scope of action

Category	Count	%
Regional	9	36.0
National	7	28.0
Local	6	24.0
European/International	3	12.0

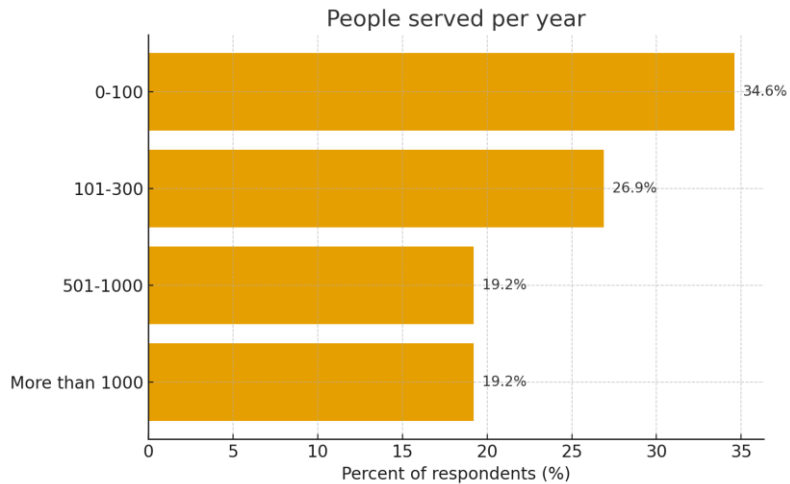
Base: 25 respondents.



People served per year

Category	Count	%
0-100	9	34.6
101-300	7	26.9
501-1000	5	19.2
More than 1000	5	19.2

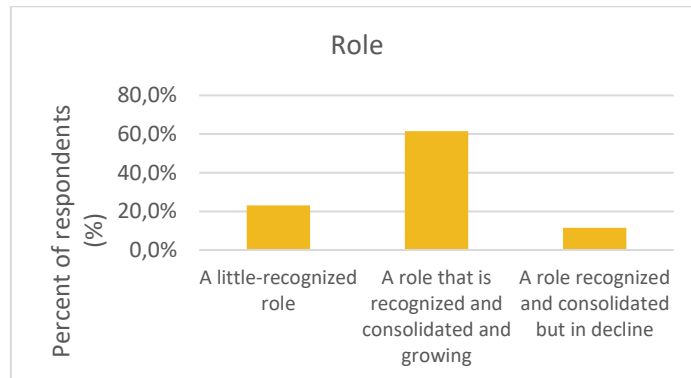
Base: 26 respondents.



Role

Category	Count	%
A little-recognized role	6	23.1
A role that is recognized and consolidated and growing	16	61.5
A role recognized and consolidated but in decline	3	11.5

Base: 26 respondents.

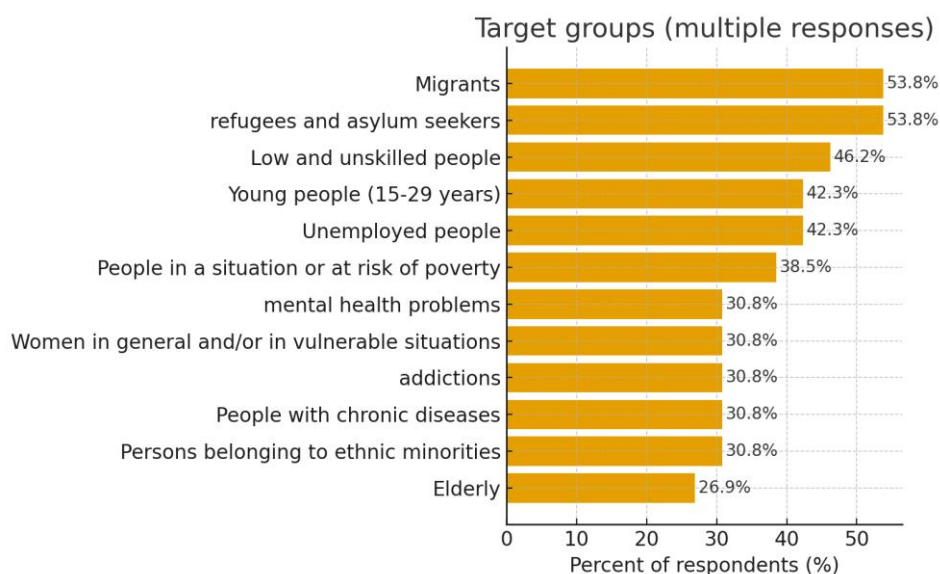


5. Target Groups, Services and Training

Target groups (multiple responses)

Category	Count	%
Migrants, refugees and asylum seekers	14	53.8
Low and unskilled people	12	46.2
Young people (15-29 years)	11	42.3
Unemployed people	11	42.3
People in a situation or at risk of poverty	10	38.5
Persons belonging to ethnic minorities	8	30.8
People with chronic diseases	8	30.8
mental health problems	8	30.8
Women in general and/or in vulnerable situations	8	30.8
addictions	8	30.8
Elderly	7	26.9
Former prisoners	6	23.1
Employees of a specific profession or sector	6	23.1
LGBTBIQ+ groups	5	19.2
All types of users	5	19.2
Childhood/ teenagers/ family	3	11.5
People with disabilities and their families	3	11.5
Homeless people	3	11.5
Other	1	3.8

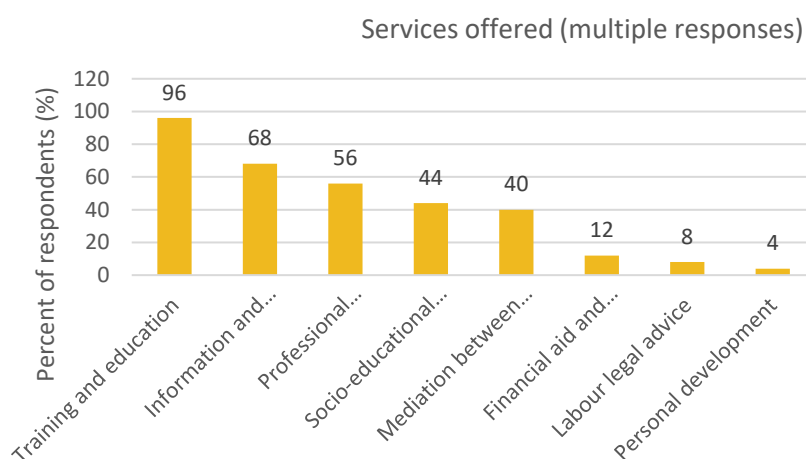
Base: 26 respondents.



Employment-related services (multiple responses)

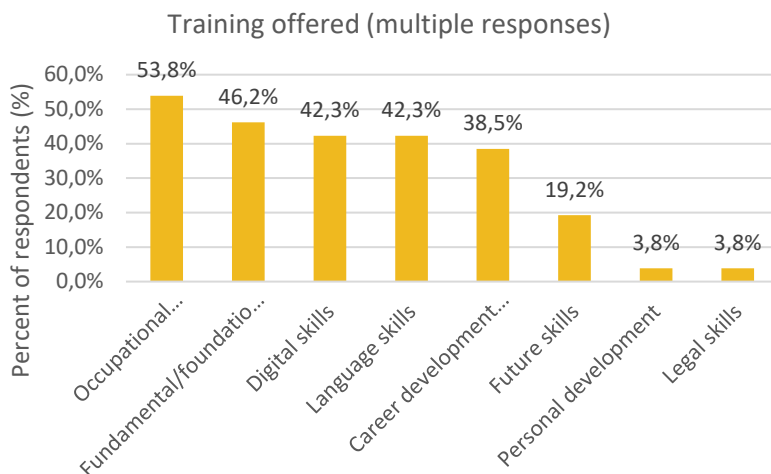
Category	Count	%
Training and education	24	96.0
Information and guidance	17	68.0
Professional integration/job placement	14	56.0
Socio-educational coaching	11	44.0
Mediation between employers and job seekers	10	40.0
Financial aid and benefits	3	12.0
Labour legal advice	2	8.0
Personal development	1	4.0

Base: 25 respondents.


Types of training delivered (multiple responses)

Category	Count	%
Occupational /professional skills	14	53.8
Fundamental/foundational skills	12	46.2
Digital skills	11	42.3
Language skills	11	42.3
Career development skills	10	38.5
Future skills	5	19.2
Personal development	1	3.8
Legal skills	1	3.8

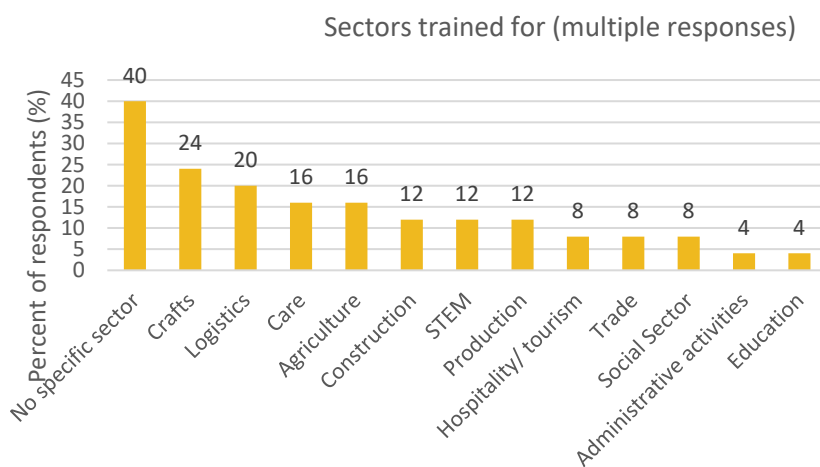
Base: 26 respondents.



Sectors trained for (multiple responses)

Category	Count	%
No specific sector	10	40.0
Crafts	6	24.0
Logistics	5	20.0
Care	4	16.0
Agriculture	4	16.0
Construction	3	12.0
STEM	3	12.0
Production	3	12.0
Hospitality/ tourism	2	8.0
Trade	2	8.0
Social Sector	2	8.0
Administrative activities	1	4.0
Education	1	4.0

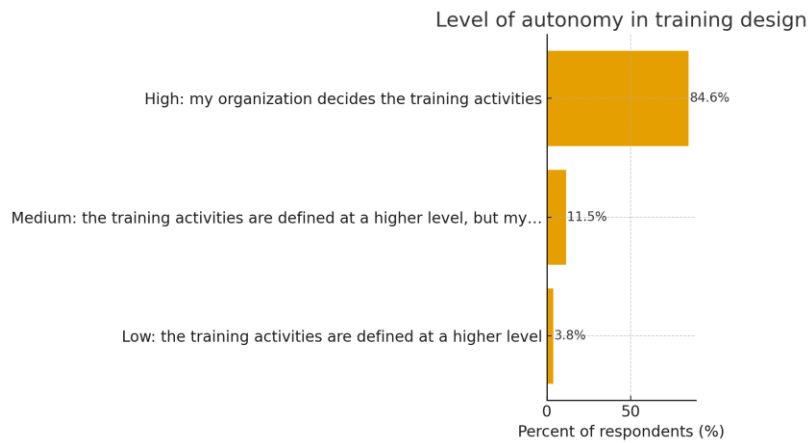
Base: 25 respondents.



Level of autonomy in training design

Category	Count	%
High: my organization decides the training activities	22	84.6
Medium: the training activities are defined at a higher level, but my organization takes part in the decision-making process somehow	3	11.5
Low: the training activities are defined at a higher level	1	3.8

Base: 26 respondents.



6. Use of Labour Market Information (LMI)

Familiarity with LMI

Category	Count	%
4.0	11	44.0
3.0	8	32.0
2.0	4	16.0
1.0	1	4.0
5.0	1	4.0

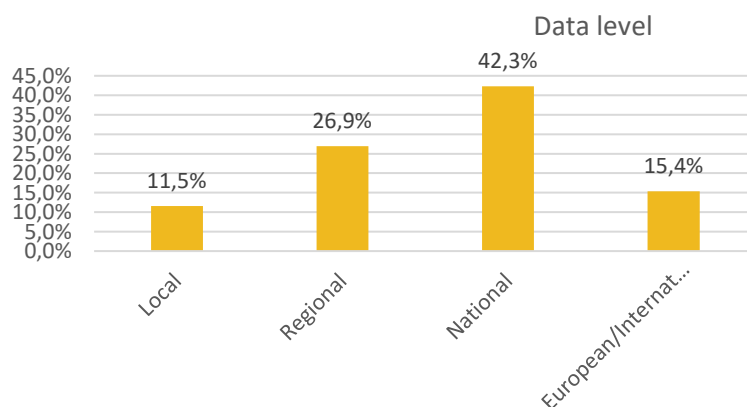
Base: 25 respondents.

Average: 3.28

Data level

Category	Count	%
Local	3	11.5
Regional	7	26.9
National	11	42.3
European/International	4	15.4

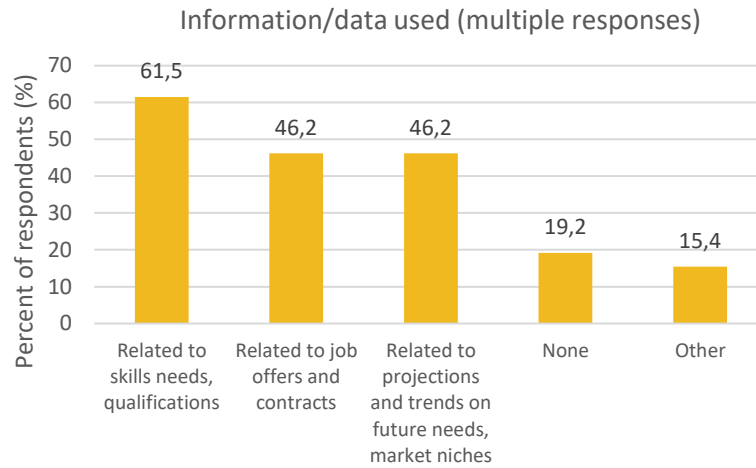
Base: 25 respondents.



Indicators/data used (multiple responses)

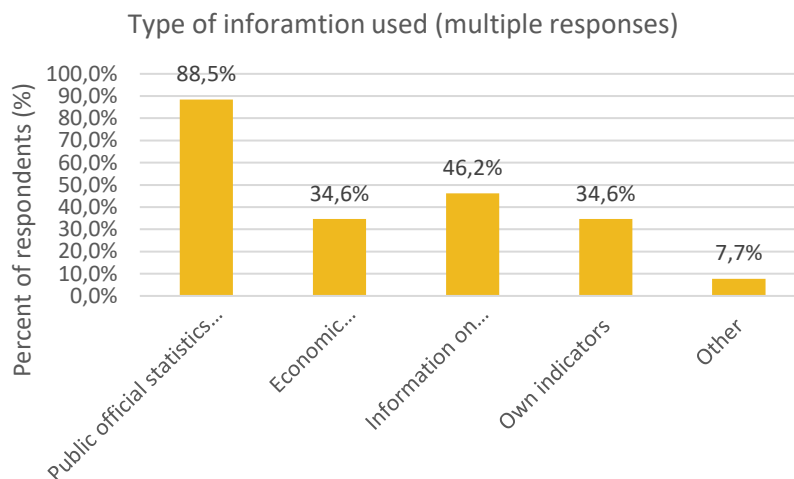
Category	Count	%
Related to skills needs, qualifications	16	61.5
Related to job offers and contracts	12	46.2
Related to projections and trends on future needs, market niches	12	46.2
None	5	19.2
Other	4	15.4

Base: 26 respondents.



Type of information used (multiple responses)

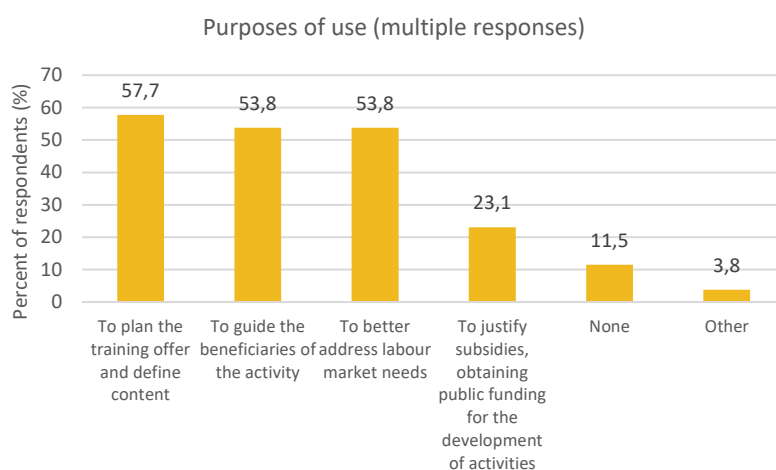
Category	Count	%
Public official statistics and official records and sources (administrative and surveys)	23	88.5
Economic reports/researches	9	34.6
Information on employers/sectors: companies, business associations...	12	46.2
Own indicators	9	34.6
Other	2	7.7



Purposes of using LMI (multiple responses)

Category	Count	%
To plan the training offer and define content	15	57.7
To guide the beneficiaries of the activity	14	53.8
To better address labour market needs	14	53.8
To justify subsidies, obtaining public funding for the development of activities	6	23.1
None	3	11.5
Other	1	3.8

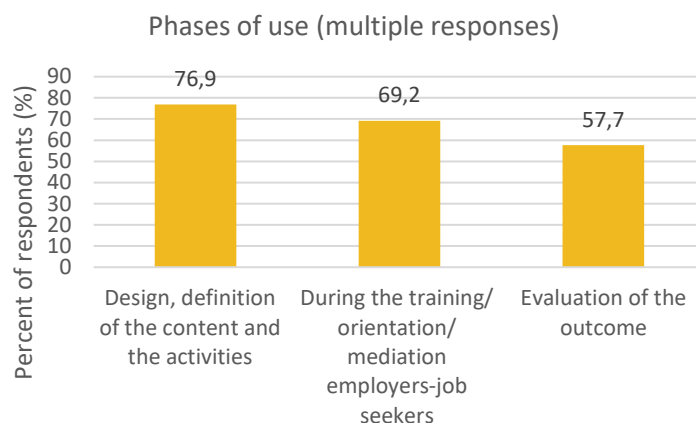
Base: 26 respondents.



Phases of use (multiple responses)

Category	Count	%
Design, definition of the content and the activities	20	76.9
During the training/ orientation/ mediation employers-job seekers	18	69.2
Evaluation of the outcome	15	57.7

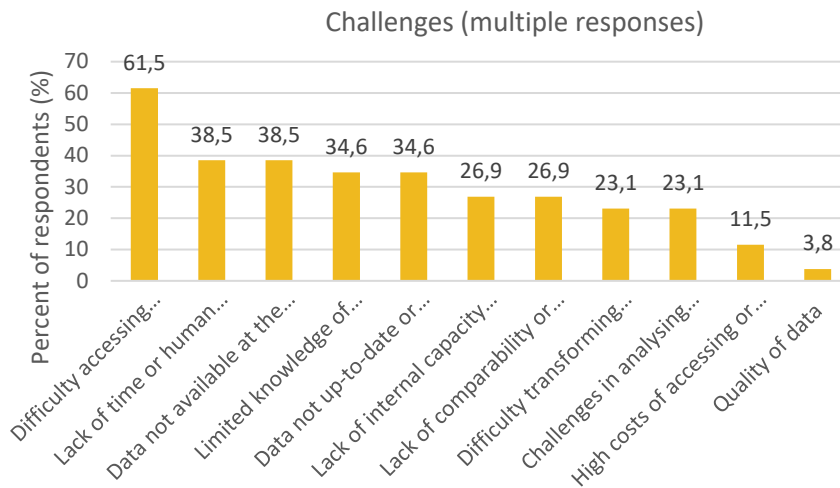
Base: 26 respondents.



Challenges in using LMI (multiple responses)

Category	Count	%
Difficulty accessing relevant information	16	61.5
Lack of time or human resources	10	38.5
Data not available at the required geographical level	10	38.5
Limited knowledge of data sources	9	34.6
Data not up-to-date or not frequently updated	9	34.6
Lack of internal capacity or expertise	7	26.9
Lack of comparability or consistency across data sources	7	26.9
Difficulty transforming data into actionable insights	6	23.1
Challenges in analysing or interpreting data	6	23.1
High costs of accessing or using data	3	11.5
Quality of data	1	3.8

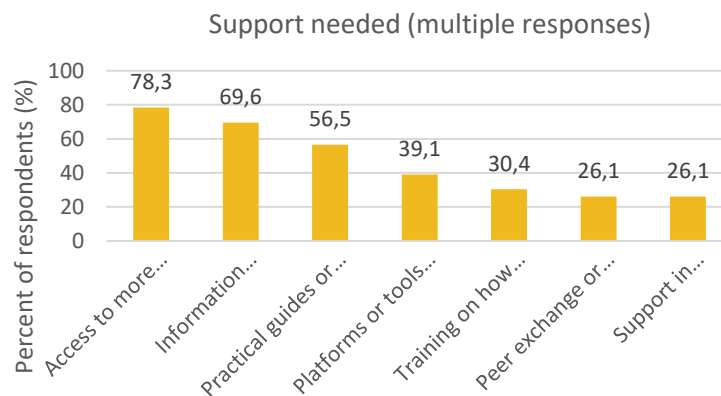
Base: 26 respondents.



Support needed to improve LMI use (multiple responses)

Category	Count	%
Access to more user-friendly and accessible information	18	78.3
Information tailored to the specific needs of your organization and the users you work with	16	69.6
Practical guides or toolkits on key indicators	13	56.5
Platforms or tools for easier data use	9	39.1
Training on how to find, interpret or use data	7	30.4
Peer exchange or best practices from other organisations	6	26.1
Support in analysing or visualising data	6	26.1

Base: 23 respondents.



7. Summary

All the entities in Luxembourg that responded to the questionnaire are non-profit entities, of which 46% receive project funding (15% receive structural funding and the remaining 38% receive both), mostly from the Departments of Education (36%). In 50% of the organizations, funding has increased compared to last year (and in 46% it has remained stable) and in the near future it is expected to remain the same (62% of the responses), expecting to serve a similar number of groups (73% of the responses) with this funding.

For 73% of those surveyed, the role they play in the training of vulnerable groups is recognized and consolidated (but for 11% the role is in decline). 42% of the entities surveyed have fewer than 10 workers in their organisation and their scope of action is normally limited to the region, territory, region or province (36%). The main group to which they direct their actions (multiple responses) is in most cases migrants, refugees or asylum seekers (54%), followed by unskilled or low-skilled people (46%), unemployed people (42%), young people (42%), people in a situation or at risk of poverty (38%)... In 35% of cases, the entities serve less than 100 people a year. In 96% of the cases, the services provided (multiple responses) are training, 68% information and guidance... In the case of training, in 54% of cases they are aimed at acquiring technical skills, in 46% at acquiring basic skills, in 42% at acquiring digital skills... In 40% of cases, the training actions are not aimed at responding to specific sectors. Finally, regarding the decision-making power in the design and definition of actions, 85% have a high decision-making power (it is the organizations themselves that decide what training to offer).

In 42% of the Luxembourg entities surveyed, the level of data they usually use is national, with a level of familiarity with the use of labour market information of 3.28 points, lower than the average and the lowest of all the countries surveyed. The main sources used are official statistics and public records (89%). When asked about specific sources, the most used sources are "STATEC_Statistic portal Luxembourg" (65%), followed by "Tableau interactif de l'ADEM-Les chiffres clés sur les offres d'emploi" (54%). At the European level, the most widely used source is Eurostat (50%), but with much lower levels of use compared to national sources. The most consulted indicators are those related to current needs in skills and qualifications (62%), followed by indicators related to job offers and contracts (46%) and indicators related to future needs in skills, market niches (46%). The main reasons for using labour market information are the planning of the training offer and the definition of content (58%), followed by responding to the needs of the market (54%) and guidance of people (54%) and the most common phase of use is in the design and definition of activities (77%). The main problem faced by professionals when using labour market information is the difficulty in accessing relevant information (62%) and being able to access information in a more accessible and user-friendly way (78%) and being able to access detailed information on groups (70%) believe that they could carry out better analyses.

Annex. Methodology & Notes

Percentages for single-choice questions are calculated using the number of respondents who answered the question as the base.

Percentages for multiple-response questions use the number of respondents who provided at least one answer as the base; totals may exceed 100%.

Open-ended responses are summarised through short illustrative examples.