

Youth Partnership

Partnership between the European Commission
and the Council of Europe in the field of youth



EUROPEAN UNION



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Information sheet

YOUTH AND THE WORLD

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1. Implementation of a new field of action: “[Youth and the World](#)”

How is the field of action “Youth and the World” of the current EU youth strategy transposed in your country?

The objective of "Youth and the World" of the current EU Strategy for Youth is in fact to "mobilise youth in global policy-making at all levels (local, national and international) using existing youth networks and tools (e.g. structured dialogue) and address climate change and the UN Millennium Development Goals". Four actions are foreseen by the Commission paper:

- "- Encourage 'green' patterns of consumption and production with young people (e.g. recycling, energy conservation, hybrid vehicles etc.)
 - Promote entrepreneurship and volunteering opportunities with regions outside of Europe
 - Support the development of youth work on other continents
 - Raise awareness on fundamental rights and development issues worldwide with young people"
- (Commission of the European Communities, 2009, p.11).

Even before the EU Strategy for Youth came into force, the Luxembourg government has been developing important instruments to meet the objectives of the new strategy. The 2008 Youth Act (*Loi du 4 juillet 2008 sur la jeunesse*) charges the National Youth Service ([Service national de la jeunesse](#), SNJ):

- to offer training opportunities to young people by organising extracurricular activities,
- to develop specific educational programmes in youth training centres,
- to foster volunteering and organise programmes of volunteering service,
- to promote European and international exchange between young people and actors of youth work,
- to initiate and realise projects concerning information, civil society, human rights, social justice, gender equality, tolerance and solidarity,
- to foster participation of young people in economy, social and cultural life and promote creativity and entrepreneurial spirit,
- to support quality of youth work, to promote non-formal education and to work for the recognition of experience gained by young people in volunteering activities,
- to promote networks of youth field actors on local, regional and national level and contribute to European and international co-operation in the field of youth work and
- to contribute to the programmes and agreements on national, European and international level in favour of youth (cf. 2008 Youth Act, Art. 7).

The 2008 Youth Act also calls for a National Action Plan for Youth (*Plan d'action national pour la jeunesse*) guiding political action of the government in the field of youth (cf. 2008 Youth Act, Art. 15). The Ministry of Family and Integration ([*Ministère de la Famille et de l'Intégration*](#)) presented the first national action plan, called Youth Pact ([*Pacte pour la jeunesse, Jugendpakt*](#)), in May 2012. The 2012 Youth Pact contains 76 actions in favour of young people, which are grouped in five action fields:

- transition to work,
- start into adult life,
- health and well-being,
- participation in society and
- evidence based youth policy (cf. Gouvernement du Grand-Duché de Luxembourg, 2012, p.5).

For every action presented, there is also an information which public institution is responsible for the implementation, as well as possibly other relevant public bodies implicated, the deadline of the implementation, at which level (national, regional or local) it should take place and which is the target group of the action. The Youth Pact is thought to be complementary to other national strategies and action plans such as the National Strategy of Education to Sustainable Development, but at the same time the actions proposed are based on the principles of sustainable development (cf. Gouvernement du Grand-Duché de Luxembourg, 2012, p.7).

2. Awareness raising on global issues

2.1. Promotion of global education

Is there any national/regional policy document which lays the legal basis for the promotion of global education?

According to the Maastricht Declaration on Global Education (2002), global education is defined as being an "education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all" and it is "understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship." (O'Loughlin & Wegimont, 2003, p.147)

Two initiatives of the Luxembourgish government may be seen as a basis for the promotion of global education. Firstly, as described above, the 2008 Youth Act, which defines a range of tasks of the National Youth Service ([*Service national de la jeunesse*](#), SNJ), aims obviously at promoting global education. SNJ coordinates voluntary service programmes and runs four national youth centres which focus on media education, sustainable development, discovering of sports activities,

team building and physical fitness. Beyond these themes, SNJ offers workshops on other relevant youth issues (cf. Service national de la jeunesse, 2012, p.4). Secondly, a National Strategy of Education to Sustainable Development (as described below) aims at fostering global education. Education to sustainable development is understood in this national strategy as being a teaching of values: respect for the others, of actual and future generations, respect of difference and diversity, of the environment and the natural resources of our common planet (cf. Gouvernement du Grand-Duché de Luxembourg, 2011, p.5). By definition, sustainable development encloses three domains, which have a global range: economic and social development as well as protection of the environment (cf. 2004 Sustainable Development Act, Art.2).

How is global education promoted?

In the frame of the UN Decade of Education for Sustainable Development 2005-2014 a National Strategy of Education to Sustainable Development ([Apprendre le développement durable – agir pour l'avenir. Stratégie nationale d'éducation pour un développement durable](#)) has been published in 2011 by the Luxembourg government (Gouvernement du Grand-Duché de Luxembourg, 2011). This national strategy has been elaborated by an Interdepartmental Committee for Education to Sustainable Development (*Comité interministériel pour l'éducation au développement durable, CIEDD*). The interdepartmental committee is composed by the Ministry of National Education and Professional Training, the Ministry of Foreign Trade/Direction of Development Cooperation, the Ministry of Culture, Higher Education and Research, the Ministry of Sustainable Development and Infrastructures/Department of Environment, the Ministry of Family and Integration and the University of Luxembourg. The national strategy aims at creating networks between the actors and fostering their cooperation, at integrating education to sustainable development into the school system (at all levels and in all education settings, formal and non-formal), at installing a monitoring and evaluation system of the implementation of the strategy and at integrating the strategy on a political and administrative level (cf. Gouvernement du Grand-Duché de Luxembourg, 2011, p.5-7). According to the national strategy, education to sustainable development should be integrated into the initial training of teaching and educational staff as well as into their on-going training in order to allow these important multipliers to acquire the competences requested (cf. Gouvernement du Grand-Duché de Luxembourg, 2011, p.13-14, 22-23).

The National Strategy of Education to Sustainable Development is anchored in the second National Plan for Sustainable Development (*Plan national pour le développement durable, PNDD*), elaborated by the Interdepartmental Commission for Sustainable Development (*Commission interdépartementale du développement durable*) and adopted by the council of government in 2010. The first part of the PNDD contains an analysis of which factors hinder sustainable development. In the second part, measures and actions are elaborated to guarantee quality of life

in Luxembourg. Objective OQ16 treats education to sustainable development: "The objective is to train citizens for a better awareness and to transmit knowledge, values and competences as well as the promotion of attitudes and behaviour patterns (willingness for dialogue, solidarity, respect etc.), to enable them to participate in organising a society, which is ecologically responsible, socially fair and economically efficient." (translated from French, Gouvernement du Grand-Duché de Luxembourg, 2010, p.58). Especially for young people the National Plan for Sustainable Development states: "Every pupil and student should have the opportunity to acquire the necessary competences to understand and recognise the complex relationships between social and economic development, consumerism, environmental behaviour, burden for health, penury, etc., to be aware of future challenges, to develop respect for natural environment and to act as an autonomous person. Key themes are education to environment, teaching of peace, education to consumption, health education, cooperation to development, multiculturalism etc." (translated from French, Gouvernement du Grand-Duché de Luxembourg, 2010, p.58). The third part of the PNDD calls for a follow-up and a monitoring of the plan.

Whereas the Interdepartmental Committee for Education to Sustainable Development (*Comité interministériel pour l'éducation au développement durable*, CIEDD) has been set up by the council of government in 2008 in the frame of the UN Decade of Education for Sustainable Development 2005-2014 (cf. Gouvernement du Grand-Duché de Luxembourg, 2011, p.5; cf. Ministère de l'Education nationale et de la Formation professionnelle, 2012a, p.2), the Interdepartmental Commission for Sustainable Development (*Commission interdépartementale du développement durable*) has been established by the 2004 Sustainable Development Act (*Loi du 25 juin 2004 relative à la coordination de la politique nationale de développement durable*). This law also creates a Higher Council for Sustainable Development (*Conseil supérieur pour le développement durable*) and calls for a national report on sustainable development (every two years) and for a national plan for sustainable development to be elaborated every four years (cf. 2004 Sustainable Development Act, Art. 3-6, 7-9,10-13, 14-16). The Interdepartmental Commission for Sustainable Development is composed by representatives of 17 ministry departments and one administration (cf. 2005 Grand-ducal Regulation on the Functioning of the Interdepartmental Commission for Sustainable Development, Art. 1).

A National Platform for Education to Environment Protection and Sustainable Development (*Plateforme nationale pour l'éducation à l'environnement et au développement durable*) has been created by the Ministry of Sustainable Development and Infrastructures/Department of Environment (*Ministère du Développement durable et des Infrastructures/Département de l'Environnement*) according to the National Plan for Environment Protection (*Plan national pour la protection de la nature*, PNPN), covering the period 2007-2011 (cf. Ministère de l'Environnement,

2007, p.10 & 42). The implementation of this platform aims at improving awareness raising and education to environment protection and sustainable development as well as the coordination of implicated actors (cf. Ministère de l'Education nationale et de la Formation professionnelle, 2012a, p.6).

In October 2012, a website (<http://www.bne.lu>) has been launched with all the information about Education to Sustainable Development (*Education au développement durable, Bildung fir Nohalteg Entwécklung*). The website is run by the Collaborative Circle of NGOs in the Field of Development ([Cercle de coopération des ONG de développement](#)) and aims at conferring a better visibility to NGOs and give them the possibility to present their educational activities in a well structured database. The website is thought to be a platform of exchange and information between community life, educational community, young people and the general public (cf. Ministère de l'Education nationale et de la Formation professionnelle, 2012a, p.3). The creation of this website is also one of the actions foreseen by the National Strategy of Education to Sustainable Development, aiming at the networking and collaboration of actors (cf. Gouvernement du Grand-Duché de Luxembourg, 2011, p.5 & 8). A further initiative to promote global education is a Charter for Education to Sustainable Development ([Charte "Education au développement durable" \(EDD\)](#)) (Gouvernement du Grand-Duché de Luxembourg, s.a.). The charter defines quality criteria for educational activities in the field of sustainable development: In organising these activities the institutions have to take into account the complexity of the educational issues, to respect coherence in transmitting messages and using methodology as well as to describe the role of implicated actors (cf. <http://www.bne.lu>). Another initiative is a list of all governmental and non-governmental organisations ([Recueil des acteurs de l'Education au Développement Durable au Luxembourg](#)) which are active in the following domains: education to environment, to development, to citizenship promoting solidarity economy or to world citizenship (cf. <http://bne.lu/organisations>) (Ministère de l'Education nationale et de la Formation professionnelle, 2012b).

The 2011 annual report of the Ministry of Foreign Trade/Direction of Development Cooperation (*Ministère des Affaires Etrangères/Direction de la Coopération au Développement*) announces that a Strategy of Education to Development Cooperation (*Stratégie sur l'éducation au développement*) is to be elaborated by the ministry in cooperation with the Collaborative Circle of NGOs in the Field of Development ([Cercle de coopération des ONG de développement](#)). (cf. Ministère des Affaires étrangères/Direction de la Coopération au développement, 2012, p.99).

What are the most tackled aspects of global education?

It is difficult to say, but considering the number of actions in the domains of education to environment protection (see chapter 2.2) and development cooperation (see below), these seem to

be the issues which have been treated most often in activities with young people in the past. Looking at the objectives concerning education to sustainable development as foreseen in the National Plan for Sustainable Development (cf. Gouvernement du Grand-Duché de Luxembourg, 2010, p.58), one can be confident that more aspects of global education will be covered in activities with young people in the coming years. Of course, it is too early to assess the implementation of the National Strategy of Education to Sustainable Development (2011), but at this moment it seems, that on the one hand a lot of voluntary work has been done by NGOs, and on the other hand, there is not much evidence about an implementation on a structural level (for instance integrating the strategy into the initial training of teaching and educational staff or integrating education to sustainable development into school curricula etc.).

What are the main stakeholders in the field of global education?

The most important stakeholders of global education are governmental institutions, Scout movements, NGOs and schools (primary and secondary schools and university). On the website <http://www.bne.lu> (*Education au développement durable, Bildung fir Nohalteg Entwécklung*) there is a [list](#) of all governmental and non-governmental organisations that are active in the different domains of global education. All these organisations have signed the Charter for Education to Sustainable Development (*Charte "Education au développement durable" (EDD)*) (Gouvernement du Grand-Duché de Luxembourg, s.a.). The Collaborative Circle of NGOs in the Field of Development (*Cercle de coopération des ONG de développement*) also publishes a [list](#) of NGOs active in development education in Luxembourg.

In general, NGOs play a very important role in implementing global education: There is a large offer of activities being addressed to teaching and educational staff. *Action solidarité Tiers Monde* (astm) for instance publishes a catalogue with activities concerning development education (*Notre catalogue en éducation au développement 2012*), addressed to schools and youth centres (Action solidarité Tiers Monde, 2012). Another document (*Recueil des activités d'éducation au développement des ONG de développement luxembourgeoises*) gives an overview of development education activities. It addresses secondary school teachers and is proposed by these NGOs with different focuses of attention:

- *Appui au développement autonome (ADA) a.s.b.l.*, issue: microfinance;
- *Aide à l'enfance de l'Inde (AEI) a.s.b.l.*, issues: environmental burden and poverty in cotton growing, right to education, fair tourism;
- *Action solidarité Tiers Monde (astm) a.s.b.l.*, issues: climate change and youth, rights of children, globalisation and North-South inequalities, social justice, human rights, natural resources and neo-colonialism, fair trade;

- *Fondation Bridderlech Deelen*, issues: donation and complexity of development cooperation projects, problems in Africa, cultural and human richness of Africa, poverty, violence, drug and arms trafficking in Brazilian shanty towns, rights of children and their exploitation, violence, war and child soldiers, history and culture of indigenous people of Brazil;
- *Consortium IDAY*, issues: education and training in Africa, South-North migrations;
- *Fondation Caritas Luxemburg*, issues: solidarity, role of civil society in implementing UN Millennium Development Goals, migration and trafficking in human beings, water supply and water disposal in Cape Verde, globalisation, fair trade, food security, agriculture, poverty reduction, social justice, human rights, natural resources, war finance, simulation game "Sudestan" (national debts of developing countries, role and working of international organisations like the International Monetary Fund and the World Bank, mechanisms of dependency between North and South...), questions of AIDS in Kenya, ethnocentrism and interculturality;
- *End Child Prostitution in Asian, African and American Tourism (ECPAT) Luxembourg a.s.b.l.*, issues: sexual exploitation of children for commercial purposes, responsible journalism and tourism;
- *Frères des hommes Luxembourg a.s.b.l.*, issues: sustainable development, climate change, North-South relations, ecological, economical and social aspects of deforestation, responsible consumption and citizenship;
- *Handicap International a.s.b.l.*, issues: demining activity, disability and poverty, inclusive education, disability and country's development, mines and cluster bombs, rights of disabled persons, disabling diseases;
- *Médecins sans frontières Luxembourg a.s.b.l.*, issues: questions of AIDS in Southern Africa, tuberculosis, refugees and humanitarian aid, AIDS prevention and access to medicines;
- *SOS faim Luxembourg a.s.b.l.*, issues: responsible consumption, agriculture in North and South, microfinance, poverty of adolescents in the South, food sovereignty, mobilizing of civil society in South and North, worldwide famine;
- *TransFair-Minka a.s.b.l.*, issues: causes and consequences of poverty, sustainable development, partnership and dialogue with the South, globalisation, fair trade, environment, cocoa and chocolate production, international solidarity, human rights, agriculture and exploitation of raw materials;
- *Comité luxembourgeois pour l'UNICEF a.s.b.l.* and *Consortium IDAY*, issues: education and literacy (Cercle de coopération des ONG de développement, Ministère de l'Education nationale et de la Formation professionnelle & Ministère des Affaires étrangères/Direction de la Coopération au développement, 2009).

**Is there any report/survey available on global education and young people in your country?
If yes what is its focus of research and what are the main outcomes?**

There is a report on young people and sustainable development published by Faber and Boll (2010) ([Nachhaltige Entwicklung aus der Sicht von Jugendlichen](#)), which treats for instance the questions of motivation, knowledge, competences and behaviour of young people in the domain of sustainable development. A random sample of 827 pupils, between 18 and 22 years old, participated in this computer assisted online survey, taking place in school. The young people also had to evaluate the role of school in transmitting knowledge in the domain of sustainable development. The results are quite sobering: The transmission of competences and knowledge necessary for implementing sustainable development is seen as rather limited. The evaluation of teaching methods by students shows that innovative teaching is not very widespread: Only a minority of young people have experienced subjects or projects being treated in a related way, have had discussions with civil society actors or have been participating in out-of-school classrooms. When asked what their expectations concerning future education were, most of the young people wished to acquire more competences and knowledge concerning sustainable development and wanted innovative teaching methods to be used more often (cf. Faber & Boll, 2010, p.10-12, 51-58). The authors also discuss the role of political and citizenship education in the schools of Luxembourg. According to Agenda 21, the action plan resulting from the UN Conference on Environment and Development in Rio de Janeiro (1992), sustainable development absolutely needs the participation of citizens. Even if the Luxembourg government (according to its government programme) has recognised the necessity of citizenship education and of an opening of the school towards society, there is still a need for action, especially for revising school curricula (cf. Faber & Boll, 2010, p.63-65).

Another study, the national report of the international ICCS study ([International Civic and Citizenship Education Study](#)), analysed the knowledge, values, attitudes and behaviour in the domain of civic education and citizenship of grade 8 pupils (mean age in Luxembourg: 14,6 years). Pupils were asked to participate in a cognitive test and to respond to a questionnaire. Teachers were also asked to fill in a questionnaire about their perception of citizenship education. It was observed that 17% of teachers had participated with their classes in environment protection activities at school (against a mean value of 49% for all the countries) and 22% had participated in activities related to human rights (against 30%). (cf. Ministère de l'Education nationale et de la Formation professionnelle & Université du Luxembourg, 2010, p.5, 8, 13, 42-43)

2.2. Young people and sustainable development

What are the most relevant initiatives/projects at regional/national level encouraging green patterns of consumption and production with young people?

The programme of the Youth Centre in Hollenfels ([*Centre de jeunesse Hollenfels*](#)), run by the National Youth Service ([*Service national de la jeunesse*](#), SNJ), focusses on education to sustainable development (*Education au développement durable*). The centre may be used by teachers and school classes as well as by other groups active in the domain of environment education or education to sustainable development. Working methods of the centre are characterised by an active, cooperative and participative approach. They include working in groups, issue oriented learning, learning stations, experiments, tests as well as determining and discovering workshops (cf. Service national de la jeunesse, 2012, p.13 & 19).

Examples of workshops proposed by SNJ in 2012-2013:

- concerning water cycle, drinking and waste water: On the track of water (*Sur les traces de l'eau*), 10-11 years old, 14 years old and more; The ecosystem water (*L'écosystème eau*), all ages; Re-cycle-water (*Re-cycle-eau*), 14 years old and more;
- concerning renewable energies, energy saving and energy waste: On the track of energy (*La découverte de l'énergie*), 10-11 years old, 12-15 years old;
- concerning globalisation and sustainable development: Hurrah for the crisis! (*Vive la crise!*), 15 years old and more; Stop bio-piracy! (*Halte à la biopiraterie!*), 12-14 years old;
- introduction to environment perception: Eco-play (*Les éco-jeux*), 12-14 years old; Introduction to eco-pedagogy for groups of children (*Initiation à l'éco-pédagogie pour groupes d'enfants*), 15-16 years old; Ecology workshops (*Les ateliers de l'écologie*), all ages (cf. Service national de la jeunesse, 2012, p.21-29).

In 2011, the team of the SNJ centre in Hollenfels has been publishing brochures on education to sustainable development. It offered training for primary and secondary school teachers (and other people working with young people) on ecology and sustainable development. 356 workshops (a total of 2525 hours) for primary and secondary school pupils were delivered in 2011. (cf. Ministère de la Famille et de l'Intégration, 2012, p.229-230)

According to the 2004 Secondary School Organisation Act (*Loi du 25 juin 2004 portant organisation des lycées et lycées techniques*), every school may establish an institution project (*Projet d'établissement*), which focuses on pedagogical action and initiatives as well as on extracurricular activities (cf. 2004 Secondary School Organisation Act, Art. 7). Some schools have chosen to focus on environment and sustainable development issues in their institution projects. However, we have to notice that this domain is far behind other fields like transversal competences and interdisciplinarity, vocational guidance, opening to the outside world, internal communication

etc. (cf. Centre de coordination des projets d'établissement, 2012, p.204). Examples of school projects in the domain of ecology and sustainable development:

- *Lycée Technique Mathias Adam* (LTMA), 2007-2011: "ECHOS"; objectives: improve the image of the school in respect to sustainable development and communication; activities: invitation of companies to the school, exhibition about sustainable development and ecological techniques at the LTMA, working out of brochures, collaboration with partners in the domains of communication and ecology, awareness-raising campaign for the separate collection of waste etc. (cf. Centre de coordination des projets d'établissement, 2012, p.155-156);
- *Athénée de Luxembourg* (AL), 2010-2014: "think globAL – act locAL. Global und vernetzt denken, nachhaltig handeln (nicht nur) in der Schule"; objectives: foster global thinking of teachers and students in order to behave in a sustainable way in every day life, let AL be a place of living and learning where education to sustainable development is supported, be a partner in the network of sustainable development in Luxembourg; activities: projects in the domain of sustainable development, implementation of sustainable development in the school building, representation in networks of education to sustainable development (cf. Centre de coordination des projets d'établissement, 2012, p.16-17).

The ministry in charge of environment protection is the Ministry of Sustainable Development and Infrastructures and more precisely the Department of Environment (*Ministère du Développement durable et des Infrastructures*/[Département de l'Environnement](#)). This department is, of course, also committed to awareness raising and education in the field of environment. It runs four ecological centres (*Centre de découverte de la forêt "Burfelt"* in Insborn, *Centre d'accueil "Ellergronn"* in Esch/Alzette, *Centre d'accueil "A Wiewesch"* in Manternach, *Centre d'accueil "Mirador"* in Steinfort), which do not focus on young people only, but the centres offer activities for school classes (cf. Ministère du Développement durable et des Infrastructures, 2012, p.67-68).

There exist further possibilities for teachers to organise activities with their classes in the frame of "green classrooms" (*Classes vertes*). Many municipalities (or regional associations of several municipalities) have in fact created with the years infrastructures for awareness raising in the domain of environment protection, for instance:

- the Nature House ([Centre de protection de la nature "Haus vun der Natur"](#)), run by *natur & òmwelt* in cooperation with the City of Luxembourg,
- the Nature School Lasauvage ([Natureschoul Lasauvage](#)), run by the municipality of Differdange,
- the Forest School Esch ([Escher Waldschoul](#)), run by the municipality of Esch-Alzette,

- the Natural Park of Öewersauer ([Naturpark Öewersauer](#)), run by the municipalities of Winseler, Lac de la Haute Sûre, Boulaide and Esch/Sûre,
- the Natural Park of Our ([Naturpark Our](#)), run by the municipalities Clervaux, Kiischpelt, Parc Hosingen, Putscheid, Tandel, Troisvierges and Vianden,
- the Tourist Centre of Munshausen ([Touristcenter Munshausen](#)), run by a non-profit making organisation,
- the Ecological and Tourist Centre of Hosingen ([Centre écologique et touristique "Parc Housen"](#)), run by the association of municipalities SISPOLO (*Syndicat intercommunal SISPOLO*).

In the framework of the World Scout Environment Programme, the FNEL Scout organisation ([Fédération nationale des éclaireurs et éclaireuses du Luxembourg](#), FNEL) confers for instance an environment badge (*insigne du Brevet du scoutisme mondial pour l'environnement, Umweltbadge*) to young Scouts for a successful environment project. FNEL runs a youth training centre ([Centre de formation jeunes "Misärshaff"](#)), which has received the environment label (Scout Centre of Excellence for Nature and Environment, SCENES) of the World Organisation of the Scout Movement. This means the centre commits itself to protect the environment and promote environmental understanding. Also the LGS Scout organisation ([Lëtzebuurger Guiden a Scouten](#), LGS) runs a SCENES youth training centre ([Centre de formation et d'animation "Neihaischen"](#)).

An important initiative is the Climate Alliance of Luxembourg ([Klima-Bündnis Lëtzebuerg](#)), coordinated by two NGOs: [Mouvement écologique](#) and [Action solidarité Tiers Monde](#) (astm). The objective of Climate Alliance of Luxembourg is to combine environmental and educational work with policy and with support of solidarity projects in the southern regions of the world, in order to achieve an integrated environmental and development policy (cf. <http://bne.lu/organisations/klima-bundnis-letzebuerg>). Climate Alliance contributes to awareness raising among children and young people by different offers, for instance: exhibitions, adventure bags, campaigns, teaching materials and workshops (cf. <http://www.klimabuendnis.lu/de/Kinder-jugendliche-paedagogen-65.html>, cf. also Action solidarité Tiers Monde, 2012). A documentation centre on development cooperation ([Centre d'information Tiers Monde](#), CITIM) is run by astm.

Another initiative is the [Centre for Ecological Learning Luxembourg](#) (CELL), which is a non-profit organisation creating a space to experience lifestyles with a low impact on environment and to learn the skills enabling to live in post-carbon communities.

Is there any report/survey investigating the awareness of environmental issues among young people in your country? If so what are the main outcomes?

The above mentioned report published by Faber and Boll (2010) treats several questions concerning the view of young people on sustainable development. One of these questions might be used to illustrate awareness of environmental and sustainable development issues, i.e. the question what young people are worrying about. More than 50% worry about environmental pollution (60%) and raw material consumption hitting future generations (57,7%) as well as climate change (64,4%). Between 40 and 50% are concerned about immigration from developing countries (49,6%), animals and plants threatened with extinction (48,9%), pauperisation of poor countries (48,2%) and refugees from developing countries (48%). Least high percentages occur for economic development of emerging markets (China, India) (37,2%) or for sharing affluence with developing countries (25,5%). (cf. Faber & Boll, 2010, p.21-23)

A TNS Ilres survey about consumption behaviour, sponsored by an environment protection NGO (*Mouvement écologique*), showed that young people (15-24) are not really the most interested in ecological consumption patterns. For instance, the statement "Meat is part of a daily good meal" was approved (completely or mostly) by altogether 90% of the young men (15-24), whereas only 54% of the 55-64 year old men approved this statement. 51% of the 15-24 year old women approved the statement, but only 42% of the 45-54 or 55-64 year old women did so. With the statement: "I want to escape consumption and I try to reduce consumption intentionally", only 35% of the young men (15-24) agreed (completely or mostly), but 71% of the 55-64 year old men approved. 56% of the young women (15-24) were in favour of the statement, whereas 71% of the elder women (45-54) or even 75% of the women beyond 65 years were so. A similar pattern occurs for the statement: "I am very concerned about the environment we will leave for future generations". 79% of young men (15-24) agreed (completely or mostly) with this statement, whereas 87% of the men either of the age group of 35-44 or 45-54 agreed. 82% of the young women (15-24) complied with the statement, but 92% of the women aged 45-54 or 55-64 years did so. The NGO concludes that this is an issue to be discussed, i.e. that especially young people, who are thought to be the generation to be more open to the concrete application of sustainable development goals, show less interest in ecological issues than the older generation. A gender divide may be noticed too, even more clearly within the younger generation. (cf. *Mouvement écologique & Oekozerter Pafendall, o.J.*, p.6, 8, 9, 10; some of the numbers are taken from the TNS Ilres survey tables).

Is there any report/survey investigating the civic engagement related to environment issues among young people in your country? What are the main outcomes?

According to the above mentioned national report of the international ICCS study, it was observed that 26% of the Luxembourgish pupils were participating in actions of environment protection NGOs, whereas the mean value for the 38 countries participating in the study is 29%. (cf. Ministère de l'Education nationale et de la Formation professionnelle & Université du Luxembourg, 2010, p.29)

2.3. Young people and human rights

Is there any report/survey investigating the civic engagement related to global human rights issues among young people in your country? What are the main outcomes?

According to the ICCS study, 17% of young people are participating in actions of NGOs in the domain of defence of human rights. The mean value for the 38 countries participating in the study is 16%. (cf. Ministère de l'Education nationale et de la Formation professionnelle & Université du Luxembourg, 2010, p.29)

3. Cooperation with third countries in the field of youth

3.1. Agreements and areas of cooperation

Are there any bilateral or supranational agreements with countries / regions outside Europe in the field of youth?

Generally, this kind of agreements is made by the Ministry of Foreign Trade/Direction of Development Cooperation (*Ministère des Affaires Etrangères/Direction de la Coopération au Développement*). These agreements are not focussed on youth, but on the priorities of the Millennium Development Goals. However, for many countries bilateral agreements focus on education and training, thus concerning young people. In 2011, the main partners of Luxembourg in the Indicative Cooperation Programmes (*Programmes indicatifs de coopération*, PIC) were the following: Burkina Faso, Cape Verde, Mali, Niger, Namibia, Senegal, Nicaragua, El Salvador, Laos and Vietnam (cf. Ministère des Affaires étrangères/Direction de la Coopération au développement, 2012, p.20). In the same year, Luxembourg has been the leader of sponsors in the domain of vocational training in Cape Verde and Senegal (cf. Ministère des Affaires étrangères/Direction de la Coopération au développement, 2012, p.19).

Beyond these agreements between states, there are many other agreements between NGOs of Luxembourg and countries outside Europe. On the website of the Collaborative Circle of NGOs in the Field of Development an [overview of associations](#), being member of the circle, and of their activity fields is given. Most NGOs however are active in the domain of humanitarian relief.

Cooperation in the field of youth policy and /or youth research?

No information

Support to the development of youth work on other continents?

The National Youth Service offers a Voluntary Service of Cooperation ([Service volontaire de coopération](#), SVC) with the possibility for young people to commit to a cooperation project. The Collaborative Circle of NGOs in the Field of Development displays a [list](#) of NGOs which have until now participated in the Voluntary Service of Cooperation. According to information of the National Youth Service, 26 participants committed to projects in the frame of SVC in 2012. Among these projects, there were at least three in the domain of youth work (socio-educational back-up measures, social work). These projects took place in Brazil, Peru and in the Republic of Ecuador.

3.2. Support measures for young people

What are the opportunities offered to young people to explore and enhance global understanding by going abroad such as volunteering and youth exchange programmes?

Generally, programmes of voluntary service are implemented by the National Youth Service. Since 2009 SNJ offers a Voluntary Service of Cooperation ([Service volontaire de coopération](#), SVC), which addresses young people from 18 to 30 years. SVC offers the possibility to commit oneself to a cooperation project and its objective is to raise awareness for problems of developing countries, to offer an opportunity to learn as well as to promote intercultural dialogue. For this programme SNJ cooperates with the Ministry of Foreign Trade/Direction of Development Cooperation (*Ministère des Affaires Etrangères/Direction de la Coopération au Développement*) and the Collaborative Circle of NGOs in the Field of Development (cf. <http://www.snj.public.lu/services/unite-transition/coordination-sv/SVC/index.html>).

Scout movements use to organise volunteering opportunities for young people too: For instance the NGO [Guiden a Scouten fir ENG Welt](#) runs development projects in Senegal, Niger, Bolivia and India. The organisation [ONGD-FNEL Scouts & guides pour le développement communautaire](#) develops projects in Nepal. Also schools may be active in supporting development cooperation: The secondary school *Athénée de Luxembourg* for instance took the initiative to create a non-profit making organisation, coordinating all the school's projects with countries of the Third World ([Athénée - Action humanitaire](#)).

In Luxembourg 94 NGOs collaborate with the Ministry of Foreign Trade/Direction of Development Cooperation in the domain of development cooperation. Young people may commit to volunteering activities in cooperation with these NGOs by contributing to awareness raising, formulating of

development projects, fund-raising, drafting and research work. A [list](#) is published with all the NGOs approved by the ministry. It offers work experience to students, and training courses may be accomplished in cooperation with the international NGO enda (Environmental Development Action in the Third World) in Dakar. The ministry will contribute to travel expenses if the student establishes a report. Furthermore, the ministry finances and selects young experts for UN and EU programmes. (cf. <http://cooperation.mae.lu/fr/S-engager-dans-la-cooperation>)

The Luxembourg agency for development ([Lux-Development S.A.](#)) is working with trainees having accomplished secondary school and interested in development cooperation: In the frame of projects of bilateral cooperation these young people may commit for a year and will after a first training at the agency be sent to the development countries (Burkina Faso, Cape Verde, Mali, Niger, Namibia, Senegal, Nicaragua, El Salvador, Laos and Vietnam). (cf. <http://cooperation.mae.lu/fr/S-engager-dans-la-cooperation>)

In 2011, there have been 79 persons participating in training courses: 18 associated experts to the United Nations (*Experts associés auprès des Nations Unies*, JPO), seven young experts to the European Commission (*Jeunes experts auprès de la Commission européenne*, JED), ten volunteers to the United Nations (*Volontaires des Nations Unies*, VNU), ten trainees of Lux-Development (*Stagiaires Lux-Development*, ATJ), four trainees of enda, 21 participants in the Voluntary Service of Cooperation (*Service volontaire de coopération*, SVC) and nine other trainees (not specified). (cf. Ministère des Affaires étrangères/Direction de la Coopération au développement, 2012, p.97)

An additional support measure consists in granting special holidays for volunteering activities in the domain of development cooperation (*Congé de la coopération au développement*). Six days a year may be granted. (cf. 2011 Labour Legislation, Art. 234-32 to 234-42)

Promotion of youth entrepreneurship and employment opportunities with regions/countries outside of Europe?

According to the Collaborative Circle of NGOs in the Field of Development (*Cercle de coopération des ONG de développement*), organisations usually do not focus on promotion of youth entrepreneurship in these countries. Young people in developing countries usually are willing to create their own enterprise, but they need above all education/training and financial means. Thus, NGOs make efforts for instance to support microfinance and training centres.

4. Participation of young people and youth organisations in policy making on global issues

Have young people and youth organisations been given political and financial support to be individually or collectively involved in the policy regarding dialogue and cooperation on regional and global issues? How?

Generally, youth participation is ensured by three bodies: the Higher Youth Council, the National Youth Council and the National Assembly of Young People. The Higher Youth Council (*Conseil supérieur de la jeunesse*) is an advisory board studying youth issues, on its own initiative or by request of the government. The government asks the council's advice on new regulations and laws. The National Youth Council ([*Conférence générale de la jeunesse luxembourgeoise*](#), CGJL) is an umbrella organisation, gathering youth organisations in Luxembourg. Its main objective is to increase active participation of young people in society. CGJL is recognised by public authorities as being the representative body of Luxembourgish youth. It coordinates initiatives of the different youth movements and creates working groups on specific topics. The National Assembly of Young People ([*Assemblée nationale des jeunes*](#)), which has been established by the 2008 Youth Act, gives young people and youth organisations the possibility to participate in the examination of all issues related to actions and policy in favour of young people at a national and a European level.

On its opening session in autumn the National Assembly of Young People decides on thematic working commissions, where it will elaborate advice papers and resolutions. In July these resolutions are adopted by all the members of the national assembly and transmitted to political actors concerned by these issues. For the 2012/2013 session for instance the four working commissions will treat the following subjects: Europe and foreign affairs; environment, mobility and health; economy, work and intergenerational solidarity; education, integration, democracy and equal opportunities (cf. <http://www.jugendparlament.lu/descriptif-du-parlement-des-jeunes-2-0/nos-commissions-groupes-de-travail>). Thus, the issues to be treated depend on the national assembly's decision.

Is there any report/survey investigating young people's participation in campaigns regarding global climate change/global warming, development aid or human rights? What are the main outcomes?

Faber and Boll found that the mean percentage in all domains (environment protection, north-south equity, peace, animal protection) for participation in public actions (signature campaigns, demonstrations, information desk etc.) "in any occasion" is 7,9%, whereas it is 22,8% for those participating "sometimes" in this kind of actions. (cf. Faber & Boll, 2010, p.48)

Is there any report/survey investigating young people's participation in non-governmental organisations active in the domains of global climate change/global warming, development aid or human rights? What are the main outcomes?

The Faber and Boll report (2010) analysed the regular participation of young people in organisations and in public actions. Concerning organisations, less than 5% of young people indicated they were participating in Third World groups, environment or animal protection NGOs, human rights or peace NGOs. A stronger implication of girls was observed in comparison to boys: Around 70% from those committed to the above mentioned NGOs were girls (cf. Faber & Boll, 2010, p.46-47; cf. also Ministère de la Famille et de l'Intégration, 2010, p.286-290). Faber and Boll also tried to understand what could motivate young people to participate in environment or Third World groups for instance. They proposed answers in three domains: a) commitment of other relevant persons, b) more knowledge about the issue and more certainty about the efficacy of the commitment and c) less time consumption. Commitment of other persons (peers, parents, other persons) plays a less important role than knowledge about the work of the group, understanding of the topics, regard of policy makers or believe that one can really change something. 68,2% would "for sure" or "probably" commit to an environment or Third World group if they were sure that the cooperation in such a group would really matter in environment protection or the improvement of living conditions of people in developing countries. 67,9% would "for sure" or "probably" participate if they thought policy makers would consider requests of these groups. Time consumption plays a certain role too: 57,1% would "for sure" or "probably" commit if it was less time consuming (cf. Faber & Boll, 2010, p.48-49).

The Flash Eurobarometer [Youth on the Move](#) (European Commission, 2011) treats the question of participation of adolescents and young adults (15-30 year old) in activities of various organisations. 4,4% of young people in Luxembourg said they participated in "an organisation active in the domain of global climate change/global warming", whereas the mean value for the 27 EU member states is 3,2%. 5,8% of young people in Luxembourg indicated they were active in "an organisation promoting human rights or global development", whereas the mean value for all the member states is 5,2%. (cf. European Commission, 2011, p.28)

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