



# Lënster Lycée

## Focus on Practice



Visitors from other colleges are also keen to see the state-of-the-art equipment.

There is not much happening yet at Lënster Lycée. A mere 209 students have been attending the secondary school since September 2014. But that is set to change. For behind the stylish façade with its endless glazed surfaces and colourful accents is one of the largest and most modern training institutions for school-age students in Luxembourg.

The technical lyceum is a new school which takes demographic developments into account. “We have the best conditions here,” head teacher Romain Kieffer says of the choice of location. “There is great development potential in the area. We could teach 1,500 students here.” With its emphasis on electrical engineering, wood and metal technology, information technology and business administration, Lënster Lycée is geared towards the demand for qualified people in three major growth sectors in Luxembourg.

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### Technology that inspires

From Year 7, the students, most of whom are 13 years old, switch to Lënster Lycée. At the beginning, they either attend vocational classes or target the university-level school-leaving qualification. After three years, they have to decide on the subsequent path they want to take at the school.

From Year 10, students with an affinity for technology choose from four options for completing their school careers: firstly, they can target the technical school-leaving qualification (DFEST) or technician diploma (DT). With these qualifications, they can go to a university or college or tackle the examination to become a master craftsman. Alternatively, they



can choose the vocational training route and train to become a journeyman (DAP) and gain direct entry into the trade (CCP). Those who prefer direct entry commence dual training from Year 10, which takes place partly in the workplace and partly at the school. Other students, who have chosen to target the university-level school-leaving qualification, choose their main subjects at this point, for example classical languages such as Latin.

## Shaping the future in a practical way

The school has numerous workshops and laboratories for the practical training of students. For electrical and IT training alone, there are six workshops and eight laboratories on the ground floor. On the upper floors, there are six IT rooms and five workshops. Every floor therefore offers a practice-oriented learning environment, in close proximity to the seminar rooms, for budding electrical engineers, communications engineers and metalworking technicians.

“The concept of our school is based on an integrated approach,” deputy head Tom Nober says of the school sys-

tem. “We want to give our students the chance to put themselves to the test. Our young students have the opportunity to get to know areas that are not normally taught in schools. This means that they can specialize as they progress and even continue studying their optional subjects in the final year.” The school has provided additional workshops for this purpose, where younger students can get a taste of technical vocations. “Young people can only find out through practical experience if a career as an electrician, carpenter or cook is for them.” Lënster Lycée thus shows its students further prospects that are open to them after finishing school.

## Tomorrow's technology for today's young people

During planning and fitting-out, the school's main priority was to create a learning environment that combines practice and theory. The technical equipment in particular was supposed to reflect the real world of work and enable students to receive training in line with the latest industry standards. “It was important to us that the school's equipment should facilitate practically



The workstations of the LN training systems





Modern, multimedia laboratory equipment



Students working on the training systems

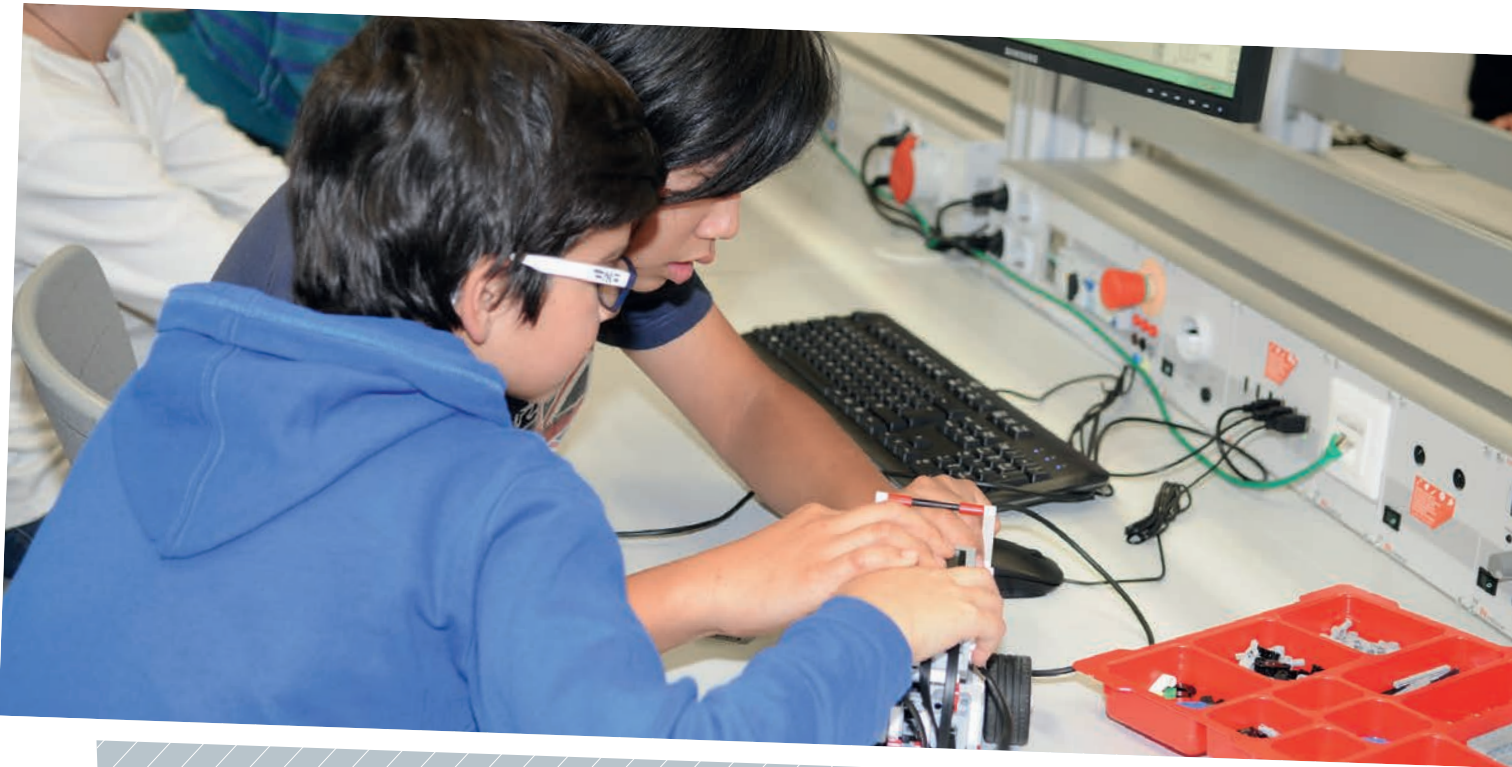
relevant, modern training,” explains Kieffer. “We want our students to be able to work and learn independently.” The school needed a partner who could meet the high standards of integrated training.

This is a welcome challenge for Manfred Masson, Sales Director at Lucas-Nülle, and Lionel Hemme, Sales Manager at Lucas-Nülle. After all, this project was an opportunity for Lucas-Nülle to prove itself as a single-source supplier and installer of equipment and systems for electrical engineering and metalworking technology. “We were given the task of equipping every room in such a way that the modules and systems could be adjusted to suit the different levels and tasks associated with particular classes and subject areas,” Masson says of the project. “We

therefore went for smart laboratories and modular systems which allow a flexible lesson structure as they can be individually combined. Our systems facilitate didactically and technologically state-of-the-art teaching.”

Lucas-Nülle equipped a total of eight laboratories, two halls and eight workshops for electrical engineering training: from specialist laboratories for telecommunications technology practice to microtechnology to electrical engineering workshops that are equipped with, for example, systems and modules for DC technology, switchgears and tools. In addition, the carpentry and metal workshop was equipped with sturdy workbenches, variable experimentation power supplies and tool kits. Experiences to date show that the Lucas-Nülle equipment is equally popular with students and teachers. “The

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Students experimenting

students are motivated and enjoy working with the systems,” reports Gerard Bethke, who teaches electrical engineering. “What I particularly like about the modules is that they are compact and quick to set up. You can get started straight away. This saves a huge amount of time.”

## An integrated concept

The fact that Lënster Lycée makes good use of time is also illustrated by the all-day school programme. The students are looked after from 7.30am to 6.30pm. This appeals to working parents in particular. “We try to make the children’s everyday life attractive. Lessons take place until 4pm. After that they can choose from an extensive range of options,” says Kieffer, explaining the offering. Everything is covered, from extra tuition to technical, sporting or cultural activities. There is also a library with a cyber café, a school garden,

a restaurant, a swimming pool and a sports hall which the students can use in their spare time.

On Fridays, the school day differs somewhat. “Lessons finish at 12.00 noon on Fridays as the afternoon is reserved for our teachers,” says Nober. While the students are looked after, the teachers get together in teams, discuss the school and its pupils, share out tasks among themselves and exchange experiences. “This helps build team spirit and is extremely efficient.”

Efficiency and sustainability are the values that define Lënster Lycée. They enable the school to provide future-oriented education and training that benefits all its students. “We are looking forward to seeing how the school will develop,” Kieffer and Nober say in conclusion. “After all, the school will be getting over 1,000 additional students in future.”

