



Pioneering policies and practices tackling educational inequalities in Europe

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International Schools [10]

Country	Luxembourg
Authors of the table	<i>Luxembourgish team</i>
Name of the policy / practice	International Schools (European public schools) [10]
Short description and the main characteristics of the policy / practice	<p>The objective of establishing European public schools was to diversify the school offer in Luxembourg by granting students greater flexibility regarding their language acquisition. It aimed at tackling educational inequalities due to the multilingual education system of Luxembourg and particularly addressing the disadvantages of students with migrant backgrounds.</p> <p>On this basis, its language policy promotes multilingualism by focusing on teaching Luxembourg’s three administrative languages - Luxembourgish, German, and French – as well as other foreign languages (e.g., English, Italian and Portuguese) which provides students a tailored approach for language learning. Students may decide between different language sections, determining their main language of instruction (e.g. English, French, or German) in which Luxembourgish is taught as well until the third year of secondary school.</p> <p>International public schools (six of which have been established as of April 2023) operate according to the curricula, promotion criteria and timetables of the European school system. Overall, European schools are overseen by EU Member States and offer multicultural and multilingual education leading to a European Baccalaureate. Since 2005, national schools in Europe can offer the European Baccalaureate under national control and funding if they meet its standards.</p> <p>In Luxembourg, European public schools function autonomously in comparison to public state-funded schools that adhere to the Luxembourgish curriculum. In comparison to the private or EU-European schools, they are open and free of charge to all students. They offer instruction in English, German, or French alongside the European curriculum.</p> <p>The curriculum of European public school is structured based on three main cycles: early education (kindergarten), primary education (P1-P5), and secondary education (S1-S7). The latter is further divided into three sub-cycles: observation (S1-S3), pre-orientation (S4-S5), and orientation (S6-S7), each lasting one year. The curriculum is based on some mandatory subjects but also a selection of optional subjects that can be studied for certain periods per week or at a more advanced level.</p> <p>Some international public schools also provide tracks of the regular Luxembourgish curriculum.</p>

Target group of the policy / practice:	<p>The existing international schools cover primary and secondary levels; an ECEC school is planned to be inaugurated in 2024. Target groups are varied as different student groups – defined by their language backgrounds – benefit from the schools’ language offers. This includes students who do not speak Luxembourgish/German at home (e.g. English, and Portuguese native-speaking students) who are offered English, Portuguese (respectively) as languages of instruction while the Luxembourg’s three main languages are gradually taught based on scaffolding language learning models. This also includes students speaking Luxembourgish/German at home who are offered education in international public German in secondary schools (while in many secondary schools and specific subjects French becomes the language of instruction). Target groups also include advantaged groups such as high SES (often originating from expat families) and Luxembourgish/German-speaking students as schools try to attract students with different backgrounds to avoid segregation.</p> <p>There are 7755 students at Primary level and 10218 at secondary level (2022). https://edustat.script.lu/sites/default/files/inline-files/2022_SCRIPT_Flyer_EN_WEB.pdf</p>		
Educational stage or transition phase of the policy / practice	Primary and secondary level		
Level of implementation	Macro: national		
MILC dimensions	Multilevel and life course, as this school structure tries to bridge different educational institutions that relate to educational stages and in many cases relate to the local environment where the school is based. Note: while this practice does not explicitly target intersectional groups, it may facilitate learning from an intersectionality perspective particularly regarding linguistic and migration backgrounds.		
Key dimensions of the identification procedure			
CONDITIONS: Foundational and premise level	<i>Comprehensive</i>	It is not yet comprehensive as international schools have been so far introduced only in limited (some lower and some higher socio-economic) regions of Luxembourg and the trend of their presence in other regions have only recently started.	Low
	<i>Coherent</i>	It is coherent in regard to the all-day school structure that supports individual learning and growth.	High
	<i>Continuous</i>	These schools are fostering change, however, there is still resistance from different actors within the education system against change of the entire	Low

		Luxembourgish education system towards this more comprehensive approach. Currently, the schools appear to be pilot projects that carry the risk of producing new inequalities, as they are only located in a few districts.	
ELEMENTS: Structural level	<i>Contextual</i>	Luxembourg has over time developed a diversified school offer to meet the needs and wishes of families of different backgrounds particularly expatriates (e.g., public schools, international schools, private schools). In addition to the regular Luxembourgish school system, the international public and private school offer allows access to a recognized diploma regardless of students place of residency.	Medium
	<i>Relational</i>	All learning pathways at State-run European schools include learning Luxembourgish which is compulsory up to the third year of secondary education. In addition, each of the 6 existing schools offer extra-curricular activities, group work opportunities, as well as libraries, study spaces and gymnasiums.	High
TOOLS: Action level	<i>Autonomous</i>	There is a high autonomy within the School Development Plan (SDP) and a high level of collaboration among headmasters with teachers, and the SePas assistants. These schools are members of the European Bacculaureate network: https://www.eursc.eu/en	High
	<i>Reflexive</i>	Teachers collaborate to tailor learning to students' needs and there are regular consultations with parents and among teachers. The emphasis on such practices are stronger compared to regular schools.	High
Evidence backing the policy / practice:		<p>The international schools are public and accessible. They are comprehensive all-day schools that use innovative pedagogies as well as academic and psycho-social support for all students. Their main objective is to respond to the needs of the highly heterogenous student population in Luxembourg accommodating their needs within the multilingual system of the country. https://men.public.lu/fr/grands-dossiers/systeme-educatif/offre-internationale.html</p> <ul style="list-style-type: none"> • A majority of European public schools enroll students residing in the same municipality as the school (15% to 20%). But this also means longer travel distances and cross-border commutes for students who do not live in the districts where such European schools are situated. • Since the establishment of the Luxembourg's first European public school in 2016, the percentage of students following the European curriculum has increased. Many come from French, Luxembourgish, 	

	<p>or other non-EU backgrounds.</p> <ul style="list-style-type: none"> • The distribution of students among language sections varies between European public schools. • On average, the socioeconomic status (SES) of students attending the European public schools tends to be higher than that of students in the national public school system. However, preliminary analyses show a slight and cautiously to be interpreted tendency that low SES students do better in math in European public schools than their counterparts in the Luxembourgish curriculum. All in all, the aim of reducing social inequalities is currently not achieved, while this issue deserves more scientific evaluation. <p>LUCET & SCRIPT (Eds.). (2023). European Public School Report 2023: Preliminary Results on Student Population, Educational Trajectories, Mathematics Achievement, and Stakeholder Perceptions.</p>
<p>Brief concluding analysis of policy / practice in the context:</p>	<p>The main features of this practice include:</p> <ul style="list-style-type: none"> • Primary and secondary education in the same school • Adapting language of instruction (English, French, German) based on students' choice and mother tongue and a higher variety of language subjects (e.g. Portuguese) compared to traditional schools where one of the three official languages of the country are the main medium of instruction (depending on the grade level and track); clarity regarding first, second etc. languages • Higher school autonomy: school governance on-site (even regarding primary schooling), schools can recruit their staff more "freely" (e.g., native speakers) • Staff is allocated based on teaching needs (rather than on seniority of the staff/"ancienneté" in the regular education system of Luxembourg) • Institutionalized quality assurance/quality control • All-day schooling • Integration of formal and non-formal education • Innovative pedagogy • Music, sports, arts, and libraries are provided (as is the case in all public schools) • Schools is open until evening to offer a safe place to study to students • Personalized learning