

## *Foreword*

This report for Luxembourg forms part of the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes (see Annex A for further details). The purpose of the Review is to explore how systems of evaluation and assessment can be used to improve the quality, equity and efficiency of school education. The Review looks at the various components of assessment and evaluation frameworks that countries use with the objective of improving student outcomes. These include student assessment, teacher appraisal, school evaluation and system evaluation.

Luxembourg was one of the countries which opted to participate in the country review strand and host a visit by an external review team. Members of the OECD review team were Claire Shewbridge (OECD Secretariat), co-ordinator of the Review; Melanie Ehren (Assistant Professor, Department of Educational Organisation and Management, University of Twente; Netherlands); Paulo Santiago (OECD Secretariat); and Claudia Tamassia (Programme Administrator Lead in the US-based Educational Testing Service [ETS]; Brazilian national). The review team was also joined in Luxembourg by Morten Rosenkvist (a secondee from the Norwegian Ministry of Education and Research formerly with the OECD Secretariat). We would like to express our gratitude to Morten for his work with the review team in formulating the preliminary conclusions. His robust analysis and insights helped to form a solid foundation for the development of our report. This publication is the report from the OECD review team. It provides, from an international perspective, an independent analysis of major issues facing the evaluation and assessment framework in Luxembourg, current policy initiatives, and possible future approaches. The report serves three purposes: (1) provide insights and advice to Luxembourgish education authorities; (2) help other OECD countries understand the Luxembourgish approach; and (3) provide input for the final comparative report of the project.

Luxembourg's involvement in the OECD Review was co-ordinated by Amina Kafai of the Agency for the Development of Quality in Schools (ADQS) within the Ministry of National Education and Vocational Training (MENFP).

An important part of Luxembourg's involvement was the preparation of a Country Background Report (CBR) on evaluation and assessment policy developed by Amina Kafai and Elise Aubert at the ADQS. The OECD review team is grateful to the authors for compiling this material as background to the review and analysis. The CBR is an important output from the OECD project in its own right as well as an important source for the OECD review team. Unless indicated otherwise, the data for this report are taken from the Luxembourgish CBR. The CBR follows guidelines prepared by the OECD Secretariat and provides extensive information, analysis and discussion in regard to the national context, the organisation of the school system, the main features of the evaluation and assessment framework and the views of key stakeholders. In this sense, the CBR and this report complement each other and, for a more comprehensive view of evaluation and assessment in Luxembourg, should be read in conjunction.

The review visit to Luxembourg took place on 31 May – 4 June 2010. The itinerary is provided in Annex B. The visit was designed by the OECD in collaboration with the Luxembourgish authorities. The biographies of the members of the OECD review team are provided in Annex C. It should be noted that the scope for the review of Luxembourg (as in all participating countries) was limited to primary and lower secondary education, that is, the pre-school part of “fundamental education” in Luxembourg was not analysed.

During the review visit, the team held discussions with the MENFP; pedagogical experts; the education authority *inspecteurs* for fundamental schools; teacher representatives; parents’ organisations; representatives of *directeurs*; representatives of students with special needs; teacher educators; civil society organisations; and researchers with an interest in evaluation and assessment issues. The team also visited a range of fundamental and secondary schools, interacting with secondary school *directeurs*, presidents and their management teams, teachers and students in Luxembourg. The intention was to provide a broad cross-section of information and opinions on evaluation and assessment policies and how their effectiveness can be improved.

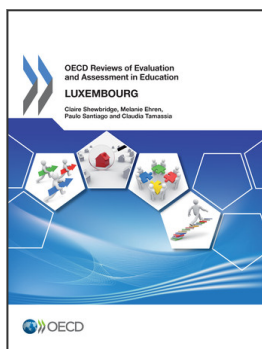
The OECD review team wishes to record its grateful appreciation to the many people who gave time from their busy schedules to inform the OECD review team of their views, experiences and knowledge. The meetings were open and provided a wealth of insights during the early stage of the reform in fundamental schooling. Special words of appreciation are due to the National Co-ordinator, Amina Kafai, for doing everything possible to respond to the questions and needs of the OECD review team. We thank her also for sharing her insights and expertise and for being excellent company during the heavy schedule of the review. We extend our gratitude to staff of the ADQS for lending support and giving us some of their precious time. The courtesy and hospitality extended to us throughout our stay in Luxembourg made our task as a review team as pleasant and enjoyable as it was stimulating and challenging.

The OECD review team is also grateful to colleagues at the OECD, especially to Thomas Radinger for preparing the statistical annex to this Country Review report (Annex D) and to Heike-Daniela Herzog for editorial support.

This report is organised in six chapters. Chapter 1 provides the national context, with information on the Luxembourgish school system, main trends and concerns, and recent developments. Chapter 2 looks at the overall evaluation and assessment framework and analyses how the different components of the framework play together and can be made more coherent to effectively improve student learning. Then Chapters 3 to 6 present each of the components of the evaluation and assessment framework – student assessment, teacher appraisal, school evaluation and system evaluation – in more depth, presenting strengths, challenges and policy recommendations.

The policy recommendations attempt to build on and strengthen reforms that are already underway in Luxembourg, and the strong commitment to further improvement that was evident among those we met. The suggestions should take into account the difficulties that face any visiting group, no matter how well briefed, in grasping the complexity of Luxembourg and fully understanding all the issues.

Of course, this report is the responsibility of the OECD review team. While we refer where possible to the Luxembourgish CBR and other documents, and benefited from many discussions with a wide range of Luxembourgish stakeholders, any errors or misinterpretations in this report are our responsibility.



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