

Chapter 6

Education system evaluation

Over recent years, Luxembourg has made concerted efforts to prioritise the evaluation of the education system. Notably, Luxembourg has started to build evaluation capacity at the national level and has introduced a monitoring system. The chapter presents an overview of the major tools used to monitor the education system and approaches to evaluate the implementation of new initiatives within the system, plus reporting systems to feed back results from education system evaluation. Based on an analysis of strengths and challenges in the current approach to education system evaluation, the chapter presents a set of recommendations to validate and further develop the monitoring system, to improve reporting of system-level information and to further build education system evaluation capacity.

Context and features

Responsibilities for education system evaluation

Within the Ministry of National Education and Vocational Training (MENFP), the Department for the Co-ordination of Research in Pedagogical and Technological Innovation (SCRIPT) plays a major role in providing evidence for policy making at the system and school levels. There are three divisions within the SCRIPT, two of which carry the main responsibilities for evaluating the education system:

- The Innovation Division: conducts and oversees pilots studies for potential school reforms, as well as other school innovation projects and evaluates and follows up on these.
- The Agency for the Development of Quality in Schools (ADQS): its major missions are to “accompany schools in their internal evaluation” and to provide data to the MENFP for system and school monitoring (ADQS, 2011). This may include demands from the Minister for national reports on school performance and the “collection and synthesis of qualitative feedback received from schools”.

The ADQS was created in 2009 as part of the legal decree of February 2009. This decree also authorised the MENFP to outsource external evaluations of the education system. The development of the national standardised tests is outsourced to the University of Luxembourg. Responsibilities for test development are shared. There is a working group (*Groupe de Travail Évaluation*) comprising representatives from the school *inspecteurs*, the SCRIPT and the test development team (EMACS), responsible for producing a coherent measure for the purpose of monitoring the Luxembourgish school system. However, all final decisions are commonly agreed by a senior representative of the SCRIPT and EMACS (Universität Luxemburg, 2011).

The Statistics and Analysis Department within the MENFP collects and compiles core data on the education system, including reporting data against the international standard classification for education systems (ISCED-97). Since 2002, it has published an annual report on key figures for education in Luxembourg (*Chiffres Clés de l'Éducation Nationale – Statistiques et Indicateurs*). It also lends support to the ADQS in compiling the results from the national non-standardised tests (see below).

Goals for the education system

In general, since 2007 Luxembourg has started to introduce minimum achievement standards for different stages and subjects in the school system. The national tests aim to monitor student performance in the school system as a whole against these national student learning objectives. Such student learning objectives are set for: the four pedagogical cycles in fundamental education (these were introduced in 2009); the first two years of secondary education (both general and technical) in French, German and mathematics; and the third and fourth years of secondary education in mathematics. Since 2009, student learning objectives are being developed and introduced for other subjects at the secondary level.

Further, Luxembourg has set a specific goal to reduce the number of early school leavers to 10% or less. This is part of a wider European Union programme (2020).

Another important aspect for system evaluation is the specific school improvement objectives specified in the 5-year government programme. This includes an action plan which should be followed up by the MENFP.

Major tools to monitor the performance of the education system

Participation in international student assessment surveys

Luxembourg participates in a number of cross-national comparative surveys. It has administered the OECD's Programme for International Student Assessment (PISA) for four cycles, since its inception in 2000. This offers comparative information on student performance at age 15 in reading, mathematics and science. To complement this information, Luxembourg also participated in the Progress in International Reading Literacy Study (PIRLS) in 2006, which assessed younger students towards the end of fundamental school (the first year of Cycle 4).

With the priority given to language development in the Luxembourgish education system, Luxembourg participates in a special European project to study language skills assessment (French, German and English) – the European Bank of Anchor Items for Foreign Language Skills (EBAFLS). This is conducted with six other countries (France, Germany, Hungary, Spain Sweden and the United Kingdom) and aims to develop assessment items for “reading” and “listening” skills in each language as defined in the European Language Framework (levels A2 and B1). The goal is to make language assessment more transparent and robust.

Luxembourg also participates in surveys on non-cognitive outcomes, including the IEA's International Civic and Citizenship Education Study (ICCS). Plus, (in collaboration with the Ministry for Health and Family), Luxembourg has participated in three international surveys on youth health and well-being (ages 11 to 17) – the WHO's Health Behaviour in School-aged Children (HSBC) studies in 2002, 2006 and 2010.

National tests of student performance

There are two types of national tests conducted in the school system in Luxembourg:

- National non-standardised tests in the eleventh year of compulsory education (Grade 5 General Secondary; Grade 9 technical secondary): the ADQS with support from the Statistics and Analysis Department collects and compiles student results from these tests in French, German and mathematics that are developed and scored by teachers against the specified national student learning objectives. The tests are administered at the same time in all secondary schools in Luxembourg. The results are then analysed at the national level and fed back to schools for their own comparative purposes.
- National standardised tests in fundamental and lower secondary education: the University of Luxembourg is contracted to develop these tests aligned to the national learning objectives. Test development involves collaboration with working groups of teachers and the ADQS. These are full-cohort tests and students are tested during three points of their compulsory education: in German and mathematics in the first trimester of Cycle 3 of fundamental education; in German, mathematics and French at the end of Cycle 4 of fundamental education; and also in Grade 5 of general secondary and Grade 9 of technical secondary education. Results are analysed and reported at the national level in an overall report and fed back to schools for their own comparative purposes.

Statistics on student progression through schooling and school leaving qualifications

Detailed statistics are compiled by the Statistics and Analysis Department on student progression through fundamental education and secondary education (see Box 6.1). This reflects the importance of the stratified structure of the school system in Luxembourg and shows information on grade repetition, as well as student entrance into different types of secondary education. Further, recent priority has been given to collecting qualitative information on student drop out from secondary education. Annual statistics are also reported on student final qualifications when leaving secondary education.

Box 6.1 Reporting on outcomes of the education system in Luxembourg

Information on outcomes of the education system is presented in a series of different reports on the MENFP's website. Most reports produced by the Statistics Service within the MENFP include links to electronic data files for readers to download and try to provide readers with data from earlier years for comparative purposes.

Since 2002, there has been an annual report on key figures in Luxembourg. This includes information on qualifications and certificates awarded in secondary education. For example, the 2009/10 edition presents information on the absolute number of certificates awarded in: General secondary education (*Diplôme de fin d'études secondaires*); Technical secondary education (*Diplôme de fin d'études secondaires techniques*); Secondary technician training (*Diplôme de technicien*); and Vocational training (*Certificat d'aptitude technique et professionnelle*; *Certificat de capacité manuelle*; *Certificat d'initiation technique et professionnelle*). Plus, the success rate (percentage of students completing) in each of the secondary education streams.

Since the academic year 2003/04, a series of specific reports on the fundamental and secondary sectors provide quite detailed statistics on enrolments and certificates awarded. However, these do not include results from the national standardised tests or non-standardised tests. For example:

- The focus report for fundamental education in 2009/10 (MENFP, 2011a) presents detailed enrolment information (by nationality, by age, by language spoken at home, by public/private sector, by special education institution), as well as information on special educational provision (reception class, special support programmes, students referred to the Multi-professional team) and progression through the pedagogical cycles (number and percentage of students taking an additional year to complete a cycle [also by gender] and being admitted early into Cycle 2), plus student orientation into different type of secondary education at the end of Cycle 4 (number and percentage, plus information on parental agreement with orientation decision).
- There is a specific report presenting certification information for secondary education (e.g. MENFP, 2011b). This includes details on number of students by grade obtained (e.g. in general and technical education and technician training: excellent, very good, good, quite good, no grade) as well as score point averages (overall score for the year, score in written examinations, score in oral examinations) for students in each general secondary school.
- The focus report for general secondary education presents results for students in the lower and upper cycles of general secondary education, as well as globally (e.g. MENFP, 2011c). Results show the average annual scores and distribution of students, information on student progression through each cycle (direct admission, admission after compensation, admission after extra work in summer, held back for repetition), plus the percentage of students with inadequate scores in each major subject. A similar report has been published each year for technical secondary education.

Box 6.1 Reporting on outcomes of the education system in Luxembourg (continued)

Since 2005, there is an annual report on student drop out from secondary education. This draws on results from standardised questionnaires administered by Local Youth Offices (*Action Locale pour Jeunes*, ALJ) to students who have dropped out. In 2008/09, 64% of secondary school drop outs provided information (MENFP, 2011d). The reports present information on student educational pathways, reasons for dropping out and current activities.

A new national report presents results from the standardised tests. The first publication (Universität Luxemburg, 2011) presents an overview of major results from the national tests and provides some examples of the nature of the tests that students sat. For example, the 2009/10 report shows average scores and score point distribution for students in each of the three major secondary school types (ES, EST, PR) in each of the main skill areas tested (mathematics, German and French reading comprehension), plus the average results of student answers to questions about their motivation to learn and class and school environment (percentage of students agreeing and disagreeing with various statements).

Plus, there are qualitative evaluation reports on specific programmes or research projects. For example, a report presenting summary of feedback from teachers and parents collected via surveys on the introduction of formative reports (*bilans intermediaires*) in fundamental education (MENFP, 2010). Plus, an evaluative report on the MENFP commissioned research project (PORTINNO) to develop the use of portfolio assessment as a tool for formative assessment in fundamental education (Brendel *et al.*, 2011).

There are also specific national reports presenting an overview of results for Luxembourg's students in international assessments (PISA 2000, 2003, 2006 and 2009; PIRLS 2006 and ICCS 2009).

Source: Overview of information available on the MENFP website (www.men.public.lu).

Evaluation of the implementation of national initiatives

Luxembourg has started to capitalise on the small scale of the education system by monitoring pilot initiatives on teaching or assessment strategies. This falls largely under the responsibility of the Innovation Division within the SCRIPT, but may also be conducted by the ADQS in some discrete areas. For example, before introducing the competency-based teaching and learning reform in fundamental schools, the “*école en mouvement*” initiative piloted this approach in five fundamental schools in 2008. A general first assessment of the reform is envisaged in December 2012, but the MENFP has already sought periodic feedback from fundamental schools and other key stakeholders and is thematically compiling this feedback as input for the general evaluation. Recent evaluations on pilot innovations include on the “Eis Schoul” and the use of a new portfolio tool for student assessment (Brendel *et al.*, 2011).

Strengths

Heightened political support for the use of evidence to evaluate the education system

This includes support for Luxembourg's participation in international studies to gain insight to strengths and weaknesses in international comparison. There is a political openness to external scrutiny and international collaboration. In particular, this seems to be well aligned with key priorities for the education system. For example, the work on

language development assessment items with partner European countries. Plus, participation in the present OECD review at a key stage of introducing a monitoring system to learn from international experience. There is also support to follow up on results gained from these international studies. For example, Luxembourg conducted its own follow-up study (LESELUX) of the IEA's PIRLS 2006 assessment to more deeply investigate and confirm key messages revealed by the main study.

The introduction of a national monitoring system

The introduction of national standardised tests clearly strengthens the evidence base for monitoring the education system in Luxembourg. This is an important complement to international evidence on the performance of the education system in Luxembourg, collected via its participation in international student assessments. Unlike international assessments, students are tested in both German and French in the standardised tests and these are aligned to the national student learning objectives. This provides important comparative information on student development in German and French, which are both of key importance in the Luxembourgish system.

Further, the standardised tests are designed with comparability of results in mind. That is, although developed in collaboration with teachers, all students sit the same test and their format is designed to maximise the objectivity of scoring, as such the test comprises multiple-choice questions and a few short answer questions (Universität Luxemburg, 2011). Again, this provides a much-needed complement to the other non-standardised national tests, for which there is a heightened degree of subjectivity in scoring, as these may comprise many different testing formats and are scored by teachers against national student learning objectives. It is of note, however, that details of the actual scoring procedure used in standardised tests were not clear to the OECD review team (see Chapter 2).

Growing attention to assessing a wider set of student competencies in education system evaluation

As part of the annual standardised tests, students complete a short questionnaire including questions on their motivation to learn and aspects of their class and school learning environments – these typically relate to interest in the subjects tested. These results were compiled and analysed in the first national report on results from the standardised tests. Although they are somewhat limited in scope currently, they have the potential to inform the policy debate on wider learning outcomes (see for example results in Section 3 of Universität Luxemburg, 2011).

The collection of results from the national non-standardised tests also allows a broader insight to student skills in mathematics, French and German. For example, the standardised tests only assess student reading comprehension skills in French and German, but the non-standardised tests also assess their written and listening skills in these languages. Therefore, together these provide a more rounded picture of student performance in lower secondary education in the three core subjects.

There is also national research funding (FNR) given to the University of Luxembourg to develop a computer-based assessment of complex problem solving (the “Genetics Lab”). This was pretested and evaluated in 2010 and will be conducted on a large scale sample of students in secondary education in 2011. Such research can inform the future development of the national standardised tests.

Growing recognition of the importance of collecting feedback on the education system from key stakeholders

Part of the mandate for the ADQS is to collect and synthesise qualitative feedback from schools, as commissioned by the Minister. This sends a strong signal on the importance of collecting feedback from key stakeholders. Indeed, this approach is observed, *e.g.* in recent evaluations of national school innovation projects (*e.g.* Eis Schoul) there is use of parental survey to seek feedback. Feedback was also sought from parents and teachers on the introduction of formative reports in fundamental education. The results of these opinion surveys were synthesised and analysed by the MENFP's Department for Fundamental Schooling and the ADQS and published in an evaluation report (MENFP, 2010). Such results have fed into the considerations for further development and refinement of the formative reports.

Challenges

Insufficient capacity for system evaluation

The creation of the ADQS in 2009 was a signal of the growing importance in Luxembourg for evaluating the performance of the education system. This serves as a useful complement to the Innovation Division charged with the development of specific educational initiatives. However, the small ADQS division carries the responsibility for the monitoring system, including the compilation and analysis of results from the non-standardised tests and analysis of results from the standardised tests. At the same time, the priority function for the ADQS appears to be supporting schools with their own quality assurance and development. This places great demand on the agency's resources and limits its role in the analysis and interpretation of results on the system as a whole.

Results on education system performance are underexploited

In general, there appears to be insufficient analysis on the different statistics produced at the national level. Results are presented in a series of different publications, but there is no sense of an overall evaluation of how the Luxembourg school system performs and where the major priorities lie. Further, within specific publications the analytical component could be strengthened to heighten the relevance for policy development. A recent and important example of this is the first report on the national standardised tests. It presents only a basic overview of results and does not go into any depth of analysis – certainly when contrasted with the national report of results from, for example, the PISA 2009 survey.

It is also unclear how results of education system evaluation are used to improve the monitoring system. For example, how results coming out of Luxembourg's participation in the EBAFLS project feed into considerations of national learning objectives development and related national assessments design. Another example is the investment of resources from the ADQS and the Statistics and Analysis Department to collect, compile and feed back school results from the non-standardised tests. These, indeed, are an important component of the evidence base for system evaluation, as they measure a wider range of the skills which students are expected to demonstrate, for example, written and listening skills in German and French which are not tested in the standardised tests (Universität Luxemburg, 2011). A major potential strength of these results is the possibility to analyse and compare teacher grading and assessment against the national student learning objectives, *i.e.* to improve the reliability of major indicators on the

education system. However, the OECD review team gained the impression that there was very little analysis of the results to this end. Results from the non-standardised tests are not presented in any of the major publications on outcomes for Luxembourg's school system (see Box 6.1).

Ensuring adequate alignment between education system measures and the competency-based learning objectives

With the introduction of the competency-based reform in fundamental education, there is a need to collect robust measures against these. Currently, there is no public report on the performance of students in fundamental education aligned to the national student learning objectives. The focus report on fundamental education (see Box 6.1) does not present results for student assessment on whether or not they obtained the learning objectives. It only presents descriptive information on the new organisation of fundamental education and continues to present information on student enrolment and promotion, as has been reported in this series since 2003/04. While it is clear that students who have achieved the learning objectives are promoted and those who have not follow an adapted third year to complete the Cycle, the statistics do not explicitly reference the learning objectives and may include students who have repeated a year(s) under the former system before the reform. It is of note that naturally the first report on results from the national standardised tests did not include results in fundamental education as exceptionally the tests were not conducted in fundamental education in 2009/10. However, it will be important to ensure such reporting in future and to adequately reflect these results in any focus reports on fundamental education.

A general challenge will be to adapt the current reporting approach to accurately reflect student progress against the learning objectives. As the learning objectives are progressively introduced throughout secondary education, it will be necessary to adjust the presentation of results on student progression and certification accordingly. Currently, the stratification of the education system – and not student competencies – remains the focus of reporting at the system level.

Policy recommendations

Over recent years, Luxembourg has made concerted efforts to prioritise the evaluation of the education system. The OECD review team commends these efforts, notably, the creation of the ADQS to complement the Innovation Division within the SCRIPT and the strengthened commitment to evaluate new education initiatives and to focus on outcomes of the education system. Drawing on the analysis in this chapter, the OECD review team recommends the following approach to further strengthen the evaluation of the education system:

- devise a framework for education system evaluation
- validate and further develop the monitoring system
- improve reporting of system-level information to show progress against competency-based learning objectives
- build education system evaluation capacity

Devise a framework for education system evaluation

The OECD review team strongly recommends that Luxembourg devise a framework to evaluate the school system. Due to recent efforts to strengthen the statistical and analytical base within the MENFP, there is currently much information collected and compiled on the education system. However, at the moment such information is collected and analysed for discrete areas (typically sectoral) and does not feed into a systematic analysis of the education system as a whole. Without such overall analysis, there is a lack of understanding of relative policy priorities throughout the system.

However, Luxembourg does have a set of goals for the education system. These are primarily the five year political agenda for the education system and the recently established learning objectives in fundamental and secondary education. Therefore, the MENFP should conduct an exercise to map out key objectives for the education system, followed by a set of specific goals or targets to be realised. For example, in the area of secondary education, reducing drop outs by 10% before 2020. There may be some reflection here around setting targets for student progress against the learning objectives, *e.g.* to increase the proportion of students achieving the learning targets in each of the pedagogical cycles, therefore reducing the proportion of students repeating. Further, these may pay attention to the achievement of different student groups to monitor the equity of outcomes, for example, boys and girls, students not speaking either Luxembourgish, French or German at home, students with a less advantaged socio-economic background, etc.

The next stage is a systematic mapping out of available measures, plus where measures are available a technical note on their validity and/or limitations for interpretation. An analysis of this framework will provide information on key gaps in data availability and also in limitations of existing measures. This will be the foundation of strategies to prioritise further measurement development and/or refinement according to the national political priorities and long-term goals. For example, a priority here would be to ensure that there is adequate monitoring and reporting on the learning objectives in fundamental and secondary education. Also, if equity of outcomes is a priority focus, then measures need to collect the necessary information on student characteristics to allow the comparison of different student groups. This mapping out is also a critical exercise in reminding all stakeholders of the full spectrum of national priorities and goals and clearly showing that not all of these are currently measured. For example, the new standardised tests measure a set of student skills in mathematics and language development, but do not measure skills in other learning objective areas. To ensure that education policy is not driven by the availability of data, there should be a systematic review of the availability of key measures in a meaningful and nationally agreed education system evaluation framework.

This framework for the evaluation of the education system would form the basis for an annual report on the education system (see below).

Validate and further develop the monitoring system

The OECD review team commends the development of a monitoring system in Luxembourg. The decision to establish a set of standardised tests to provide information on student performance against the learning objectives, both aims to add robust evidence on the education system and to build student test development capacity at the national level. This will also provide much needed evidence against the learning objectives, to complement other evidence on the education system coming from international assessments.

In further developing the monitoring system, the OECD review team underlines the following considerations. First, priority attention should be paid to ensuring the validity of the standardised tests. The OECD review team identifies three core criteria to ensure that the optimal added value of the standardised tests to system evaluation. They should be designed:

- to ensure a valid measure against discrete areas of the national learning objectives (alignment with the intended curriculum);
- to provide technically sound measures that can be reliably compared throughout the system (high scoring reliability); and
- to monitor progress against the learning objectives over time (ensuring stability of core test content to allow comparability of results across years).

It is critical that the MENFP evaluate the standardised tests to ensure that they deliver on these three criteria. The first entails not only an adequate alignment of test content against the national learning objectives, but also the ability to report meaningful results against this. On the second, this is clearly the added value of the standardised tests compared to the non-standardised tests (*épreuves communes*). The compromise for high scoring reliability may currently be a more limited assessment of student skills. While the *épreuves communes* allow a more rounded assessment of student skills against the learning objectives, there is significant challenge to their scoring reliability and thus, their comparability throughout the system. The third is of critical importance as currently there are no national measures that are comparable over time. All measures (*épreuves communes*, orientation of students from fundamental to secondary education, final certificates in secondary education) comprise both high subjectivity in scoring (scored by the School orientation council or class teachers) and different content and difficulty levels from one subject to another and from year to year. As such, much of the policy discourse on progress and improvement over recent years has been fuelled by results of Luxembourgish students in international assessments. Such measures show high comparability over time, but do not specifically measure student progress against national learning objectives and priorities.

Second, there should be clear documentation and understanding of the equity/suitability of these tests for students with different developmental needs (see Chapter 2).

Third, Luxembourg should identify major gaps in the evidence base for education system evaluation (see above) and develop a strategic plan to extend the monitoring system where necessary. This can be conceived as a cycle of collection of evidence for education system evaluation. Given the small scale in Luxembourg, this would entail full-cohort testing, but does not need to include an annual testing of the same content areas. For example, although these relate to sample surveys, Australia, the Flemish Community of Belgium, the Netherlands and New Zealand all conduct cyclical tests of different learning content primarily to provide information at the system level (see Box 6.2). Further, Norway provides an example of a standard survey administered to students in selected years of compulsory education in order to seek information on student learning motivation, class climate and school environment. Such a tool may provide ideas of how to extend the student questionnaire used in the administration of the national standardised tests. For example, an exceptional extension of the student questionnaire could allow a timely collection of feedback from students on their experience with the new competency-based learning objectives.

Box 6.2 Approaches to broaden the evidence base for education system evaluation

Cyclical reporting on key outcomes of education systems

In Australia, to complement annual full-cohort testing of students in numeracy and literacy skills, there is a cyclical sample survey. On a three-year cycle, the survey monitors alternately student outcomes in science, ICT, civics and citizenship, all of which are national priority areas. Each assessment results in a report showing student proficiency levels in the subject assessed that year, plus performance of different key student groups and allows a comparison of progress over the three year period since the last assessment in that subject (see for example MCEECDYA, 2010).

The Netherlands and New Zealand also administer monitoring sample surveys on set cycles. In the Netherlands, Dutch and mathematics are assessed on a five-year cycle, but other wider areas are also periodically monitored, including world studies, history, geography, biology, physics/engineering, English, music and physical education (CITO, 2008). In New Zealand, different sets of subjects are monitored on a four-year cycle, *e.g.* Cycle 2 monitors music, technology, reading and speaking, Cycle 4 monitors listening and viewing, health and physical education, and writing, etc.

Qualitative feedback from key stakeholders on reforms

Norway runs an annual compulsory student survey in three different grades of secondary education. It is completed on line by students and can be administered in other grades also. In order to provide evidence on an education reform (the Knowledge Promotion), in 2007, two other voluntary surveys were developed for parents and teachers. The three surveys are aligned and together can provide insight to stakeholder perception on major areas of the reform.

Sources: Santiago *et al.* (2011); CITO (2008); <http://nemp.otago.ac.nz>; Nusche *et al.* (2011).

Improve reporting of system-level information to show progress against competency-based learning objectives

The OECD review team underlines the importance of clear and comprehensive reporting in system-level publications against the national student learning objectives. This will play a vital role in promoting the acceptance and implementation of the new competency-based learning objectives in schools throughout Luxembourg. In particular, the reporting of results from the national standardised tests should lead the way. While there are concerns to respect the confidentiality of results from the national standardised tests, there are several possibilities to improve the current presentation of results in the summary report. Notably, – and this also holds for teacher grading results – there should be a reporting of the proportion of students overall by performance category: standards attained with reserve; standards attained; advance level; level of excellence. There is also room to present average results for different student groups, *e.g.* by gender, by language spoken at home, by socio-economic background, etc. All such reporting will continue to respect the confidentiality of results for individual students and schools. In future years, a keen area of reporting interest will be to show changes in these key performance indicators over time.

Further, there is room to actively promote discussion among key stakeholders of the major results from the national standardised and non-standardised assessments. This would offer an opportunity to promote deeper understanding of the learning objectives and timely feedback to the MENFP and the test developers. In the Flemish Community of

Belgium, the Ministry organises an annual conference to which all key stakeholders are invited to present and debate the key results from the national assessments. A summary report records the discussions and feeds into further considerations to develop and refine future national assessments (Flemish Ministry of Education and Training and the University of Antwerp, 2011).

Build education system evaluation capacity

A major signal of political support for evaluation is to establish national bodies competent in this area. The creation of the ADQS, therefore, represents a commitment to the importance of education system evaluation in Luxembourg. There have also been efforts to gradually build up the staffing capacity of the ADQS (ADQS, 2011), but it remains a small unit with an increasingly prioritised mandate. Further, priority appears to have been given to the ADQS mandate of supporting schools, rather than its mandate to evaluate the education system. At the same time, there has been increased support to statistical activities within the MENFP, with a Statistics and Analysis Department restructured in 2007 and the publication of a series of reports on different parts of the education system (see Box 6.1).

A key priority is to continue to build the analytical capacity at the national level. The MENFP must ensure the statistical, analytical and research competencies to fully exploit existing information on the education system for policy development. This is critical for the long term credibility of the monitoring system. The adequate analysis, interpretation and reporting of key results in a way that makes them accessible to all key stakeholders will build support for education system evaluation and also promote the discussion of such results throughout the system. One way is to systematically report the results of such analysis in major publications such as an annual report on the state of the education system. This report would reflect the nationally agreed education system evaluation framework (see above) and present key results against this, including progress made on achieving the goals of the education system. The OECD review team would recommend the necessary support is given to ensure the publication of such a report. This could be jointly produced by the Statistics and Analysis Service and the ADQS. This should in turn be used as a basis to set priorities for further research and analysis and resources should be invested accordingly.

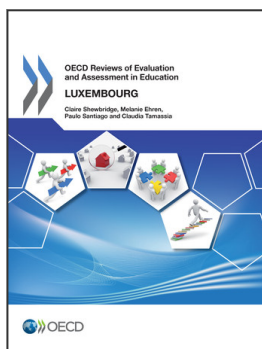
Finally, the active participation in international evaluation networks and education measurement efforts also helps to build and promote capacity in national institutions. It is, therefore, important that the ADQS (and the University of Luxembourg) continue its active involvement in international projects and share this expertise with the development of national monitoring tools.

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