

# Luxembourg

## *Introduction*

Luxembourg was not included in the analysis of St Aubyn et al. (2009).

Traditionally, there was no University in Luxembourg and students were educated abroad. Luxembourg created the first University in 2003. The University of Luxembourg has a highly international profile and covers all study programmes with the exception of medicine and architecture. The main distinctive feature of the tertiary education system in Luxembourg is that the majority of students continue to be educated abroad.

## *Indicators*

Improving education achievement in Luxembourg is a priority. The average score in the PISA 2000 is 446, below average, and PISA 2006 results show that testing scores in Luxembourg have increased (490) but they remain below the international average.

As regards the determinants of efficiency, the OECD indicators are not available for Luxembourg.

The degree of autonomy of the University of Luxembourg is high. The University has autonomy to own equipment, borrow funds, spend budgets to achieve objectives, set course content, set up spin-offs, employ and dismiss staff, set salaries, decide size of student enrolment and decide level of tuition fees. The University will shortly have autonomy to own buildings. The Board of the University is composed of 7 external members.

Staff policy autonomy is large including autonomy to set wages and incentive schemes and private labour law regulations.

Public funding is by lump-sum and includes a series of performance indicators. The lump sum grows between the two four-year plans 2004-2009 and 2010-2013.

Evaluation includes a self evaluation report and an external evaluation by an international committee with student involvement.

Compared to the University, the short-cycle tertiary education institutions have more limited autonomy, essentially they have autonomy to set course content, decide size of student enrolment and decide level of tuition fees.

The student/teacher ratio is 19.6.<sup>1</sup> The average time for obtaining the Bachelor degree is 6.62 semesters and 4.3 semesters for the Master degree.

A main challenge for Luxembourg tertiary education is to attract more young people from under-privileged socio-economic background. Low average PISA results would suggest that a lack of education preparedness is an important obstacle to access higher education. The combination of low tuition fees and a means-tested loan and grant system (8077 students out of the 8356 receive financial aid) would also suggest that credit constraints are not the determinant factor in the limited access of the young from unfavourable socio-economic background.

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<sup>1</sup> Source: Luxembourg authorities.

### ***Policy developments***

The main policy development is the creation of the first University. The tertiary education system is young and still in development.