



CHAPTER I: EUROPEAN PUBLIC SCHOOLS IN LUXEMBOURG

HISTORY, OVERVIEW, ATTENDANCE RATES, AND
COMPOSITION OF THE STUDENT POPULATION

Elif Tuğçe Gezer, Susanne Backes, Ulrich Keller & Thomas Lenz



1. EUROPEAN PUBLIC SCHOOLS IN LUXEMBOURG: HISTORY, OVERVIEW, ATTENDANCE RATES, AND COMPOSITION OF THE STUDENT POPULATION

SUMMARY

- The European Schools are established and controlled by the governments of the Member States of the European Union (EU) to provide multicultural and multilingual education leading up to the European Baccalaureate for children of employees working for European institutions. Since 2005, the European Baccalaureate has been available for other national schools in European countries provided that they adhere to the same pedagogical standards as the European Schools. However, these Accredited European Schools (AES) operate within the national school networks, and they are managed and funded by the Member State in question.
- In Luxembourg, European public schools (EPS) operate on a full-day basis and offer various extracurricular activities. They are equipped with several academic and support centers to foster students' personal and academic development and to support students' families. They present an alternative to public and state-subsidized schools following the Luxembourgish curriculum by enabling students to choose the medium of instruction among English, German, and French language sections. All EPS offer the European curriculum, and some also provide the Luxembourgish curriculum. These schools are open to everyone and free of charge.
- Most EPS catch proportionally more students from their home municipalities (15% to 20%) than from the surrounding areas. EPS students show a higher travel distance on average than their peers in schools following the Luxembourgish curriculum.
- Since the establishment of the first EPS in Luxembourg in 2016, the student percentage in the European curriculum has increased both at primary and secondary school level. In the school year 2021/22, at primary school level, most of the students were of French, Luxembourgish, or other non-EU nationalities. As for the secondary school level, the majority of the students were of French, Portuguese, Luxembourgish, or other non-EU nationalities. Both at the primary and secondary school level, most students primarily speak French at home.
- The distribution of students within the language sections differs from one EPS to another.
- On average the students' socioeconomic status (SES) in primary and secondary EPS is higher than in schools following the Luxembourgish curriculum. Despite some fluctuations, the same holds true for each EPS when compared to the average SES in other schools.



1.1 CHAPTER OBJECTIVES AND DATA BASIS

The objectives addressed in the present chapter are the following:

- 1) Description of history and context of the newly established European public schools (EPS)
- 2) Overview of different school offers in Luxembourg's education system and situating of the EPS in the overall educational landscape
- 3) Description of organizational structure, language of instruction, and main characteristics of EPS
- 4) Distribution of student demographics differentiated by curriculum
- 5) Description of catchment areas differentiated by curriculum
- 6) Excursus on recently arrived Ukrainian students' placement in Luxembourg's education system

To accomplish objectives 1 to 3, official documents were utilized from the Office of the Secretary-General of the European Schools, from the Ministry of Education, Children and Youth (MENJE) as well as research literature and websites of EPS located in Luxembourg. The analyses to respond to research aims 4 to 6 are mainly based on administrative student data (*fichier élèves; Scolaria*), which are only available for students enrolled in public and state-subsidized (i.e., private) schools following the Luxembourgish curriculum (in yellow, see *Figure I.1*) and in public schools following international curricula (in green, see *Figure I.1*). State-subsidized schools following international curricula are not included in the administrative student data set (in orange, see *Figure I.1*). The variables used – nationality, country of birth, language primarily spoken at home, and gender – are based on full-cohort information gathered from students/parents within the schools.

1.2 HISTORY AND CONTEXT

Luxembourg is a diverse context in terms of the socioeconomic, cultural, and linguistic backgrounds of its inhabitants. Although it is a small country, the population is becoming increasingly multicultural. High immigration rates and cross-border wage earners from neighboring countries (Eurydice, 2022) contribute to this increasing multiculturality. As of the beginning of 2022, with a 1.7% growth compared to the year before, the number of inhabitants reached 645.397, of which 47.1% ($N = 304.167$) were foreigners (Klein & Peltier, 2022). *Table I.1* shows the population of foreigners in 2022 based on their nationality.

Table I.1- The Population of Foreigners in Luxembourg Based on their Nationality in 2022

Nationality	N	%
Europe (EU)	245908	80.8%
Portuguese	93678	30.8%
French	49173	16.2%
Italian	24116	7.9%
Belgian	19414	6.4%
German	12796	4.2%
Other Europe	18595	6.1%
British	4104	1.3%

Chapter I: European Public Schools in Luxembourg
History, Overview, Attendance Rates, and Composition of the Student Population

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Nationality	N	%
Montenegrin	2855	0.9%
Russian	1951	0.6%
Ukrainian	1075	0.4%
Africa	13668	4.5%
Cape Verde	2507	0.8%
Morocco	1616	0.5%
Eritrea	1775	0.6%
America	7717	2.5%
Brazilian	2853	0.9%
American	2170	0.7%
Canadian	561	0.2%
Asia	17691	5.8%
Chinese	4142	1.4%
Indian	3777	1.2%
Syrian	2696	0.9%
Oceania	244	0.1%
Australian	188	0.1%
Stateless Persons	184	0.1%
Unknown	160	0.1%

Source: Klein & Peltier (2022)

Although generally considered an asset, this diversity can also be seen as a possible source of inequality regarding that the public trilingual education system does not reflect the country's aforementioned multicultural and multilingual context (Eurydice, 2022; MENJE, 2020). While the main language of instruction is Luxembourgish (pre-school) and German in primary and lower secondary education, students are also taught French at primary school (C2 onwards). The language of instruction in most subjects becomes French in upper secondary education in the *Enseignement secondaire classique*, while it remains German in the *Enseignement secondaire général* (Eurydice, 2022; Gehring et al., 2022). Languages are given a high value in the Luxembourgish schools and a correspondingly large place in the curriculum. However, many students fail due to the language hurdles that this setup generally presents to them.

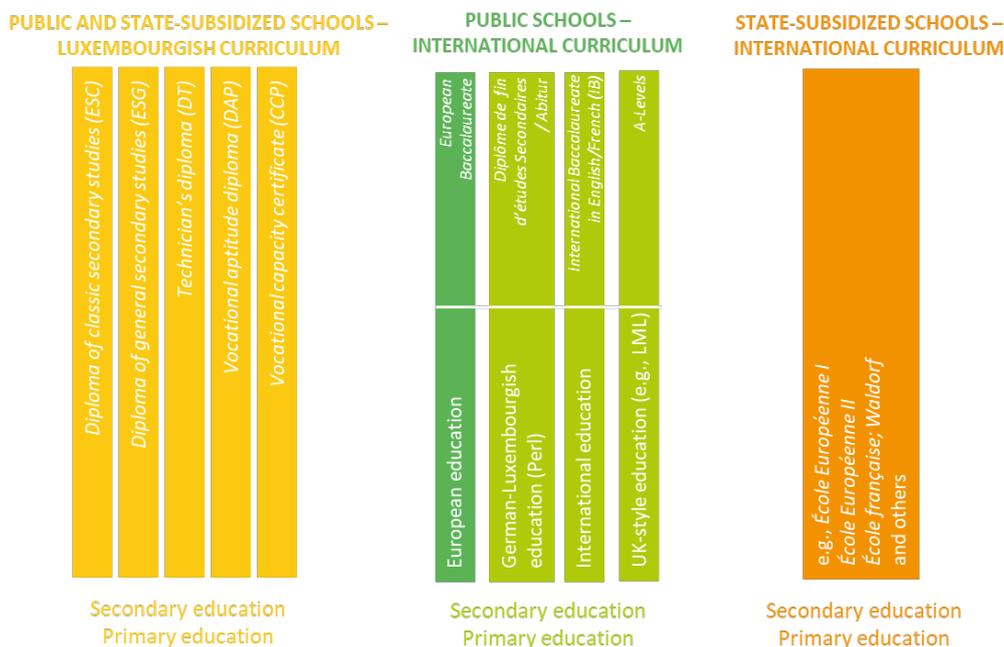
To remedy this situation, there have been initiatives to diversify the language offer, to reinforce non-formal and early childhood education, and to provide access to a plurilingual education program (MENJE, 2020). A relatively new school offer to better deal with the language diversity in Luxembourg is the expansion of public schools that follow the European curriculum (Eurydice, 2022). They are part of a public school offer, that implements international curricula – more precisely the European curriculum instead of the Luxembourgish one. There are also other public schools following, for example, UK-style education, which leads to A-levels diploma, and International education, which leads to International Baccalaureate (MENJE, 2020).

Compulsory education is provided both in public and state-subsidized schools, and these schools either follow the Luxembourgish curriculum or an international curriculum (see Figure I.1).

Chapter I: European Public Schools in Luxembourg
History, Overview, Attendance Rates, and Composition of the Student Population



Figure I.1- The Curricula Implemented in Public and State-Subsidized Schools (School Year 2021/22)



Source: MENJE (2022c)

Public and state-subsidized schools following the Luxembourgish curriculum (in yellow, see Figure I.1) offer primary education in four consecutive cycles (i.e., C1, C2, C3, and C4) and secondary education in three main school tracks, namely the *Enseignement secondaire classique* (ESC), the *Enseignement secondaire général - voie d'orientation* (ESG), and the *Enseignement secondaire général - voie de préparation* (ESG-VP). While the ESC leads to a diploma of classic secondary studies, the ESG leads to a diploma of general secondary studies, technician's diploma, vocational aptitude diploma, or vocational capacity certificate depending on the tracks followed (MENJE, 2022a).

International curricula are provided by both public and state-subsidized schools. In public schools, a variety of international curricula is taught such as A-levels in the *Lycée/International School Michel Lucius* or German-Luxembourgish Education in the *Schengen-Lyzeum* in Perl, Germany (in light green, see Figure I.1). Since 2016, the public school system also provides the European curriculum (in dark green, see Figure I.1), also labeled as Accredited European Schools (AES).

State-subsidized schools implementing an international curriculum do not follow the Luxembourgish curriculum of the MENJE (in orange, see Figure I.1).

In the school year 2021/22, there were 109.596 students in Luxembourg's primary and secondary public and state-subsidized schools implementing the Luxembourgish or international curricula. The distribution of students by curriculum is presented in Table I.2. Students enrolled in state-subsidized schools implementing an international curriculum (11.3%, N = 12.392) will not be considered in the



following analyses due to the scope of the report and data limitations (i.e., not included in the administrative student data set).

Table I.2 – The Distribution of Students by Curriculum in Public and State-Subsidized Schools (School Year 2021/22)¹

Curriculum	School Level		Total	%
	Primary	Secondary		
■ Luxembourgish curriculum in public and state-subsidized schools	52424	38442	90866	82.9%
■ European curriculum in public schools	1378	2228	3606	3.3%
■ Other international curricula in public schools	570	2162	2732	2.5%
■ International curricula in state-subsidized schools	6161	6231	12392	11.3%
Total	60533	49063	109596	100%

As mentioned earlier, international curricula are also implemented in some public schools other than the EPS in Luxembourg² (MENJE, 2022b). *Figure I.2* shows the number of students enrolled in public schools implementing an international curriculum in the school year 2021/22. Accordingly, while the number of EPS students corresponds to 3.3% of the school population, that of students enrolled in other international curricula in public schools corresponds to 2.5% of the population, which together account for 5.8% (see *Table I.2*) of the total school population. There are two international curricula implemented in public primary schools (i.e., the European curriculum and A-Levels) and four international curricula implemented in public secondary schools (i.e., the European curriculum, A-Levels, International Baccalaureate, and German-Luxembourgish education).

Figure I.2 - Students in Public Schools Implementing Different International Curricula (School Year 2021/22)



¹ The state-subsidized schools implementing an international curriculum are schools such as *Waldorf* and *Montessori*. Besides, *École Européenne I* and *École Européenne II* belong to these state-subsidized schools.

² International Baccalaureate at *Lycée technique du Centre* (French), *Athénée de Luxembourg* (English), and *Lycée de Garçons Esch* (English); A-levels at the *International School Michel Lucius* (English; MENJE, 2022b).



1.3 PUBLIC SCHOOLS FOLLOWING THE EUROPEAN CURRICULUM

One of the significant changes in Luxembourg's education system in the last years was the establishment of EPS, which operate independently from public and state-subsidized schools following the Luxembourgish curriculum by offering multicultural and multilingual education according to the European curriculum (MENJE, 2020). This was encouraged by the diversification of the school offer, which provided students with flexibility in language acquisition (MENJE, n.d.). As shown in *Figure 1.2*, the EPS attract more students both at primary ($N = 1.378$) and secondary ($N = 2.228$) school level than other international curricula offered in public schools. The number of students within the EPS strongly increased over the last years (see *1.4*).

What is the difference between the new EPS and École Européenne I and École Européenne II?

The EPS function in a similar way to the two European Schools that were established in 1953 and 2004 in Luxembourg. These European Schools were established jointly by the governments of the EU Member States to provide education in their native language for children of parents working in European institutions. The European Schools are financed with funds from the EU.

The success of this common educational model encouraged the European Commission and Euratom (European Atomic Energy Community) to establish other European Schools in their respective locations. European Schools in general are legally considered public institutions, and they are controlled by the EU Member States. By their nature, they aim to provide multicultural and multilingual education at pre-school, primary, and secondary school levels leading up to the European Baccalaureate. Within the EU, there are currently 13 European Schools³ offering the European Baccalaureate to approximately 28.750 students across six EU-countries (Office of the Secretary-General of the European Schools, 2023a) with the *École Européenne I* and the *École Européenne II* being located in Luxembourg.

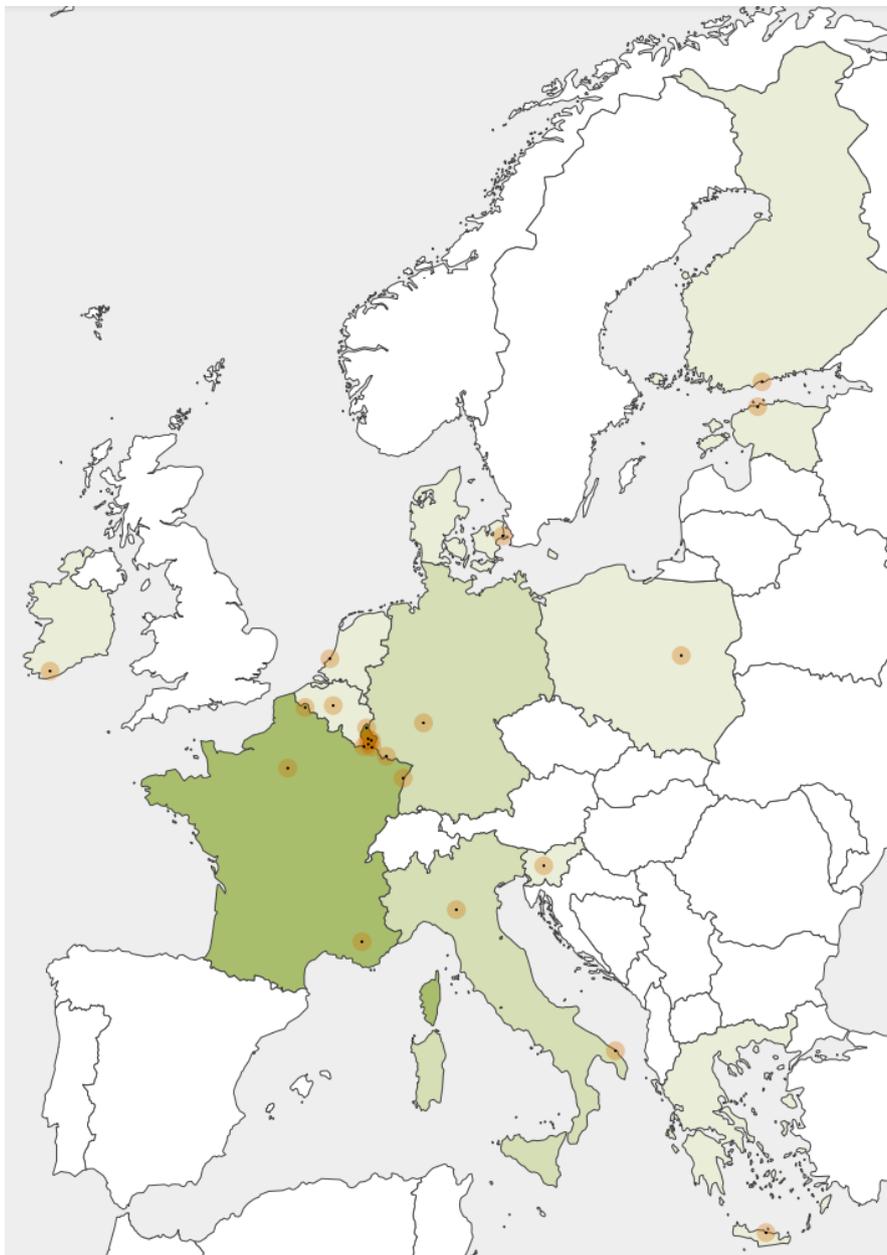
Based on the suggestions of the European Parliament, the European Baccalaureate has also become accessible via national schools in Member States since 2005 for children of employees working for European institutions, who live in locations where it is not possible to provide this curriculum in fully-fledged European Schools. Although these schools are to meet the pedagogical requirements of the European Schools, they operate within the framework of the Member States' national school networks. Therefore, they are not subject to the legal, administrative, and financial framework compulsory for the European Schools. Each Member State is responsible for the administration and funding of its AES. There are currently 23 AES in 13 European countries, and three schools are candidates for accreditation. *Figure 1.3* shows the location of these schools. It is worth mentioning that Luxembourg

³ *Luxembourg I* (Kirchberg) and *Luxembourg II* (Mamer) in Luxembourg; *Brussels I* (Uccle + Berkendael), *Brussels II* (Woluwe + Evere), *Brussels III* (Ixelles), *Brussels IV* (Laeken), and *Mol* in Belgium; *Frankfurt am Main*, *Karlsruhe*, *Munich* in Germany; *Bergen N. H.* (Petten) in Netherlands; *Alicante* in Spain; *Varese* in Italy (Office of the Secretary-General of the European Schools, 2023a)



has more AES than the other countries. Furthermore, in 2022, Luxembourg was the host of the largest AES in Europe (*École Internationale Differdange et Esch-sur-Alzette, EIDE*) in terms of the number of registered students. In total, the student population across all AES in Europe grew by 14% between the school year 2021/22 to 2022/23. On average, schools with large growth are more recently established schools. As Luxembourg's AES have been recently established, Luxembourg's student population in AES shows an immense growth rate of 31.7%⁴ from the school year 2021/22 to 2022/23 (Office of the Secretary-General of the European Schools, 2023b).

Figure I.3 – Locations of the Accredited European Schools



⁴ This value is calculated by using the data provided on page 8 of *Accredited European Schools: 2022-2023 Data Report* (Schola Europaea, 2023).

Chapter I: European Public Schools in Luxembourg
History, Overview, Attendance Rates, and Composition of the Student Population



As shown in *Figure 1.3*, there are six EPS, or AES, in Luxembourg: *École Internationale Differdange et Esch-sur-Alzette* (EIDE), *École Internationale Gaston Thorn* (EIGT), *École Internationale Mersch Anne Beffort* (EIMAB), *École Internationale Mondorf-les-Bains* (EIMLB), *École Internationale Edward Steichen/Lycée Edward Steichen* (LESC), and *Lënster Lycée International School* (LLIS). In regards to their school management, the MENJE is in charge of administration, financing and staff, whereas the Office of the Secretary-General of the European Schools (Belgium) is responsible for curricula, schedule as well as promotion criteria and certification.

How are the EPS structured?

In the European curriculum, studies are organized in three cycles: (1) early education (nursery), (2) primary education (P1-P5), and (3) secondary education (S1-S7). Besides, secondary education is divided into three sub-cycles: observation (S1-S3), pre-orientation (S4-S5), and orientation (S6-S7), each of which lasts one year (Office of the Secretary-General of the European Schools, 2023c). *Table 1.3* presents the organization of studies based on cycles and corresponding classes and age ranges.

Table 1.3 - Organization of Studies in European Public Schools

Cycle	Classes	Age
Early education/Nursery	1-2	4-5
Primary education	P1-P5	6-10
Secondary education		
Observation cycle	S1-S3	11-13
Pre-orientation cycle	S4-S5	14-15
Orientation cycle	S6-S7	16-18

The European curriculum consists of a core of compulsory subjects and a range of other subjects that may be studied for two or four periods per week or at an advanced level. During the orientation cycle, students can choose from a wide range of optional courses (Office of the Secretary-General of the European Schools, 2023c). In addition to these courses, the language policy of EPS nurtures Luxembourg's multilingual education. It aims to help students learn the three administrative languages (Luxembourgish, German, and French).

What are the languages of instruction in EPS?

Unlike public and state-subsidized schools following the Luxembourgish curriculum, EPS offer language sections (German, French, English) in which students choose their main language (L1, either their native or dominant language) and pursue their educational trajectory mainly and continuously in this language. In the first year of primary school, students also choose their first foreign language (L2), followed up to the end of secondary school. Then, from the first year of secondary school onwards, students are required to learn a second foreign language (L3). The EPS also deliver elective language courses (L4). The schools offer a range of language courses and students are allowed to freely choose among these. Luxembourgish is compulsory for all students attending EPS from P1 to S3 (MENJE, n.d.).



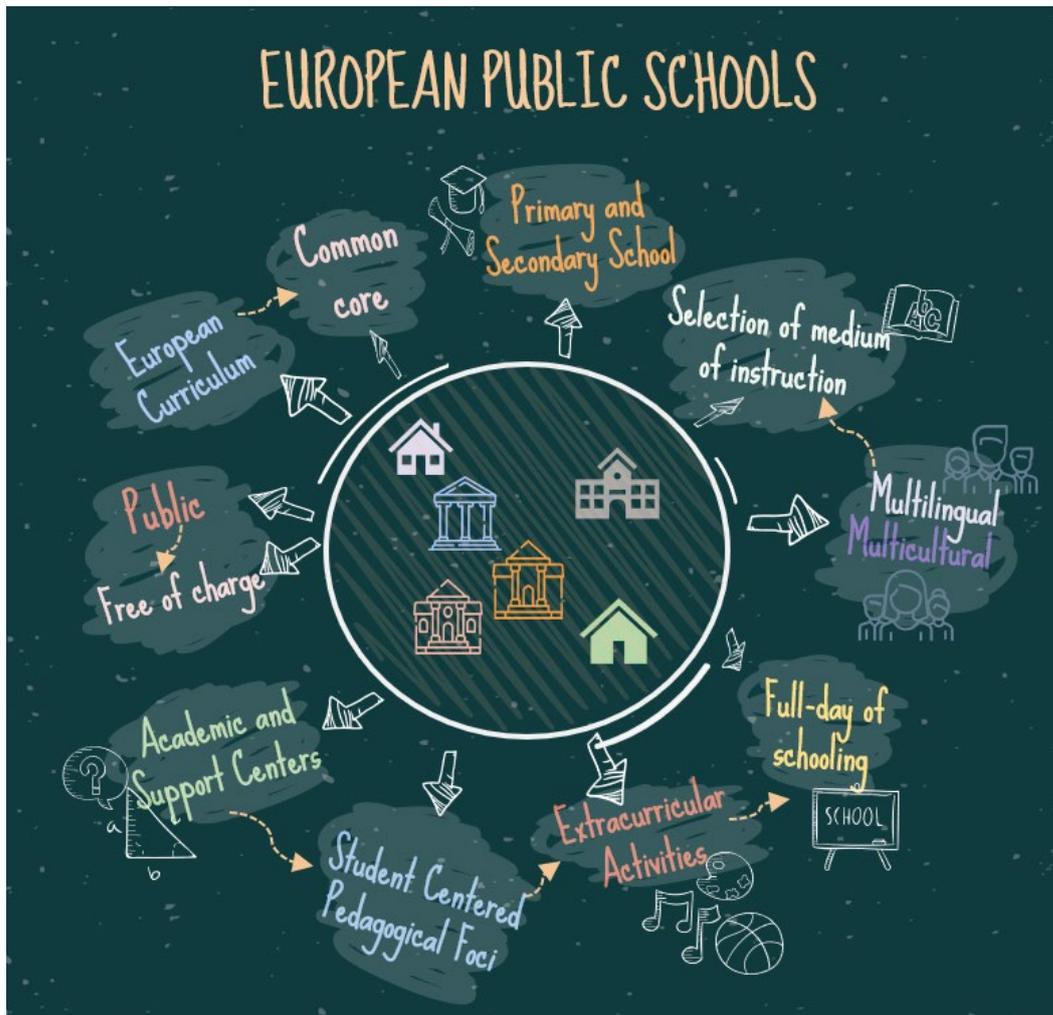
What are the main characteristics of EPS?

EPS award the European Baccalaureate to the students at the end of successful secondary education and it is recognized throughout Europe. Pedagogical principles include the common core curriculum until S3 (end of lower secondary school) with options according to students' talents and interests starting from S4 as well as a focus on first-rate science education from primary school level onwards. EPS operate on a full-day basis with wider opening hours. Therefore, in addition to the compulsory and optional academic courses, the schools offer various extracurricular activities. Besides, they are equipped with several academic and support centers (e.g., *Service d'éducation et d'accueil pour enfants* and *Service psycho-social et d'accompagnement scolaires*), with a team of professionals who can help students with their personal and academic development and support them and their families. Although the schools do not publish much information on their staff, they have similar criteria for teacher recruitment to national schools that is to have access to the teaching profession (master's degree for secondary school; completed pedagogical training), prior experience as a teacher or in socio-educational or psycho-social care, and language proficiency (C1 for teachers of the subjects Art, Music, and Physical Education, C2 for non-native speaker teachers of Mathematics, Science Subjects, and Economics, and C2 for non-native speakers of foreign languages (L2, L3, L4) and of History and Geography as well as B2 in at least one of the administrative languages as defined in the *loi du 24 février 1984 sur le régime des langues*). Overall, EPS present an alternative to public and state-subsidized schools following the Luxembourgish curriculum by providing students with opportunities to choose the language of instruction among the available language sections. *Figure 1.4* shows the common characteristics of EPS.

There are also specific similarities and differences in the curriculum implementation and the schools' facilities. To begin with, all schools offer the European curriculum at primary and secondary school level, but some schools also provide the Luxembourgish curriculum for secondary education as an alternative. Besides, some schools provide two-year early childhood education. All EPS offer the European curriculum free of charge, and they are in general open to everyone interested irrespective of the municipality of residence subject to capacity, or availability, which is different from public and state-subsidized schools following the Luxembourgish curriculum. Although the schools are open to all residents of the country as well as to cross-border students, students living in the neighbourhood of the schools are given priority.



Figure I.4 - Characteristics that European Public Schools Share



Icons and images: Flaticon and Freepik.

1.4 COMPARISON OF STUDENT DEMOGRAPHICS IN DIFFERENT SCHOOL CURRICULA

The number of students in international curricula or the European curriculum in public schools has increased in recent years. Looking at the trend since 2016, the opening year of the first EPS (see Figure I.5), it can be seen that the share of students in the EPS at primary school level has increased from 0.1% ($N = 57$) in 2016/17 to 2.5% ($N = 1.378$) in 2021/22. At secondary school level (see Figure I.6), the increase in share is even more pronounced by moving from 0.3% ($N = 103$) to 5.2% ($N = 2.228$). The proportion of students in other international curricula is at a stable level in primary school (1.0%, $N = 570$). In secondary school, a stable but higher share of 5.0% ($N = 2.162$) can be observed.



Figure I.5 - Development of Students in International or European Curricula in Public Primary Schools in %

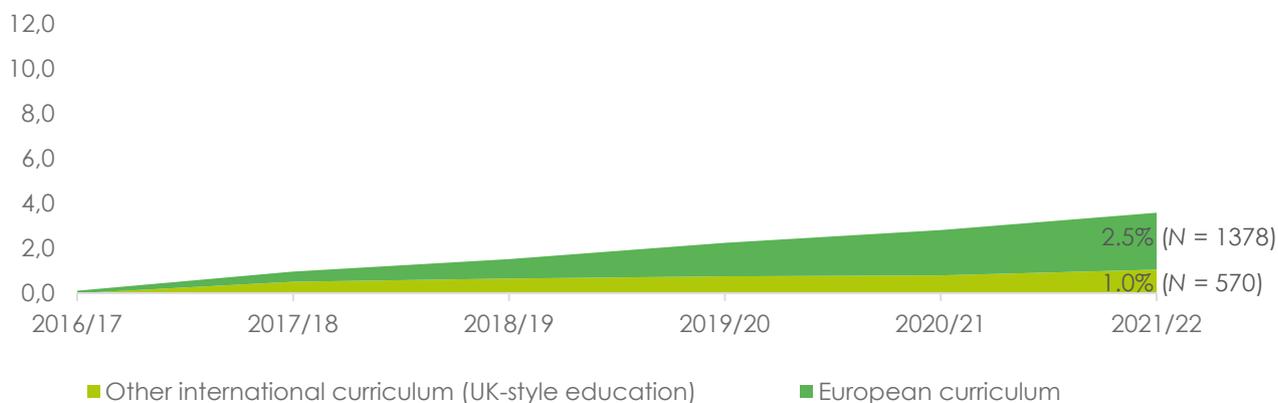
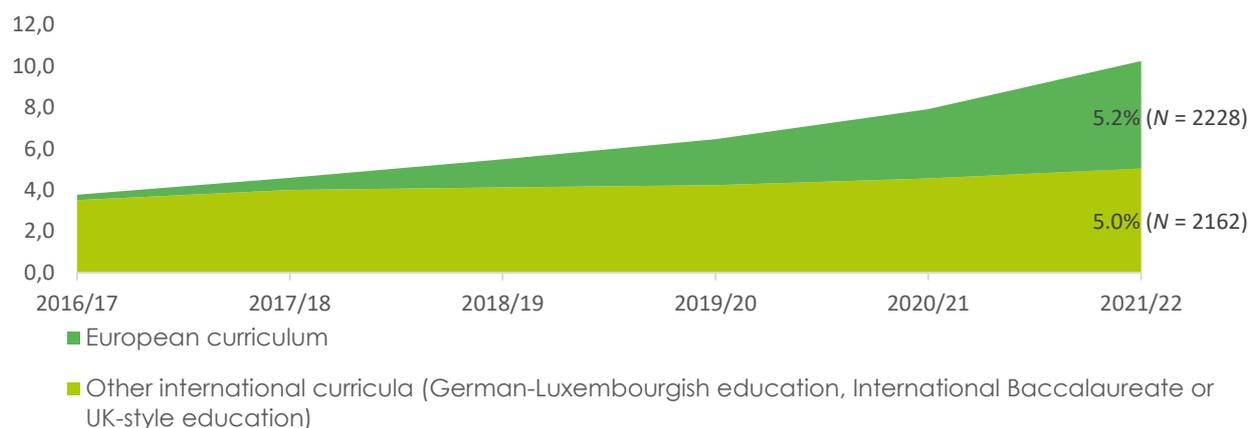


Figure I.6 - Development of Students in International or European Curricula in Public Secondary Schools in %



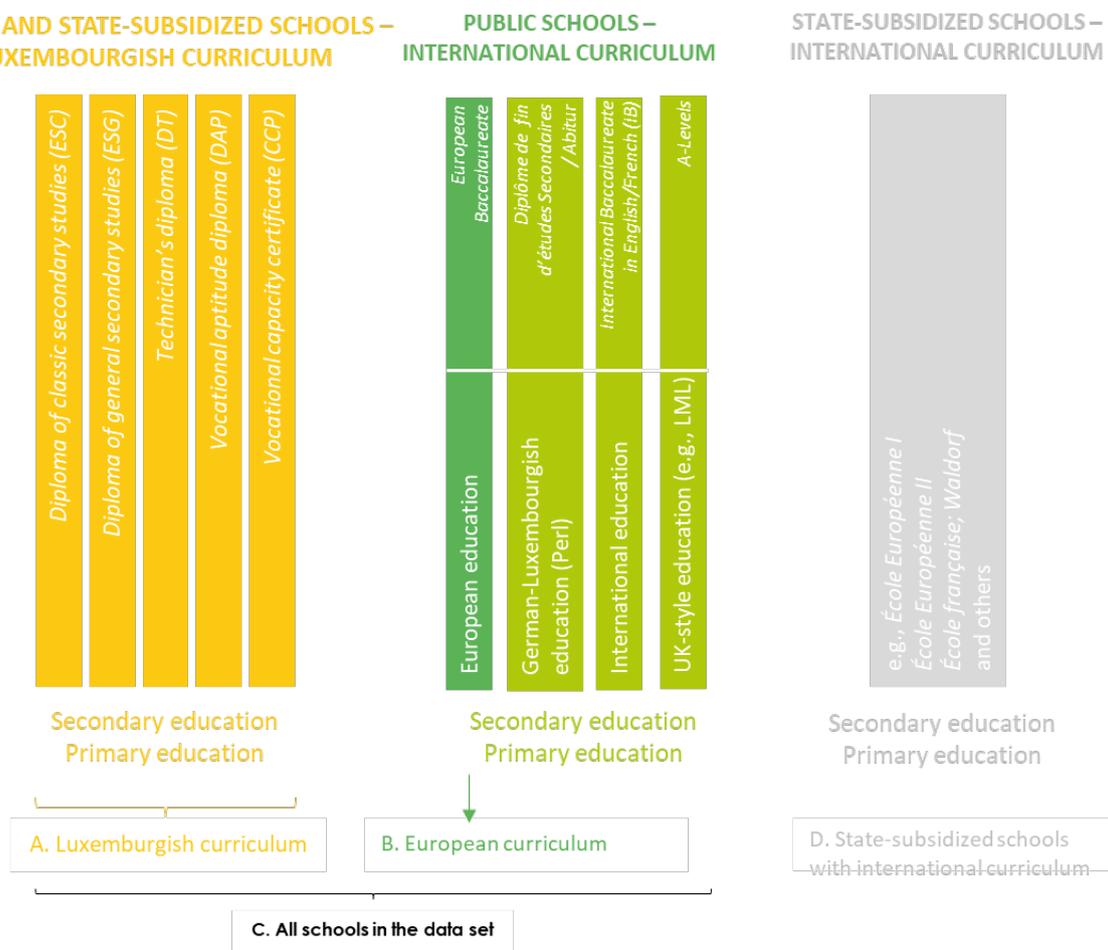
1.4.1 DEVELOPMENT OF STUDENT POPULATION (SCHOOL YEAR 2016/17 TO 2021/22)

The number of students in the European curriculum in public schools increased significantly in recent years. Since six EPS opened in different locations over a rather short period of time, there has also been a change in the demographic composition of the EPS student population. This section provides a description of the student demographics by curriculum. For the purposes of this report, the comparisons will look at two main groups: (A) public schools following the European curriculum, labelled **EPS**, and (B) public and state-subsidized schools implementing the Luxembourgish curriculum, labelled **Luxembourgish curriculum** in the following. For the sake of completeness, all *Figures* include information on an additional third group, (C) all schools for which administrative student data was available, which includes public schools following other international curricula (e.g., A-Levels) in addition to (A) and (B), labelled **all schools in the data set**. Considering that no administrative student



data is available for state-subsidized schools following international curricula (D), those schools are not included in the following analyses (see *Figure I.7* for an overview on the different groups).

Figure I.7 - Overview of the Selection of School Curricula being Compared in the Following Analyses



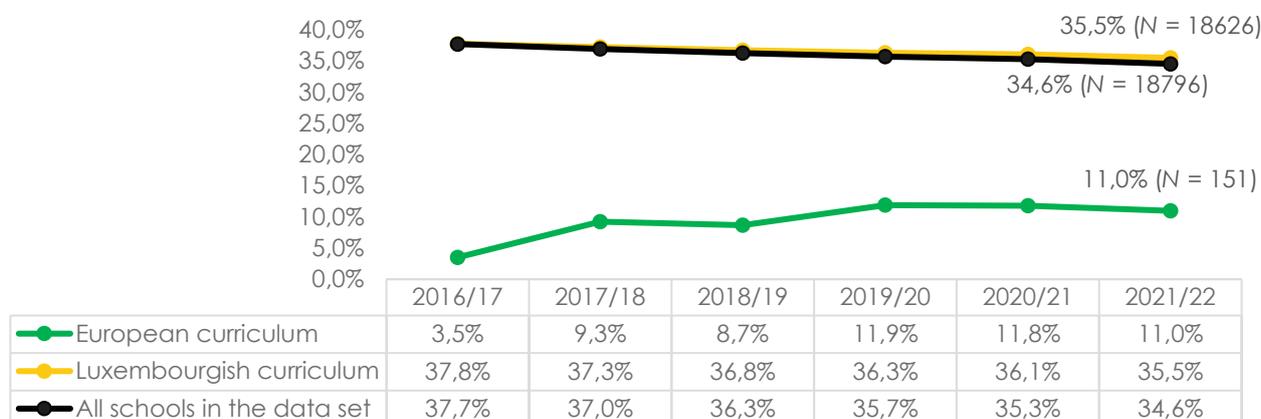
Plotted in *Figures I.8* and *I.9* are the percentages of those students who mainly speak Luxembourgish or German at home. In primary school, the percentage of Luxembourgish/German speakers in the European curriculum (dark green) increased substantially between the school year 2016/17 and 2017/18 and has remained relatively stable at 11% since then. In comparison to the percentage of Luxembourgish/German speakers in the Luxembourgish curriculum (yellow) or in all schools in the data set (black), the percentage of Luxembourgish/German speakers in the European curriculum is rather low.

In secondary school, there is rather an increase of Luxembourgish/German speakers in the European curriculum between its introduction in the school year 2016/2017 and the school year 2020/2021, but in the last school year (2021/22), this percentage dropped slightly to 15.7%. This means that the percentage of Luxembourgish/German speakers in the European curriculum is also rather low at

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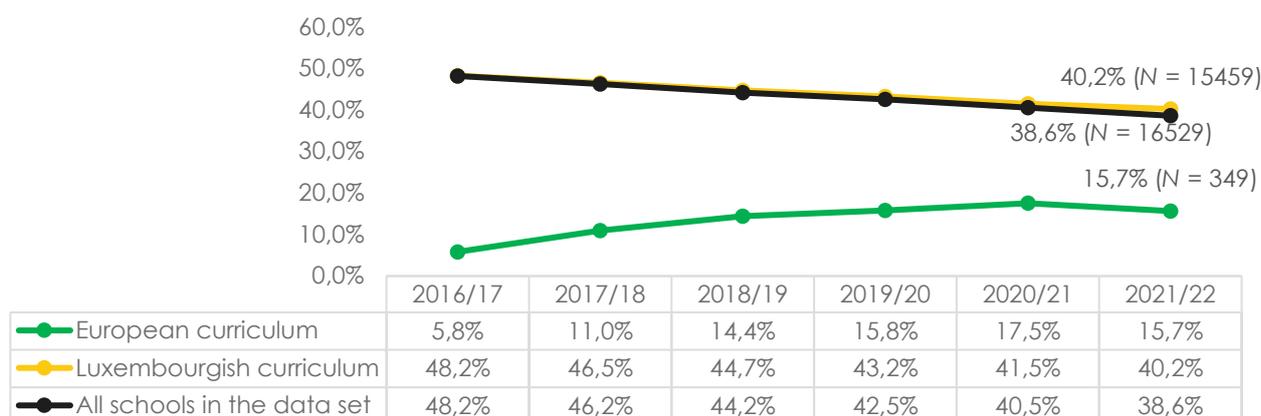
secondary school level in comparison to the share of Luxembourgish/German speakers in the Luxembourgish curriculum.

Figure I.8 - Luxembourgish/German Language Primarily Spoken at Home in Primary School by Curriculum in %



Note. See Figure I.7 for an overview of the three categories.

Figure I.9 - Luxembourgish/German Language Primarily Spoken at Home in Secondary School by Curriculum in %



Note. See Figure I.7 for an overview of the three categories.

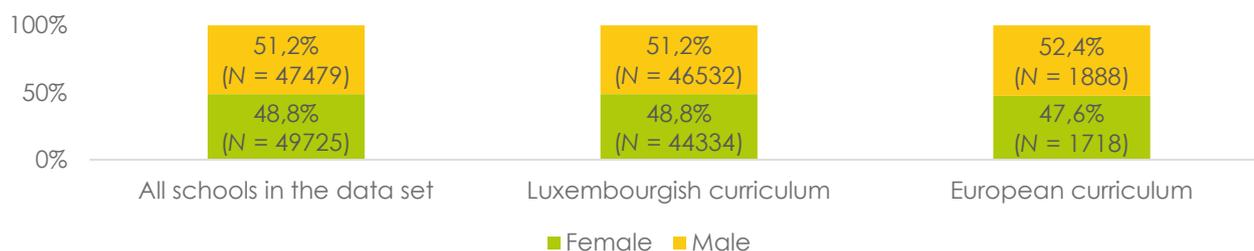
1.4.2 COMPARISONS OF STUDENT DEMOGRAPHICS BY CURRICULUM (SCHOOL YEAR 2021/22)

At the end of the school year 2021/22, the total number of students enrolled in all schools in the data set was 97.204, of which 90.866 students (93.5%) were enrolled in schools following the Luxembourgish curriculum, and 3.606 (3.7%) were enrolled in EPS. Presented below is the student population composition in regard to gender, nationality, and language primarily spoken at home. Figure I.10 shows the distribution of students in different school curricula based on their gender.

Chapter I: European Public Schools in Luxembourg
History, Overview, Attendance Rates, and Composition of the Student Population



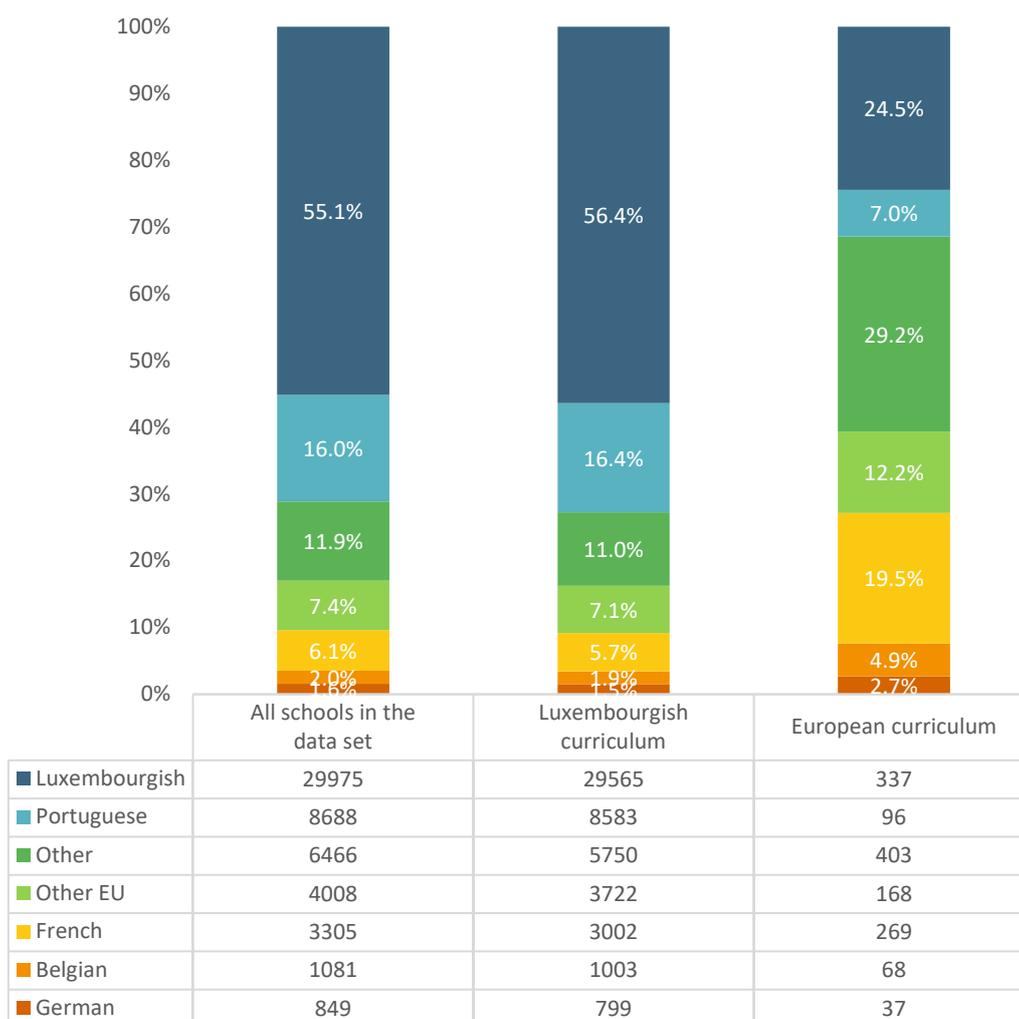
Figure I.10 - Distribution of Students with Respect to Their Gender in Different Curricula (School Year 2021/22)



Note. See Figure I.7 for an overview of the three categories.

As shown in Figure I.11, there are students of different nationalities (i.e., Luxembourgish, French, Portuguese, German, Belgian, other EU, and non-EU) in primary education, with Portuguese students being the biggest group of foreign nationals in schools following the Luxembourgish curriculum. In the EPS, students with a non-EU nationality form the biggest group, followed by French students.

Figure I.11 - Distribution of Students with Respect to Their Nationality in Different Curricula in Primary School (School Year 2021/22)



Note. See Figure I.7 for an overview of the three categories.

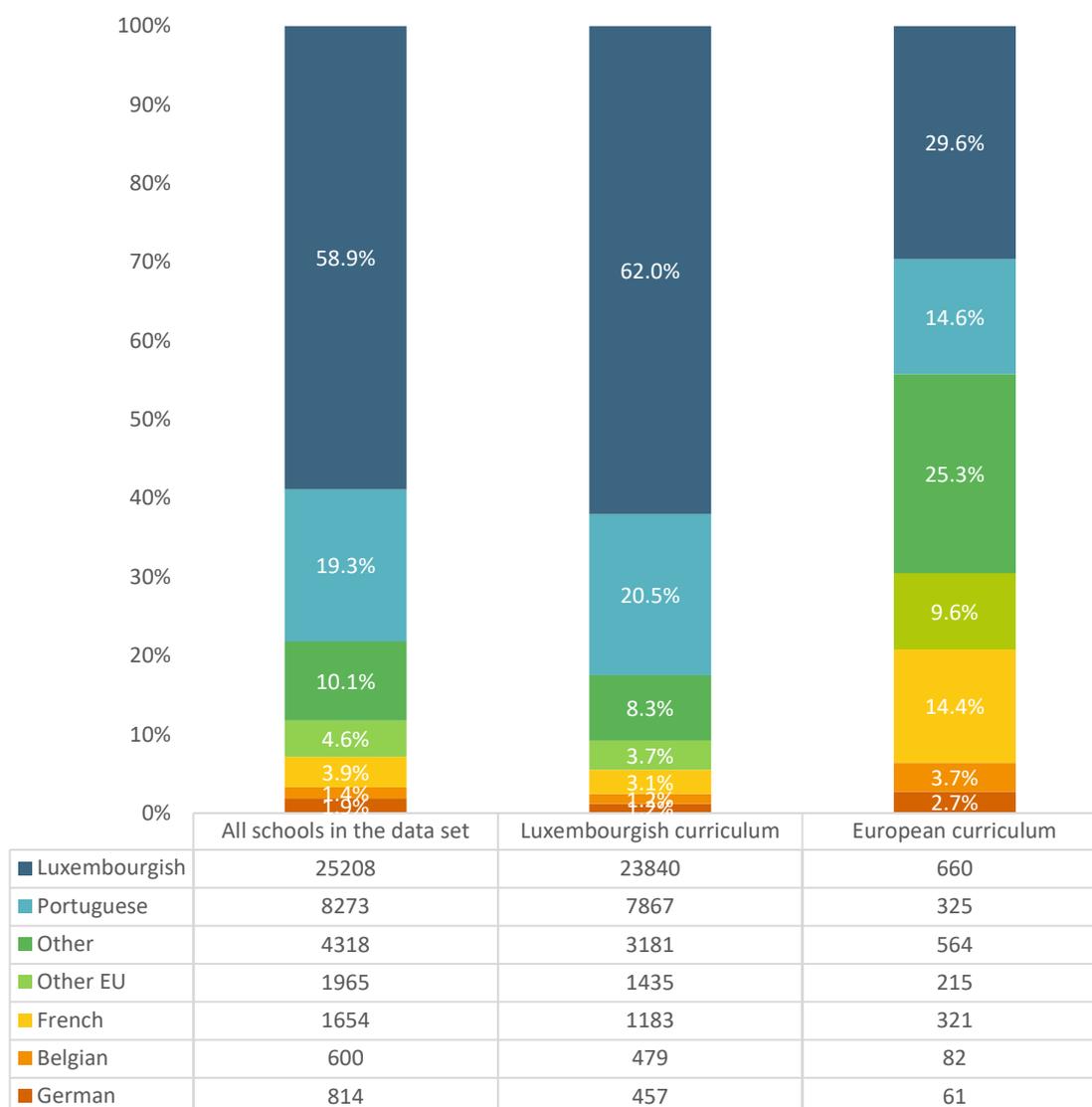
Chapter I: European Public Schools in Luxembourg
History, Overview, Attendance Rates, and Composition of the Student Population



In the school year 2021/22, out of 52.424 students in the Luxembourgish curriculum, 56.4% ($N = 29.565$) were Luxembourgish, 16.4% ($N = 8.583$) were Portuguese, and 11.0% ($N = 5.750$) were of other non-EU nationalities. Alternatively, out of 1.378 primary school students in EPS, 29.2% ($N = 403$) of the students were of other non-EU nationalities, 24.5% ($N = 337$) were Luxembourgish, and 19.5% ($N = 269$) were French.

In secondary schools (see *Figure I.12*), out of 38.442 students in the Luxembourgish curriculum, 62.0% ($N = 23.840$) were Luxembourgish, 20.5% ($N = 7.867$) were Portuguese, and 8.3% ($N = 3.181$) were of other non-EU nationalities. For the EPS, it can be seen that out of 2.228 students, the proportion of Luxembourgish students (29.6%, $N = 660$) was the highest, followed by students of other non-EU nationalities (25.3%, $N = 564$), Portuguese (14.6%, $N = 325$), and French students (14.4%, $N = 321$).

Figure I.12 - Distribution of Students with Respect to their Nationality in Different Curricula among Secondary Schools (School Year 2021/22)

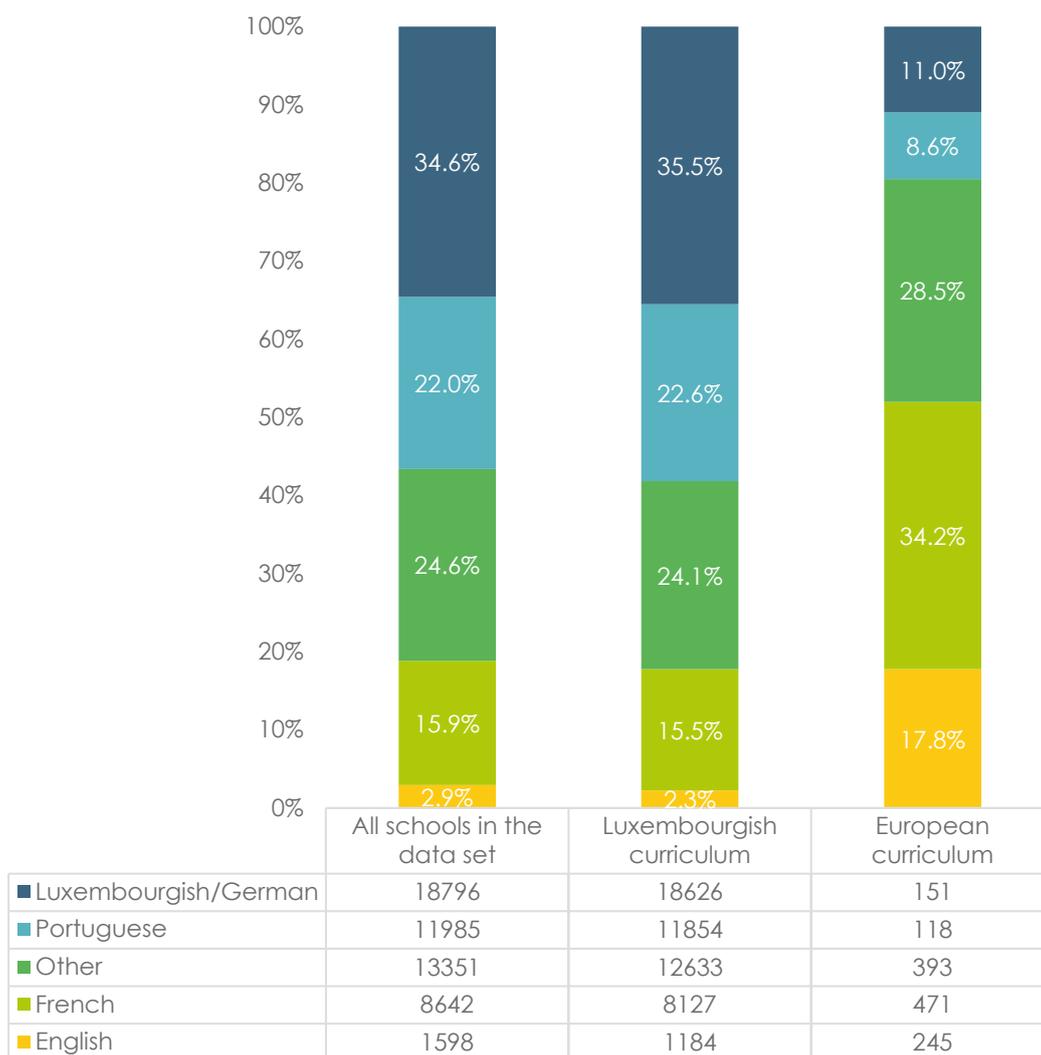


Note. See *Figure I.7* for an overview of the three categories.



With its high immigration rates and the increasing number of cross-border wage earners, Luxembourg is becoming increasingly multicultural and multilingual. *Figure I.13* presents the distribution of students with respect to the language primarily spoken at home across curricula in primary school. The most prominent language spoken at home was French among students enrolled in EPS (34.2%, $N = 471$), while it was Luxembourgish/German for students taught within the Luxembourgish curriculum (35.5%, $N = 18626$).

Figure I.13 - Language Primarily Spoken at Home in Different Curricula among Primary Schools (School Year 2021/22)



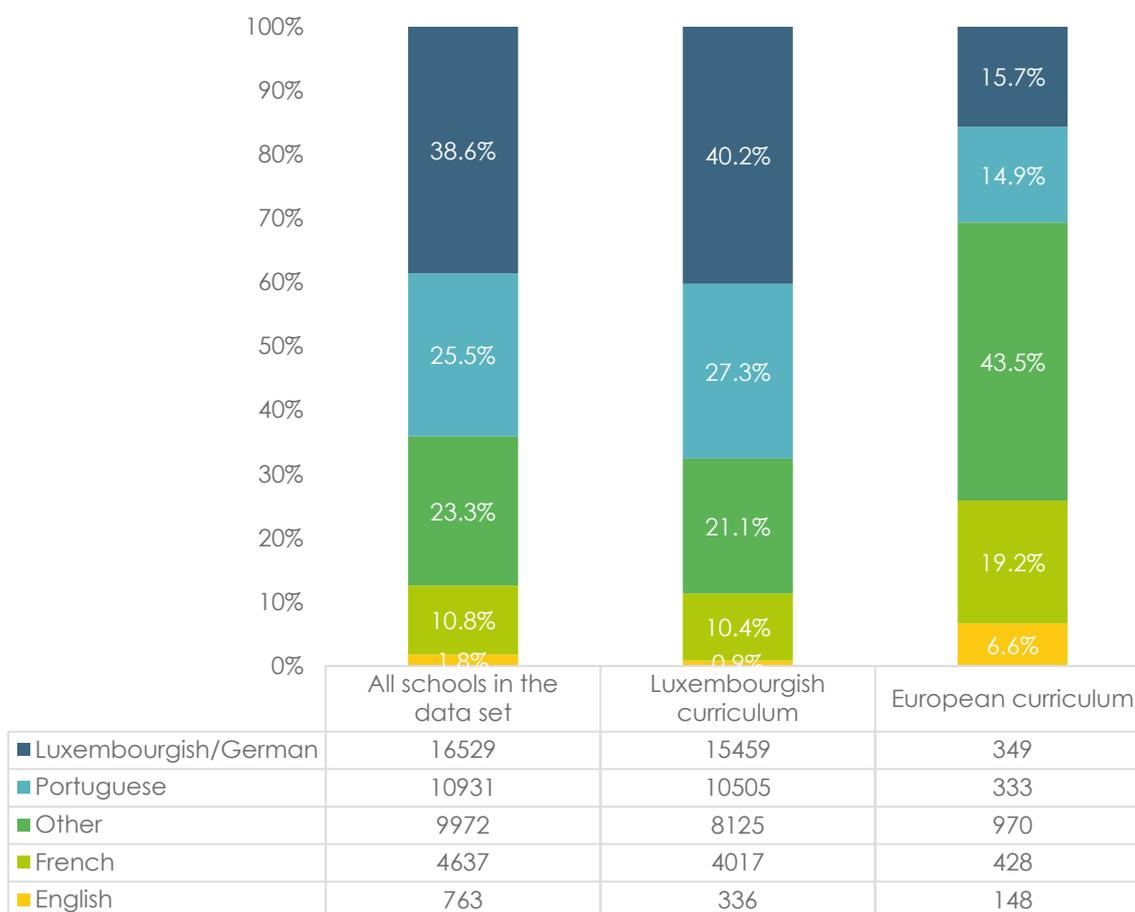
Note. See *Figure I.7* for an overview of the three categories.

Figure I.14 presents the distribution of students concerning language primarily spoken at home across curricula in secondary school. In secondary schools nearly half of the students (43.5%, $N = 970$) enrolled in EPS spoke neither Luxembourgish nor German, French, Portuguese, or English as their primary



language at home. On the contrary, for 40.2% (N = 15.459) of the students taught within the Luxembourgish curriculum, the language mostly spoken at home was Luxembourgish/German.

Figure I.14 - Language Primarily Spoken at Home in Different Curricula in Secondary School (School Year 2021/22)



Note. See Figure I.7 for an overview of the three categories.

As presented in Figures I.13 and I.14, students from various linguistic backgrounds attend EPS. Moreover, as aforementioned (see I.3), these schools offer primary and secondary education in different language sections, and students are allowed to choose the language section based on their native or dominant language. The distribution of students within the language sections thus differs from one EPS to another, and from primary to secondary education.

The latest National Educational Report shows that Luxembourg is becoming more diverse not only in terms of the migration and language background of its population (LUCET & SCRIPT, 2021), but also in terms of social inequality with an increasing Gini-index (summary measure of income inequality) over time (Statec, 2021). The following figures show the distribution of students' socioeconomic status (SES) across curricula in primary and secondary schools based on data from the Luxembourgish School Monitoring Programme "Épreuves Standardisées" (ÉpStan). In previous figures, administrative data at

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the end of the school year 2021/22 were used, while *Figures I.15* and *I.16* use survey data from the annual *ÉpStan* based on the school year 2022/23, in which not all schools following different international curricula (e.g., German-Luxembourgish education) participate.

Figure I.15 shows that the students' SES (expressed as the highest SES of the parents; HISEI) in EPS at primary school level is higher (with a mean value of 59.8) than the mean HISEI value in schools following the Luxembourgish curriculum (mean value of 50.1). The same holds true for secondary schools where the HISEI value in EPS (51.9) exceeds the value in schools following the Luxembourgish curriculum (44.5).

Figure I.15 - Highest SES of Parents (HISEI Mean Values) in Different Curricula among Primary and Secondary Schools (School Year 2022/23)

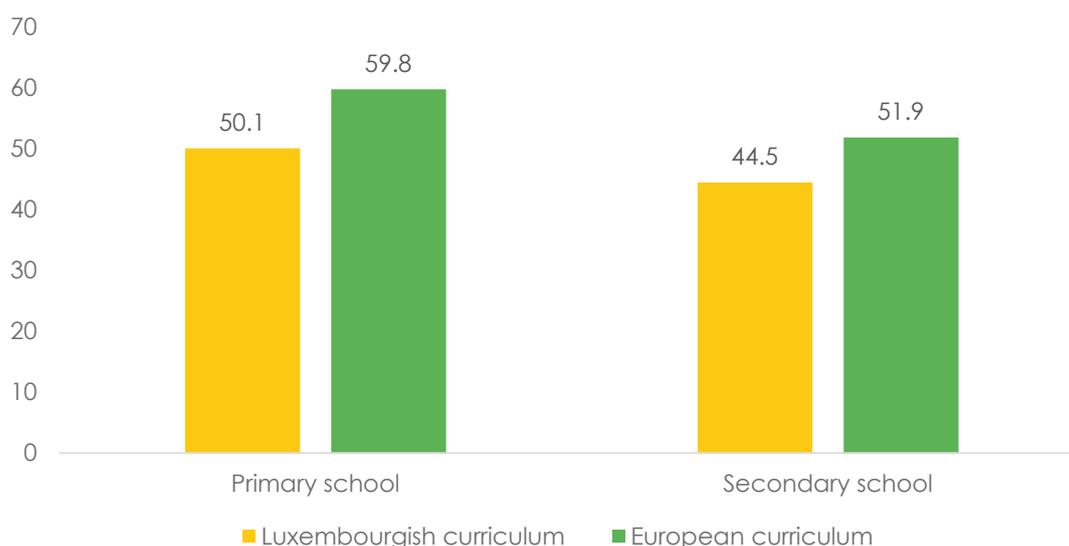
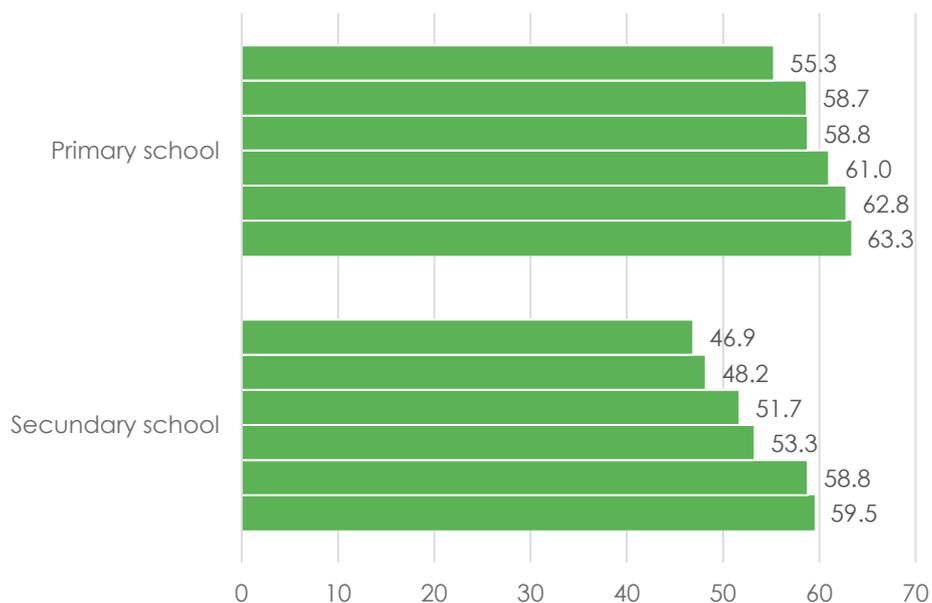


Figure I.16 takes a more detailed look at EPS and shows that there are certainly substantial differences between individual EPS, but despite this, all individual EPS (both at primary and secondary school level) have a higher mean HISEI than all other schools (see *Figure I.15*). These results are consistent with the findings of a study by the *Observatoire de l'enfance, de la Jeunesse et de la Qualité Scolaire* and the Luxembourg Institute of Socio-Economic Research (ONQS, 2022), which compared the average household income of primary schools implementing the Luxembourgish curriculum with the average household income of the four EPS (at primary school level) in Differdange, Junglinster, Luxembourg, and Mondorf-les-Bains. According to their findings, in all school years observed (2016-2019), EPS students came from higher-income families than students in schools following the Luxembourgish curriculum.



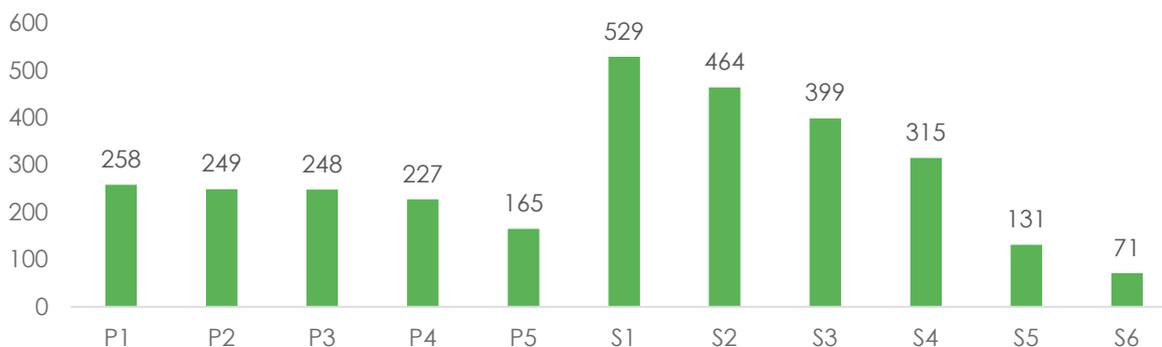
Figure I.16 - Highest SES of Parents (HISEI Mean Values) per European Public School (School Year 2022/23)



1.5 LANGUAGE GROUPS AND LANGUAGE SECTIONS (SCHOOL YEAR 2021/22)

In the following, the distribution of EPS students will be looked at per grade and track for the school year 2021/22. *Figure I.17* shows that most students are enrolled in secondary education and mainly in the lower grades (S1 to S3). It can also be seen that only a few students are enrolled in the final grades of each educational level (P5 in primary school; S5 onwards in secondary school). This is explained by the fact that these schools have only recently opened and therefore each school first opened with classes available in the lower grades in primary (P1-P2) and secondary (S1-S2) education and then successively introduced later grades.

Figure I.17 - Number of Students in European Public Schools in the School Year 2021/22 per Grade (P1-S6)

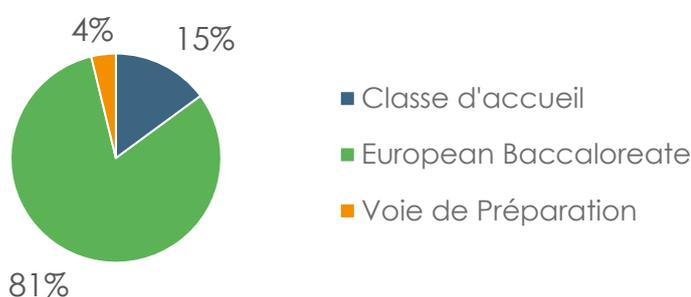


Note. Students for whom no grade level is specified in the data set are not included here (N = 437; this mainly applies to students in a *classe d'acueil*).



EPS prepare students for the European Baccalaureate according to the European curriculum (see 1.3). However, some EPS in Luxembourg also offer preparatory classes (*Voie de préparation*) and introductory classes (*Classe d'accueil*; based on schools following the Luxembourgish curriculum). This is reflected in the percentages in *Figure I.18*. Out of the 2.228 students enrolled at the secondary school level of EPS, as to be expected, most students (81%, $N = 1.813$) are enrolled in the track that prepares them for the European Baccalaureate, 15% ($N = 331$) in *Classe d'accueil*, and 4% ($N = 84$) in *Voie de préparation*. Many of the introductory classes are attended by Ukrainian students in the school year 2021/22.⁵

Figure I.18 - Students in Different Tracks at Secondary School Level of European Public Schools (School Year 2021/22)



EPS offer primary and secondary education in three main language sections: English, French, and German. However, there are slight differences among the language offers of these schools. Although the schools offer all language sections in secondary education, EIDE, EIMAB, and EIMLB do not offer German language sections in primary school (see *Table I.4*).

Table I.4 - Language Offers of European Public Schools at Primary and Secondary School Level (School Year 2021/22)

EPS	Language Sections Offered in Primary School			Language Sections Offered in Secondary School		
	English	French	German	English	French	German
EIDE Differdange (est. 2016)	x	x		x	x	x
EIDE Esch-sur-Alzette (est. 2016)	x	x			x	x
EIMLB (est. 2018)	x	x		x	x	x
LESC (est. 2018)	x	x	x	x	x	x
LLIS (est. 2018)	x	x	x	x	x	x
EIMAB (est. 2021)	x	x		x	x	x
EGT (est. 2022)	x	x	x	x	x	x

Note. As EGT was opened in the school year 2022/23, it is not included in the data set and therefore the school is not considered in this section.

Based on the language sections offered, there are some differences in relation to the student compositions per EPS. *Figure I.19* shows the distribution of students based on the language primarily spoken at home in both primary and secondary school level for each EPS in the school year 2021/22.

⁵ Further data on Ukrainian students enrolled in Luxembourg's education system for the first time in the school year 2021/22 can be found at the end of this chapter.



The schools differ slightly from each other based on the language sections offered, especially at primary school level, which is reflected by the languages primarily spoken at home among the students.

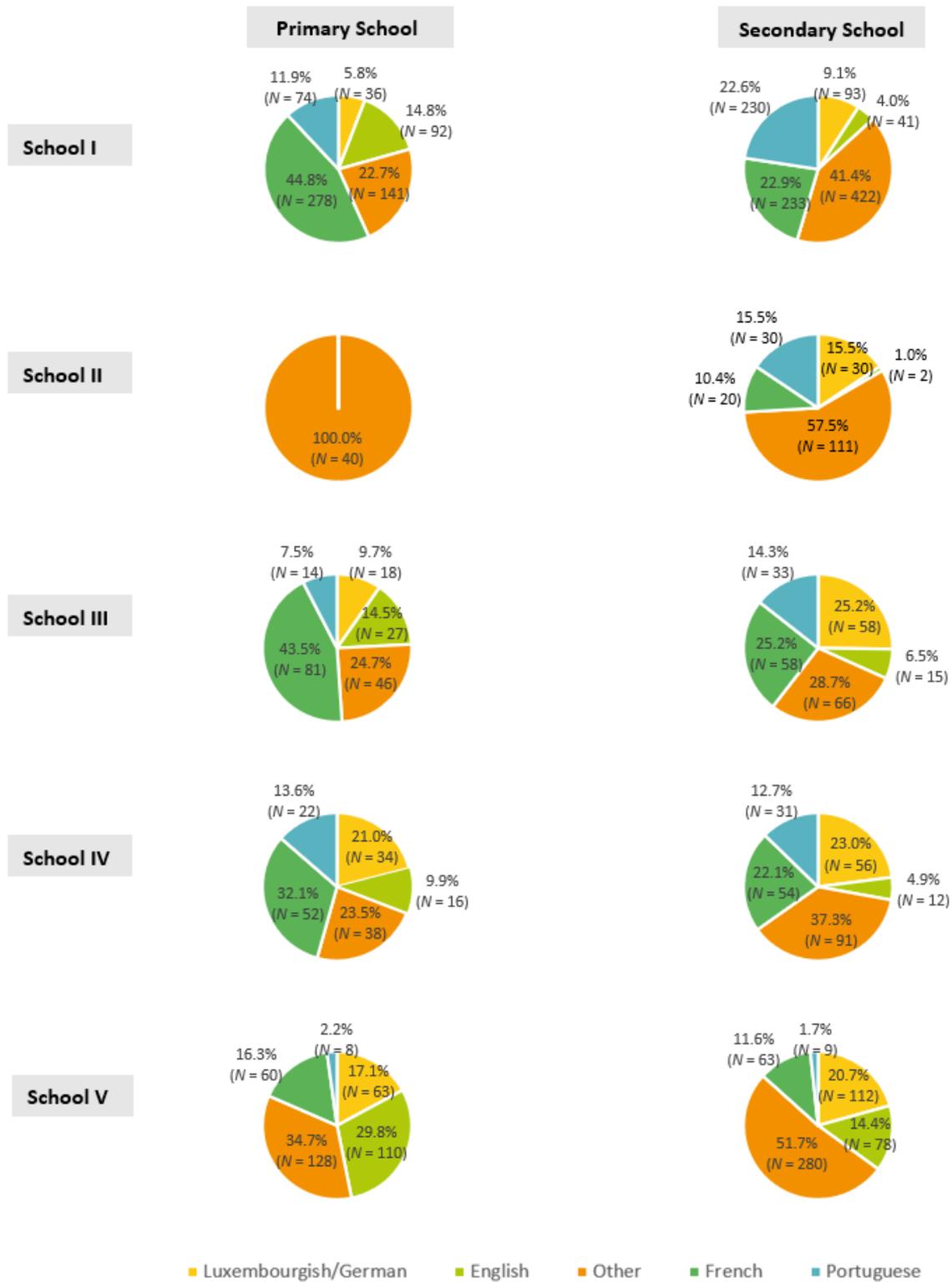
- In School I, 44.8% of the students speak French at the primary school level and 22.9% at the secondary school level. On the other hand, 22.7% of primary school students and 41.4% of secondary school students speak other languages. There is also a considerable portion of students speaking English (14.8%, 4.0%), Portuguese (11.9%, 22.6%), and Luxembourgish/German (5.8%, 9.1%) in primary and secondary school, respectively.
- For School II, all students enrolled in primary school speak other languages (100%) whereas only 57.5% speak other languages in secondary school. Besides, there are students speaking English (1.0%), French (10.4%), Portuguese (15.5%), and Luxembourgish/German (15.5%).
- Primary school students in School III show a similar distribution as the ones in School I with 43.5% speaking French, 24.7% speaking other languages, 14.5% speaking English, 9.7% speaking Luxembourgish/German, and 7.5% speaking Portuguese. In contrast, secondary school students in School III have a different distribution with 28.7% speaking other languages, 25.2% speaking French, 25.2% speaking Luxembourgish/German, 14.3% speaking Portuguese, and 6.5% speaking English.
- According to *Figure 1.19*, while 32.1% of primary school students speak French, 23.5% speak other languages in School IV. Besides, 21.0% of the students speak Luxembourgish/German, 13.6% speak Portuguese, and 9.9% speak English. In contrast, 23.0% of secondary school students in School IV speak Luxembourgish/German, 37.3% speak other languages, 12.7% speak Portuguese, 22.1% speak French, and 4.9% speak English.
- Finally, in School V, 34.7% of primary school students speak other languages, 29.8% speak English, 17.1% speak Luxembourgish/German, 16.3% speak French, and only 2.2% speak Portuguese. In comparison, 51.7% of secondary school students speak other languages, 20.7% speak Luxembourgish/German, 14.4% speak English, 11.6% speak French, and 1.7% speak Portuguese.

These differences likely stem from the language sections offered by each EPS, the location of the schools, the distance to borders/neighbour countries, and the population composition in the home municipalities of the schools.

Chapter I: European Public Schools in Luxembourg
 History, Overview, Attendance Rates, and Composition of the Student Population



Figure I.19 - Languages Primarily Spoken at Home per European Public School in Primary and Secondary School Level (School Year 2021/22)



Note. School IV and V also implement the Luxembourgish curriculum at the secondary school level. The figure only shows the distribution of the students enrolled in the European Curriculum, and the demographics would be different if students enrolled in the Luxembourgish curriculum were also included.

Chapter I: European Public Schools in Luxembourg
History, Overview, Attendance Rates, and Composition of the Student Population

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Table I.5 shows the students' distribution in terms of their gender, country of birth, nationality, and language primarily spoken at home in the school year 2021/22. It indicates that the percentage of students born in Luxembourg is bigger than that of students born in other countries, except for School I in which 60.5% of its students were born in other countries (non-European, non-EU). However, the country of birth does not mean that the students have the Luxembourgish nationality, and having the nationality does not mean that Luxembourgish is the primary language spoken at home. Besides, the distribution of students based on their nationality and language primarily spoken at home differs from one school to another. For instance, although 42.7% of the students in School II were born in Luxembourg, only 24.3% of them are Luxembourgish, and 7.9% of them primarily speak Luxembourgish/German at home. On the other hand, 25.3% of the students in School I were born in Luxembourg, of which 17.2% have the Luxembourgish nationality, and 12.9% of them speak primarily Luxembourgish/German at home. Similarly, the distribution of students to language sections differs from one school to another which is partly a result of the available offer of language sections. For example, School II does not have a German language section in primary school, and only 5.4% of the students enrol in the German language section at secondary school level.

Table I.5 - Student Composition per European Public School (School Year 2021/22)

Variable		School I	School II	School III	School IV (LC)*	School IV (EC)*	School V (LC)*	School V (EC)*	Total **
Gender	Male	60.9%	52.1%	53.4%	53.2%	50.2%	65.4%	51.0%	1888
	Female	39.1%	47.9%	46.6%	46.8%	49.8%	34.6%	49.0%	1718
Country of Birth	Luxembourg	25.3%	42.7%	52.6%	78.3%	38.4%	83.0%	42.3%	1519
	France	1.7%	13.6%	12.7%	1.9%	6.7%	0.8%	4.6%	349
	Portugal	6.0%	9.2%	3.8%	8.0%	4.9%	7.5%	1.0%	210
	Belgium	0.4%	2.3%	2.2%	1.2%	10.1%	1.0%	1.3%	101
	Germany	3.0%	1.5%	1.2%	0.4%	1.5%	1.1%	5.7%	94
	UK	0.4%	1.2%	2.6%	0.0%	1.5%	0.2%	3.8%	72
	USA	0.0%	0.9%	0.5%	0.0%	1.5%	0.0%	2.9%	49
	The Netherlands	0.0%	0.0%	1.0%	0.2%	1.0%	0.2%	0.9%	16
	Other	60.5%	22.9%	20.4%	8.5%	27.3%	4.6%	29.3%	979
Other EU	2.6%	5.8%	2.9%	1.6%	7.1%	1.6%	8.2%	217	
Nationality	Luxembourgish	17.2%	24.3%	38.5%	62.9%	32.8%	63.4%	29.2%	997
	French	3.9%	22.6%	19.2%	2.3%	7.9%	2.3%	10.8%	590
	Portuguese	13.3%	18.3%	8.7%	21.2%	9.6%	24.8%	1.6%	421
	Belgian	1.3%	3.4%	3.4%	2.9%	13.5%	1.6%	2.4%	150
	German	3.0%	1.5%	1.9%	0.6%	1.0%	1.5%	6.0%	98
	Other	56.2%	22.0%	21.2%	6.8%	24.9%	4.4%	31.4%	967
	Other EU	5.2%	7.9%	7.2%	3.3%	10.3%	2.0%	18.6%	383
Language Primarily Spoken at Home	French	8.6%	31.2%	33.4%	9.3%	26.1%	9.6%	13.5%	899
	Portuguese	12.9%	18.5%	11.3%	24.3%	13.1%	36.3%	1.9%	451
	English	0.9%	8.1%	10.1%	0.0%	6.9%	1.5%	20.6%	393
	Luxembourgish/German	12.9%	7.9%	18.3%	53.8%	22.2%	39.9%	19.2%	500
	Other	64.8%	34.3%	26.9%	12.6%	31.8%	12.7%	44.8%	1363
Language Section***	German	17.8%	5.4%	19.6%	0.0%	26.4%	0.0%	29.4%	555
	French	24.5%	63.7%	45.5%	100.0%	43.3%	100.0%	14.2%	1564
	English	6.1%	27.2%	29.1%	0.0%	25.4%	0.0%	45.1%	1063
Number of students in each school		1640	233	416	515	406	612	911	3606

Note: LC = Luxembourgish curriculum. EC = European curriculum.

*School IV and School V implement both the Luxembourgish curriculum and the European curriculum.

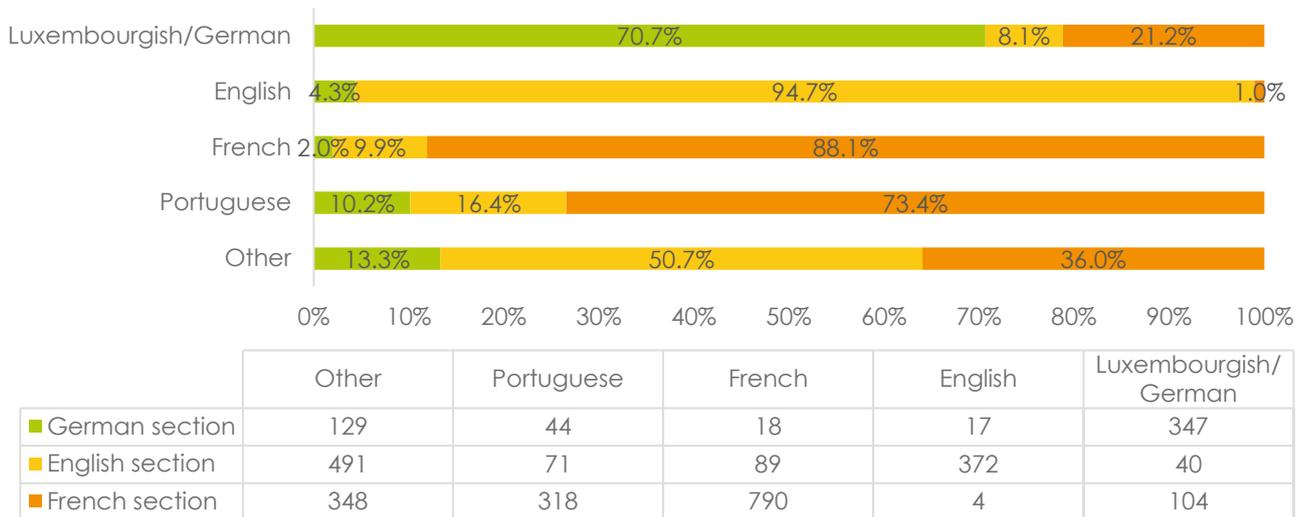
** Total in the last column is only reported for the number of students in the European curriculum.

Chapter I: European Public Schools in Luxembourg
 History, Overview, Attendance Rates, and Composition of the Student Population



***Language section refers to the language of instruction in EPS, and it corresponds to the L1 or dominant language of the student. By contrast, language of instruction is the terminology used in schools following the Luxembourgish curriculum. The total number of students in different language sections does not add up to the school population. Because, students in an integration class (*Classe d'accueil*) do not belong to a language section, and are therefore not reported for this category/variable.

Figure I.20 - Language Primarily Spoken at Home per Choice of Language Section (School Year 2021/22)

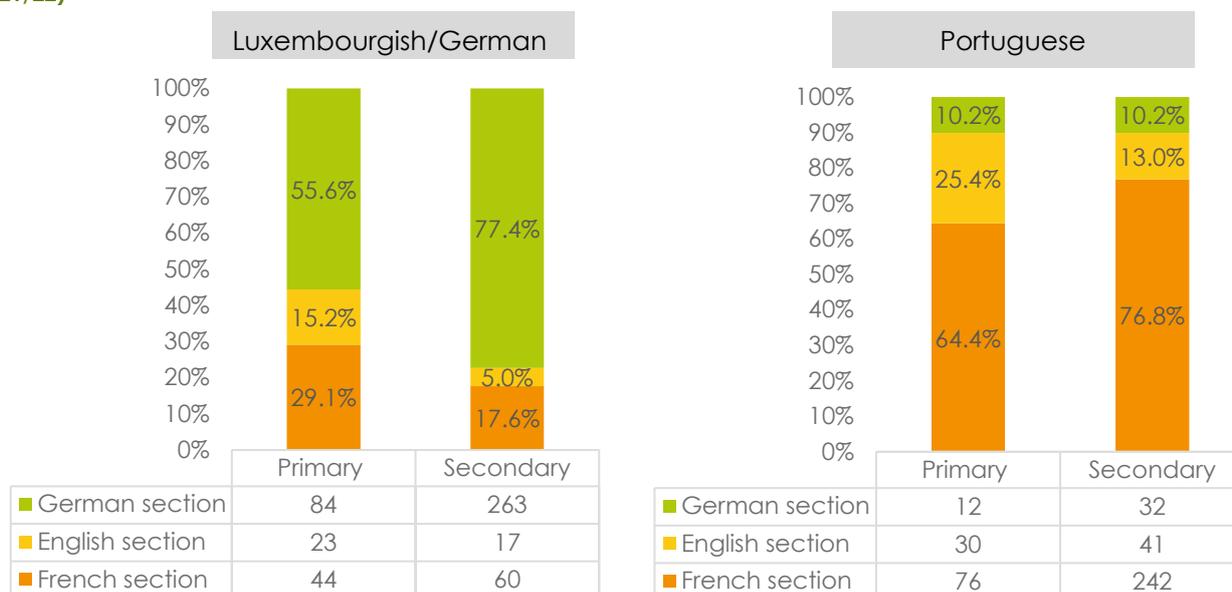


Note. This figure includes all 3,182 students (3,182 equals to 88% of the students following the European curriculum at primary or secondary school level) who are assigned to one of the three language sections offered. The remaining 12% of students are enrolled in classes for students who are entering the school system for the first time or need support in transitioning to the regular system such as *Classe d'accueil* or *Classe d'initiation professionnelle*.

Figure I.20 shows groups of languages primarily spoken at home the school year 2021/22 (all five EPS combined) per language section. French speaking students attend mainly the French language section (88.1%, $N = 790$) and English speaking students attend primarily the English language section (94.7%, $N = 372$). Interestingly, the Luxembourgish/German speaking students and the Portuguese speaking students show some variations. While 70.7% ($N = 347$) of Luxembourgish/German speaking students attend German language sections, a considerable proportion of Luxembourgish/German speaking students are also found in a language section other than the German one (29.3%, $N = 144$). Similarly, three quarters of the Portuguese speaking students can be found in the French language section (73.4%, $N = 318$), although 16.4% ($N = 71$) are enrolled in the English language section and 10.2% ($N = 44$) are enrolled in the German language section. Since Luxembourgish/German and Portuguese are two major language groups in the entire education system, and these results reveal more fluctuations in relation to their choices of language sections, a closer look at their choices per school level follows.



Figure I.21 - Section Choice per School Level by Language Primarily Spoken at Home for Selected Languages (School Year 2021/22)



The majority of the students speaking Luxembourgish/German at home are in the German language section, and about 45% attend the French and English language sections (see *Figure I.21*). The results look different in secondary school: Here, the German language section is the section with the highest proportion of students enrolled (77.4%, $N = 263$). This may be due to the fact that some of the students have completed their primary education in a school following the Luxembourgish curriculum, in which German was the language of literacy acquisition and therefore continue their secondary education in a German language section. These patterns are likely to change once the first cohorts have pursued their entire primary education in EPS and thereafter transition into secondary education at EPS.

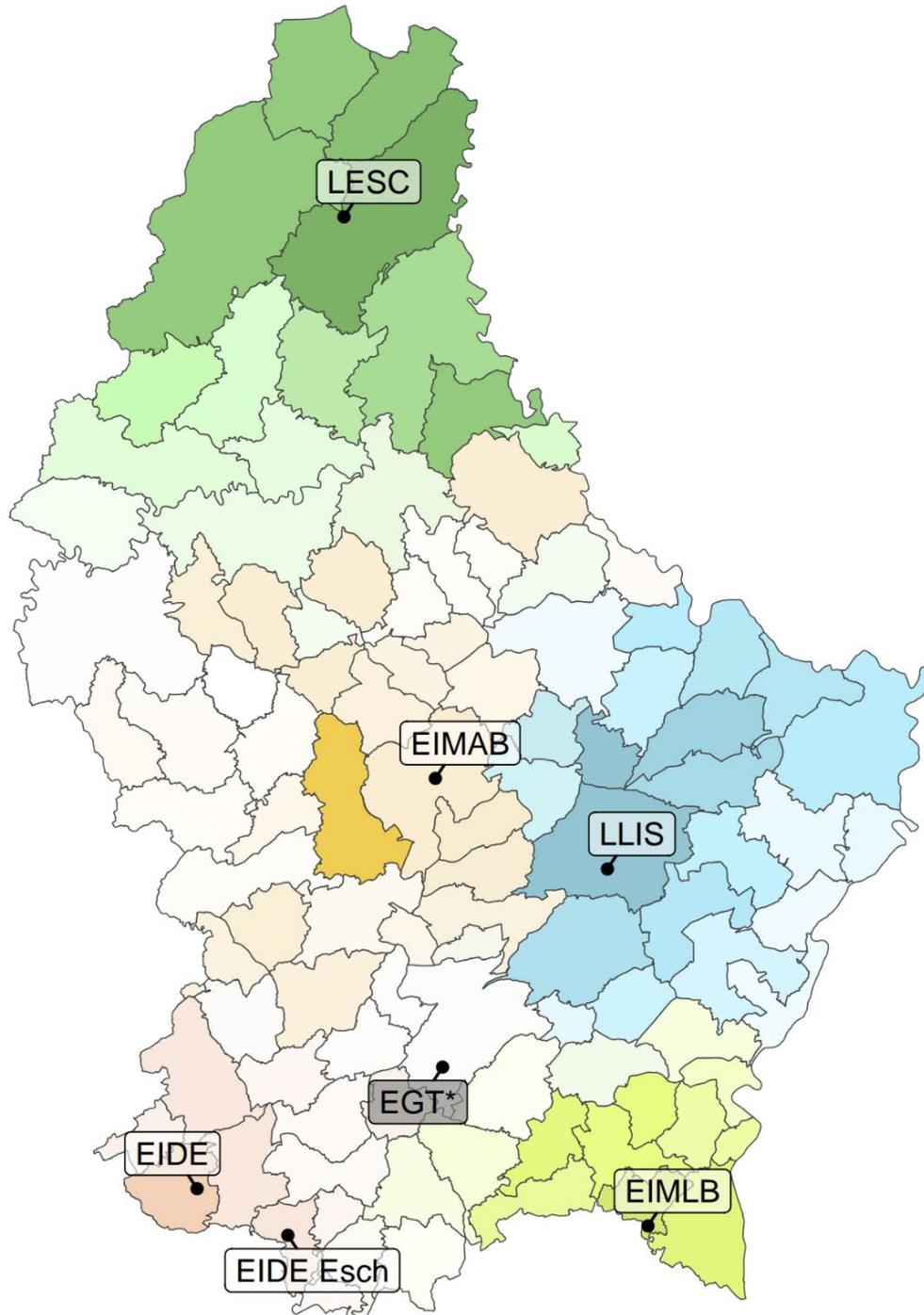
In the case of Portuguese speaking students, particularly at primary school level, it is interesting that enrollment in the French language section is not as predominant as might be expected considering the proximity of the languages (i.e., romance languages). 25.4% ($N = 30$) of the Portuguese speaking students are registered in the English language section and 10.2% ($N = 12$) in the German language section.

1.6 CATCHEMENT AREAS OF EUROPEAN PUBLIC SCHOOLS

By the school year 2022/23, the number of EPS had become six across Luxembourg. These schools are scattered across the country, which results in some differences in the schools' catchment areas. The map in *Figure I.22* represents the catchment areas of five EPS based on the proportion of students in each municipality who attend grades offered in the respective EPS.



Figure I.22 - The Location and Catchement Areas of European Public Schools in Luxembourg



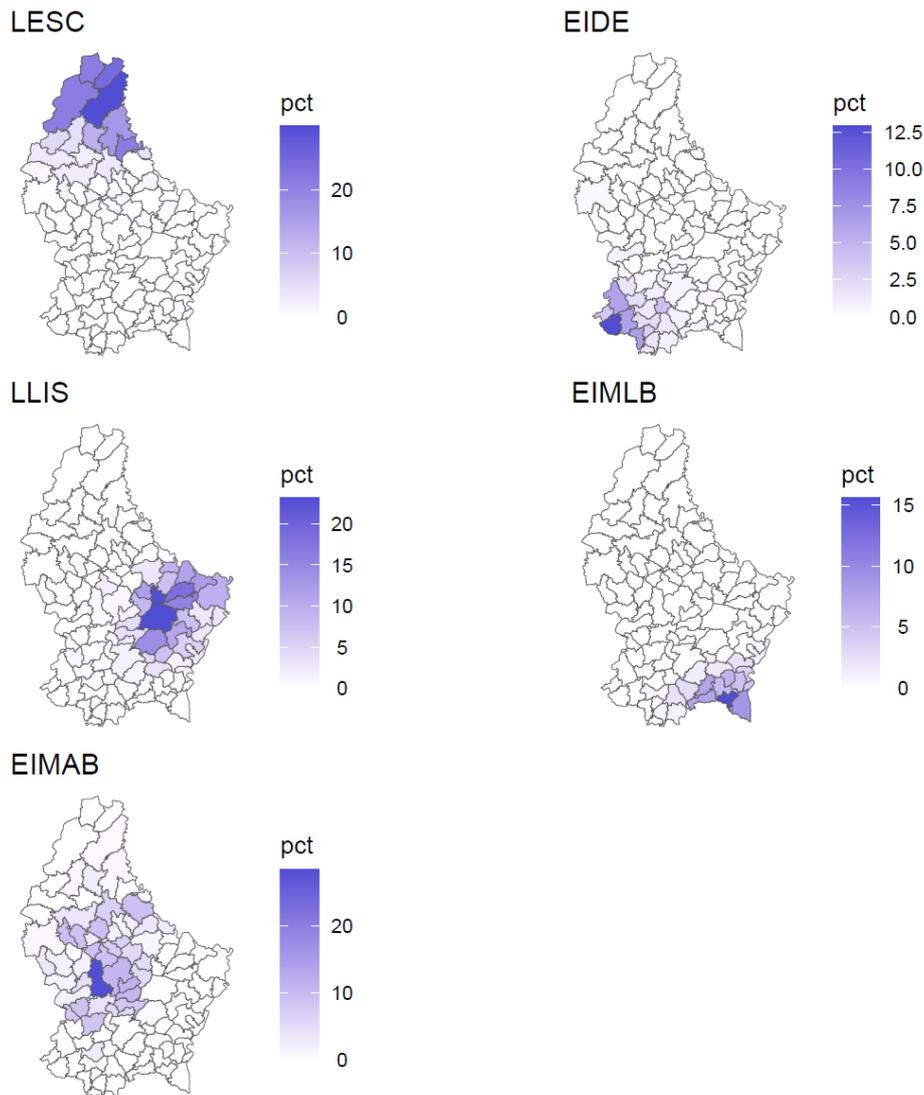
Note. EGT* was opened in the school year 2022/23, so it is not included in the data set. Thus, the attendance rates for this school are not shown on the map.

The maps in *Figure I.23* show in more detail the percentages of students in each municipality who attend EPS. According to the figure, LESC, LLIS, and EIMLB catch proportionally more students than the



other EPS schools in the municipality they are located in (15% to 20%). By contrast, the case is different for EIDE. While EIDE in Differdange catches approximately 12.9% of the students in the eligible grade levels from its home municipality, EIDE in Esch-sur-Alzette catches 6.6% of students, which is proportionally less than other EPS.

Figure I.23 - Map of Municipalities Displaying the Proportion of Students in European Public Schools (School Year 2021/22)



Note. Pct = Percentage. A darker shade of blue represents a higher percentage of students.

Figures I.22 and I.23 illustrate clearly that some municipalities have little to no students attending any of the EPS. As expected, these are municipalities with a large distance to the nearest EPS. It is also interesting to note that EIMAB attracts the largest percentage of students not from its home municipality, but from the neighboring one.

Having a closer look at the travel distances that students (or their parents) have to make to get to their respective school, Table I.6 presents the mean distance travelled on a daily basis by students in

Chapter I: European Public Schools in Luxembourg
History, Overview, Attendance Rates, and Composition of the Student Population



primary and lower secondary schools separately by curriculum. It can be seen that primary school students in EPS travel a much higher distance on average than their peers in schools following the Luxembourgish curriculum.⁶ This observation is not surprising, since students who attend a school following the Luxembourg curriculum usually always attend the nearest school. *Table I.6* also shows that the proportion of students who do not live in Luxembourg is proportionally higher in primary EPS (16.5%) than in primary schools following the Luxembourg curriculum (0.4%), even if taking the students into account with no municipality given in the data set (see Missings).

Table I.6 - Mean Travel Distance of Students Enrolled in Different Curricula (School Year 2021/22)

School Level	Curriculum	N	Mean distance*	Number of students living abroad (%)	Number of Missings** (%)
Primary schools	European	1 147	5.8 km	189 (16.5%)	2 (0.2%)
	Luxembourgish	35250	0.6 km	138 (0.4%)	146 (0.4%)
Secondary schools	European	1392	7.6 km	105 (7.5%)	1 (0.1%)
	Luxembourgish	16877	7.5 km	287 (1.7%)	436 (2.6%)

*The mean travel distance does not include the students living abroad.

** Missings refers to students of which the residing country or municipality is not known.

In secondary schools, the pattern looks different when looking at the mean distances which do not differ a lot.

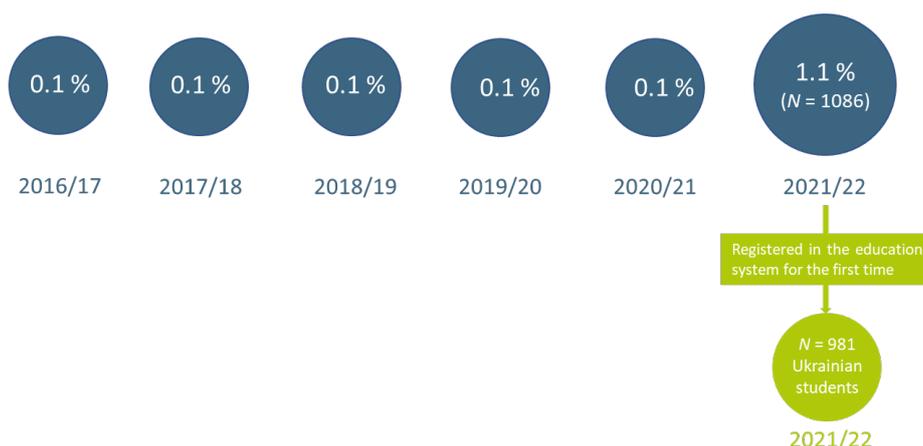
⁶ Travel distance was calculated as the crow flies (straight line distance) between the center of the municipality of residence and the school location which is regarded as the municipality centroid.



1.7 EXCURSUS: UKRAINIAN STUDENTS IN LUXEMBOURG (SCHOOL YEAR 2021/22)

The war in Ukraine has led to many Ukrainians fleeing their homeland. Some have sought refuge in Luxembourg and the children and adolescents now attend schools in Luxembourg. In the following, Ukrainian students in the Luxembourg education system will be looked at. Questions about the demographics of this student group will be addressed, as well as what types of schools the students are enrolled in and to what extent the EPS are of importance. First of all, it can be stated that the proportion of students with Ukrainian nationality has been at a very low and stable level of about 0.1% in the past years (e.g., $N = 76$ in the school year 2016/17, see *Figure I.2*). As expected, this proportion increased substantially in the school year 2021/22 to 1.1% ($N = 1.086$). In order to focus on those students who were potentially affected by war related migration, the following analyses focus on Ukrainian students ($N = 981$) who were registered in Luxembourg's education system for the first time in the school year 2021/22.⁷

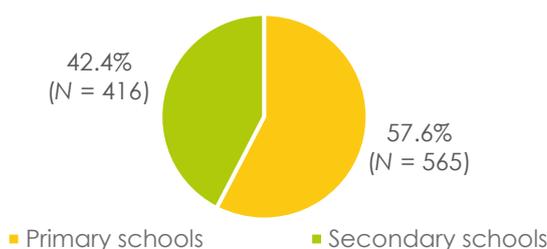
Figure I.24 - Percentage of Ukrainian Students in Luxembourg's Education System Since 2016



Note. Only the students in Luxembourgish curriculum and European curriculum are depicted in this figure as the data set does not include students attending state-subsidized schools that are implementing international curricula (see D in *Figure I.7*).

Among these Ukrainian students, 51.5% ($N = 505$) are female and 48.5% ($N = 476$) are male.

Figure I.25 - Ukrainian Students who were First Enrolled in 2021/22 by School Level



⁷ However, a small number of these students may have already lived in Luxembourg and attended a school in the border region, etc.



As Figure 1.25 shows, 57.6% of the Ukrainian students who were registered in Luxembourg's education system for the first time in the school year 2021/22 are enrolled in primary education and 42.4% in secondary education.

With regard to curriculum, at primary school level, 54.9% ($N = 310$) of the Ukrainian students who entered the system in the school year 2021/22 were registered in schools that followed the Luxembourgish curriculum, 25.7% ($N = 145$) in EPS and 19.5% ($N = 110$) in schools following another international curriculum (see Figure 1.26). In comparison to other newcomers in Luxembourg's education system in the school year 2021/22 (with a nationality other than Ukrainian or Luxembourgish), Ukrainian students are more frequently attending EPS or schools following other international curricula.

Figure 1.26 - Distribution of Ukrainian Students who were First Enrolled in 2021/22 by Curriculum in Comparison to other Student Groups



	Primary school			Secondary school		
	All students	All other newcomers (except Luxembourgish)	Ukrainian newcomers	All students	All other newcomers (except Luxembourgish)	Ukrainian newcomers
■ Luxembourgish curriculum	52424	3813	310	38442	604	15
■ European curriculum	1378	136	145	2228	138	274
■ Other international curricula	570	48	110	2162	187	127

At secondary school level, while only 3.6% ($N = 15$) of Ukrainian newcomers were registered in schools following the Luxembourgish curriculum, their higher share in EPS (65.9%, $N = 274$) and in schools following other international curricula (30.5%, $N = 127$) becomes even clearer. In fact, the vast majority of the 274 Ukrainian newcomers at secondary school level in EPS are enrolled in so called *Classe d'accueil pour réfugiés ukrainiens* ($N = 199$ students in S1-S3, corresponding to lower secondary education, $N = 68$ students in S4-S7, corresponding to upper secondary school). By comparison, at primary school level, 24.8% ($N = 36$) of the Ukrainian students are registered in the English language section, and for three quarters (75.2%, $N = 109$), there is no language section recorded.



In conclusion, a closer look at the Ukrainian newcomers in the school year 2021/22 shows that the allocation to one of the three language sections (English, French, or German) does not seem to be the most important reason why these students were enrolled in EPS.

1.8 CONCLUSION AND OUTLOOK

Luxembourg has a diverse context in terms of the socioeconomic, cultural, and linguistic backgrounds of its students. As languages are given a high value in Luxembourgish schools and a correspondingly large place in the curriculum, many students fail due to the challenging language requirements. A relatively new school offer to better deal with the language diversity are the public schools that follow the European curriculum. Since 2016, a total of six EPS have opened in different locations across Luxembourg to provide multicultural and multilingual education leading up to the European Baccalaureate free of charge.

EPS are administered and funded by MENJE and linked to the Accreditation of the European School system concerning the domains of curriculum implementation, offered language sections, pedagogical content, and teacher qualification (Schola Europaea, 2019). Grade levels are organized in three cycles: (1) early education (nursery), (2) primary education (P1-P5), and (3) secondary education (S1-S7). Pedagogical principles include the common core approach until the end of lower secondary school (S3). EPS in Luxembourg offer three language sections (German, French, English) in which students choose their main language (L1) and pursue their educational trajectory mainly in this language.

Since the implementation of the first EPS in 2016, the number of students attending EPS has increased considerably at primary and secondary school level indicating a high demand for the new school offer. Luxembourg has more EPS than the other European countries and, in 2022, hosted the largest EPS in regard to the number of registered students. In the school year 2021/22, most EPS students were enrolled in secondary education – mainly in the lower grades (S1 to S3). Although EPS in Europe in general follow a common core approach in lower secondary education, some EPS in Luxembourg also offer preparatory classes (*Voie de préparation*).

Comparing the student composition in EPS with the student composition in schools following the Luxembourgish curriculum, the following patterns appear: whereas in the school year 2021/22, EPS students primarily spoke French at home in both primary and secondary school levels, in schools following the Luxembourgish curriculum, Luxembourgish/German and Portuguese were the main languages primarily spoken at home. Comparing the socioeconomic status (SES) of EPS students with the SES of students in schools following the Luxembourgish curriculum, data from the ÉpStan show that the mean SES in EPS is higher in both primary and secondary school levels, than among schools following the Luxembourgish curriculum. The same holds true for each EPS when compared to the average SES in other schools. Thus, the EPS student population differs from the population of schools



that are following the Luxembourgish curriculum. As low SES students and students speaking a language other than Luxembourgish or German at home (e.g., Portuguese) have repeatedly been found to struggle academically in schools following the Luxembourgish curriculum (e.g., Boehm et al., 2016; Hornung et al., 2021; Sonnleitner et al., 2021), their lower share in EPS, which might provide them with a better fit in regards to a more continuous language of instruction offer, requires further study. As the above mentioned student groups appear to be taking up the offer of EPS less frequently than high SES students and students that speak another language at home (i.e., French, English), the information and recruiting strategies might need to be adapted.

The distribution of students within the language sections and the students demographic composition differ from one EPS to another. These differences might stem from the location of the schools, the distance to neighbouring countries, and the population composition in the home municipalities of the schools.

Luxembourg's EPS are scattered across the country, with some differences in the schools' catchment areas. Most EPS catch proportionally more students from their home municipalities than from the surrounding areas. EPS students (particularly in primary schools) have to travel further to their school, on average, than their peers in schools following the Luxembourgish curriculum. EPS also attract a higher percentage of cross-border commuters. Some municipalities have little to no students enrolled in any of the EPS (municipalities with a large distance to the nearest EPS).

1.9 LIMITATIONS AND FUTURE RESEARCH

The statistical analyses in this chapter were conducted by using administrative school datasets (*Scolaria*, *Fichier élèves*) with which the description of the distribution of student demographics differentiated by curriculum is possible. However, missing cases in the variable on students' residence lead to statistical limitations in regard to the calculation of travel distances of the students.

Considering the recent establishment of EPS and thus the relatively small number of cases, there are further limitations to be kept in mind. As EPS students' demographics differ considerably from the student population in schools following the Luxembourgish curriculum, groups of EPS students differentiated by language group are very small. Multivariate analyses, which allow for a more detailed picture, one that considers intersectionalities (e.g., Portuguese students with low SES in comparison with Portuguese students with high SES), are thus not yet feasible.

Because EPS have only recently opened, most EPS students in school year 2021/22 were enrolled in lower grades (in secondary education in S1 to S3; in lower grades in P1 to P4). Information on EPS students' school enrollment in upper secondary education is rare and only based on students in a few schools. As EPS do not offer vocational training in upper secondary school, future research will show if enrollment patterns will remain similar or vary in upper secondary school as more practice oriented

Chapter I: European Public Schools in Luxembourg
History, Overview, Attendance Rates, and Composition of the Student Population



students may have to leave EPS to pursue a vocational education. This could be especially problematic for students in the English language section of EPS as the language requirements in vocational training differ from the language offer in the EPS.



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Chapter I: European Public Schools in Luxembourg
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EIDE Differdange	https://portal.education.lu/eid/
EIDE Esch-sur-Alzette	https://portal.education.lu/eid/
EIMLB	https://www.eimlb.lu/fr/home
LESC	https://www.lesc.lu/
LLIS	https://lensterlycee.lu/
EIMAB	https://www.eimab.lu/