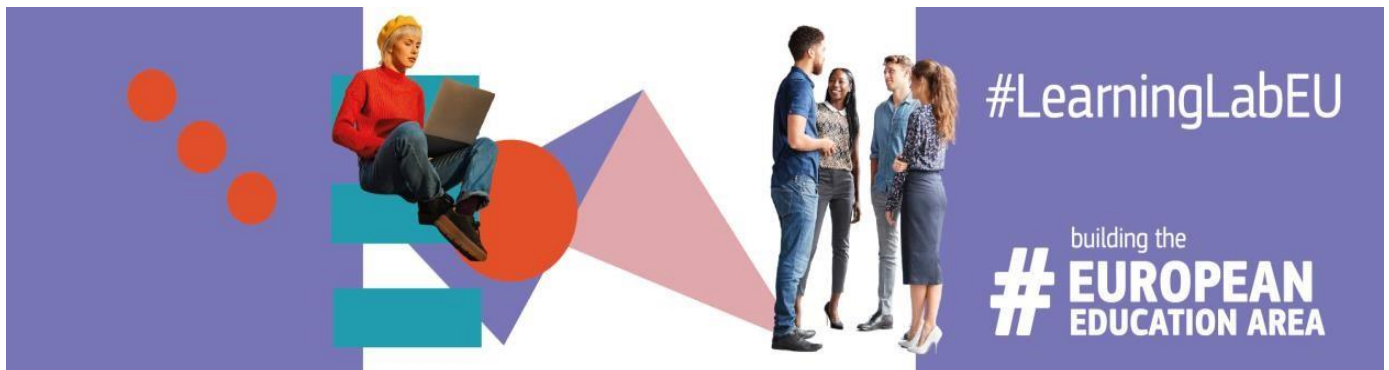




Ministry of Education, Children, and Youth's Collaboration with the Learning Lab

Strengthening Evidence-Based Education Through Pilot Evaluation

2026

Luxembourg's commitment to fostering inclusive, multilingual education has taken a significant step forward through the ALPHA – zesumme wuessen pilot project. Implemented in four pilot schools since the 2022/2023 school year, the initiative aims to better address students' language diversity and bridge the gaps in early literacy while engaging parents in the learning process.

Recognising the importance of robust evaluation in shaping effective policy, the Ministry of Education, Children, and Youth (MENJE) collaborated with the [European Commission's Learning Lab on Investing in Quality Education and Training](#), which promotes education policy evaluation practices in the EU. This partnership has provided invaluable insights into both the strengths of the pilot - particularly the evaluation strategy that supports it - and the opportunities for refining its approach as it moves toward scale-up.

The Learning Lab's feedback centred on a quantitative analysis of the pilot's data, assessing its impact on pupil outcomes, performed by the Luxembourg Centre for Educational Testing (LUCET), as well as on quantitative analysis of Ministry data, including system-level indicators such as the incidence of grade repetition. The analysis used advanced statistical techniques to measure how the programme affected children's literacy and language skills, while accounting for factors like family background, migration background and home language. This approach allowed for a more precise understanding of the programme's effectiveness. The pilot also incorporated qualitative elements, including focus groups with teachers, parents and pupils, as well as observations conducted by the responsible regional directorates and the Scientific Council.

This mixed-methods approach, using qualitative research to inform quantitative analysis, offered valuable insights into attitudinal and practical barriers to engagement that are difficult to capture quantitatively. The qualitative findings can help explain why certain quantitative trends emerge, for example, if parental engagement levels correlate with specific home-language backgrounds.

The Learning Lab highlighted the importance of the quantitative foundation, noting that it provides the evidence base necessary for informed decision-making—whether for scaling up the programme or adjusting its design. Consequently, one of the Learning Lab’s key recommendations was to expand the quantitative evaluation in future phases. Given the pilot’s relatively small sample sizes, the Learning Lab suggested a subsequent nationwide study to ensure results are generalisable across Luxembourg’s diverse pupil population. While the limited sample can be attributed to the pilot nature of the project and the high mobility of pupils in the participating schools, this potentially confounding factor should be considered when interpreting the results and assessing the robustness of the pilot sample’s longitudinal data in future evaluation stages.

Longitudinal tracking was also advised to assess whether the programme’s benefits persist over time, particularly for children from non-Luxembourgish-speaking households or those with a lower socio-economic background. This is especially relevant given that the pilot project has been implemented in four schools located in socio-economically disadvantaged areas, allowing the Ministry to test the approach in contexts where linguistic diversity and educational inequality are particularly visible.

Additionally, the Learning Lab proposed refining data collection to include children’s social networks and language use outside school, which would provide a deeper context for interpreting the findings.

This collaboration between the Ministry of Education, Children, and Youth and the Learning Lab underscores the vital role of piloting and rigorous quantitative evaluation in educational policy. By testing interventions on a smaller scale, Luxembourg can identify what works, for whom, and under what conditions—minimising risks before committing to broader implementation. The Learning Lab’s feedback also aligns with Luxembourg’s commitment to evidence-based education, ensuring that resources are directed where they can make the greatest difference. As the programme evolves, the insights gained from this evaluation will be instrumental in shaping a data-driven, adaptive approach to supporting all pupils in Luxembourg’s multilingual society.

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