

NATIONAL HIGHER EDUCATION EQUITY POLICY

Luxembourg



Policy Frameworks

Does equity with regard to supporting students from low-income or marginalized populations to enter or succeed in higher education feature in any government produced policy documents? If so, which government policy document(s) are these and can you provide website link(s) to them?

Law regarding State financial aid for higher education:

<https://cedies.public.lu/fr/publications/legislation/txtloi.html>

Law regarding the organisation of the University of Luxembourg:

<http://eli.legilux.public.lu/eli/etat/leg/loi/2018/06/27/a587/jo>

What policies and actions are described in these government policy documents in terms of supporting students from low-income or marginalized populations to enter or succeed in higher education?

- Financial aid: Part of the State financial aid is allocated according to social criteria. Special conditions are foreseen for students with a disability.
- University of Luxembourg:
 - ↳ A Commission for reasonable accommodations for users with special educational needs is created.
 - ↳ The position of Gender Equality Officer as well as a Gender Equality Commission are created.

Is there a standalone policy document dedicated to equity promotion in higher education? If so, which document(s) is/are these? Can you provide a link(s)?

No.

Which equity target groups are identified in the policy documents? (Please choose as many groups as apply in your own country)

- Low-income or lower socio-economic background students
- Gender groups
- Students with disability

Does the country have concrete targets for the participation of specific equity groups in higher education?

No concrete targets on national level have been defined so far. However, some aspects, such as gender equality, are evaluated as performance indicators in the framework of multi-annual funding agreements between the State and higher education and research institutions.

Which agency has responsibility for policies related to equity in student participation/success in higher education?

The Ministry of Higher Education and Research.

Which stakeholder groups are consulted during the equity policy formulation? (Please choose all the stakeholders that are invited to the consultation process in your own country)

- Civil society organisations
- Student Organisations/Association
- Other: Higher education institutions

Achieving Policy Targets

Are there any non-monetary instruments such as outreach work between schools and universities, reforms to university admission etc. used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?

- Commission for reasonable accommodations for users with special educational needs at the University of Luxembourg;
- Gender Equality Commission at the University of Luxembourg;
- Refugee Student Support services at the University of Luxembourg.

Are there any financial instruments such as bursaries, scholarships and loans used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?

- State financial aid for higher education, in particular grant based on social criteria and family grant, allocated according to the number of children in a household pursuing higher-education studies;
- Hardship fund at the University of Luxembourg, funded by the State.

Who is responsible for monitoring the impact of measures used to promote access/success for students from specific equity groups in higher education?

- Ministry of Higher Education and Research
- University of Luxembourg
- International quality assurance agencies

What instruments, methods and data are in place to carry out the monitoring and evaluation?

There is currently no systematic monitoring system in place. As previously mentioned, some aspects are evaluated through the performance indicators included in the multi-annual agreements concluded between the State and higher education and research institutions.

What kind of autonomy do higher education institutions enjoy in reaching the policy targets set by government?

Higher education institutions are free to define the implementation of measures in the framework set by the relevant legal provisions.

How do you see the role of inter-governmental/international organisations in supporting higher education equity policies? In which areas would be their contribution the most valuable? (1= most valuable contribution 4=least valuable contribution)

1. Facilitating peer learning, exchange of experience among countries
2. Technical assistance and capacity building
3. Policy setting
4. Financial assistance (grants, loan financing, scholarships)

COVID-19 and Equitable Access and Success in Higher Education

How, if at all, has Covid-19 affected the existence and implementation of policies designed to encourage greater access and success on higher education of those from low-income/marginalized groups?

Covid-19 has not affected the existing measures. However, some existing measures have been adapted (e.g. more flexibility in some criteria linked to state financial aid in order to take account of the special circumstances related to the pandemic) and some reinforced (e.g. additional support schemes related to the University of Luxembourg's hardship fund, such as food vouchers, Student Access to Tech Scheme, etc.)

Sources

This country brief was prepared as part of the [“ASEM National Equity Policies in Higher Education”](#) report, a collaboration between the [Asia-Europe Foundation \(ASEF\)](#) and the [National Education Opportunities Network \(NEON\)](#). The report was launched at the [8th ASEF Regional Conference on Higher Education \(ARC8\)](#) on *“Inclusive and Diverse Higher Education in Asia and Europe”* on 10 September 2021.

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