

The 2020 health crisis and its impact on education

- The work planned by the DEPP to report the situation, measure inequalities and assess the impact of the health crisis -

To shed light on the consequences of the health crisis, the Directorate of Evaluation, Forecasting and Performance Monitoring (DEPP) of the ministry in charge of education has devised different approaches based on several mechanisms. Its aim is to draw up objective observations, but also to assess the impacts and report on inequalities. The Direction also wants to collect the opinion of the actors of the education system: teachers, school heads, advisors (conseillers principaux d'éducation), inspectors, pupils and families.

Monitoring and measurement mechanisms

The period of home confinement linked to the health crisis from March to May 2020 is a unique event in the history of the school in our country. The Directorate of Evaluation, Forecasting and Performance Monitoring (DEPP), the statistical service of the Ministry of Education, has been mobilised to shed light on the health crisis and its consequences.

Throughout the coming months, the DEPP will propose analyses to assess the effects of the confinement period. These approaches will focus in particular on reporting on different situations according to the socio-demographic characteristics of pupils, families and schools.

In order to do this, the DEPP has devised different approaches, either by setting up new operations, using existing systems, or adding questions to surveys already planned. This system will make it possible to draw up a report, evaluate certain impacts and account for inequalities.

7 specific surveys

These surveys, conducted by the DEPP in May-June 2020 among representative samples of families of secondary school pupils and among the various actors in the education system, aim to gather information on their experiences, in order to assess the effects of the period of home confinement. They are designed to capture differences according to the socio-demographic characteristics of the respondents and of the schools concerned. Several aspects are addressed: the organisation and implementation of pedagogical continuity, the pedagogical relationship with pupils, the tools and resources used, the work required of pupils, the working conditions in the context of confinement.

[Surveys on the monitoring of schooling during the health crisis from March to May 2020](#)

Panel studies on students entering grade 1 in 2011: additional questions asked to the families

The DEPP has been monitoring these students since 2011. 2020 corresponds to the last year of secondary school for the vast majority of them. It was decided to add questions on the period of confinement to this survey.

Data from the report on the beginning of the 2020 school year

These data will make it possible to assess the impact in terms of dropping out and orientation.

A focus on students with disabilities

The DEPP will mobilise its panel studies on students with disabilities by adding specific questions.

Questions in the various public policy evaluation mechanisms

Specific questions will be added in the mechanisms designed to evaluate the “digital plan” (*plan numérique*) and the “duplication of classes in grade 1” (*dédoublage des classes en CP*) in priority education.

Comprehensive national assessments in grade 1, 2, 6 and 10

The results of the assessments will be used to estimate the impact of the crisis: the aim is to shed light on the issue of inequalities in pupil learning achievements in relation to 2019, according to gender, social origin, age and geographic region. In addition, new questionnaires will be added to these exhaustive national assessments:

- For grades 1 and 2: questionnaires to school heads and pupils
- For grades 6 and 10: short questionnaire to pupils at the end of the 1st evaluation sequence and a more complete questionnaire for the 6th grade sample experiments designed with the national education scientific council (*Conseil scientifique de l'éducation nationale*).

Panel studies on pupils entering grades 1 and 2 at the start of the 2020 school year

The objective of monitoring these panels is to refine the analyses on a sample and to anticipate the year 2020-2021, probably still impacted by the consequences of the health crisis. The DEPP will therefore set up longitudinal monitoring:

- Panel of about 1,000 schools, monitored from September 2020, over two years. At the start of the new school year, a survey will be carried out among families, then in January 2021 among pupils and teachers.
- Follow-up of two cohorts of pupils (grades 1 and 2), *ad-hoc* assessments at the end of grade 1 (to measure a “holiday effect”) and at the end of grade 2.

Monitoring the employment of pupils and apprentices leaving the education system in 2020

At the beginning of 2021, the DEPP will publish the first results of the new system for measuring the integration of school leavers (in 2019) from vocational training into the labour market, *InserJeunes*. During the course of the year, this system will then provide successive measurements of the employment rate of young people at different dates: January 2020 (pre-confinement), July 2020 (post-confinement) and January 2021. Comparison of the first two points will make it possible to analyse how the employment of young people leaving the system has been affected by the period of confinement (March-June 2020). The January 2021 point will also make it possible to compare two generations, since the employment rate of both those leaving the education system in June 2019 (thus not affected by the confinement) and those leaving in June 2020 (just after the confinement) will be known at that date.