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## Health crisis of 2020 and pedagogical continuity

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► **To cite this version:**

Meriam Barhoumi, Laurent Blouet, H el ene Michaudon, Axelle Charpentier, Sophie Cristofoli, et al..  
Health crisis of 2020 and pedagogical continuity: the students have learned satisfactorily. 2020, pp.  
1-4. 10.48464/ni-20-26-eng . halshs-03727191

**HAL Id: halshs-03727191**

**<https://shs.hal.science/halshs-03727191>**

Submitted on 19 Jul 2022

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## Health crisis of 2020 and pedagogical continuity: the students have learned satisfactorily

- ▶ Almost eight out of ten parents consider the activities offered to their child during the March-May 2020 confinement period to be beneficial, and seven out of ten teachers say they were generally satisfied with the way their students learned.

The vast majority of middle and high school students, for their part, claim they encountered few material or organizational difficulties in carrying out the expected school work. On the other hand, a third of them say they lacked the motivation to do it.

When asked about the possible impact of distance learning, the teachers emphasize the progress made by the students in terms of autonomy and mastery of digital tools. Parents confirm this gain in autonomy and two-thirds believe that their child has maintained his or her level of learning. Six out of ten consider that their child has discovered new methods.

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### WHAT KIND OF SCHOOL EXPERIENCE IN MIDDLE HIGH AND HIGH SCHOOL?



**79%**  
of parents say  
that the activities  
offered were  
beneficial



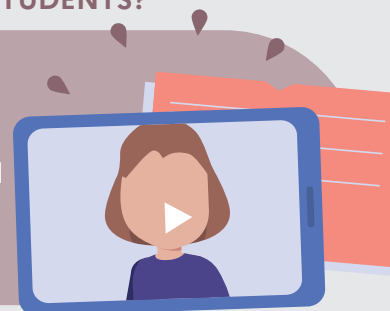
**68%**  
of the teachers say that  
the students learned  
satisfactorily

### WHAT AUTONOMY FOR MIDDLE AND HIGH SCHOOL STUDENTS?

**60%**  
of parents say that their  
child has become more  
independent

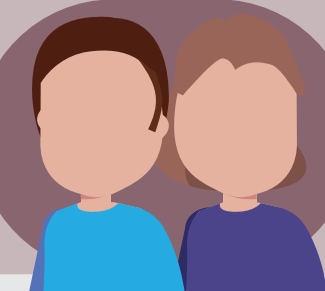


**85%**  
of students reported  
being able to work  
independently



### WHAT FOLLOW UP OF STUDENTS BY THEIR TEACHERS?

School teachers  
estimate that they have  
maintained contact with  
**94%**  
of the students in their class



Middle and high school teachers  
estimate that they have  
maintained contact with  
**90%**  
of the students in their class

► During the period of containment related to the health crisis from March to May 2020, the DEPP conducted seven surveys among parents of secondary school students and their children, primary, middle and high school teachers, and their management staff, educational inspectors and educational counselors.

More than 100,000 people were interviewed in May 2020 to gather information of various kinds on how all the members of the education system experienced this period of confinement. These surveys only covered this period and therefore say nothing about what may have taken place after May 11, 2020.

Based on an initial analysis of these data, the DEPP is offering this publication and a dossier available on its website ([education.gouv.fr/etudes-and-statistics](http://education.gouv.fr/etudes-and-statistics)).

This dossier deals with many questions, both in terms of the organization of the system and the feelings of the various persons interviewed. All the answers are, of course, valuable, but a first topic naturally comes to mind: what assessment can be made of this period in terms of learning and student autonomy, from the point of view of teachers, educational managers, parents and students? The answers are to be considered with the exceptional and sudden nature of a confinement that affected more than twelve million students.

During this period of confinement, primary school teachers estimate that they were not able to keep up with an average of 6% of the students in their class.

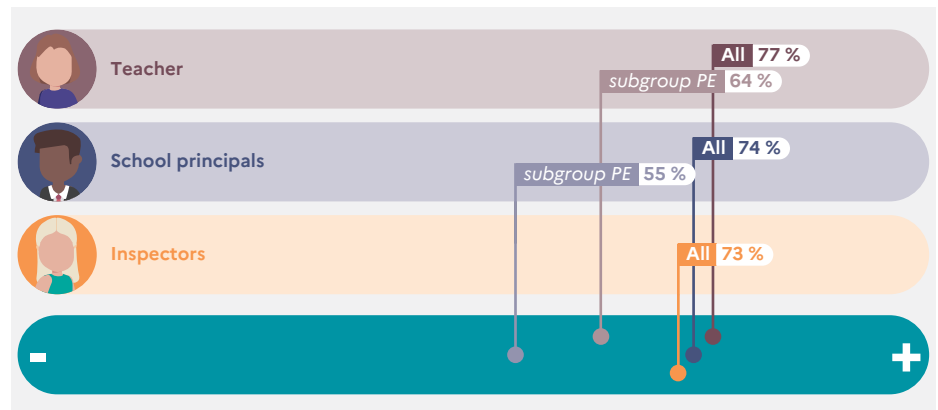
For middle and high school teachers, the proportion of students in their class that they were unable to follow up is estimated at 10%.

### A majority of the teachers consider that the students learned satisfactorily

The majority of teachers consider that the students have learned satisfactorily: 77% of primary school teachers consider that the students have learned satisfactorily, while 68% of secondary school teachers consider that the students have learned satisfactorily, ► figures 1 and 2. It was also interesting to learn about the views of key actors in the school system on this issue, even if they are not directly in charge of teaching.

In secondary education, 63% of pedagogical inspectors, relying on the support they have provided to teachers, also consider that the students have learned satisfactorily. For their part, the education counselors (CPEs), school administrators and principals were able to perceive the learning situation by being in

### ► 1 Satisfaction with student learning as reported by primary school staff, in %



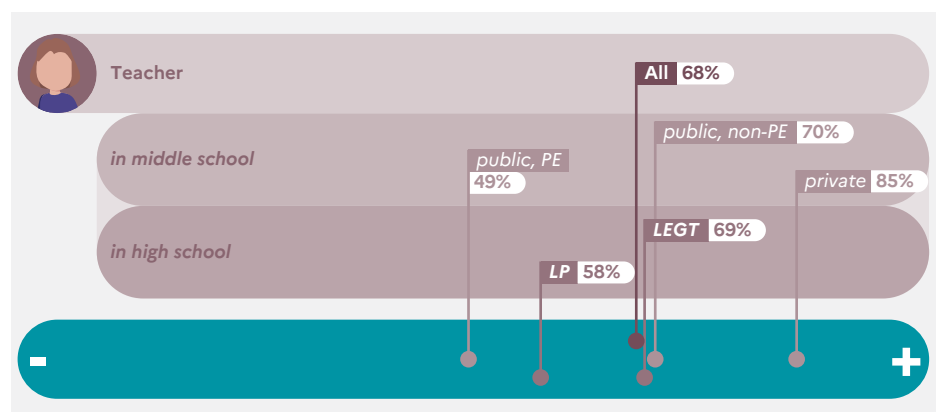
**Reading:** 77% of primary school teachers believe that the students in their reference class learned in a fairly or completely satisfactory manner during the implementation of the pedagogical continuity system, between March and May 2020.

**Field:** Metropolitan France + DROM.

**Source:** MENJS-DEPP, surveys on pedagogical continuity among families and National Education staff, 2020.

Réf. : Note d'Information, n° 20.26. © DEPP

### ► 2 Satisfaction with student learning according to secondary school teachers, in %



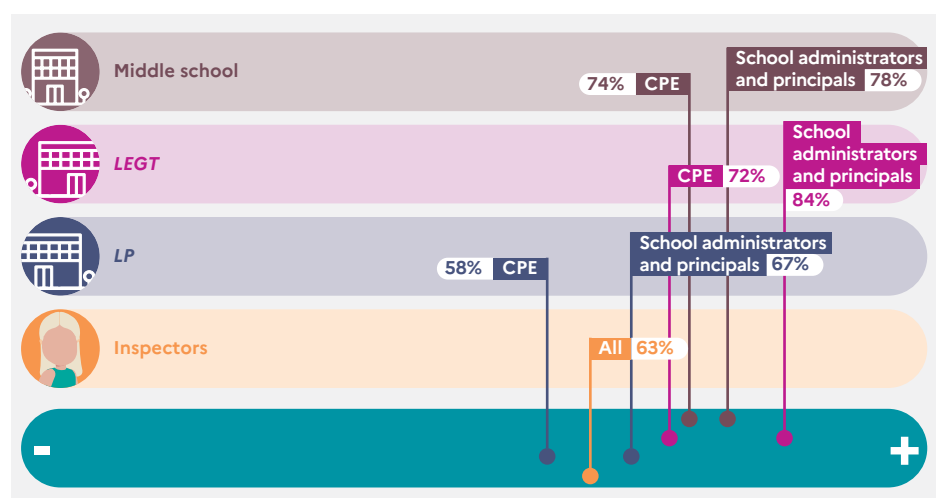
**Reading:** 68% of secondary school teachers consider that the students in their reference class learned in a fairly or completely satisfactory manner during the implementation of the pedagogical continuity system, between March and May 2020.

**Field:** Metropolitan France + DROM.

**Source:** MENJS-DEPP, surveys on pedagogical continuity among families and National Education staff, 2020.

Réf. : Note d'Information, n° 20.26. © DEPP

### ► 3 Satisfaction with student learning as reported by secondary school staff, in %



**Reading:** at the middle school level, 78% of management staff believe that students learned in a fairly or very satisfactory manner during the implementation of the pedagogical continuity system, between March and May 2020.

**Field:** Metropolitan France + DROM.

**Source:** MENJS-DEPP, surveys on pedagogical continuity among families and National Education staff, 2020.

Réf. : Note d'Information, n° 20.26. © DEPP

regular contact with the families and the students themselves.

The CPEs of *collèges* (middle schools), *lycées d'enseignement général et technologique* (LEGT / high school) and of *lycées professionnels* (LP : vocational school) respectively (74%, 72% and 58%) consider this period to be satisfactory in terms of student learning. This is also the case for 78% of *collège* principals, 84% of LEGT principals and 67% of LP principals ▶ **figure 3**. In primary education, 73% of inspectors and 74% of school principals consider that student learning was fairly or very satisfactory ▶ **figure 1**.

### However, this assessment varies according to the level of schooling and the educational sector

The surveys also make it possible to measure this feeling according to the different sectors of schooling, public with or without belonging to priority education (PE) and private schools, as well as according to the level and type of education in secondary education ▶ **figures 1 and 2**.

In primary education, the assessment of teachers in priority education schools appears to be worse than the average for all sectors combined, since only 64% of teachers in priority education schools have a positive view of student learning during the period when schools are closed, compared with 77% of all primary school teachers. This difference is confirmed by the responses of school principals, 74% of whom were generally satisfied with student learning, compared with 55% of those working in priority education ▶ **figure 1**.

In secondary education, overall, the level of satisfaction, for both managers and teachers, is higher in LEGT than in *collège* or LP.

At the middle school level (as at the primary level), the differences between sectors of schooling are very marked: 85% of teachers in private education say they are satisfied with student learning during the period of confinement, compared with 70% of their colleagues in non priority education schools. In priority education, only one out of two teachers report that they are satisfied with student learning ▶ **figure 2**.

### 8 out of 10 parents of middle and high school students surveyed believe that what has been proposed to their child was profitable

Parents of middle and high school students were asked whether they considered the

school work offered to their child by the teachers to be beneficial.

This is the case for at least three-quarters of the parents, with little difference according to the level of schooling. The level of satisfaction of parents of middle school students is 6 points higher (81%) than that of parents of high school students in the General and Technological or Vocational schools (75%) ▶ **figure 4**.

### A small proportion of middle and high school students report having experienced material difficulties when working

Secondary school students were asked about any difficulties they may have regarding the school work to be done during this period. Only 19 per cent of middle and high school students said they often or very often had difficulty organizing themselves, and only 14 per cent said they often or very often had difficulty understanding instructions ▶ **figure 5**.

Few also report having had difficulty working independently (15% often or very often), but nearly two in five students report that they lacked motivation often or very often. Students reporting material difficulties (other than those that might be related to the difficulties of functioning of numerical tools) are very much in the minority. On the contrary, nine out of ten students consider that they did not lack space at home and almost eight out of ten never lacked equipment. More than one-third of students have never experienced computer difficulties;

for those who did, these difficulties were episodic (41%) rather than recurrent (25%).

### Teachers, educational managers and parents identify beneficial effects of the period of pedagogical continuity

Beyond the views of parents, students and educational actors on the period of confinement and pedagogical continuity, one can wonder about the possible positive or less positive effects of this situation for the future.

Teachers were questioned on several areas likely to have been positively impacted by the participation of students in the pedagogical continuity system. Among these, six are key levers of student learning ▶ **figure 6**.

At the secondary level, teachers' opinions are divided on the positive impact of the period on student collaboration or the school-family bond.

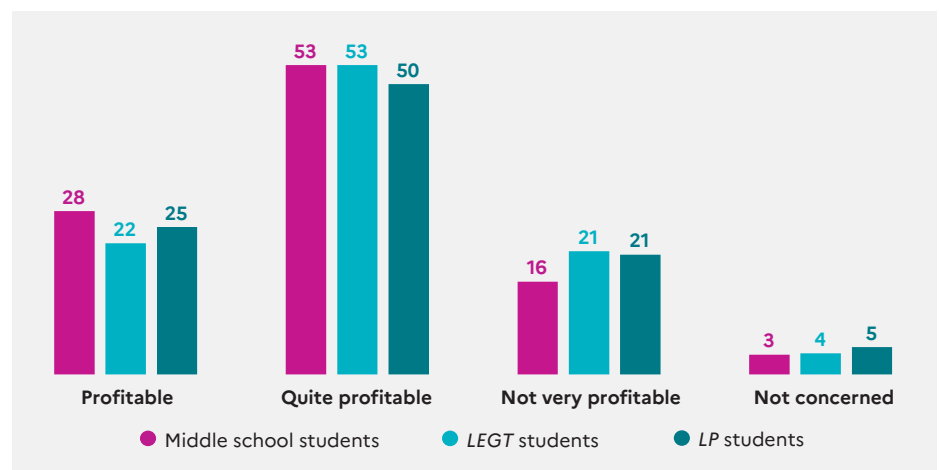
On the other hand, almost eight out of ten teachers agree that the period had a positive impact on students' digital skills and autonomy.

More than one teacher in two identifies a beneficial effect on the amount of work provided.

However, a clear majority of teachers (62%) consider that this period will not have a positive effect on students' motivation, thus agreeing with the students' statements.

Finally, only 10% of the teachers consider that this period could have positive effects on the reduction of school inequalities.

### ▶ 4 Opinion of parents of middle school and high school students on the school activities offered to their child by teachers, in %



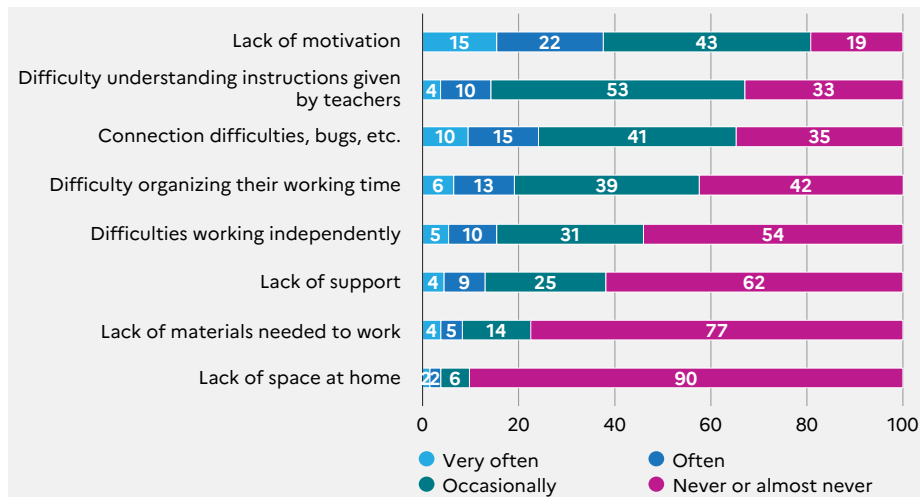
**Reading:** for 28% of parents of middle school students, the school activities proposed by teachers were profitable during the confinement period, between March and May 2020.

**Field:** Metropolitan France + DROM.

**Source:** MENJS-DEPP, surveys on pedagogical continuity among families and National Education staff, 2020.

Réf. : Note d'Information, n° 20.26. © DEPP

► 5 Difficulties encountered in relation to school work according to middle and high school students, in %



**Reading:** 15% of middle and high school students say they very often experienced a lack of motivation during the implementation of the pedagogical continuity system, between March and May 2020.

**Field:** Metropolitan France + DROM.

**Source:** MENJS-DEPP, surveys on pedagogical continuity among families and National Education staff, 2020.

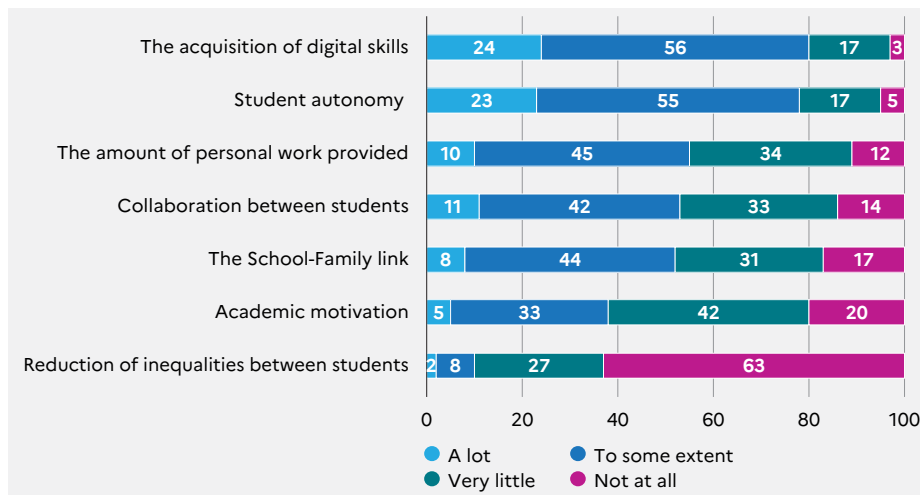
Réf. : Note d'Information, n° 20.26. © DEPP

If only four out of ten parents consider their child progressed, six in ten feel he or she has discovered new ways of learning and has become more autonomous

Of the parents surveyed, 60 per cent claimed that the acquisition of new learning methods and a greater autonomy are positive points for their child.

With regard to learning during this period of school closure, 66% of parents consider that the level of learning has been maintained, but only 41% consider that their child has made progress in its learning and 37% consider that he or she has been able to improve his level in certain subjects ► figure 7. ■

► 6 Positive impacts on students, according to secondary school teachers, in %



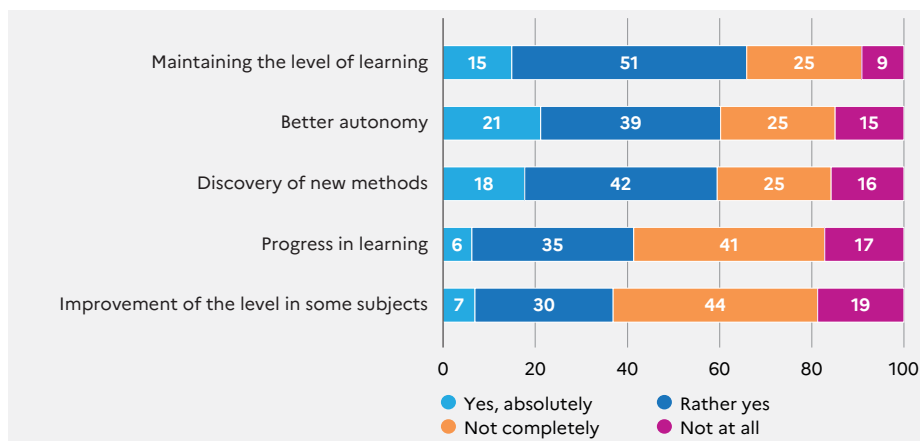
**Reading:** 56% of secondary school teachers believe that the implementation of the pedagogical continuity system between March and May 2020 could, to some extent, have a positive impact on the acquisition of digital skills by students.

**Field:** Metropolitan France + DROM.

**Source:** MENJS-DEPP, surveys on pedagogical continuity among families and National Education staff, 2020.

Réf. : Note d'Information, n° 20.26. © DEPP

► 7 The assessment by parents of middle and high school students in terms of learning, in %



**Reading:** 15% of parents of middle and high school students strongly agree with affirmation that their child maintained learning levels during the school closure period between March and May 2020.

**Field:** Metropolitan France + DROM.

**Source:** MENJS-DEPP, surveys on pedagogical continuity among families and National Education staff, 2020.

Réf. : Note d'Information, n° 20.26. © DEPP

**TO FIND OUT MORE**  
Check the Note d'Information 20.26, its complementary figures and data on [education.gouv.fr/etudes-et-statistiques](http://education.gouv.fr/etudes-et-statistiques)