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Luxembourg

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What has the COVID-19 crisis done to
our education system?

First insights from the November 2020 ÉpStan

Prof. Dr Antoine Fischbach, Head of LUCET | 22.04.21 | Luxembourg













LUCET

Luxembourg Centre for Educational Testing

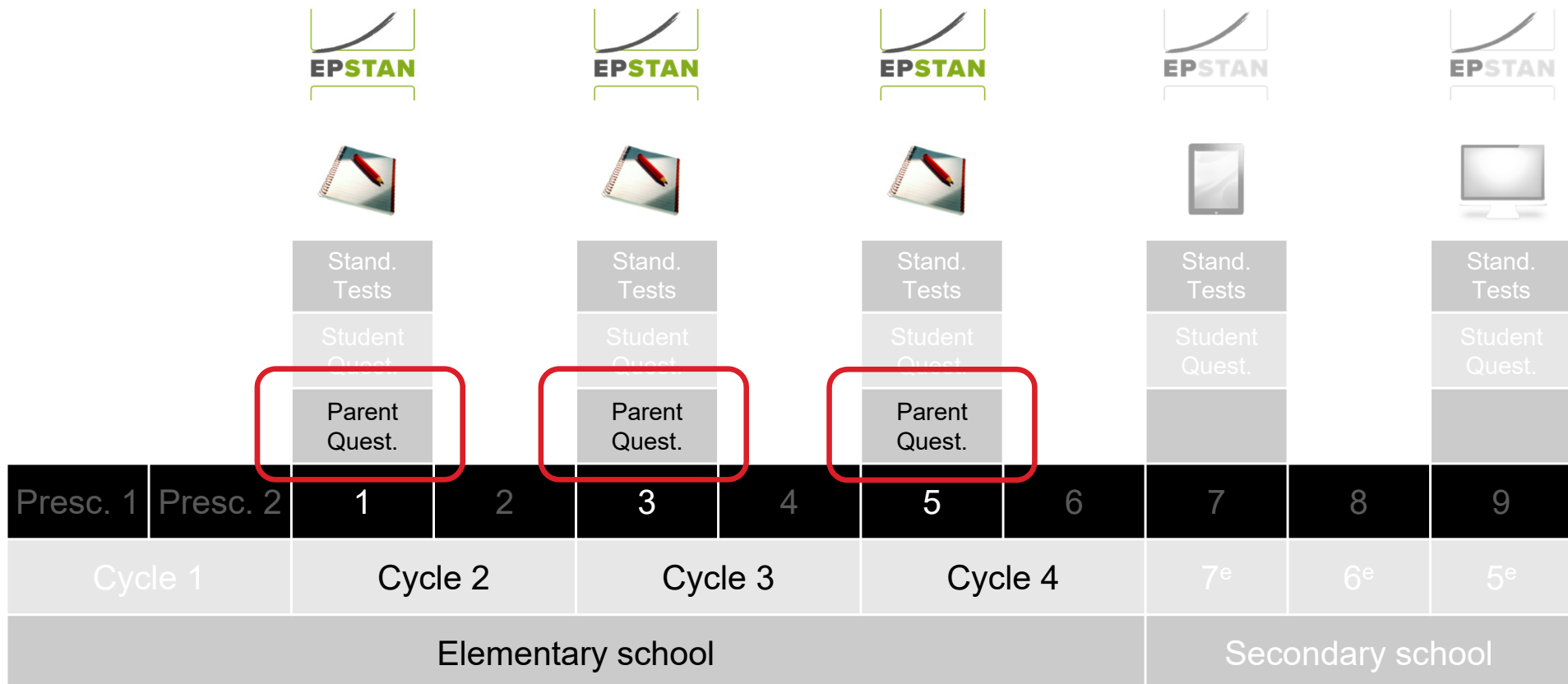


Épreuves Standardisées | ÉpStan

The Luxembourg School Monitoring Programme

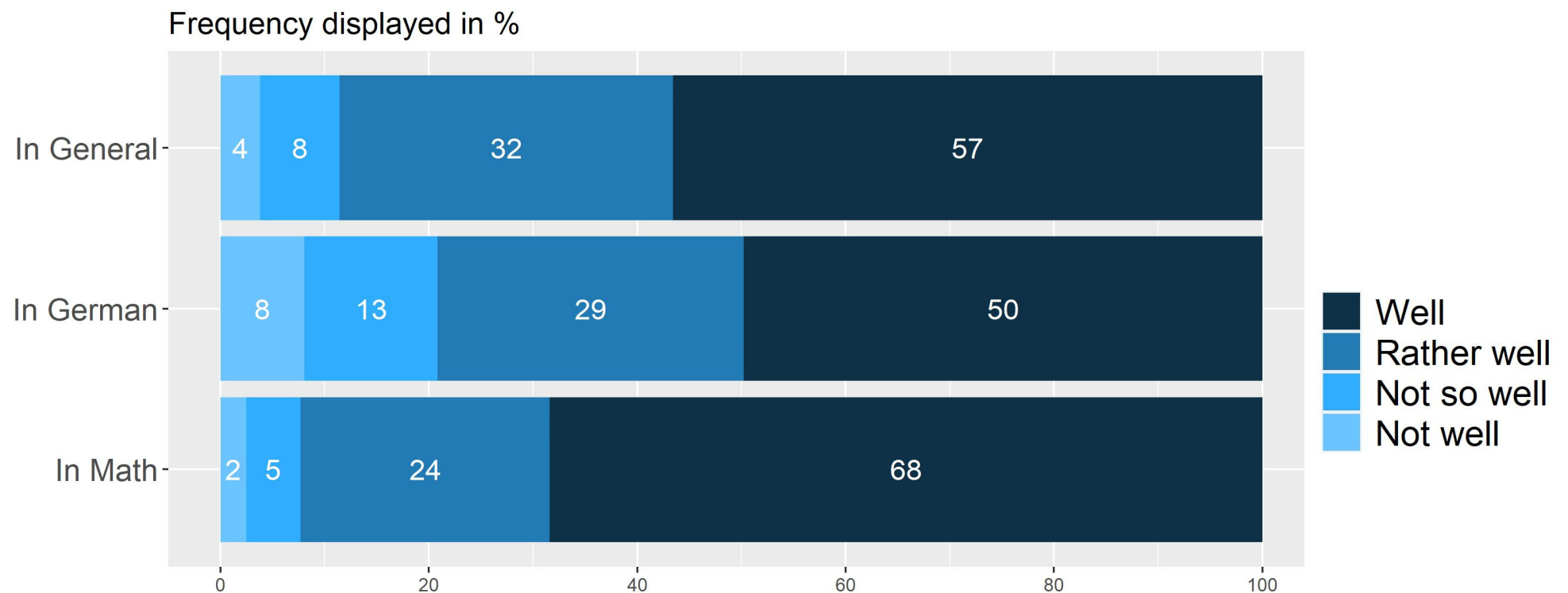
											
											
		Stand. Tests		Stand. Tests		Stand. Tests		Stand. Tests		Stand. Tests	
		Student Quest.		Student Quest.		Student Quest.		Student Quest.		Student Quest.	
		Parent Quest.		Parent Quest.		Parent Quest.					
Presc. 1	Presc. 2	1	2	3	4	5	6	7	8	9	
Cycle 1		Cycle 2		Cycle 3		Cycle 4		7 ^e	6 ^e	5 ^e	
Elementary school								Secondary school			

Elementary school parent questionnaire



Elementary school parent questionnaire

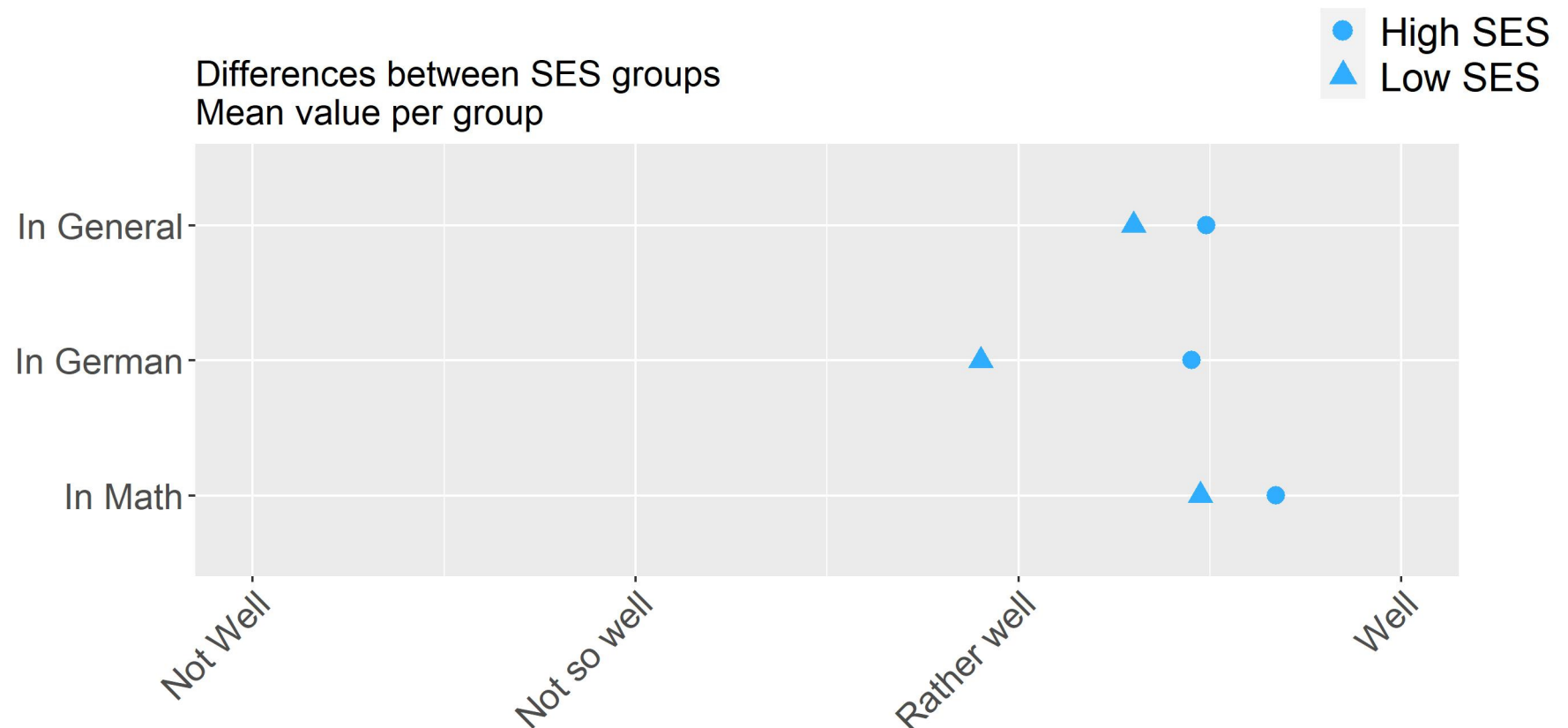
How well did the students cope with home-schooling?



- Across all Grades (here exemplified for Grade 3), students coped rather well in general, Math (and French in Grade 5), however German was perceived to be more challenging.

Elementary school parent questionnaire

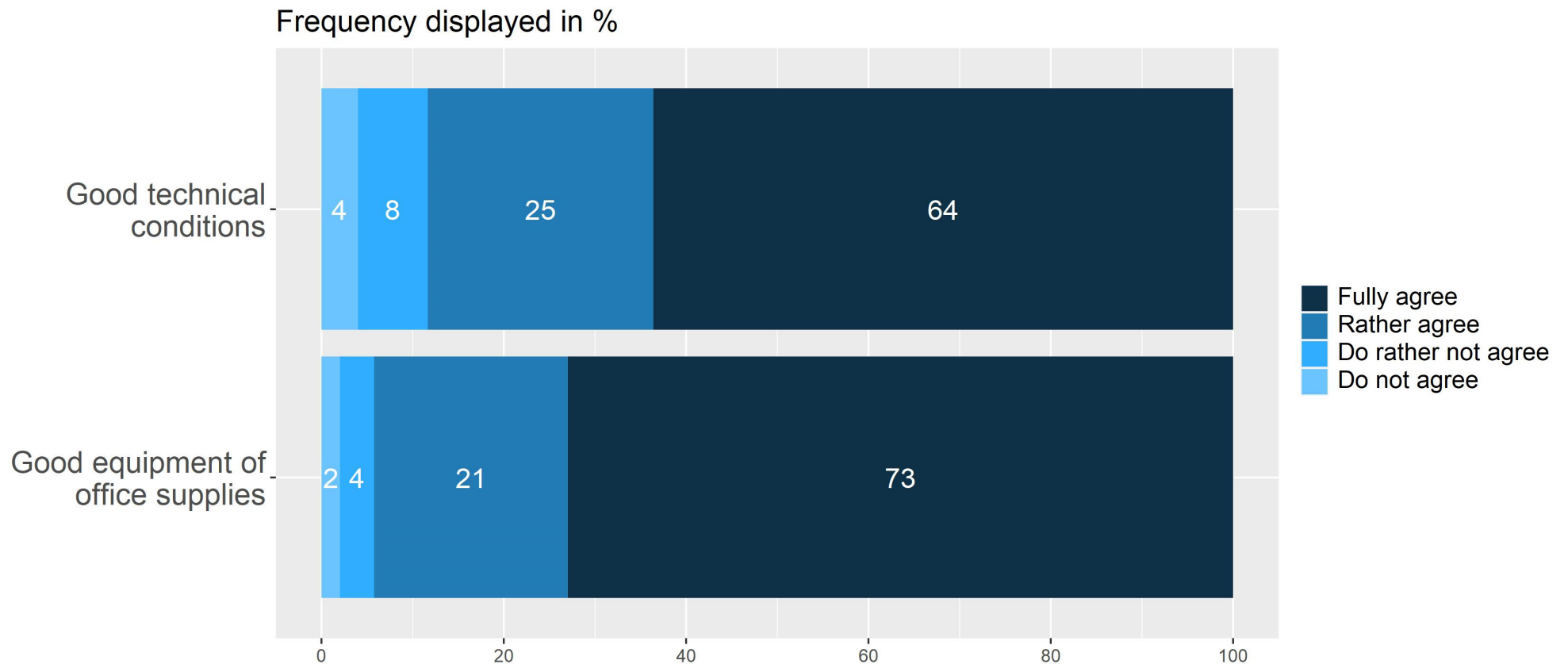
How well did the students cope with home-schooling? | by SES



- Especially those who are socio-economically disadvantaged (and/or not Luxembourgish/German-speaking at home) reported to cope less well with home-schooling in German (here exemplified for Grade 3).

Elementary school parent questionnaire

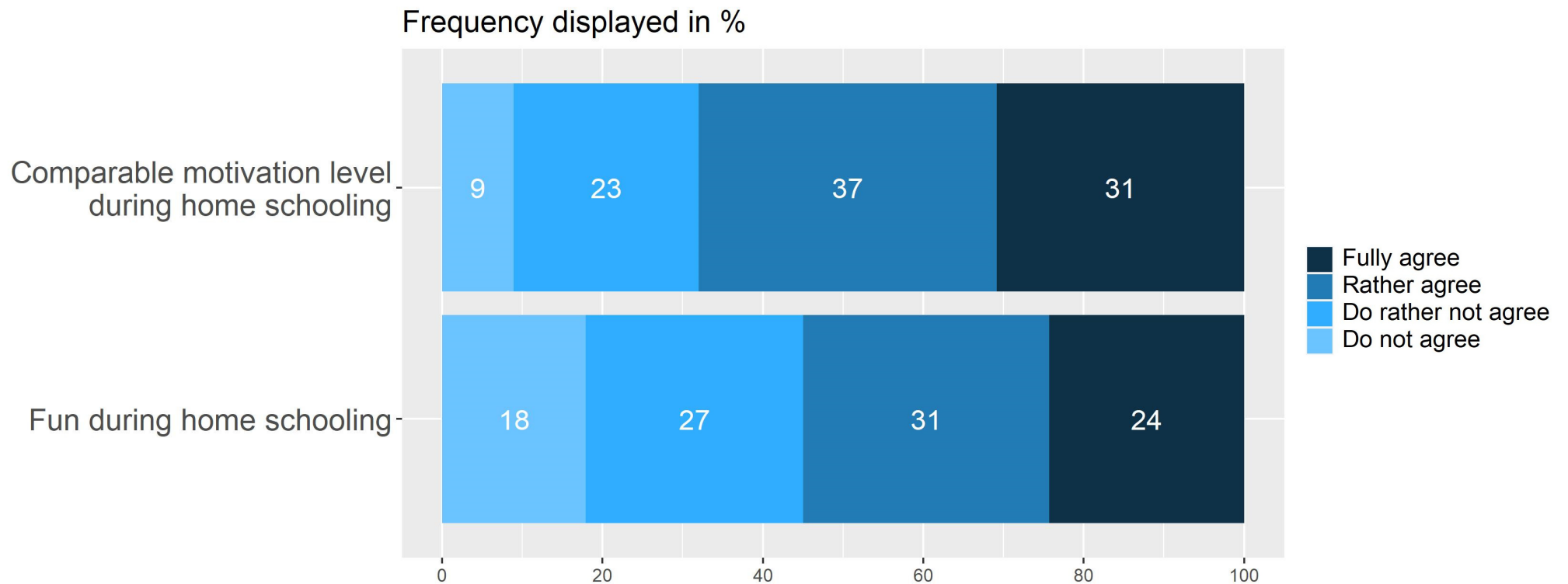
Home-schooling conditions



- Across all Grades (here exemplified for Grade 3), infrastructure was not really an issue, but was slightly more favourable for socio-economically advantaged households.

Elementary school parent questionnaire

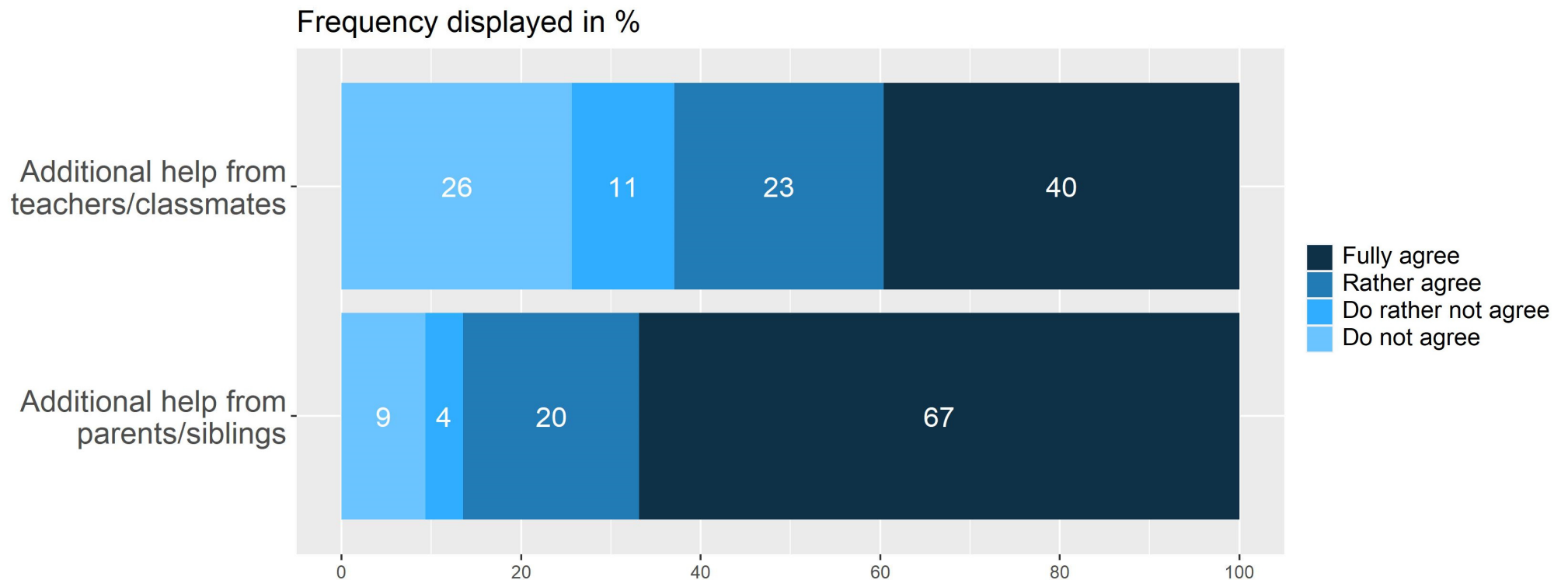
How did the students feel about home-schooling?



- Motivation was mostly comparable to regular school settings (here exemplified for Grade 3), but parents had rather mixed perceptions about fun during home-schooling.

Elementary school parent questionnaire

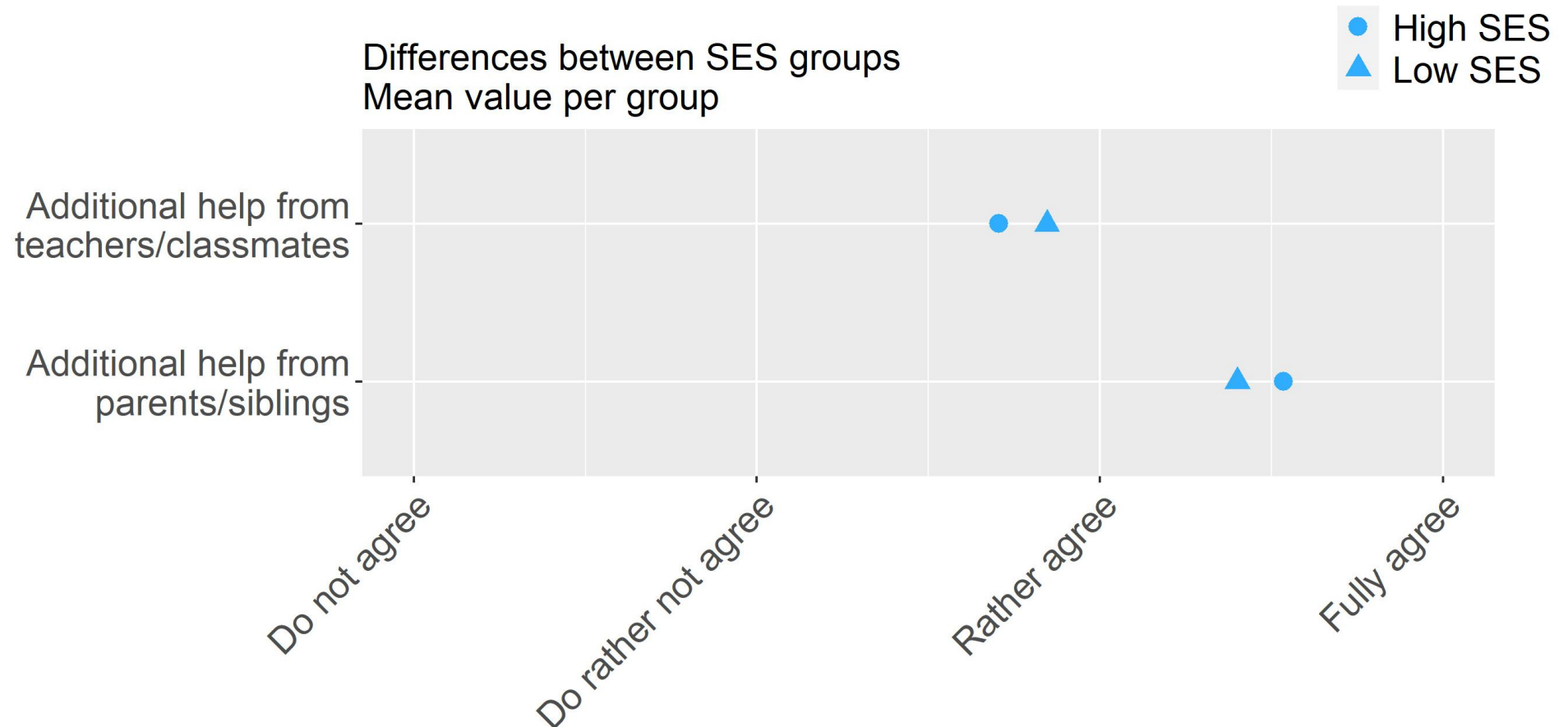
Perceived support during home-schooling



- Although the majority of parents reported to have received additional help from teachers/classmates, a quarter clearly disagreed (here exemplified for Grade 3).

Elementary school parent questionnaire

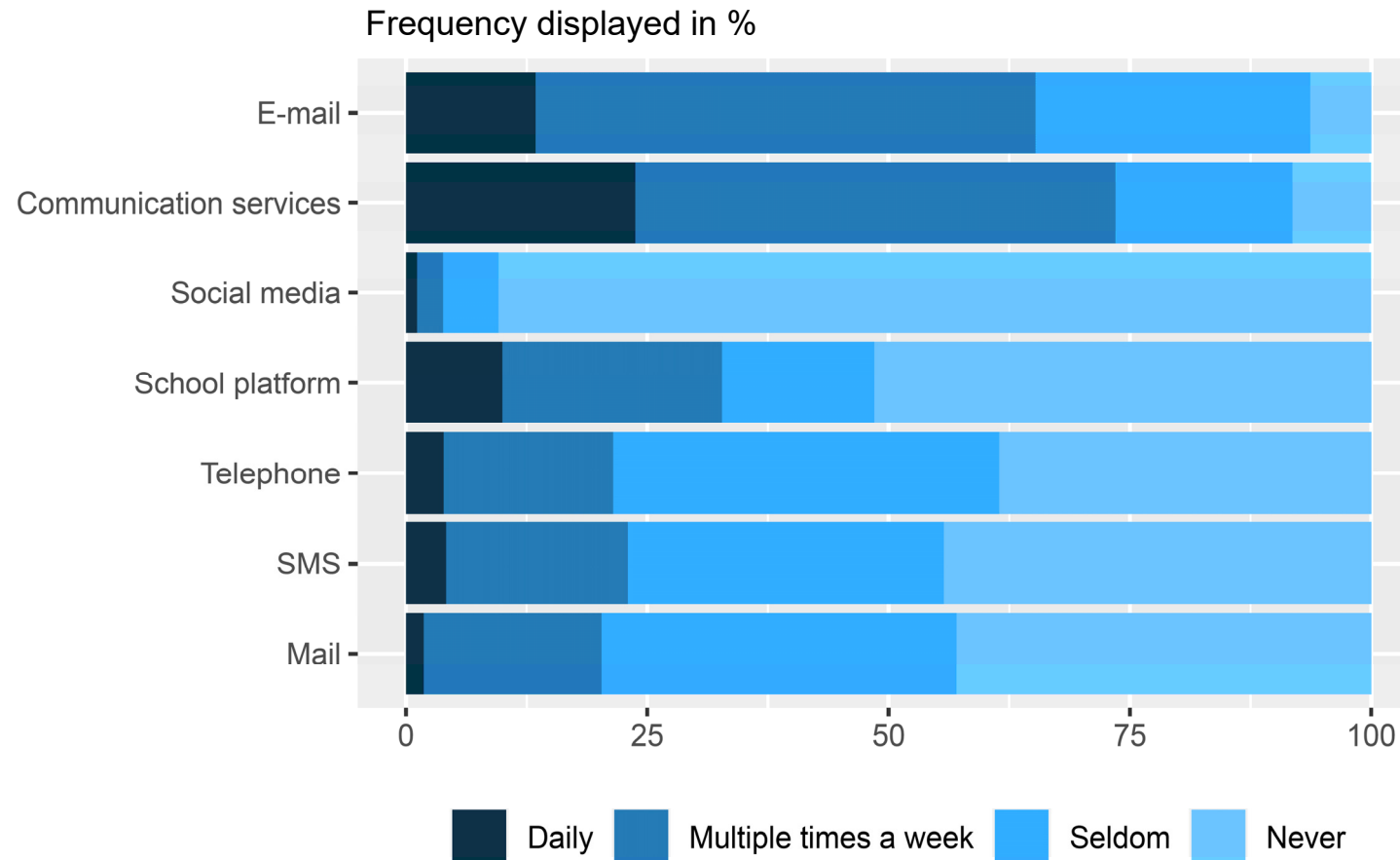
Perceived support during home-schooling | by SES



- Teachers seem to have differentiated their additional support, depending on who might have needed it more (here exemplified for Grade 3).

Elementary school parent questionnaire

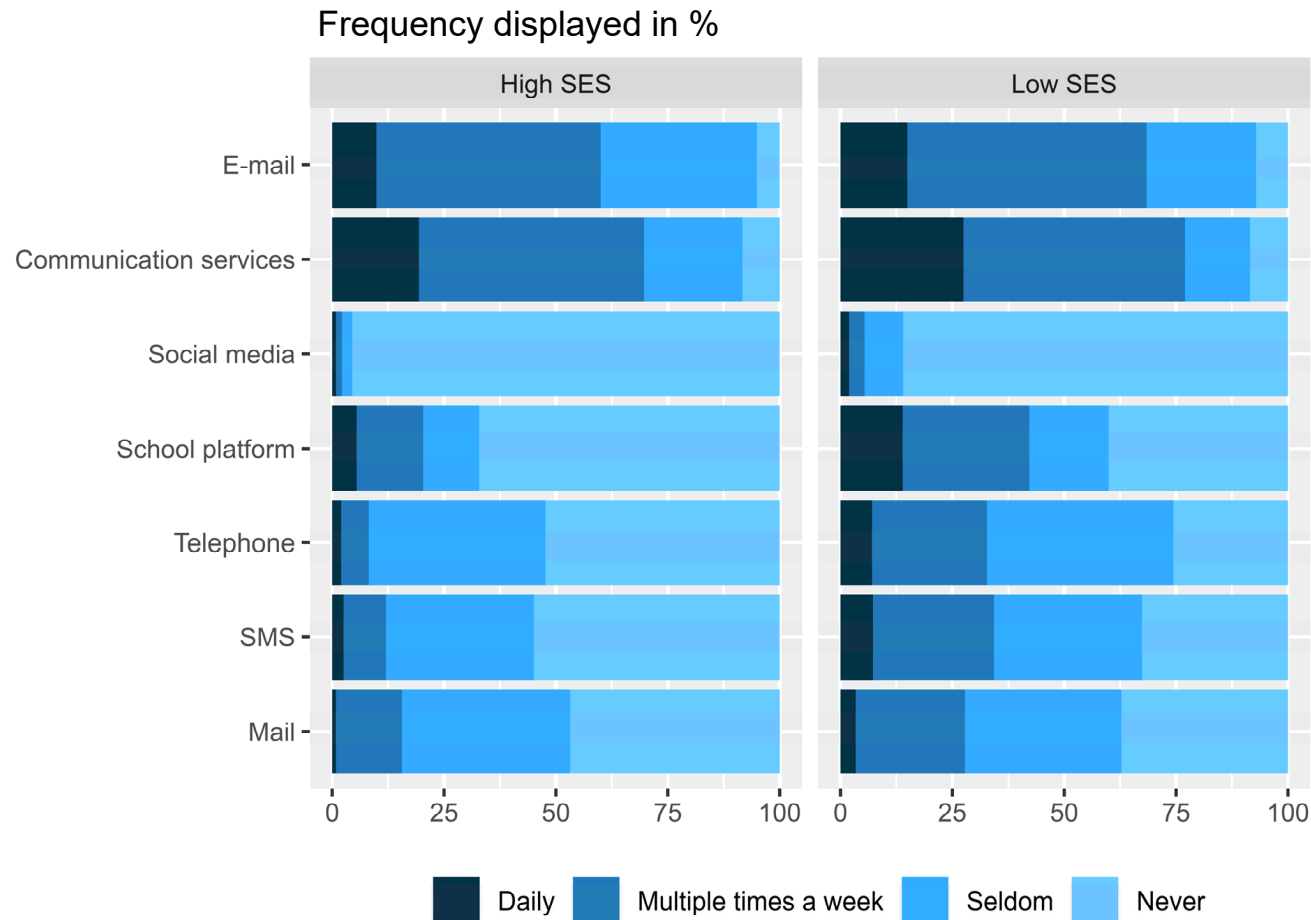
Contact with teachers



- Teachers and parents/students had very regular contact (here exemplified for Grade 3); mostly using e-mail or communication services (e.g., Teams, Zoom).

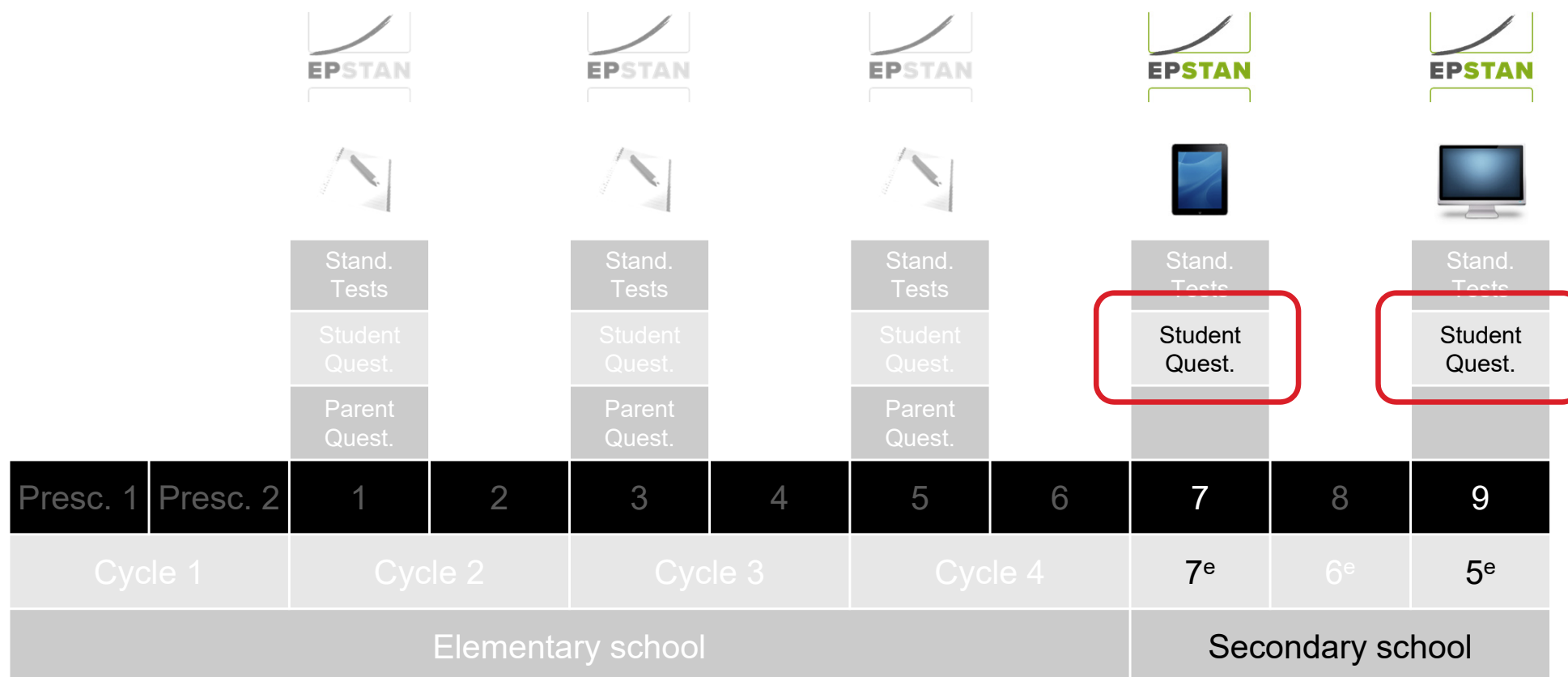
Elementary school parent questionnaire

Contact with teachers | by SES



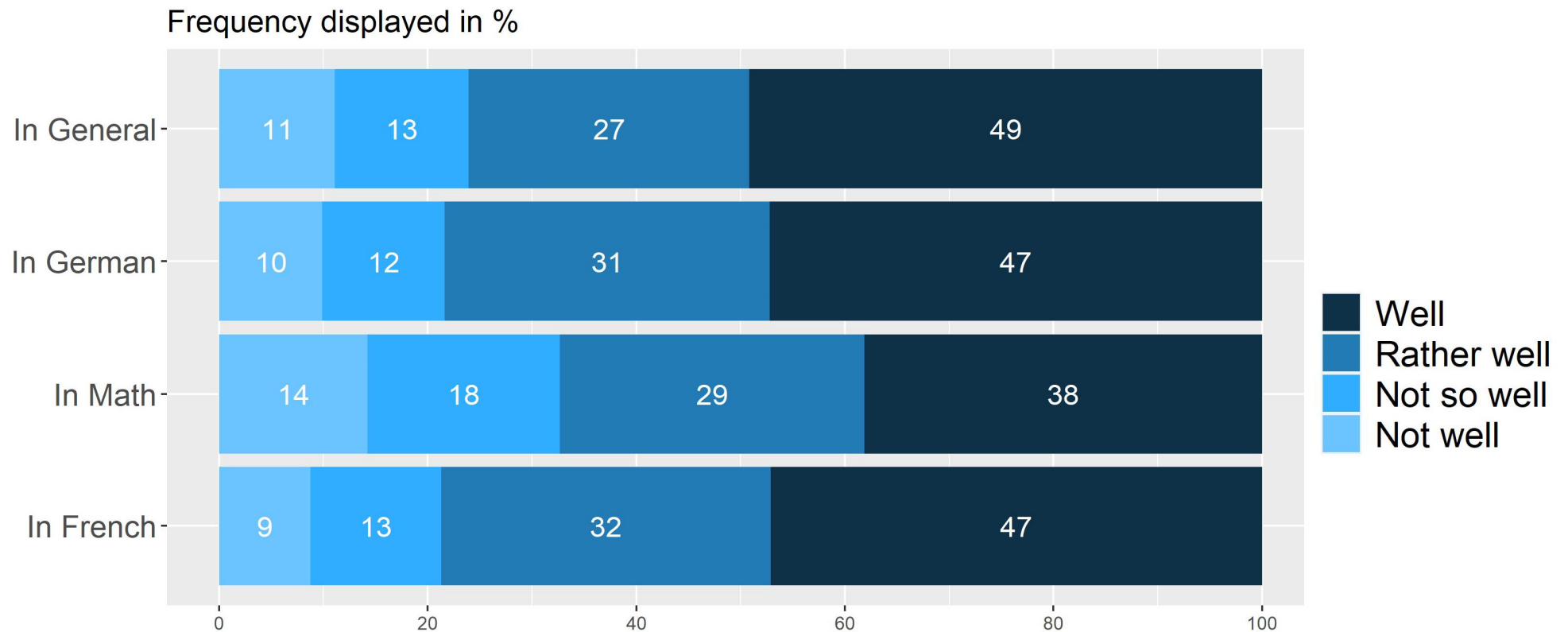
- Teachers communicated differently, depending on the students' backgrounds (here exemplified for Grade 3).

Secondary school student questionnaire



Secondary school student questionnaire

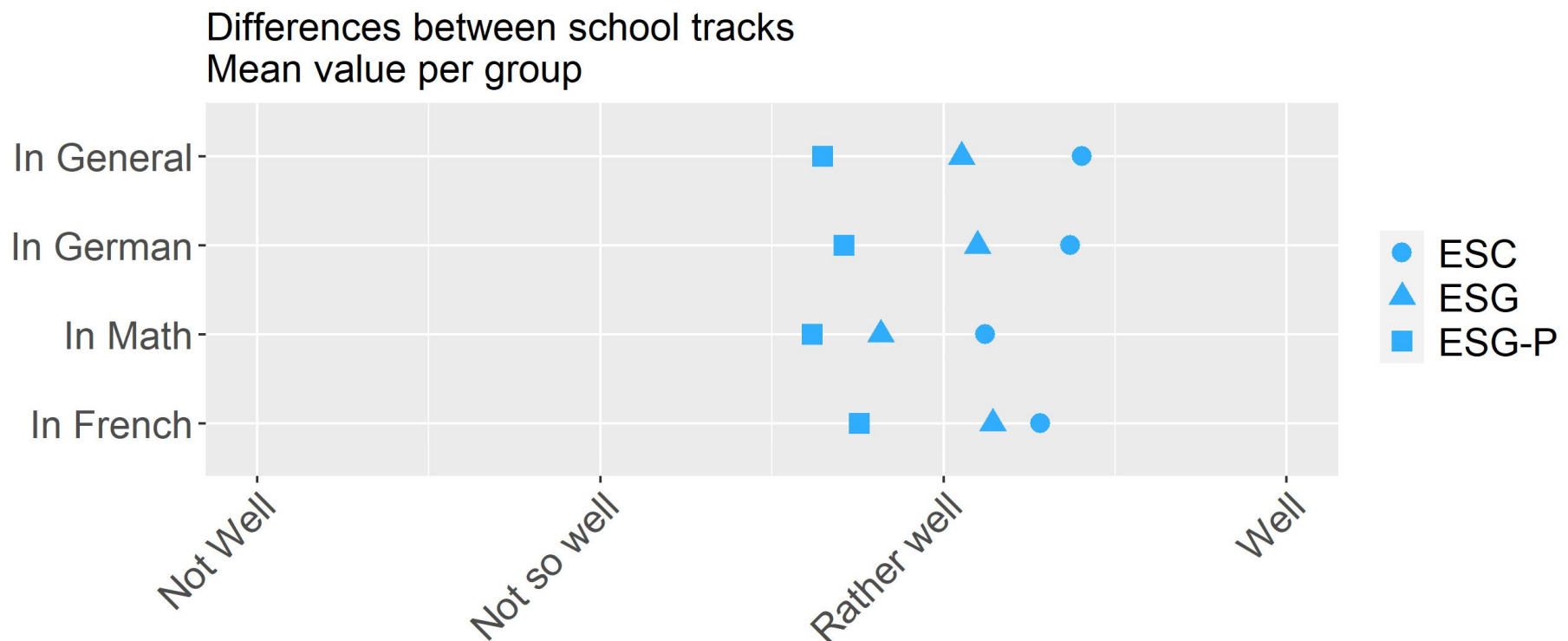
How well did the students cope with home-schooling?



- Across all Grades (here exemplified for Grade 9), students coped rather well in general, however Math was perceived to be more challenging.

Secondary school student questionnaire

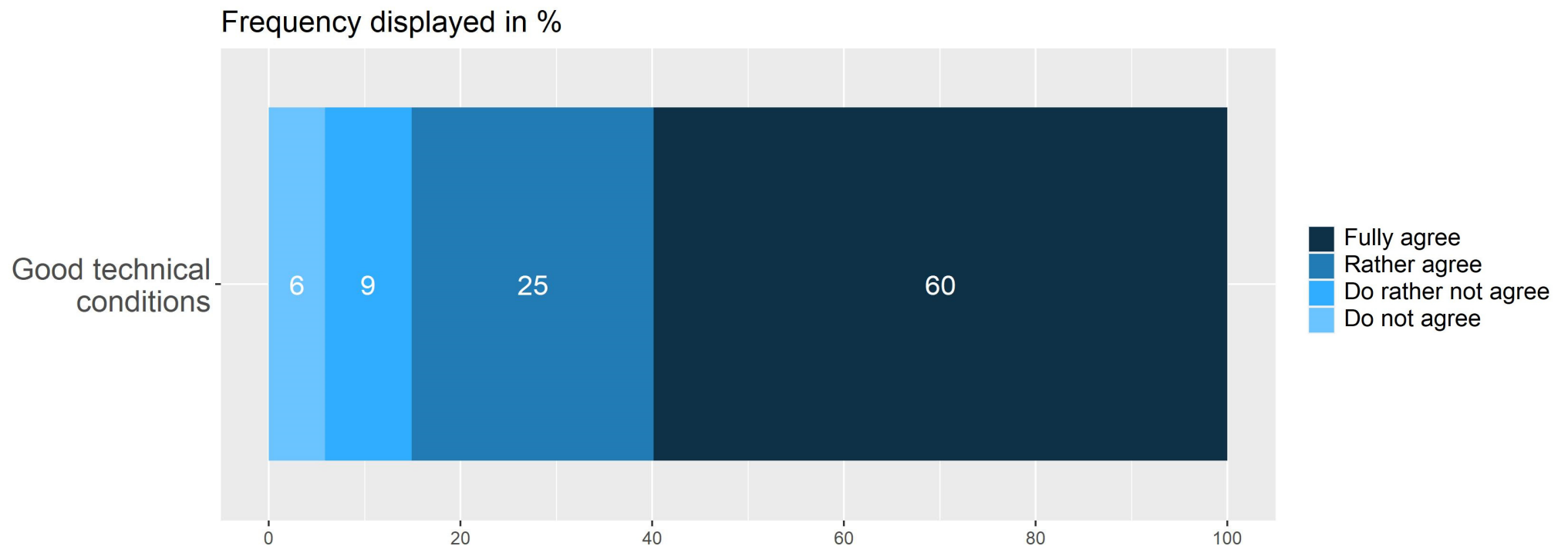
How well did the students cope with home-schooling? | by track



- The lower the track, the less well did students cope with the home-schooling situation (here exemplified for Grade 9); Math was more problematic for all tracks.

Secondary school student questionnaire

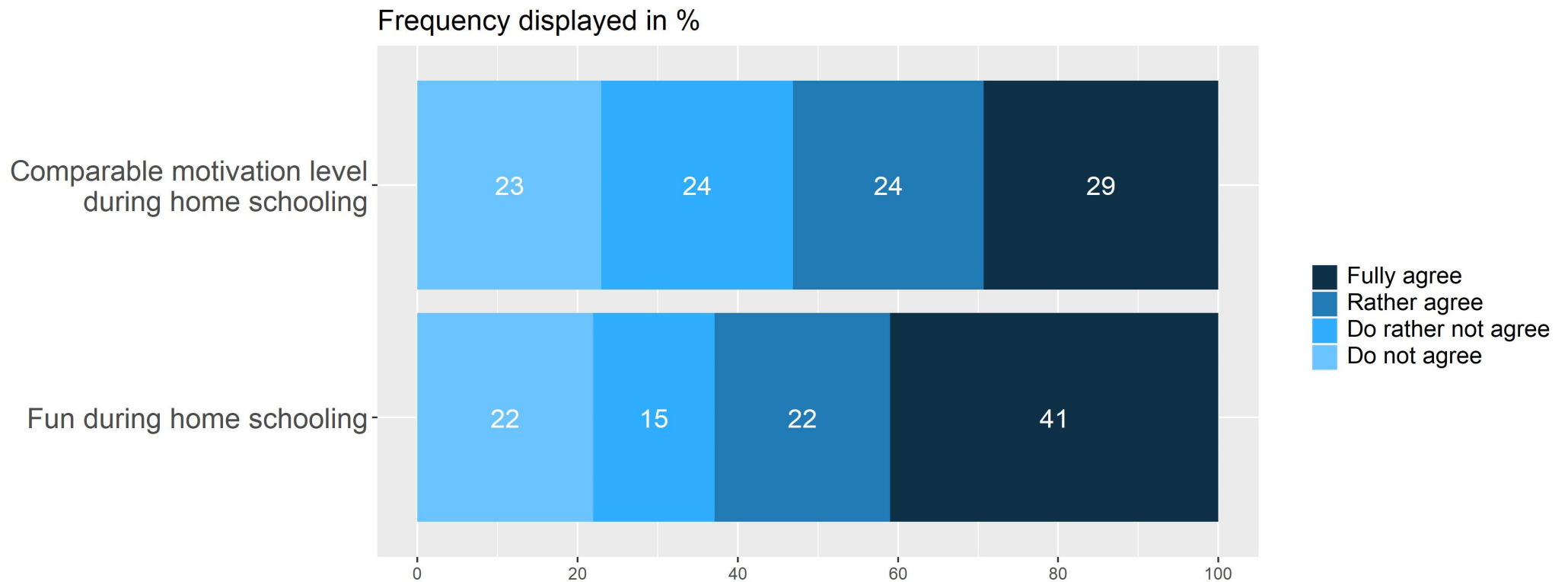
Home-schooling conditions



- Across all Grades (here exemplified for Grade 9), infrastructure was not really an issue, but was more favourable for those enrolled in higher tracks.

Secondary school student questionnaire

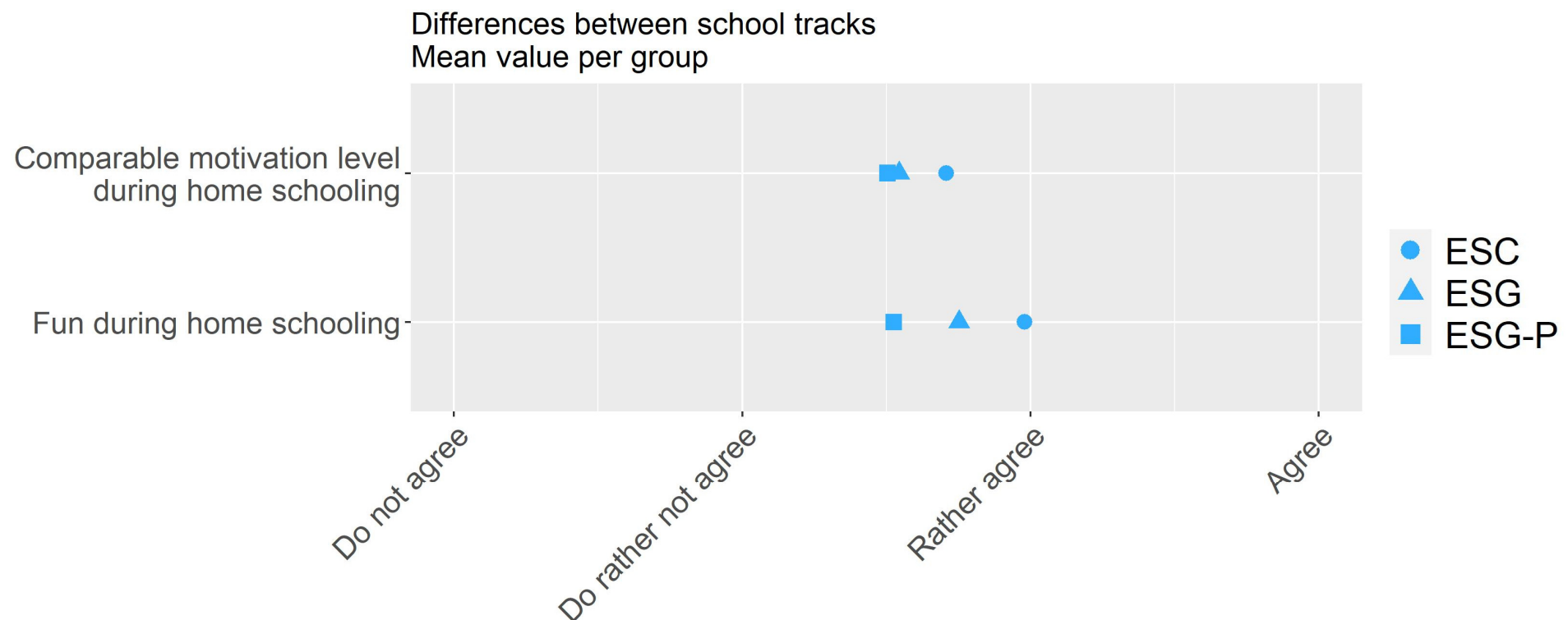
How did the students feel about home-schooling?



- Half of the students were less motivated during home-schooling (here exemplified for Grade 9), and students had rather mixed perceptions about fun during home-schooling.

Secondary school student questionnaire

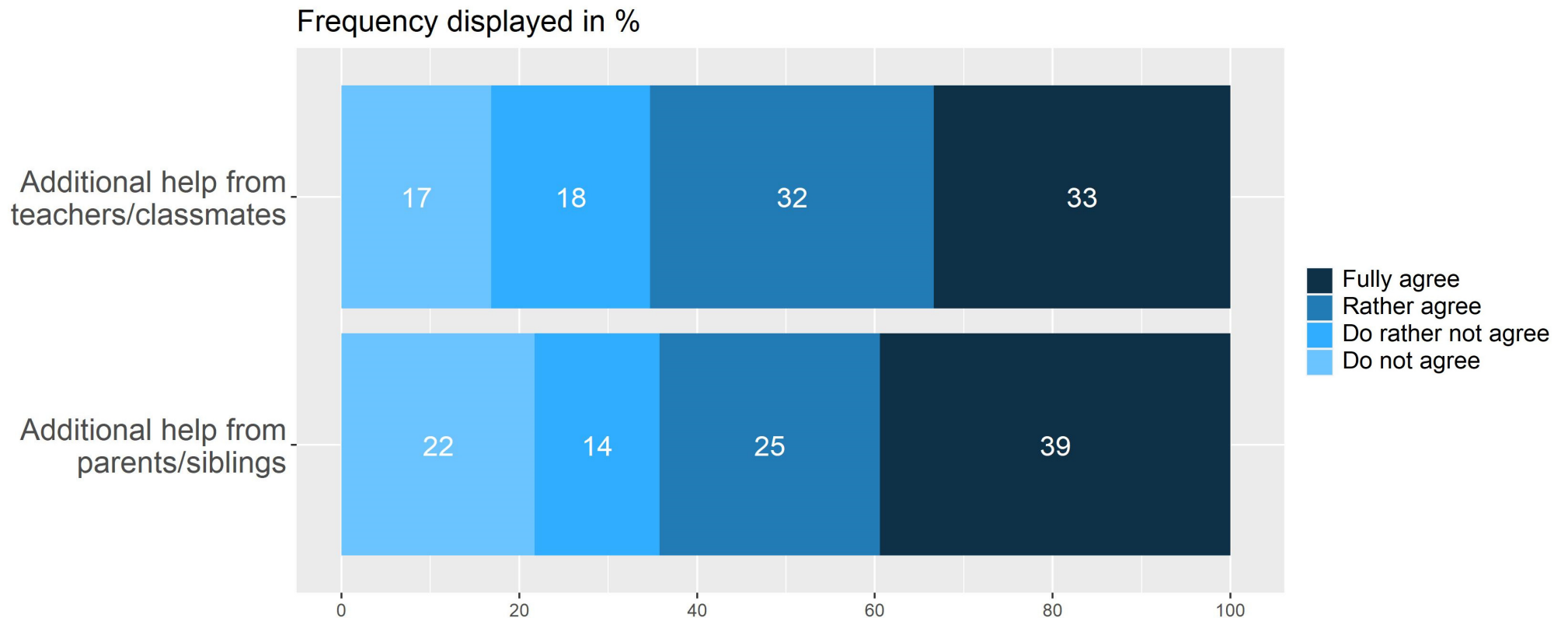
How did the students feel about home-schooling? | by track



- Students in the lower tracks reported to be less motivated in home-schooling and thought it to be less fun than students in ESC (here exemplified for Grade 9).

Secondary school student questionnaire

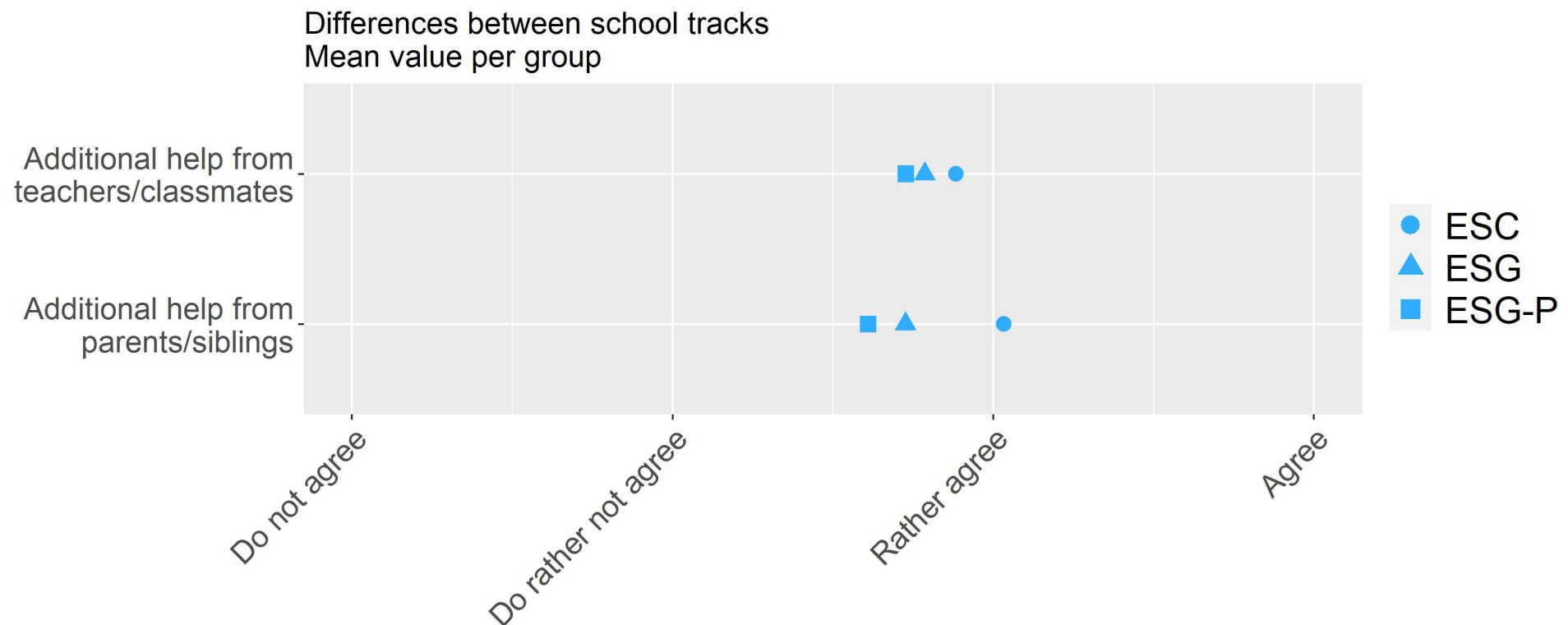
Perceived support during home-schooling



- Teachers/classmates as well as parents/siblings have equally provided additional support if needed (here exemplified for Grade 9).

Secondary school student questionnaire

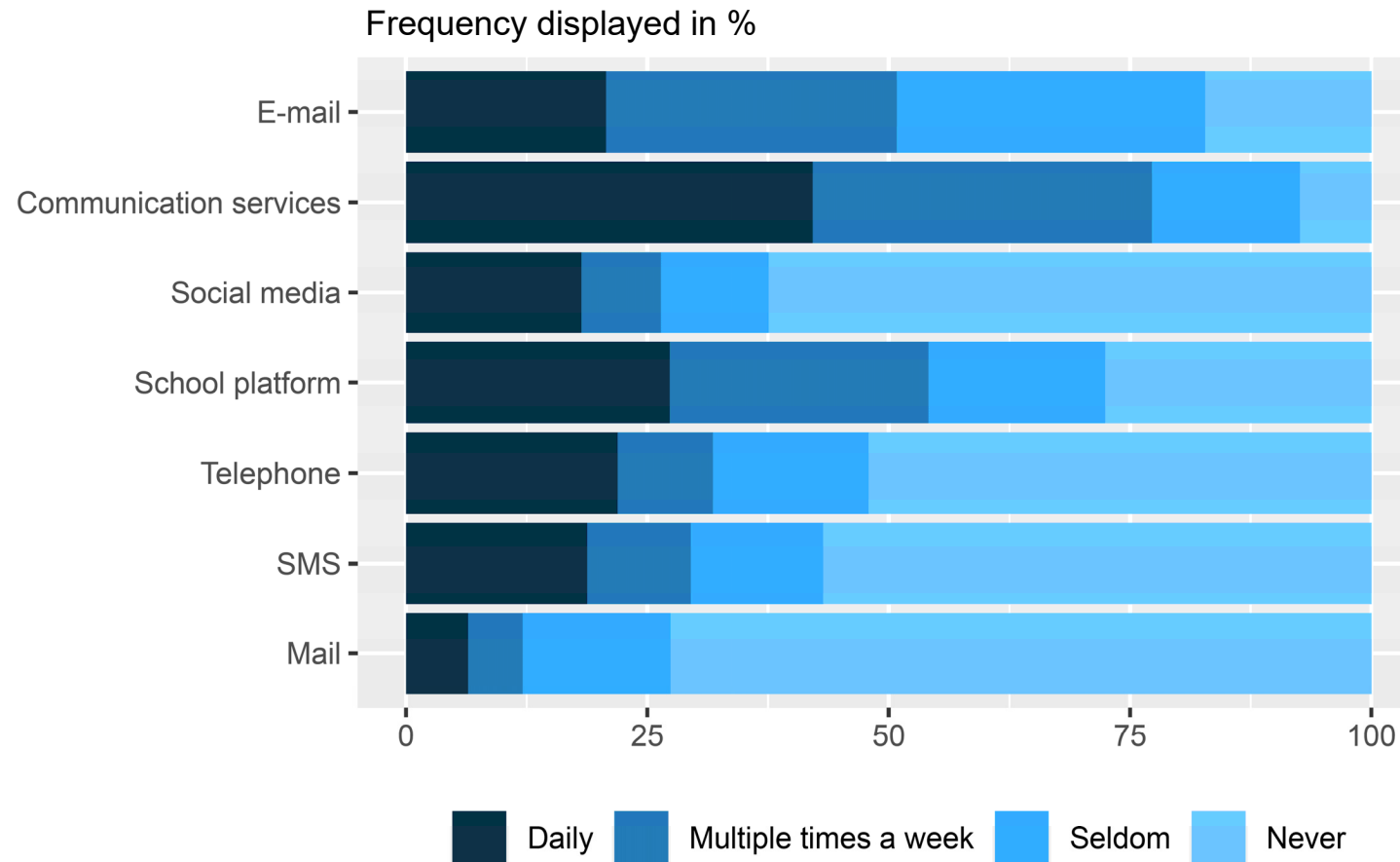
Perceived support during home-schooling | by track



- ESC students reported to have received more support at home than those enrolled in lower tracks (here exemplified for Grade 9).

Secondary school student questionnaire

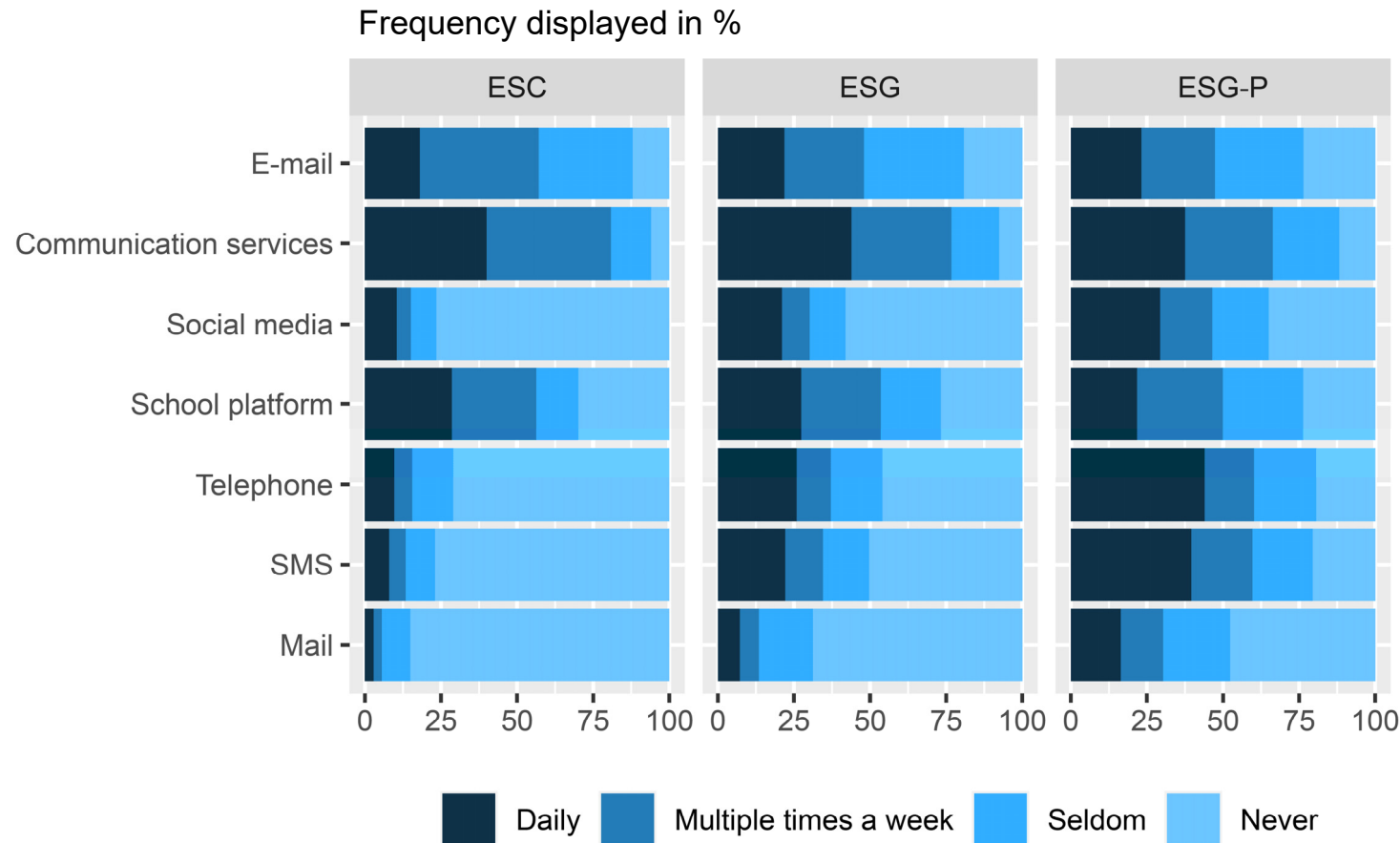
Contact with teachers



- Teachers and students had very regular contact (here exemplified for Grade 9); mostly through communication services, but more diverse than in elementary school.

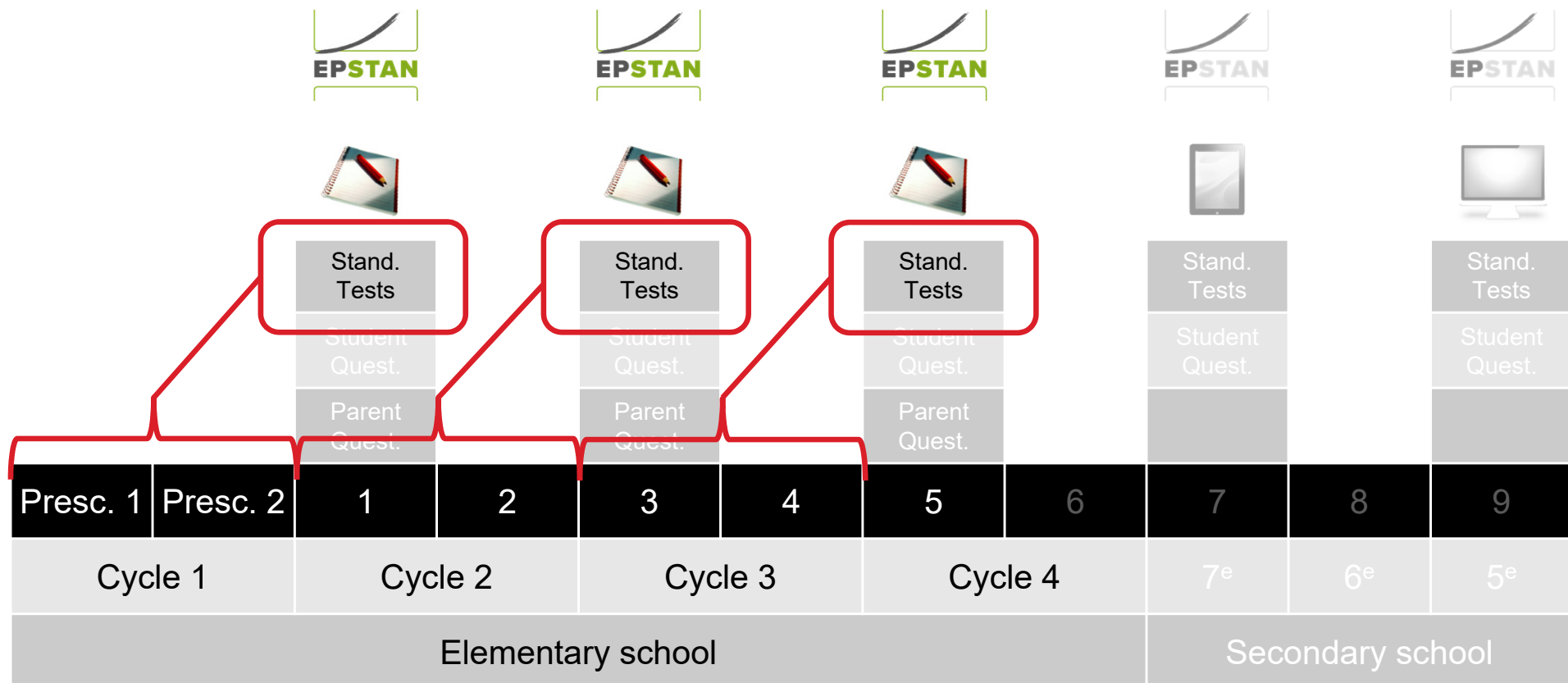
Secondary school student questionnaire

Contact with teachers | by track



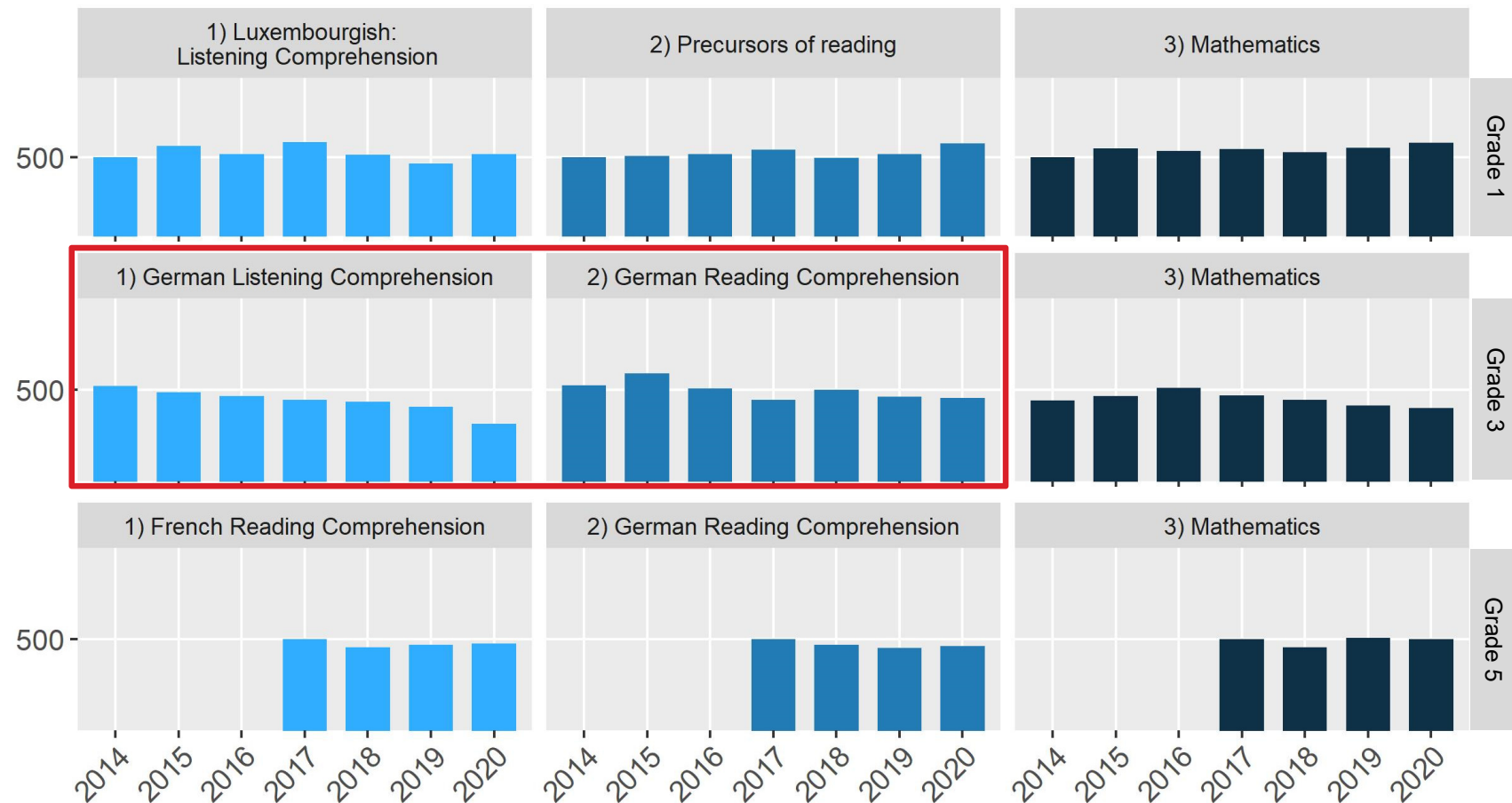
- Teachers communicated differently, depending on the track (here exemplified for Grade 9).

Elementary school standardized tests



Elementary school standardized tests

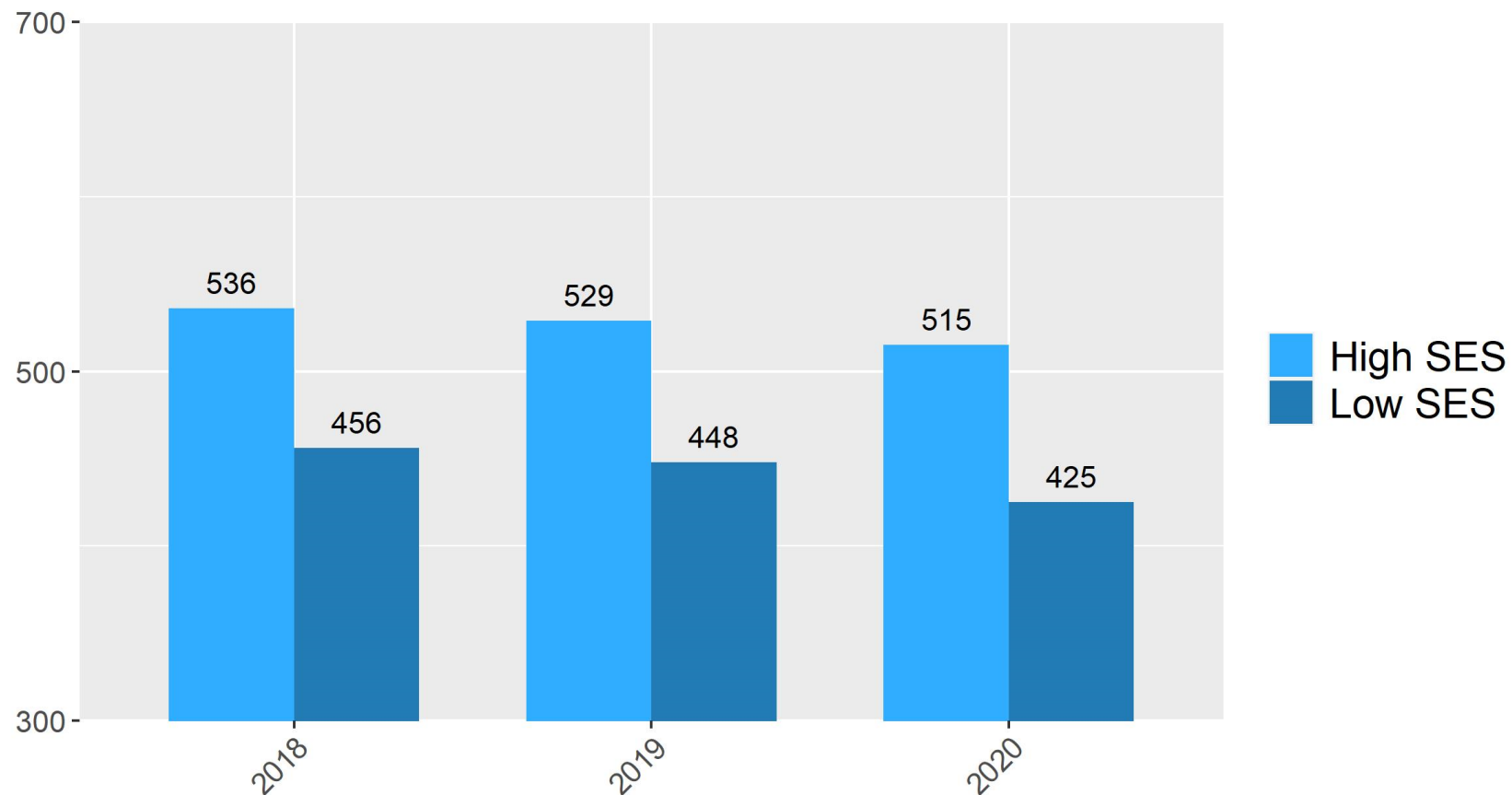
Mean scores per year



- Overall, the competency scores were rather stable, except for German in Grade 3, which showed substantial deterioration.

Elementary school standardized tests

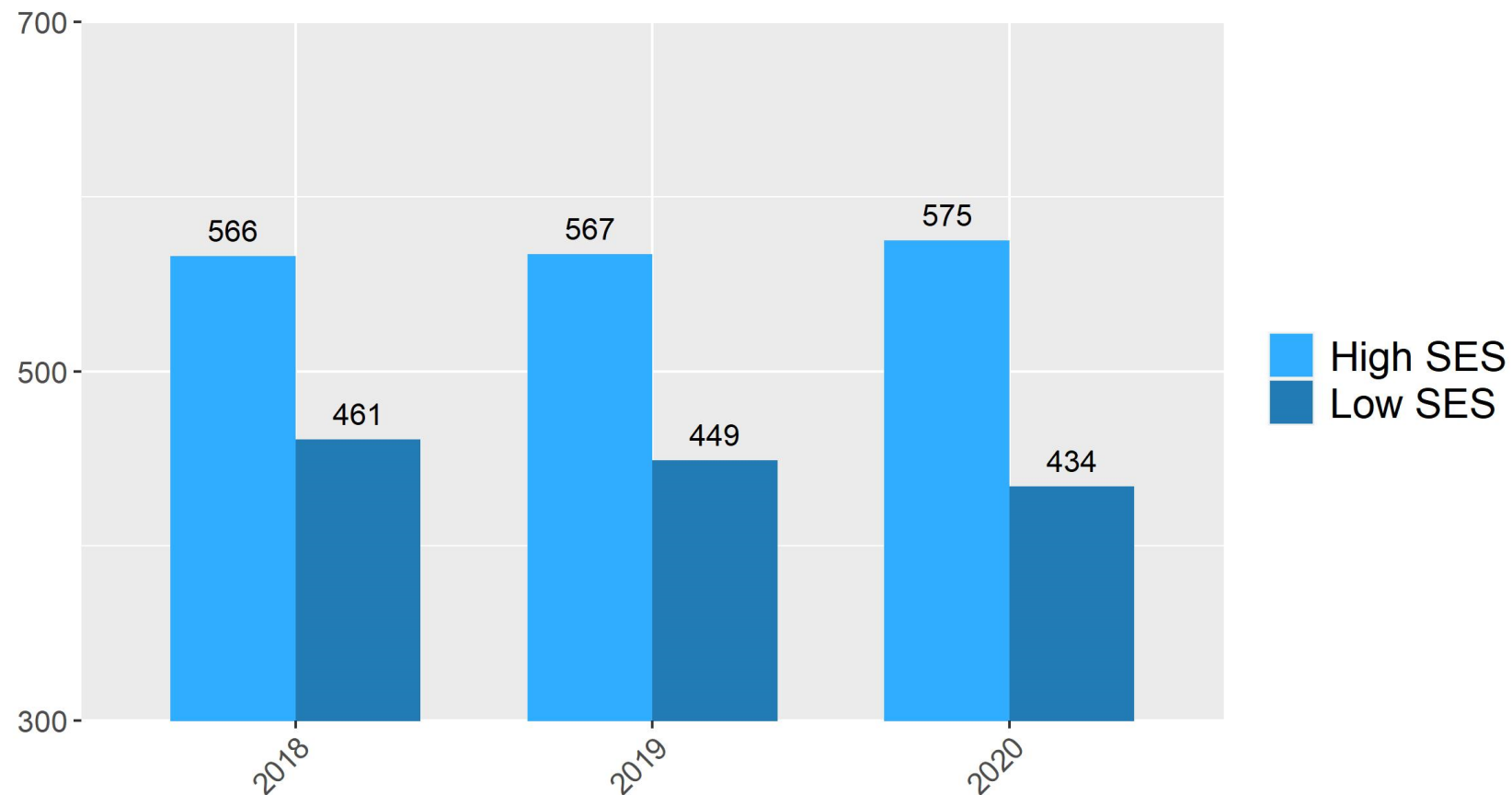
Grade 3 German listening comprehension mean scores | by SES



- Regardless of the socio-economic background (and/or the languages spoken at home), third graders' competency in German listening comprehension worsened substantially.

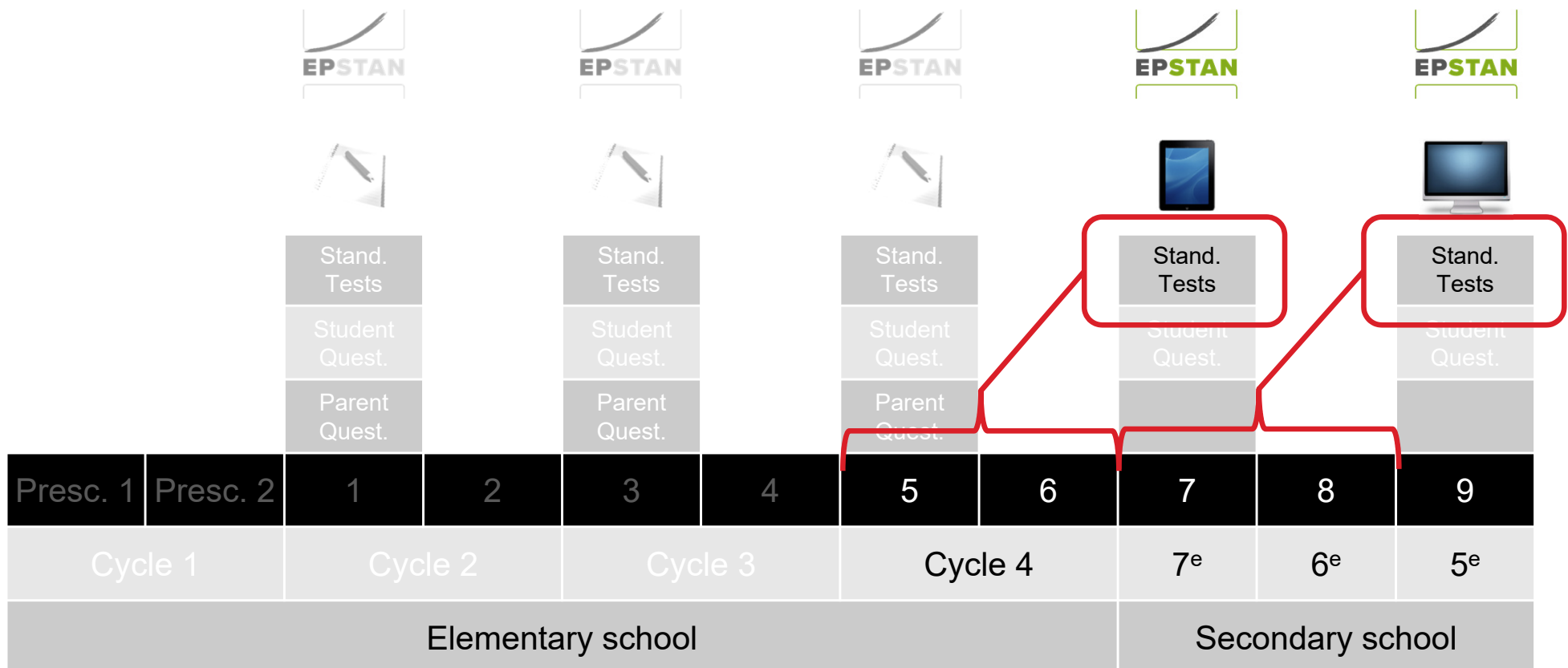
Elementary school standardized tests

Grade 3 German reading comprehension mean scores | by SES



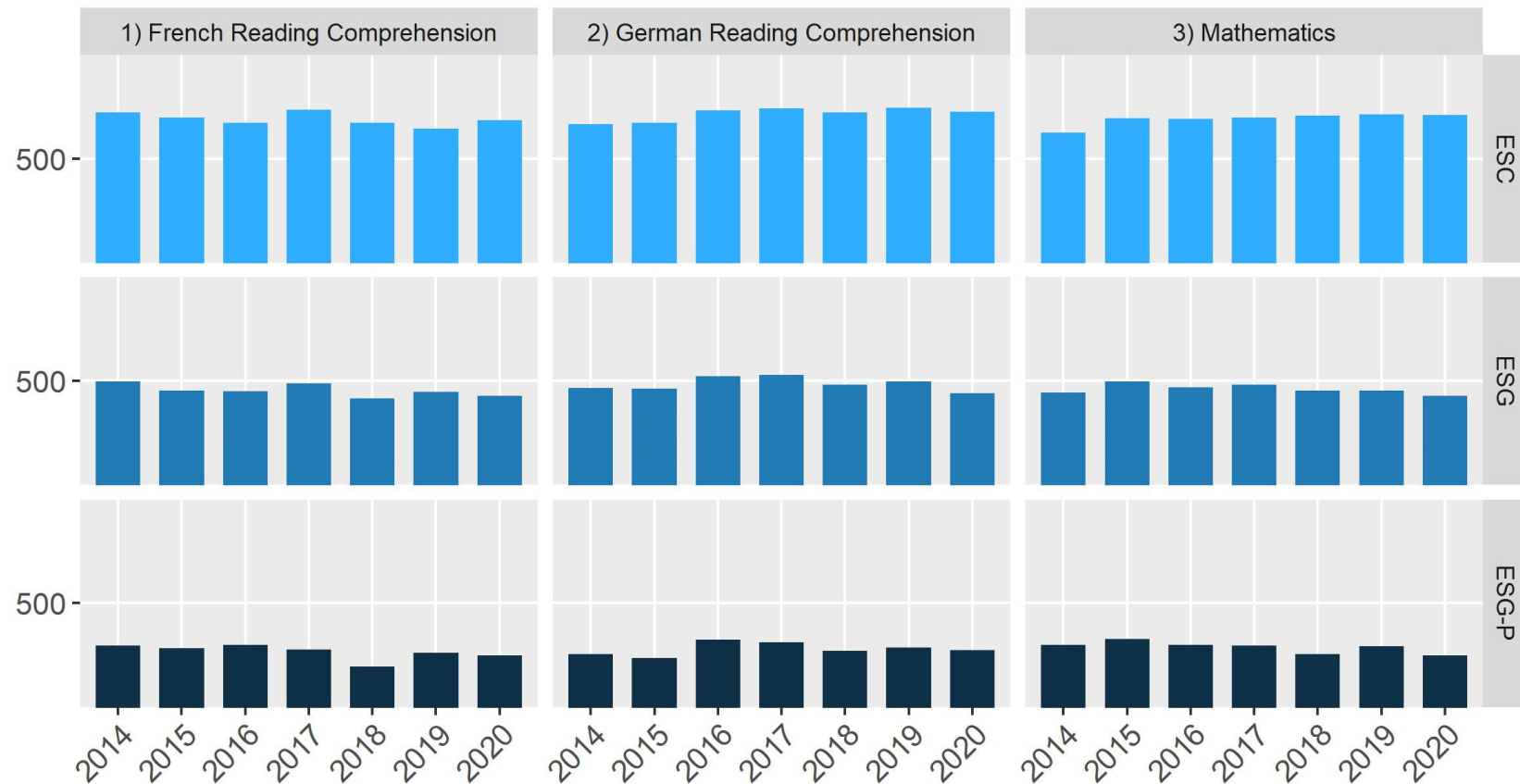
- For German reading comprehension, students who are socio-economically disadvantaged (and/or not Luxembourgish/German-speaking at home) did worse, while their privileged peers did better.

Secondary school standardized tests



Secondary school standardized tests

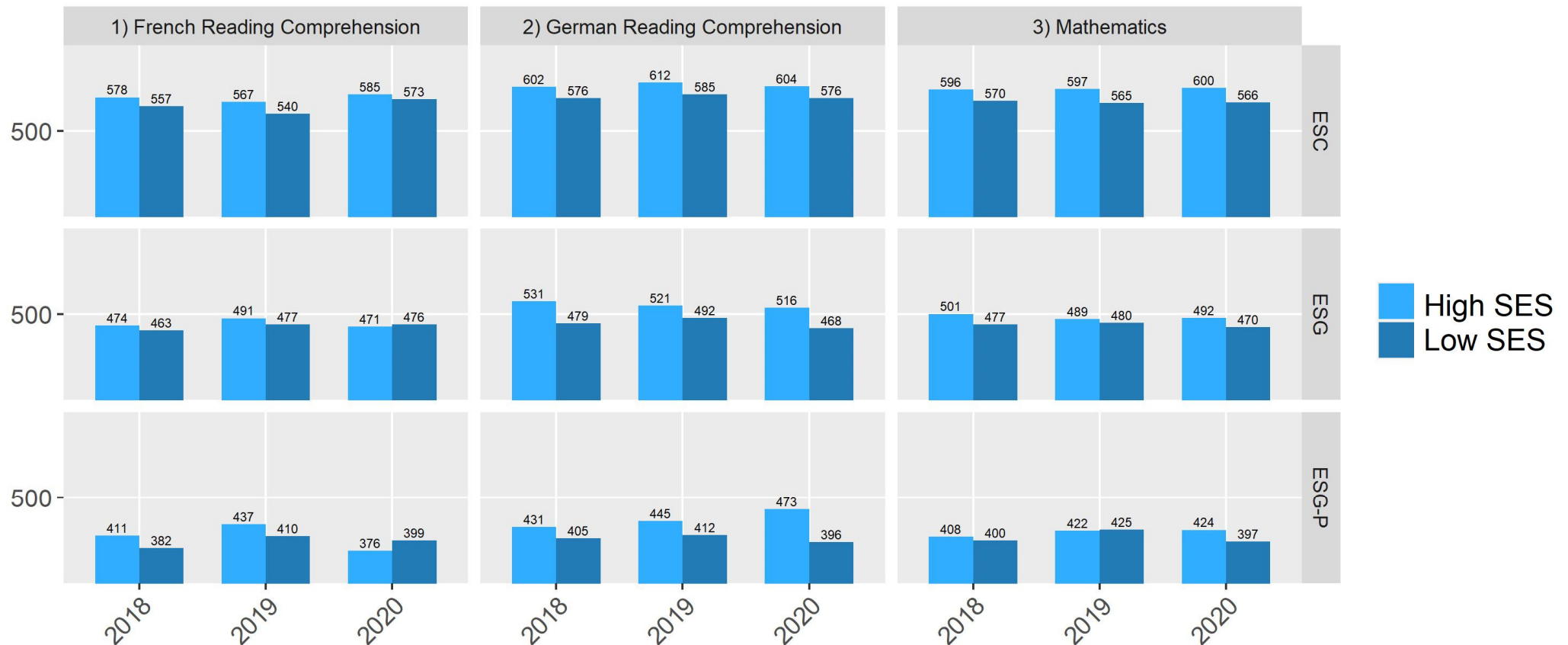
Mean scores per year | by track



- While ESC students were rather stable, ESG and ESG-P students did worse (here exemplified for Grade 9).

Secondary school standardized tests

Mean scores per year | by track and SES



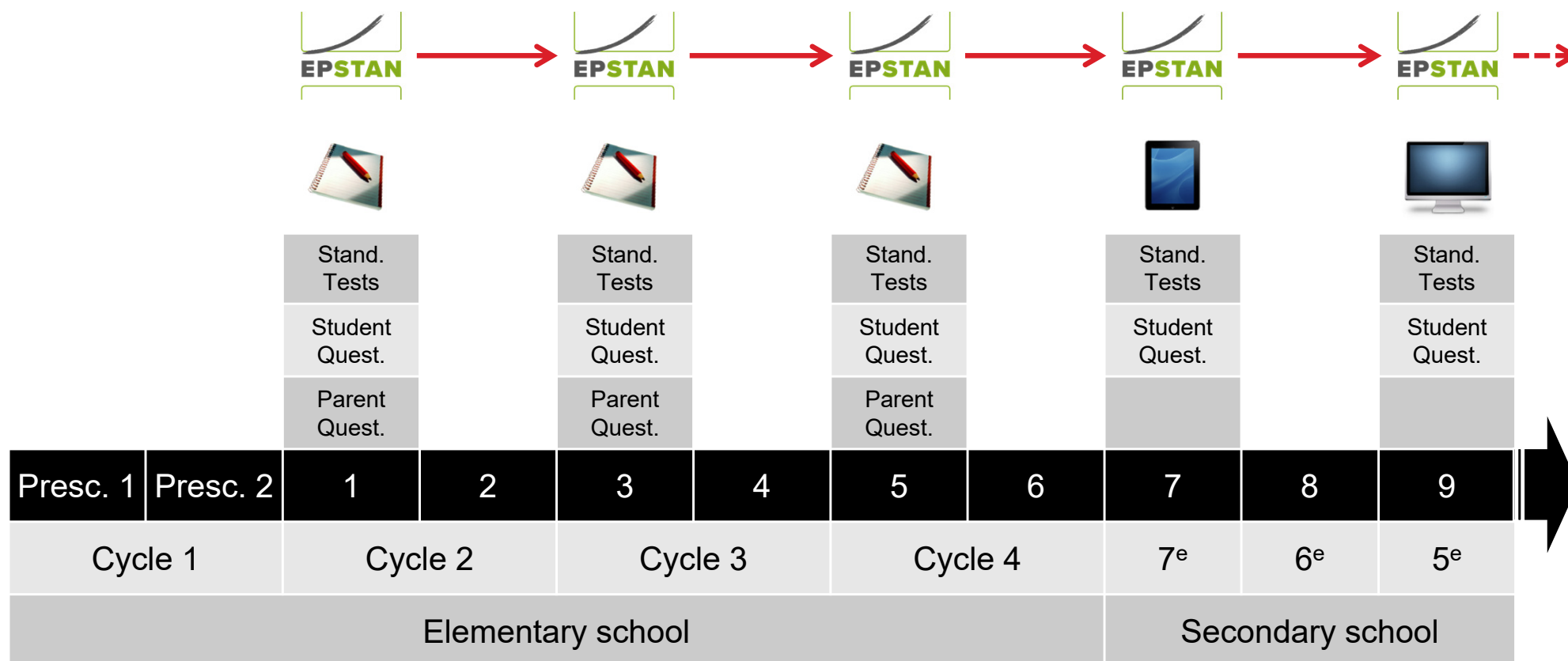
- Regardless of the track, students who are socio-economically disadvantaged generally did worse, particularly in German (here exemplified for Grade 9).

- There is no systematic negative trend in competency scores; there are some losses (most notably in Grade 3 German listening comprehension), but also some gains.
- Overall, students and parents coped rather well with home-schooling, which, however, is not the same as enjoying it.
- Those who had a better starting point entering the crisis (at least one of the languages of instruction spoken at home, higher SES, higher track) also came through the crisis better.
 - Conversely, this also means that already existing inequalities have in part been intensified by the crisis.
- Teachers seem to deliberately adapt their ways and frequency of communication to ensure contact with their students.

- Promoting German oral competency in fundamental school is crucial; the earlier the better.
- The following groups of students should receive differentiated support:
Students, who
 - come from a low socio-economic background,
 - do not speak any of the instruction languages at home,
 - are enrolled in the lower secondary school track(s).

Perspectives

ÉpStan 2021 and beyond



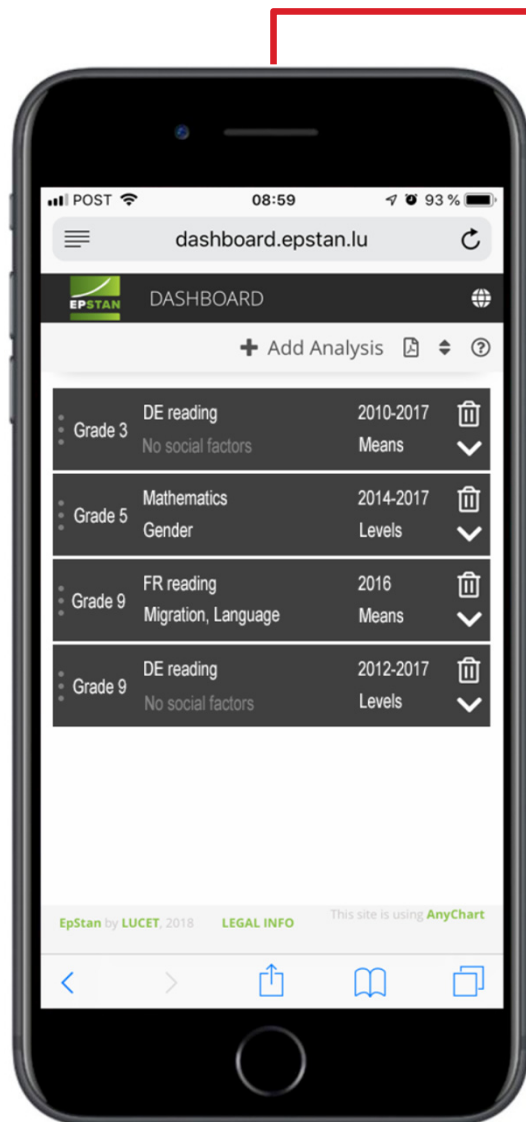
Perspectives

National Education Report (Bildungsbericht) 2021



Perspectives

ÉpStan Dashboard (dashboard.epstan.lu)



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