



**RÉPUBLIQUE  
FRANÇAISE**

*Liberté  
Égalité  
Fraternité*

**depp** Direction de l'évaluation,  
de la prospective  
et de la performance

# Which indicators to guide and evaluate educational policy?

European Union funded Regional Programme Supporting Education Reforms & Skills in the Eastern Partnership region (SER)

Peer-learning workshop on the Use of Evidence in Education Policies,  
ETF, 29 May - 31 May, Turin

Robert Rakocevic, Head of the European and International Relations Mission at the DEPP

# The DEPP directorate: a double position and a double function

## A department of the Ministry of National Education and Youth



collaborates with other departments to assist in the development and oversight of public policies

*This position ensures relevance, responsiveness to policy needs, access to management data, and connection with the information system...*

### Almost 200 agents, including:

- Around 30 provided by the **National Institute of Statistics**
- Around 20 **teachers** released part-time (for the pedagogical aspects of evaluations)
- Various other profiles: **analysts, statisticians, HR agents, IT specialists...**

## A ministerial public statistical service responsible for education statistics



- ... is part of French and European public statistics ;
- ... complies with the 16 principles of the European Statistics Code of Practice ;
- ... is controlled by the Public Statistics Authority

*... ensures professional independence in the design, production, and dissemination of public statistics*

### Work:

- **Statistical** data
- **Indicators** (national, international)
- Student **assessments** (primary & secondary education)
- Quantitative (and sometimes qualitative) **studies**
- **Evaluation** of educational public programmes...

# Why do we make indicators?

**Bring rationality to  
the public debate**



**Honor our  
international  
commitments: to  
compare and allow  
for comparison**



**Assist national  
decision-makers in  
steering and  
overseeing the  
educational system**



**Assist schools & local  
governments in  
assessing their  
resources and  
outcomes**



**Collaborate with  
researchers on the  
evaluation of policies  
and programs**



*Without data, you are just another person with an opinion – A. Schleicher (OECD)*

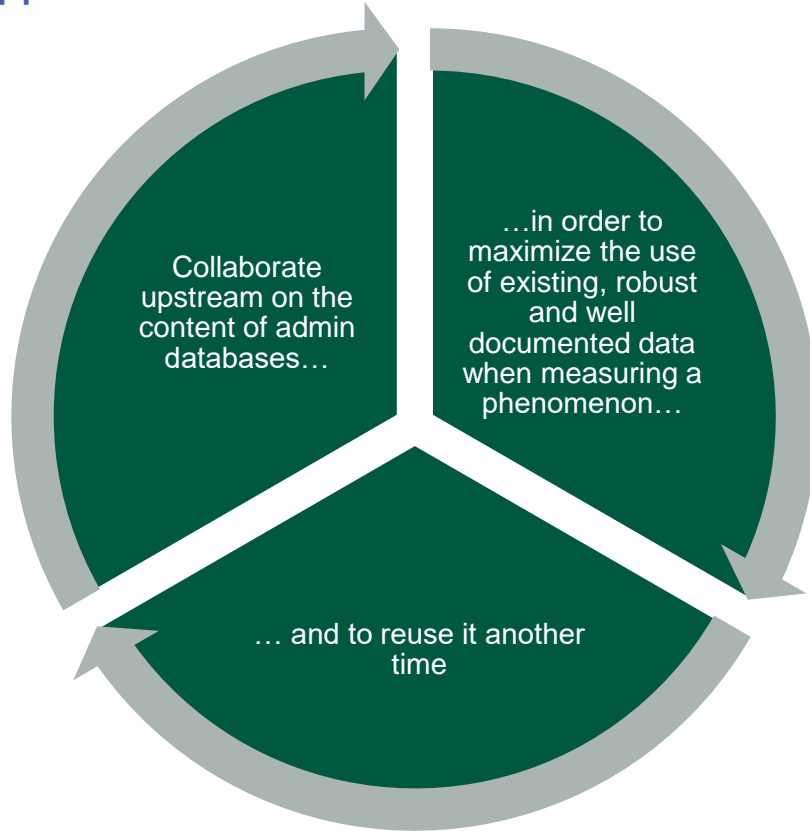
# What domains to cover by the indicators for policy-making and evaluation ?

**As much as possible, but without forgetting the most important ones...**

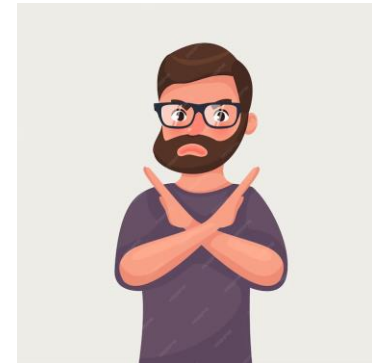
<b>Students and apprentices</b>	<b>Staff</b>	<b>Schools</b>	<b>Territorial units</b>
School pathways, qualifications, outcomes, skills and competencies, well-being, full cost of their education...	Their profiles, career trajectories, remuneration, practices, access to training, their well-being...	Profiles of the students they enroll, their range of courses offered, their geographical location, the characteristics of staff, resources, facilities, outcomes...	Different typologies (rural/urban; administrative levels...)

**... and striving to overcome numerous challenges !**

# A few reflections on some of the challenges...

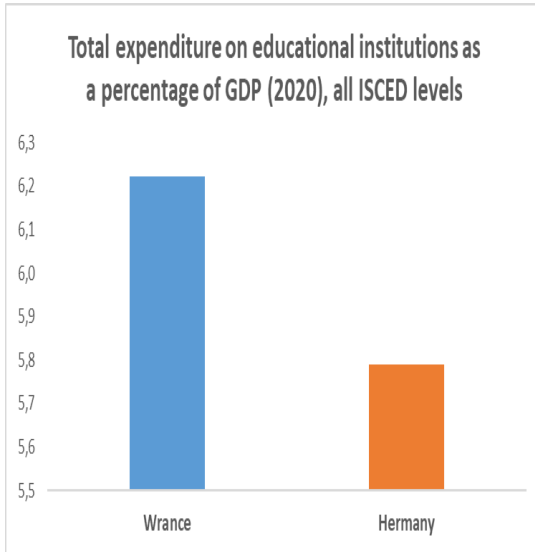


A school leader receiving yet another survey questionnaire...

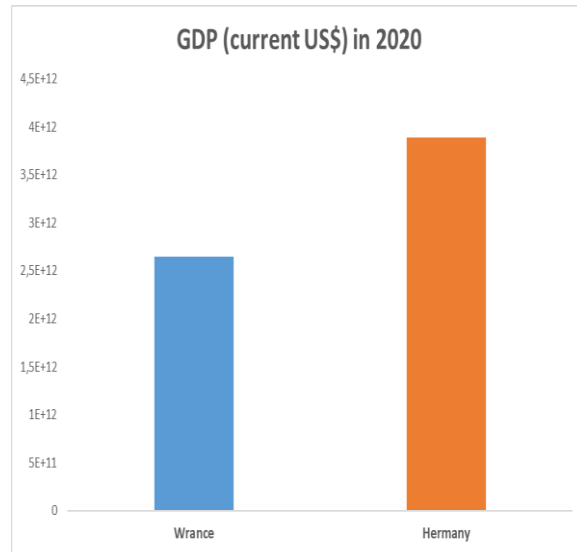


## A good indicator = a set of indicators... even in one single domain...

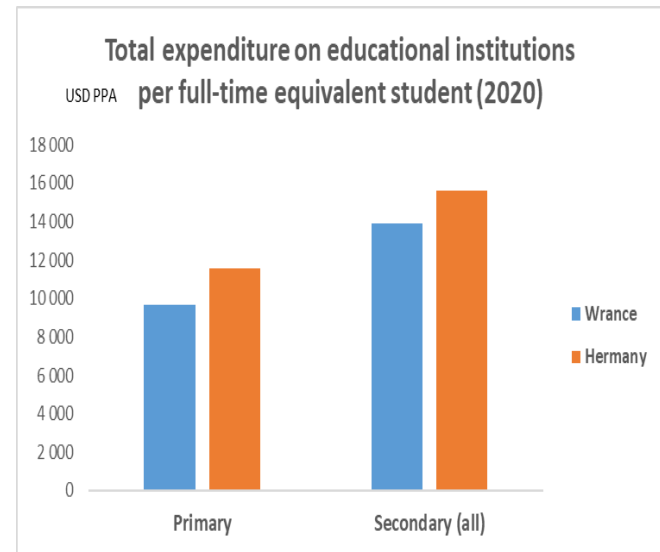
Example with spending indicators (in completely fictional countries, of course !)



Source : OECD, EAG 2023

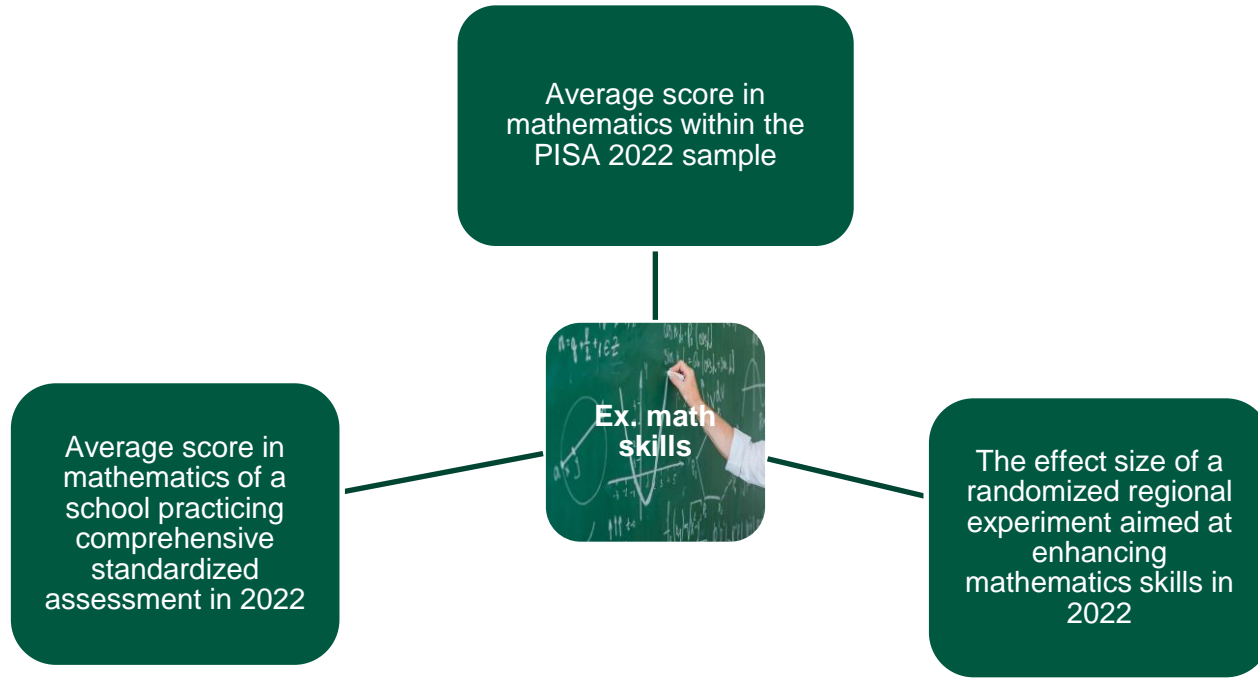


Source : World Bank national accounts data, and OECD National Accounts data files



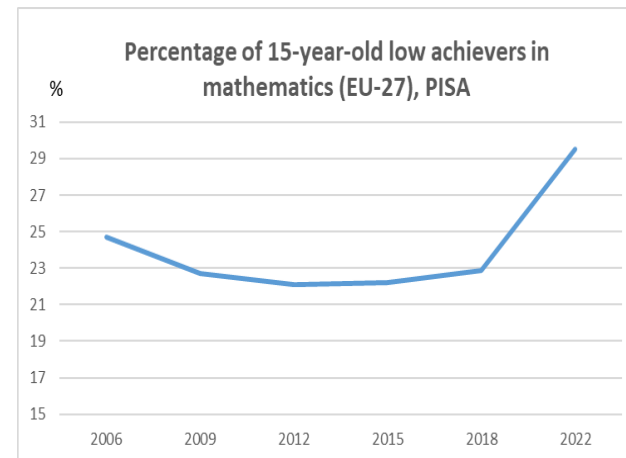
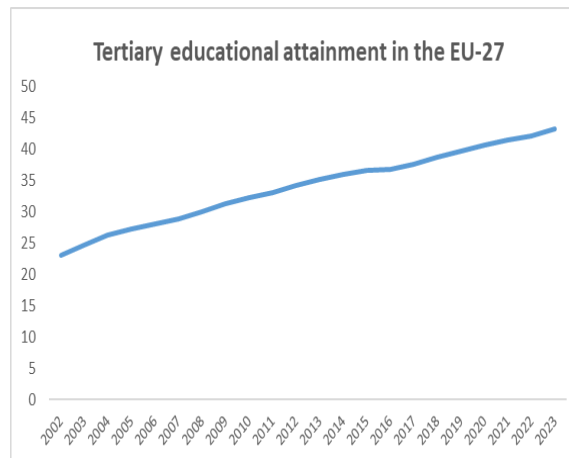
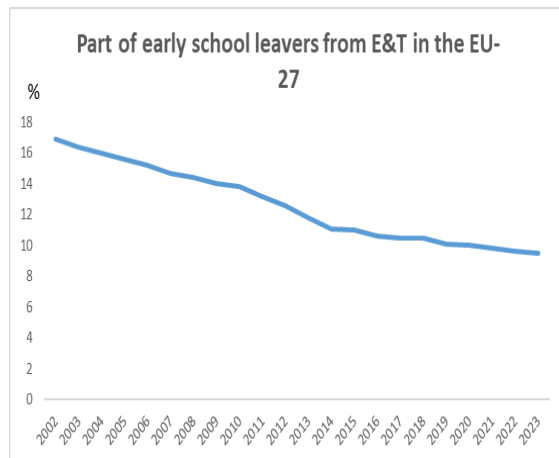
Source : OECD, EAG 2023

... but an indicator can only effectively serve its purpose by reflecting the intentions behind its design and accurately measuring the intended metrics



## Reflect on and measure educational goals and priorities

How successful our educational systems really are?



Source : Eurostat Database

**How can we accurately measure the results of schools to evaluate the specific impact of each one, knowing that they do not serve the same student profiles?**

Ex. « Value-added indicators » (IVAL / IVAC) calculated by the DEPP

**Value added\* = Observed rate – Expected rate**

\*A school has a positive value added if its observed rate exceeds the "expected" values, and negative in the opposite case.

Info on IVAL/IVAC:

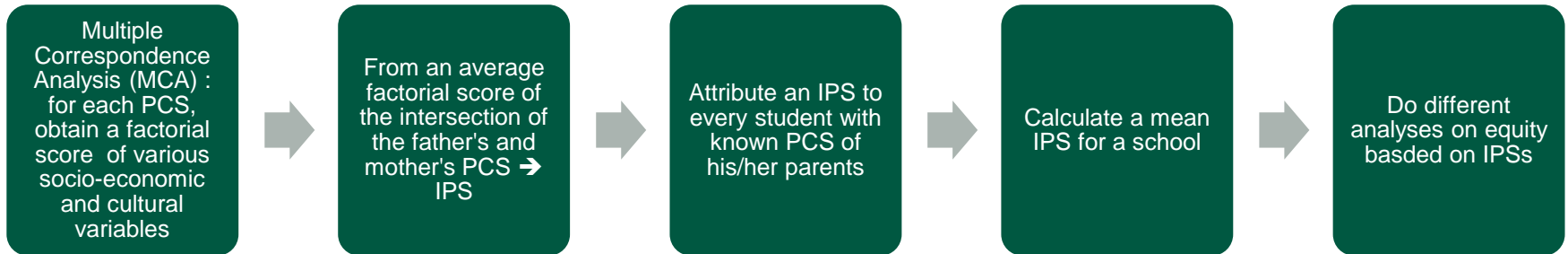
<https://www.education.gouv.fr/les-indicateurs-de-resultats-des-colleges-et-des-lycees-377729>

More methodological inputs:

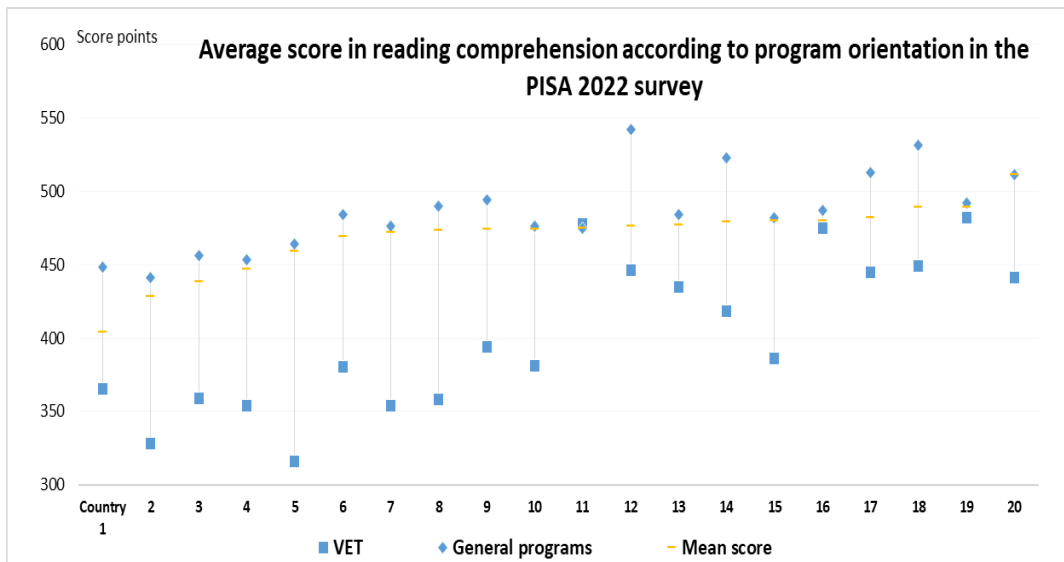
<https://www.insee.fr/fr/information/5008703?sommaire=5008710>

## It is essential to have robust indicators to analyze equity (both in terms of resources and outcomes), diversity, and segregation

- Of special interest is to have a **quantitative** variable that allows **describing a group of students from a socioeconomic and cultural perspective**.
- Ex. The **Social Position Index (IPS)** calculated by the DEPP allows for the assessment of students' social status based on their parents' **occupations and social categories (PCS)**.
- More info on IPS: <https://www.education.gouv.fr/indice-de-position-sociale-ips-actualisation-2022-377726>



## An equitable distribution of skills among the upper secondary education tracks?



Different indicators in the *InserJeunes* information system for each VET school in France :

<https://www.education.gouv.fr/l-insertion-des-jeunes-apres-une-formation-en-voie-professionnelle-307956>

On the added-value of VET school on the employment rate of their graduates (methodology):

<https://www.education.gouv.fr/inserjeunes-la-valeur-ajoutee-des-etablissements-sur-le-taux-d-emploi-309431>

# Here you will find the analysis of various indicators conducted by the DEPP

<https://www.education.gouv.fr/etudes-et-statistiques-1145>



# Thank you for your attention!

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