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## The French Council for School Evaluation (CSE) in brief

Conseil d'évaluation  
de l'École

61-65, rue Dutot  
75732 Paris cedex 15

[cee@cee.gouv.fr](mailto:cee@cee.gouv.fr)

[www.education.gouv.fr/CEE](http://www.education.gouv.fr/CEE)

- The Council for School Evaluation was officially launched in July 2020. It is an independent body with 14 members meeting regularly and issuing advices and recommendations on the school system and its evaluation.
- The members of the CSE are four parliamentary representatives (two MPs and two Senators), six education experts and three senior officers from the Ministry of Education, under the supervision of the CSE's President.

### The missions of the CSE include :

1. the design, implementation and feedback analysis of the evaluation of primary and secondary schools,
2. the analysis of evaluations of students' progress and achievement,
3. the evaluation of actions in favour of school equity,
4. the mapping and methodological harmonisation of evaluations led by the Ministry's internal operators.

The CSE is located in Paris and has links with the ministry and with regional education authorities across France and overseas.

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## Who we are

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### The Council itself

#### • President

Ms Beatrice Gille, former Recteur of the Nancy-Metz, Creteil and Montpellier regional education authorities

#### • Parliamentary representatives

Ms Sylvie Charriere, MP for Seine Saint-Denis

Mr Maxime Minot, MP for Oise

Ms Marie-Pierre Monier, Senator for Drome

Mr Laurent Lafon, Senator for Val-de-Marne

#### • Senior officers from the French Ministry of Education

Mr Édouard Geffray, Head of Education (Direction generale de l'enseignement scolaire, DGESCO)

Ms Caroline Pascal, Head of the Inspection generale de l'Education, du Sport et de la Recherche (IGESR)

Ms Fabienne Rosenwald, Head of the Directorate of Evaluation, Forecasting and Performance Monitoring (DEPP)

#### • Education experts

Ms Anna-Cristina d'Addio, economist and senior policy analyst, Unesco

Ms Marie-Paule Cani, professor of computer science, Ecole Polytechnique

Mr Eric Charbonnier, economist and education expert, OECD

Ms Martine Daoust, professor of pharmacy, former Recteur

Mr Olivier Houde, professor of psychology, Université Paris Cité

Mr Jacques Levy, professor of geography, Université polytechnique Hauts de France

### The operational team

Mr Laurent Noe, Secretary general

Mr Marc Pelletier, Mr Christophe Rehel, Mr Bertrand Richet, Mr Didier Vin Datiche, Inspectors general and CSE evaluation experts

Ms Quitterie Ladonne, Communication manager

Mr Olivier Fischesser, Mr Johan Hervy, Research associates

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## What we do

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### Work Programme 2021-2023

#### • Evaluation of secondary schools

- Monitoring the evaluation process, analysing results and producing a yearly report on the evaluation campaign
- Extending evaluation to private schools, adapting the evaluation framework
- Improving existing material and developing new tools, resources and training programmes for schools and evaluators

#### • Evaluation of primary schools

- Developing a specific evaluation framework (introduced March 2022), including tools and resources
- Training stakeholders in academies (regional education authorities)
- Monitoring the evaluation campaign, analysing results and producing a yearly report

#### • Introducing evaluation committees on key issues

- Designing the committees to develop robust methodological procedures and informed operational conclusions and recommendations
- Two topics to start with: school equity and teacher training

#### • Evaluation of student achievement

- Providing a comprehensive up-to-date inventory of assessment forms in the French education system, including continuous student assessment
- Analysing the links between assessment and curriculum design and content
- Exploring non-academic skills, including life skills and executive functions

#### • Mapping the evaluation of the school system

- Developing a mapping tool in order to collect data from evaluation operators
- Analysing the current aims, methodology and operation of evaluation processes
- Exploring new optimised ways to produce efficient and coherent evaluation

The aim of the Council for School Evaluation is to **promote the use of evaluation in the school system**, from the ministry down to local schools, as a tool to improve student performance and well-being, which is the primary goal of any public education service.

This includes raising awareness on what evaluation enables, developing resources adapted to the needs of stakeholders and most importantly making evaluation work, as users and beneficiaries are the best promoters of the practice.

## Secondary school evaluation framework

### • Finality

The framework is based upon various experiments led over the last 20 years and the experience gained by countries which implemented school evaluation earlier on. It defines the aims and methodology of self-evaluation and external evaluation.

The aim is to improve

1. the **quality** of student learning, schooling and achievement,
2. the **well-being** of students and staff in schools,
3. professional **collaboration** within and outside school.

This implies measuring student results and connecting them to school decisions, professional practice and organisation, identifying the school's added value in context, and collectively working out strategic focus.

The result of evaluation is a renewed school plan for the next five years, which includes an action and training plan.

### • Self-evaluation

All the school's stakeholders (principal, staff, students, parents and partners) engage in analysing student needs, objectives set, actions decided and resulting effects and impacts, **identifying what has worked out well and what has not, and finding out why.**

After an all-important contextualisation is carried out, which provides insights on the school's leeway, **four domains are covered :**

- student schooling and learning,
- life & well-being at school,
- school strategy and operation,
- the school's partners and institutional environment.

Analysing cross-domain issues is recommended as it goes beyond traditional professional and mental boundaries.

Thanks to a **triangulation of evidence** based upon information and data, people's views and direct

observation, it is possible to question the coherence, relevance, usefulness, efficiency and effectiveness of decisions made within the school, carry out a SWOT analysis, identify levers and resources and draw up a realistic school plan.

### • External evaluation

External evaluation comes next and serves the purpose of **taking schools further down the path of a reflective analysis about what they do, why they do it and with what results.**

The aim is not to issue a positive or negative judgement as is the case with control, which is prevalent in the French education system, but to help the school community improve student experience and achievement.

The **various professional profiles represented in the external evaluation team** (typically inspectors, principals, officers, with teachers gradually joining the ranks) and their expertise based upon strict adherence to a **code of ethics** legitimise the recommendations issued following their analysis of the school's vital statistics and self-evaluation report, and their two-or-three-day visit.

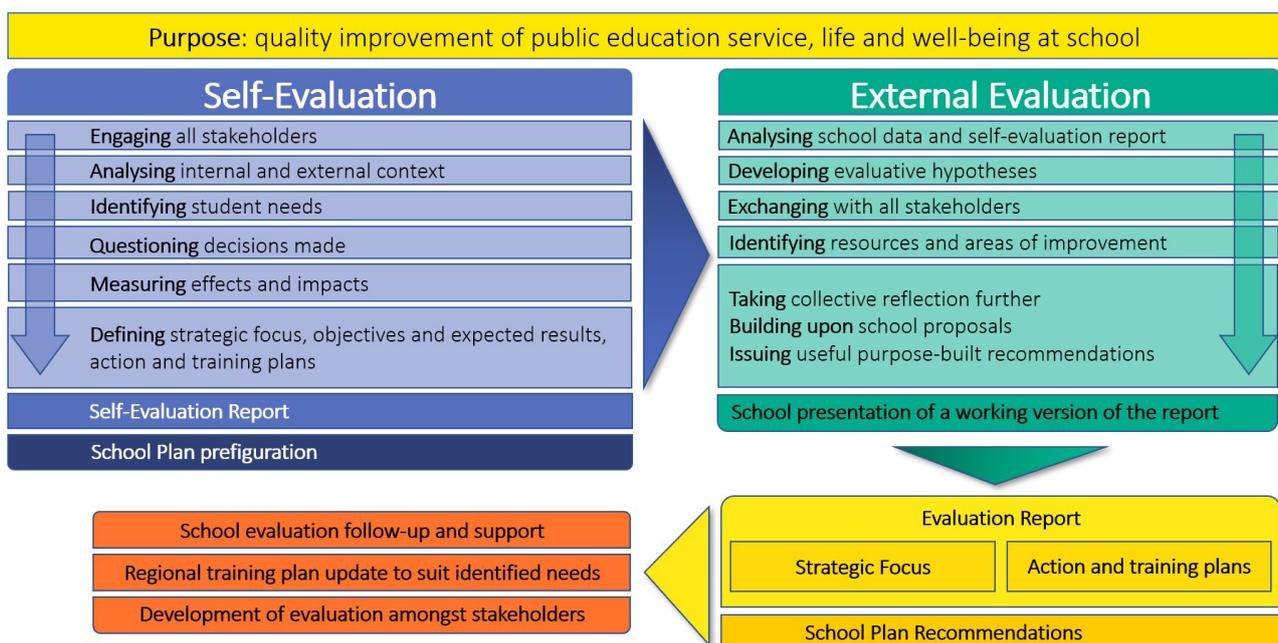
External evaluation shares the same **finality** as self-evaluation, namely **improving public education service and well-being in the school**, identifying strengths, weaknesses, opportunities and threats in the process, and coming up with ambitious context-driven strategic focus and implementable action and training plans whilst fully respecting the school's autonomy and specificity.

Basically, efficient external evaluation must be useful, providing tailor-made recommendations based upon shared reliable data and trustful exchange with the school community, as illustrated by the ensuing report, a working version of which is shared with the school's stakeholders and fine-tuned to fit the local context. The **final 10-to-12-page report** is submitted to a regional supervision team made up of senior evaluators and then sent to the school as well as regional authorities, whose job it is to provide adequate follow-up.

Evaluation is designed to be (and become) a collective training and working tool helping professionals and beneficiaries alike by :

- improving teaching, learning and schooling conditions and outcome, which includes strengthening core knowledge acquisition in a digital sustainable world,
- ensuring effective inclusion and equity in and after school, irrespective of gender, ethnic, social and geographical background,
- developing collective accountability based upon growing individual responsibility awareness.

## Secondary school evaluation process at a glance



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## The CSE's Deliberations

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The Council for School Evaluation meets regularly to discuss emerging and key education topics and vote on proposals prepared by the operational team. Here is the list of deliberations adopted since the CSE was created.

- 2022-02 (January 25, 2022). *Report on Secondary School 2020-2021 Evaluation Campaign*
- 2022-01 (January 25, 2022). *Primary School Evaluation Framework*
- 2021-05 (June 29, 2021). *Secondary School Evaluation Framework update, with the inclusion of Private Schools*
- 2021-04 (June 29, 2021). *Public Policy Evaluation Mapping and Harmonisation*
- 2021-03 (June 29, 2021). *Review of Student Achievement Evaluation*
- 2021-02 (March 24, 2021). *Implementation of Evaluation Committees*
- 2021-01 (March 24, 2021). *CSE Work Programme 2021-2023*
- 2020-04 (November 20, 2020). *Creation of an Advisory Committee*
- 2020-03 (November 20, 2020). *Agricultural College Evaluation*
- 2020-02 (July 8, 2020). *Secondary School Evaluation Framework*
- 2020-01 (July 8, 2020). *CSE Internal Rules, External Evaluators' Code of Ethics, CSE Work Programme 2020*

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## Tools and resources

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The Council for School Evaluation has come up with various tools and resources to meet the needs of schools and regional education authorities. Together with webinars and online courses developed in collaboration with the Poitiers-based Institute of Advanced Education and Training Studies (IH2EF, Institut des Hautes Etudes de l'Education et de la Formation), they enable everyone familiarise with evaluation theory and practice in the education context.

Here is the list of tools and resources developed since 2020. New material and updated version of existing material is put online regularly.

**CSE Year Report 2020. "2020. La première année du Conseil d'évaluation de l'École"**

*A record of the CSE's eventful first year of operation, introducing school evaluation in a CoVid-19 world*

**Secondary School Evaluation Framework (updated June 2021)**

*A description of self-evaluation and external evaluation, including general methodology principles.*

**A Guide to Secondary School Self-Evaluation**

*A guide aimed at lower and upper secondary school leaders and staff to help them manage the all-important self-evaluation phase*

**Secondary School External Evaluation Specifications**

*Guidelines on how to conduct a robust and efficient external evaluation*

**The External Evaluator's Code of Ethics**

*External evaluation implies strict compliance to professional standards and rules that include no conflict of interest, non-judgemental evidence-based analysis and full respect of school staff and stakeholders.*

**Secondary School Self-Evaluation Domain Toolboxes**

*The comprehensive complement to the above-mentioned self-evaluation guide, with precise evaluation questions covering all four evaluation domains (student schooling and learning, life & well-being at school, school strategy and operation, the school's partners and institutional environment)*

**Secondary School Self-Evaluation Questionnaires**

*Examples of questionnaires aimed at collecting stakeholders' viewpoints on school operation and efficiency (teachers, non-teaching staff, students, parents).*

**A Glossary of Public Policy Evaluation Terms**

*50 words and concepts explained, with school evaluation in mind.*

**12 Diagrams on School Evaluation & 6 Diagrams on Public Policy Evaluation**

*For those who prefer a visual representation of evaluation processes.*

**40 Questions on Secondary School Evaluation**

*Everything you always wanted to know about secondary school evaluation but were afraid to ask.*