

[REDACTED]

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**Van:** [REDACTED]@minbuza.nl>  
**Verzonden:** donderdag 24 september 2020 12:01  
**Aan:** [REDACTED]  
**CC:** [REDACTED]  
**Onderwerp:** RE: Effects of the closing of schools on the pupils results and grades

Dank, [REDACTED].  
Tk, ik stuur het volgende naar mijn Zweedse collega:

In NL, the Education Inspectorate has conducted two surveys, at two different points in time since the outbreak of Covid-19, to see how education institutions (in different educational sectors) have adapted to the new situation. They did this by conducting interviews with a sample group of educational institutions. The first survey took place in April, the second one end of June and beginning of July, and a third survey is due very soon, end of September and beginning of October. The 3 surveys will serve as input for the 2021 report 'the State of Education' that the Inspectorate publishes yearly.

Related to your question about results and grades, some points the second survey shows (my summary):

- Schools and educational institutions have done a lot of efforts to adapt to gradually changing situations/circumstances, and generally have been able to adapt well.
- The large majority of pupils and students have been reached with either physical, distance or blended education.
- In primary education, school leaders have expressed relatively the least concerns about possible long-term negative effects on pupils because of the educational situation the past months. Pupils risking to fall behind were identified, and many schools took measures for specific groups and individual pupils.
- Concerns were high in practical education, VET and higher education, due to more continuous stricter hygienic rules and the continuation of (partial) distance learning. In these sectors, identifying possible differences between students, and students risking to lagging behind, is even more important.
- Primary schools have noticed hampered development/progress and wellbeing with a small part of the pupils.
- Most secondary schools have observed a backlog with pupils, more generally / on average. These observations were not always based on systematic assessment/testing, but rather on teachers' observations and experiences. Monitoring differences is considered key to avoid differences in progress to become structural.
- This period has shown that physical education is crucial. There were problems with, e.g., organising apprenticeships and work-based learning. On the other hand, educational institutions would like to profit from lessons learned of digital education also for the future.

Groet, [REDACTED]

**From:** [REDACTED]@minocw.nl>  
**Sent:** woensdag 23 september 2020 20:07  
**To:** [REDACTED]@minbuza.nl>  
**Cc:** [REDACTED]@minocw.nl>  
**Subject:** RE: Effects of the closing of schools on the pupils results and grades

Ha [REDACTED],

De Onderwijsinspectie heeft hier een en ander (in het NL) over gepubliceerd, in de zogenaamde COVID-19 monitor. Hierbij ook de link naar de themapagina (<https://www.onderwijsinspectie.nl/onderwerpen/afstandsonderwijs-tijdens-covid-19>). Helaas is het niet in het Engels beschikbaar, maar er wordt dus wel onderzoek naar gedaan. Het zijn echt reusachtige documenten (ik klikte net op de 2<sup>e</sup> meting PO, 122 pagina's aan data en analyse), dus misschien kan je enkele highlights vissen uit de nieuwsberichten die ook op de website voor de Zweedse collega?

Gr. [REDACTED]

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**Van:** [REDACTED] [mailto:[REDACTED]@minbuza.nl]

**Verzonden:** woensdag 23 september 2020 20:00

**Aan:** [REDACTED]

**CC:** [REDACTED]

**Onderwerp:** FW: Effects of the closing of schools on the pupils results and grades

Ha [REDACTED],

Interessante vraag van mijn Zweedse collega, zie hieronder. Hebben wij hier een beeld bij? Zouden we dit kunnen nagaan? Dank alvast en groet,

[REDACTED]

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**From:** [REDACTED]@gov.se>

**Sent:** woensdag 23 september 2020 14:00

**To:** [REDACTED]@reper-portugal.be>; [REDACTED]  
[REDACTED]@brue.auswaertiges-amt.de>; [REDACTED]@bmeia.gv.at' <[REDACTED]@bmeia.gv.at>;  
[REDACTED]@cfwb.be' [REDACTED]@cfwb.be>; [REDACTED]@diplobel.fed.be'  
([REDACTED]@diplobel.fed.be)' <[REDACTED]@diplobel.fed.be>; [REDACTED]@bg-permrep.eu'  
<[REDACTED]@bg-permrep.eu>; [REDACTED]@mvep.hr' <[REDACTED]@mvep.hr>; [REDACTED]@moec.gov.cy'  
<[REDACTED]@moec.gov.cy>; [REDACTED]@mzv.cz' <[REDACTED]@mzv.cz>; [REDACTED]@um.dk;  
[REDACTED]@mfa.ee' <[REDACTED]@mfa.ee>; [REDACTED]@formin.fi' [REDACTED]@formin.fi>;  
[REDACTED]@diplomatie.gouv.fr' [REDACTED]@diplomatie.gouv.fr>; [REDACTED]@rp-grece.be' <[REDACTED]  
[REDACTED]@rp-grece.be>; [REDACTED]@mfa.gov.hu' <[REDACTED]@mfa.gov.hu>; [REDACTED]@education.gov.ie'  
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[REDACTED]@mfa.gov.lv' <[REDACTED]@mfa.gov.lv>; [REDACTED]@eu.mfa.lt' [REDACTED]@eu.mfa.lt>;  
[REDACTED]@mae.etat.lu' [REDACTED]@mae.etat.lu>; [REDACTED]@gov.mt' <[REDACTED]  
[REDACTED]@gov.mt>; [REDACTED]minbuza.nl>; [REDACTED]@men.gov.pl'  
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<[REDACTED]@mzv.sk>; [REDACTED]@gov.si' [REDACTED]@gov.si>; [REDACTED]@reper.maec.es'  
<[REDACTED]@reper.maec.es>; [REDACTED]@brue.auswaertiges-  
amt.de>; [REDACTED]@brue.auswaertiges-amt.de>; [REDACTED]  
[REDACTED]@consilium.europa.eu>

**Cc:** [REDACTED]@regeringskansliet.se>

**Subject:** Effects of the closing of schools on the pupils results and grades

Dear EDUC colleagues,

From Stockholm they would like to know if it is possible to say something about the effects that the pandemic and the closing of schools has had on the academic results and grades of the pupils and students. Do you know if there has been studies or assessments of the effects in your respective countries? Also if there has been any kind of public debate on this topic, relating to the results being substantially lower or if they have even improved.

I would very much appreciate your feedback on this even if its not in the form of official reports or studies just to get a snapshot of the situation in different MS.

Best regards

[REDACTED]

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**Permanent Representation of Sweden**  
to the European Union, Brussels

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