



Philippe Bongrand &
the SociogrIEF ANR Research Project

Home Education in France: some Facts and Trends (*But Are Facts Trendy?*)

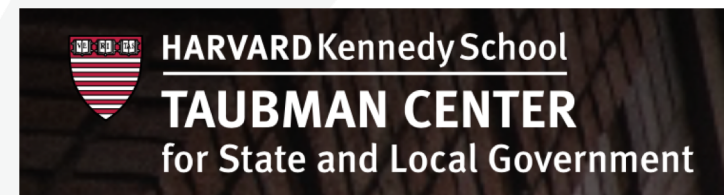
Post-Pandemic Future of Homeschooling Conference

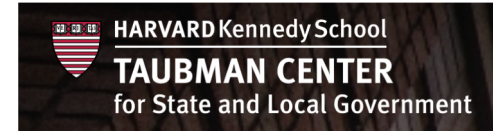
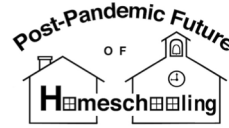
Harvard Kennedy School – Taubman Center for State and Local Government

6th session, June 10th, 2021

“Is homeschooling an international movement?”

What trends in homeschooling are occurring internationally?





Introduction

Thanks

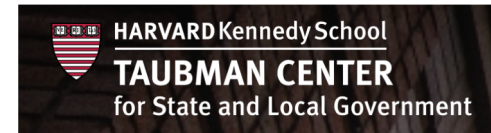
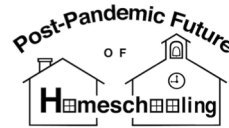
This presentation draws on the work of **a research team**

This presentation has **three goals**:

- 1 – Explaining how we **conquered** the facts
- 2 – Giving an example of the fruitfulness of exhaustive data: **home education length**
- 3 – Mentioning some current **trends** in French home education

=> Raising the question of public **interest and support for facts**.





1 – Our data sets

A very common **starting point** : the **absence of a representative dataset** making it possible to better know who the 60,000 homeschooled children are.

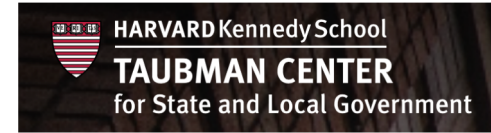
Rich **public data from the State** :

- Registration data (=> information about sex, age, place of birth, address...)
 - Home visits data (=> information about parental education, children skills)
- ⇒ Biased but **exhaustive** datasets

Energy-consuming process to **access data**

- Very different reactions from local and national administrations
- All data collections were accessed within a legal and ethical framework





2 – Data are fruitful, an example: home education length

An exhaustive dataset for « département A » with **4,742 homeschooled kids** (2004-2021)

A 'simple' fact: home education is **mainly** short-lived

- About 50% of children are homeschooled 1 year or less
- About 75% of children are homeschooled 2 years or less

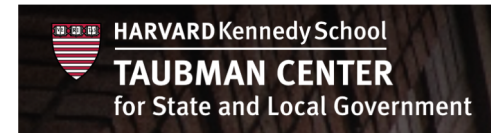
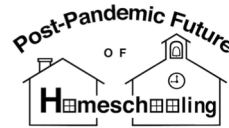
A fact with **many implications** for social and research agendas:

- ‘Socialization’, or pedagogical effectiveness : are the usual questions about home education so strategic, if it only lasts one year?
- Home educators’ motives: Is short-term home education an alternative education or a tool for schooling?
- How do homeschooled children get back to school?

Not such a simple fact...

- Long-lived home ed begins with short-lived home ed: how does it grow into one form or another?





3 – Other trends in French Home Education

Homeschooled children are **getting younger**: since the extension of mandatory education in 2019, 3 to 5 y.o. children have also been counted as well.

Home Education is **growing**: as a consequence of the pandemic, home education has reached **0.5%** of the school-aged population (0.36% in 2016; 0.30% in 2014; 0.22% in 2010; **0.16% in 2007**).

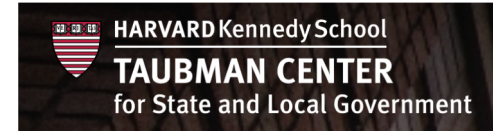
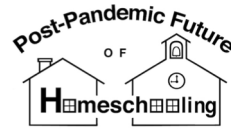
Since 1998, home education **regulation has been reinforced**.

Home Education associations are **contesting**: since October, 2020, they have actively opposed the Government project to require authorization for home education.

Home education regulation is **professionalizing**.

Some facts are of major importance though they are not a trend: compared with the US, Home Education remains **marginal** and probably **far less concerned with religious motives**.





Conclusion

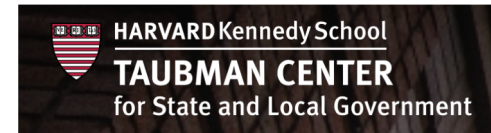
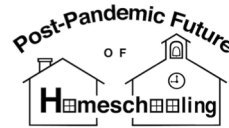
(French) administrative office drawers and shelves are filled with potential datasets, but there are not publicized or investigated.

In this context, fundamental public research spends (so much) time negotiating access to data and gains « usefulness ».

In a context where so little knowledge is circulating while so many discourses are making assertions about what home education is, (very basic) facts become politicized.

=> Facts do not appear to be very trendy... but academics should committ to establishing facts and advocating that they are worth being disseminated.





Further presentations in English

Bongrand, Philippe, & Glasman, Dominique (submitted). The Massive Proportion of Short-Term Home Education: Lessons and Questions From French Administrative Datasets.

Bongrand, Philippe (2020). What's happening in France about home education? 4th Global Home Education Conference (GHEX), <https://www.youtube.com/watch?v=AZSIR4YLgJM>

-- Home Education Through the Lens of Municipal Records: A Case Study in the Parisian Suburbs », *Peabody Journal of Education*, 94(3), 328-341. <https://doi.org/10.1080/0161956X.2019.1617586>

-- “Compulsory Schooling” Despite the Law: How Education Policy Underpins the Widespread Ignorance of the Right to Home Educate in France », *Journal of School Choice. International Research and Reform*, 10(3), 320-329. <https://doi.org/10.1080/15582159.2016.1202071>

Ponnou-Delaffon, Erin Tremblay (2020). Lorsque rentrer à l'école, c'est rester à la maison. Homeschooling in France as a contemporary critique of social institutions. *Contemporary French Civilization*, 45(2), 189–210. <https://doi.org/10.3828/cfc.2020.11>





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Thanks for your attention

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