

About policy changes after the Covid crises, first at all, Spain is a decentralized country where the educational policies and resources allocated to them depend often on the priorities of each region. But we can find some common trends which often carry out projects coordinated and sometimes directly financed by the Ministry of Education, for instance:

- Digital improvement of the teaching.

<https://www.educacionyfp.gob.es/prensa/actualidad/2022/10/221031-recursoseducadigital.html>

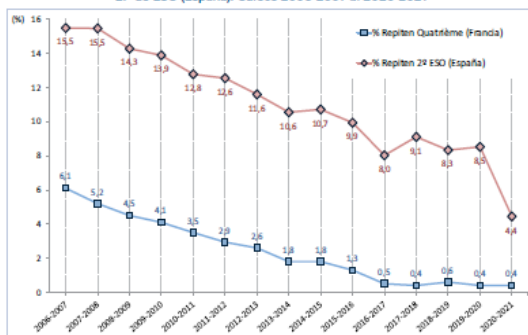
- Investment program in collaborative projects.

<https://www.educacionyfp.gob.es/prensa/actualidad/2022/11/20221110-agrupaciones.html>

There is also a general concern about the caring of emotional and mental health of the young people. In this topic the Spanish Educational Council in collaboration with the Regional Councils has recently organized a webinar with hundreds of attendees.

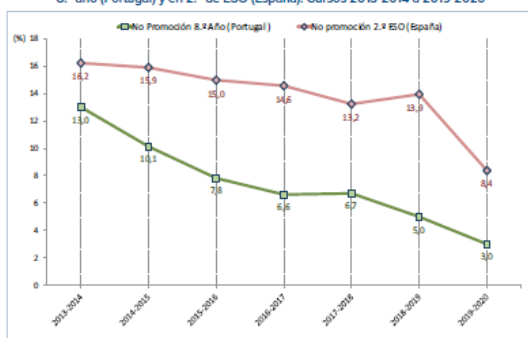
https://www.youtube.com/watch?v=DPZmgmxx_8&t=5717s&ab_channel=ConsejoEscolodelEstado

Figura D1.38
Evolución del porcentaje de alumnado repetidor con respecto al alumnado matriculado en Quatrième (Francia) y en 2.º de ESO (España). Cursos 2006-2007 al 2020-2021



Fuente: Elaboración propia a partir de los datos de la Estadística de las Enseñanzas no universitarias (España) y de *Repères et références statistiques sur les enseignements, la formation et la recherche* (Francia).

Figura D1.39
Evolución del porcentaje de alumnado que no promociona a final de curso con respecto al alumnado matriculado, en 8.º año (Portugal) y en 2.º de ESO (España). Cursos 2013-2014 a 2019-2020



Fuente: Elaboración propia a partir de los datos de la Estadística de las Enseñanzas no universitarias. (España) y del *Portal Infoescolas* del Ministério da Educação (Portugal).

It has been another change of policy following the pandemic and the implementation of the new education law: the steep reduction of the grade repetition; we are approaching faster the repetition rates of countries like France or Portugal.

About the influence of the pandemic in the students' academic outcome, we think it is necessary to wait until the new PISA publications to get reliable data. Anyway, Spain had closed the schools only the last three months of the 2019-2020 school year; so, we hope this help soften the undeniable negative influence of the lack of presentiality, especially for the vulnerable children.