



together

FOR A SCHOOL  
OF TRUST



School year  
2018-2019

# Key figures

## STUDENTS



**12,402,900**  
primary and secondary-school students

in metropolitan France and the overseas departments, public and private<sup>(1)</sup>

→ **6,747,100** primary-school students

→ **5,655,800** secondary-school students:

- **3,376,300** lower secondary-school students
- **2,279,500** upper secondary-school students (including **646,100** vocational secondary-school students)

## TEACHERS



**881,400**  
National Education officers

who teach in primary and secondary schools

## EDUCATIONAL INSTITUTIONS



**62,250**  
public and private secondary schools<sup>(2)</sup>

including **53,200** public schools

→ **50,900** primary schools

→ **7,150** lower secondary schools

→ **4,200** upper secondary schools and regional adapted teaching institutions including **1,450** vocational secondary schools

## DIPLOMAS<sup>(3)</sup>



**87.1%** Success rate for lower secondary school (DNB)

**88.3%** Success rate for the *baccalauréat*

**79.9%** Graduation rate in a generation (outside Mayotte)

## EDUCATIONAL ENVIRONMENT\*



**Primary school**

Nursery school

**24.3** September 2017

**24.5** September 2016

Elementary school

**23.3** September 2017

**23.7** September 2016

\*Average number of students per class

**Secondary school**

Lower secondary school

**24.7** September 2017

**24.6** September 2016

Vocational education

**18.5** September 2017

**18.9** September 2016

General and technological education

**29.3** September 2017

**29.3** September 2016

## AVERAGE ANNUAL SPENDING<sup>(4)</sup>



**6,300 euros** per primary-school student

**8,580 euros** per lower secondary-school student

**10,870 euros** per upper secondary-school student (general and technological)

**12,380 euros** per vocational secondary-school student

<sup>(1)</sup> Forecast for September 2018

<sup>(2)</sup> September 2017

<sup>(3)</sup> Session 2018, provisional data

<sup>(4)</sup> Calendar year 2016, provisional data

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# Editorial



**At the start of this new school year, from nursery school through secondary school, we are enhancing the perspectives opened last fall and rolling out the measures presented over the past months.** At heart, it is a question of helping all students better master fundamental skills (reading, writing, counting and respecting others) and receive more effective guidance towards their future. For this, it is essential to gather the French society around their School.

**The School is the backbone of the Republic.** It is the matrix of collective destiny and of the success of all. As such, it is the porter of social progress, giving more to those in need of more. This was the inspiration for reducing the class size by half of 4,700 additional classes in Priority Education Networks. The goal is to give the possibility to everyone to the highest achievements of their talent and merit. This was the thinking behind the enhanced course offerings in lower secondary school, the development of artistic, cultural education, and the reform of general, technological and vocational secondary schools.

**These transformations are carried by a state of mind, that of trust.** For secondary-school students, for example, it means more freedom and time to construct their educational plans, as well as new courses that place an emphasis on digital technology. For teachers, this translates into new tools, including assessments in first, second and sixth grades that will allow them to adapt their instruction to the needs of their students. The strengthening of their training and above all the constant support of the school will help them to overcome difficulties they encounter. For parents, who are our most important partners, we aim to improve communications through the Parents' Briefcase program, because mutual trust between parents and schools is the key to student success.

**Through the knowledge and values it conveys, School is the foundation of a fraternal and serene society.** That is why the Ministry makes the care of children with disabilities a priority. That is also why it is essential to fight against all forms of harassment, including the risks posed by digital media. The newly instituted ban on the use of mobile telephones in primary school and lower secondary school will contribute to the smooth running of classes and to the richness of collective life. In the same vein, the principle of secularism at school and that of equality between girls and boys are crucial values that must be respected without fail.

**National cohesion depends on our ability to gather around the essential: the future of students and, beyond that, our country.** All of the French territories: urban, peri-urban, rural and overseas, are the subject of careful attention. In this season, I would like to salute the action of all those who make our School come alive every day. Their commitment is essential to meeting the challenges of the 21st century in France and throughout the world.

**Jean-Michel Blanquer,**  
Minister of National Education



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# Teaching basic skills

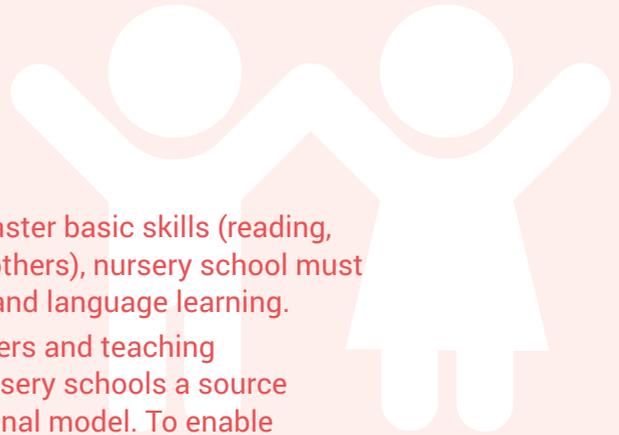
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# Making nursery school a means to achieving equality and success

## THE ESSENTIALS

- └ To ensure that all students master basic skills (reading, writing, counting and respecting others), nursery school must be a place for student fulfillment and language learning.
- └ The expertise of French teachers and teaching assistants helps make French nursery schools a source of national pride and an international model. To enable teachers to meet the challenges of the 21st century, a conference was held March 27 and 28, 2018, overseen by neuropsychiatrist Boris Cyrulnik.
- └ With the President of the Republic in attendance at the conference, educational specialists outlined new educational and organizational ideas to improve compulsory education.
- └ In the fall of 2019, the requirement that children start compulsory education at age 3 will provide a common framework, offering all students the same opportunity to succeed in school.



## Lowering the age of obligatory education to 3 years

The nursery school conference marked the beginning of a process to further unify nursery school education.

Though today 97% of students are enrolled at 3 years old, there are **different levels of schooling, depending on location and social background**. Irregular attendance is also common, especially in the first year.

This is all the more decisive because before the age of 6, **a good command of language is crucial** for student success.

### Current research

Studies by US researchers (Burger 2010, Cascio and Schanzenbach 2013) have highlighted the positive effects of schooling that begins at age 3 on the cognitive development and academic performance of students from disadvantaged social backgrounds.

Thus, the positive effects of nursery school education, particularly in terms of reducing language and reading difficulties, have been observed for migrant students (Dustmann *et al.*, 2013, Biedinger *et al.*, 2008).

In addition, the PISA 2012 study found that in most OECD countries, there is a strong correlation between nursery school attendance and student performance: on average, 15-year-olds who attended a nursery school for one year or more showed a 35-point advantage (73 points for France) compared to others, even after controlling for socio-economic background.

Source: Ann West, *L'école maternelle à la source de la réduction des inégalités sociales : une comparaison internationale*, Cnesco, 2016. [http://www.cnesco.fr/wp-content/uploads/2016/09/west\\_solo\\_fr1.pdf](http://www.cnesco.fr/wp-content/uploads/2016/09/west_solo_fr1.pdf)

That is why the President of the Republic decided to lower the age of the beginning of compulsory education to 3 years. This decision forms the core of a bill that will be debated in French Parliament during the 2018-2019 school year.

## Strengthening language learning in nursery school

The conference showed the need to **promote effective teaching practices** in nursery school.

Similarly, **learning precise vocabulary and language structure** helps fight an early source of inequality: language. In fact, at age 4, a child from a disadvantaged social background has heard 30 million fewer words than a child from a privileged background<sup>1</sup>.

**National recommendations** will strengthen vocabulary acquisition in nursery school. A booklet called "The Words of Nursery School" will be available to teachers in November 2018 to help them work on this basic skill with their students.

The results of first-grade evaluations will enable National Education inspectors to provide guidance to nursery school teachers on student needs.

During the year 2018-2019, the *Conseil supérieur des programmes* will be asked to **clarify the nursery school programs** (Cycle 1) to emphasize the importance of language learning. Similarly, annual benchmarks for progress will provide teachers with clear standards to most effectively organize their teaching for nursery school.

The challenge is also to **strengthen social skills**, which are fundamental to nursery school. They give students the confidence they need to deal with the rest of their schooling. Indeed, during the three years of nursery school, many important emotional attachments are created and socialization skills are built.

To accomplish these goals, the content of the certificate of professional aptitude (CAP) for early childhood education will be adapted.

<sup>1</sup> Excerpt from the Terra Nova report *Investissons dans la petite enfance*, May 2017.

Figures from Betty Hart and Todd Risley's "The Early Catastrophe", conducted in the homes of a representative sample of families (2004, *Education Review*, 77 (1), 100-118).

## Developing nursery school teacher training

The nursery school conference emphasized the need to **strengthen professional training**, because working in nursery schools is a specific mission that requires particular qualifications.

– September 2018: three days of training for the 1,400 National Education inspectors to help them implement the planned changes in primary school. One of the three components of this training was specifically devoted to nursery school.

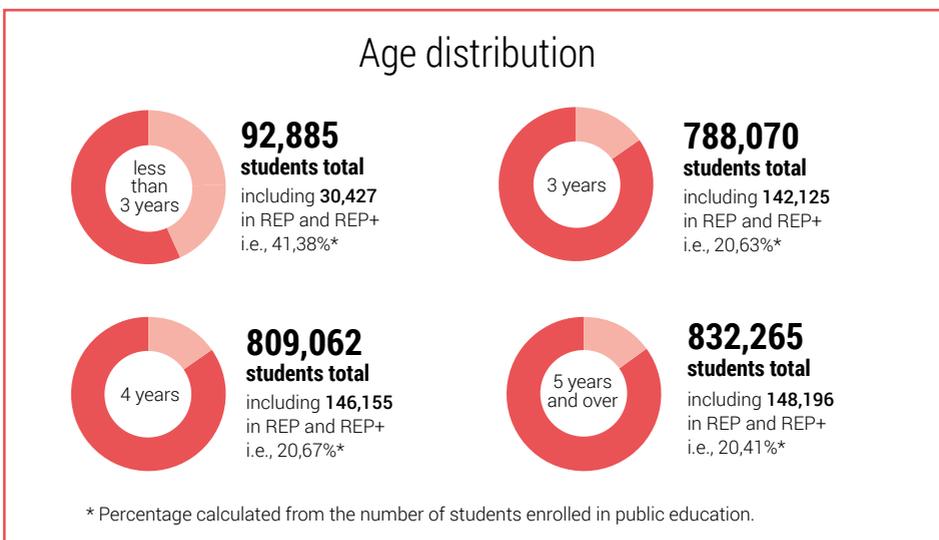
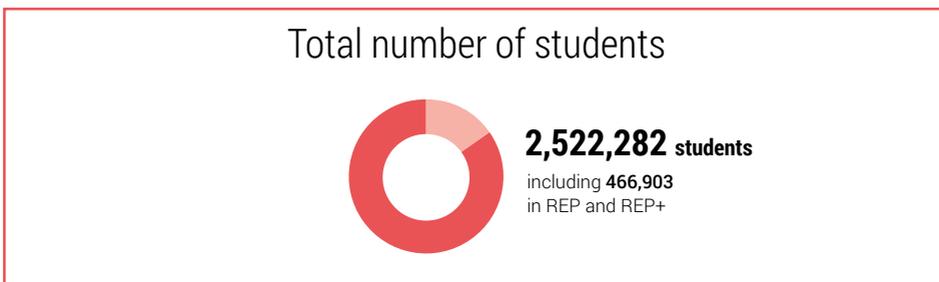
– 2nd semester 2018: a specific seminar for nursery school teachers will offer specialized modules leading to advanced qualifications.

– 1st semester 2019: **a common training plan for teachers and teaching assistants (ATSEMs)** will be launched in close collaboration with local authorities. ATSEMs are essential to nursery schools; their role will become more educational. The training will help to implement these changes to the ATSEMs' role, complementing the role of teachers.

### Two decrees to promote and strengthen the role of teaching assistants

Local authorities today employ about 55,000 teaching assistants, 85% of whom are civil servants. Two decrees, regarding their status and their recruitment exam, were published on March 1, 2018. In particular, their membership in the educational community is affirmed.

## Key nursery school figures



Source: *L'Éducation nationale en chiffres*, Depp, 2017.

# The French school in Europe

In comparison to European school systems, France has strengths and weaknesses.

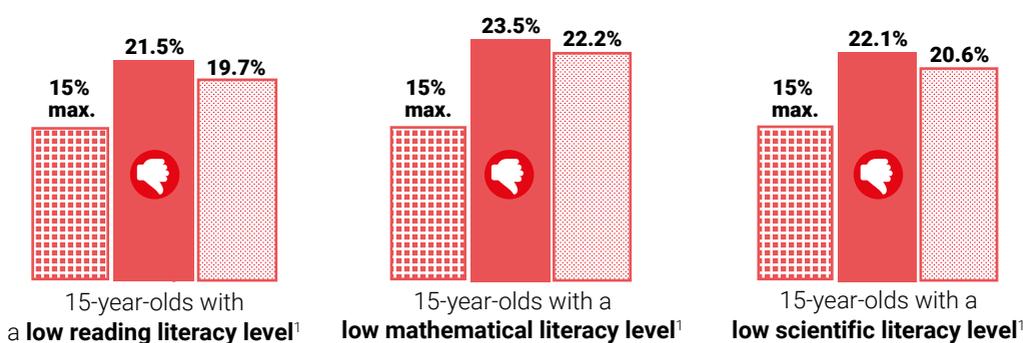
Key

European target

France

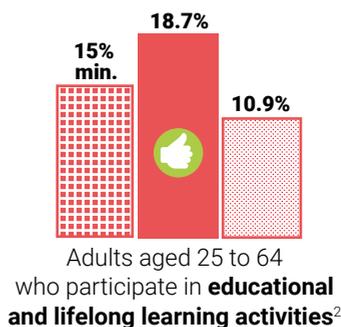
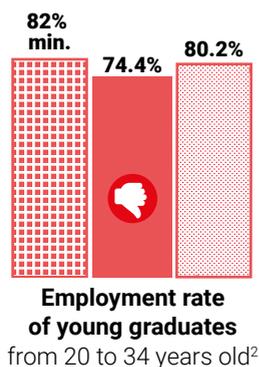
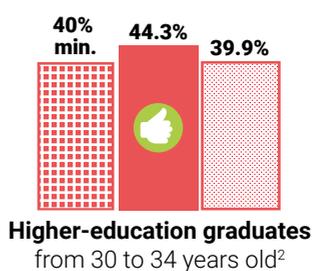
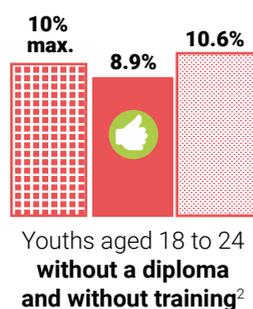
EU 28 average

## BASICS INSUFFICIENTLY MASTERED



<sup>1</sup> OECD/PISA

## A SCHOOL THAT SHOULD BETTER PREPARE STUDENTS FOR THE FUTURE



<sup>2</sup> 2017 Employment Survey

## Fighting inequalities at their source

### THE ESSENTIALS

- └ Twenty percent of students have not mastered basic skills by the end of primary school. To address this difficulty at the root, it is essential that the most vulnerable students benefit from greater supervision in their formative years and qualitative teaching methods.
- └ That is why class size has been reduced by 50% in first and second grades in Priority Education Networks (REP) and Enhanced Priority Education Networks (REP+), an initiative begun in September 2017.
- └ At the beginning of this school year, we reduced twice as many classes as last year (3,200 first-grade classes in REP; 1,500 second-grade classes in REP+) and three times more students benefit from this privileged learning environment.
- └ In total, at the start of the 2018 school year, nearly 190,000 first and second-grade students in REP and REP+ were in classes of about 12 students.

### A measure of social justice

Before educational difficulties become ingrained, it is essential to **offer the most vulnerable students a reinforced framework** to enable them to master basic skills.

That is why first and second-grade classes have been halved in Priority Education Networks (REPs):

- in September 2017: 2,200 classes were halved in REP+;
- **in September 2018: 3,200 first-grade classes were halved in REP and 1,500 second-grade classes in REP+.**

This investment is necessary for French schools to combat negative environmental factors of all kinds, and to **give all students the best chance of success**. This effort is part of a larger initiative to devote more resources to primary school.

## A measure that is already getting results

Scientific studies show that substantially reducing class size allows the most vulnerable students to progress<sup>1</sup>. **France is one of the first countries to launch such a large deployment** (12 pupils per class during the first two years of compulsory schooling) and on such a large scale<sup>2</sup>: in September 2019, 20% of first and second-grade students (300,000 students) will benefit from this measure.

Teachers in charge of these reduced classes have remarked that students have clearly benefited.

It is now necessary to support this observation by conducting a precise assessment of student progress:

- planned evaluations in first, second and sixth grades will offer pertinent data;
- researchers from several universities, overseen by the Direction of evaluation, Forecasting and Performance (DEPP), will assess the impact of this measure. Initial results will be available at the end of 2018 for first-graders in REP+.

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## The cutting edge of a primary-school teaching renewal

**“In the fall of 2018, there are 190,000 first and second-grade students in Priority Education Networks who are studying in reduced classes.”**

To be fully effective, class-size reduction in first and second grade must be accompanied by a **renewal of teaching practices**. This effort, which benefits all schoolchildren, includes:

- structured, progressive and specific teaching methods, particularly in French and mathematics (see fact sheet 3);
- more personalized teaching practices to better meet the needs of all students.

This new approach has been clarified:

- by teaching recommendations in reading, grammar, vocabulary and mathematics published on April 26, 2018 ([education.gouv.fr/pid285/bulletin-officiel.html?pid\\_bo=37752](http://education.gouv.fr/pid285/bulletin-officiel.html?pid_bo=37752));

- by a research review of literacy education, established with the support of the Scientific Council for National Education (CSEN), which emphasizes the need for:

- meticulous study of the connection between written and spoken sounds;
- the acquisition of a fluent reading before the end of first grade;
- careful daily work on writing in class;
- reading comprehension exercises.

- by a review of teaching practices (class layout, time management, differentiating teaching practices, choice of reading manuals<sup>3</sup>, etc.).

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<sup>1</sup> Bressoux, P. and Lima, L., “La place de l'évaluation dans les politiques éducatives : le cas de la taille des classes à l'école primaire en France,” *Raisons éducatives* (G. Felouzis and S. Hanhart, eds.), “Gouverner l'éducation par les nombres ? Usages, débats, controverses,” 15, 99-123, 2011. Denis Meuret, “Les recherches sur la taille des classes,” a report made at the request of the *Haut Conseil de l'Évaluation de l'École* (HCEE), January 2001.

<sup>2</sup> The US developed a similar project, STAR (Student/Teacher Achievement Ratio), in 1985, whose long-term results were encouraging. See Denis Meuret, “Les recherches sur la taille des classes”, a report made at the request of the *Haut Conseil de l'Évaluation de l'École*, January 2001.

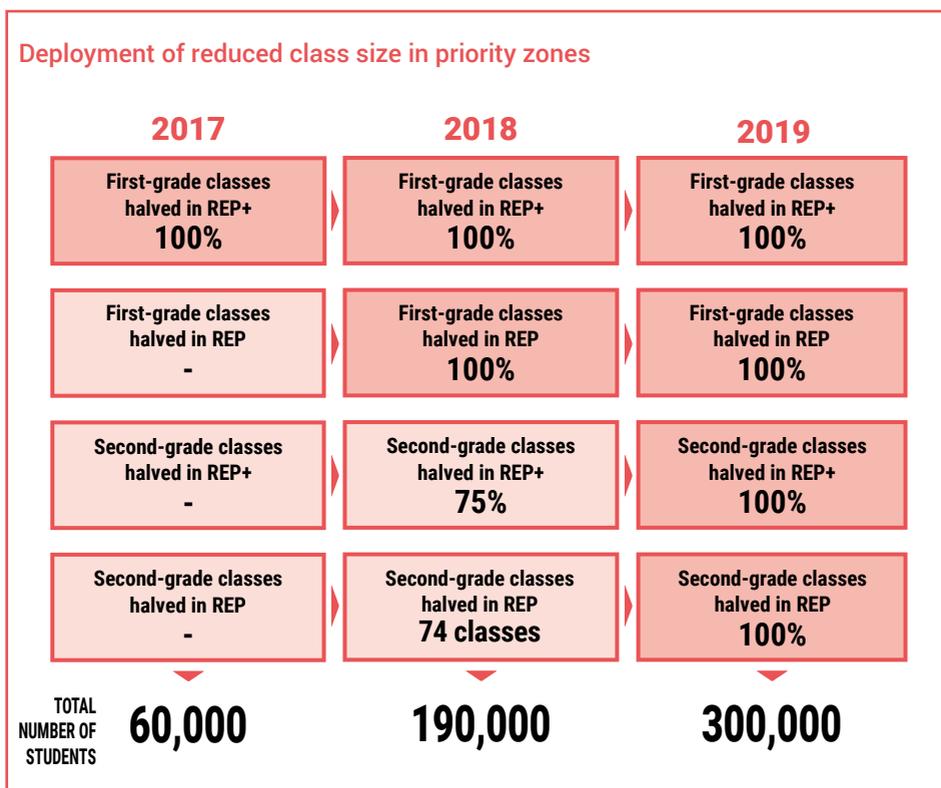
<sup>3</sup> <http://eduscol.education.fr/cid117919/100-de-reussite-en-cp.html>

The effort to reinforce basic skills will continue throughout the 2018-2019 school year with:

- national assessments at the beginning and middle of first grade, and at the beginning of second grade (see fact sheet 4);
- clarified programs for primary and lower secondary schools;
- annual progress benchmarks;
- new grammatical terminology and a grammar textbook to unify grammar instruction.

To support this initiative, additional training has been put in place:

- for 1,400 National Education inspectors in September 2018;
- for schoolteachers: 18 hours of annual training devoted to French and mathematics.



# Priority given to basic skills

In primary school, the focus is on acquiring basic skills:  
reading, writing, counting, respecting others.

## REDUCE INEQUALITY BEGINNING IN NURSERY SCHOOL

- Compulsory education from age 3 in September 2019
- Language development to prepare students for reading and writing

## HALVE FIRST AND SECOND-GRADE CLASS SIZE IN REP AND REP+

**September 2017**  
60,000 students  
in reduced classes

**September 2018**  
190,000 students  
in reduced classes, i.e.,  
approx. 12 students per class

## TESTING STUDENTS IN FIRST AND SECOND GRADES



For all students at the beginning and middle of first grade, and the beginning of second grade, **in French and mathematics**



For teachers, help for adapting their teaching to **the needs of students**

## OFFER SUCCESS INTERNSHIPS IN FIFTH GRADE

For students experiencing difficulty in French and/or mathematics, on a voluntary basis:

**15h**  
of internship



**3h**  
per day



Spring  
or summer  
vacation



**Summer 2018**

**76,200**  
students enrolled  
(+6% compared  
to 2017)

## CLARIFY THE PROGRAMS

### → More precise programs

in French, mathematics, moral and civic education, from first to ninth grades

### → Annual progress benchmarks

for primary and lower secondary schools

## A sustained investment



### Creation of **3,881** positions in September 2018 to:

- continue to reduce class size in REP and REP+
- improve the ability to provide replacement
- improve educational offerings in rural areas
- better support students with disabilities

# 100% success in primary school: strengthening French and mathematics instruction

## THE ESSENTIALS

- └ An observation: international and French tests show that French students have insufficient mastery of basic skills. Children from disadvantaged backgrounds are particularly concerned.
- └ An objective: universal mastery of fundamental skills by the end of primary school, because a successful education and the formation of a free and responsible citizen depend upon it.
- └ A strategy: give priority to the mastery of French and mathematics, the basis of all knowledge, through rigorous, specific and progressive teaching;
- └ The means: invest in and clarify teaching programs, develop annual benchmarks, strengthen teacher supports, encourage reading.



## Imperfect mastery of basic skills

Several surveys show that French schoolchildren have poor mastery of basic skills.

**The PIRLS survey (2016)**, which assesses reading comprehension, shows that since 2001, the overall performance of French students in fourth grade has gradually decreased at each evaluation. Moreover, their performance is below the European average (511 points vs. 540)<sup>1</sup>.

**The DEPP study (2016)** of the reading ability of 760,000 young people aged 16 to 25 years who completed their obligatory Defense and Citizenship Day (JDC) shows that 22.5% of them are not efficient readers<sup>2</sup>.

**The TIMSS (2015)**, which measures results in mathematics and science among fourth-grade students, shows that with 488 points in mathematics and 487 points in science, France is below the European average. These results show a strong heterogeneity of results between students.

In the next four years, we must improve these results so France regains its place as an international reference in educational matters.

<sup>1</sup> "Évaluation des acquis des élèves", *Note d'information*, number 17.24, December 2017.

<sup>2</sup> "Journée défense et citoyenneté 2016 : environ un jeune Français sur dix en difficulté de lecture", *Note d'information*, number 17.17, June 2017.

## Priority given to primary school

Fall 2018 saw the commitment of a **greater budget** for primary school.

There are **36,200 fewer students** in primary school. At the same time, **3,881 teaching positions** were created.

Concretely, this translates into a **better rate of primary-school supervision** in every region. The number of professors per 100 students was 5.55 at the start of the 2018 academic year while it was 5.46 at the beginning of the 2017 academic year.

## Rigorous, specific and progressive instruction

The three years of nursery school and five years of elementary school must enable all students to fully master basic knowledge, which is an essential springboard for success. This requires instruction that is:

- **rigorous:** teachers should assign exercises on pertinent concepts until all students master the skills expected by the end of the year;
- **specific:** teaching sequences specifically devoted to reading, writing, vocabulary, grammar, calculus, problem solving, etc.;
- **progressive:** lessons take place according to progressions established by teachers to meet the educational objectives set by the Ministry.

## Actions carried out in 2017-2018

The publication of a reference book, *First-Grade Reading and Writing Instruction*, a state-of-the-art guide, is intended to aid first-grade teachers. It shows that:

- the systematic instruction of the connection between written and spoken sounds is the most efficient method;
- writing activities should be conducted in conjunction with reading activities;
- fluent reading, which must be acquired in first grade, is essential to a good understanding of a text;
- a reading manual drives advancement;
- once reading has become fluent, understanding words, constructions, sentences and texts must continue to be the subject of specific exercises in grammar, vocabulary and conjugation.

**Four recommendations provide teachers with a general framework** for teaching fundamentals. They derive from the best teacher practices and national and international research, and are part of a global strategy of mastery of basic knowledge by all primary-school students:

- two recommendations concern the teaching of reading, and the teaching of grammar and vocabulary;
- two recommendations concern arithmetic and problem solving.

## Clearer programs and annual progress benchmarks for 2018-2019

At the request of the Minister, the *Conseil supérieur des programmes* **clarified the French and mathematics programs**, with the central objective of helping all students master and consolidate basic knowledge. These amended programs went into effect at the start of the 2018 school year in Cycle 2 (first, second and third grades), Cycle 3 (fourth, fifth and sixth grades) and Cycle 4 (seventh, eighth and ninth grades).

**In the fall of 2018, annual progress benchmarks** will be provided to teachers to assist them in their daily work. They will specify the skills and knowledge that each student must acquire during the school year.

## In French, priority given to vocabulary, reading and writing

### Elementary school

- Nursery school curricula (Cycle 1) will be clarified by the *Conseil supérieur des programmes* to further emphasize vocabulary skills.
- Educational recommendations published in spring 2018 emphasized the importance of vocabulary. These recommendations are an extension of the guide *First-Grade Reading and Writing Instruction*.

### Primary school

- **By the end of first grade, all students must be able to automatically decipher the alphabet** in a way that allows them to read fluently. To this end, teachers give regular and repeated sessions of reading, writing, vocabulary, grammar, conjugation and spelling.
- Resources are made available to teachers to help them choose their reading manual, to create their lessons<sup>3</sup>, etc.
- **A grammatical terminology text will be published at the beginning of the 2018 school year.** This book offers teachers a simple and innovative terminological repertory to teach grammar rules to students.

## In mathematics, priority given to arithmetic and problem solving

The new version of the curricula and teaching recommendations concerning arithmetic and problem solving take into account the main conclusions of Cédric Villani and Charles Torossian's report, *21 Measures for Mathematics Instruction*<sup>4</sup>:

- exercise daily mental calculation throughout primary school;
- work on addition, subtraction, multiplication and division beginning in first grade;
- develop an intuitive approach to mathematics.

**Project leaders in each academy** will be in charge of mathematics instruction.

<sup>3</sup> <http://eduscol.education.fr/cid117919/100-de-reussite-en-cp.html>

<sup>4</sup> <http://www.education.gouv.fr/cid126423/21-mesures-pour-l-enseignement-des-mathematiques.html>

## Developing a taste for reading

The curricula emphasize **regular reading practice**, both silent and aloud, as well as student discussions about books.

The promotion of books and libraries is a high priority in arts and cultural education (see fact sheet 6).

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## Improved teaching instruction: better training for teachers and administrative officials

### Developing professional skills

– September 2018: 1,400 National Education inspectors were trained to help teachers implement this new educational plan in their region.

– **The 18 hours annual training** of schoolteachers will focus on French and mathematics instruction.

### Giving teachers tools to enable them to help students advance

– **National tests in first, second and sixth grades** will give teachers a clear view of the skills and difficulties of each student, and will enable teachers to provide the best response (see fact sheet 4).

– New resources, in particular the work of the Scientific Council for National Education, will be provided to teachers.

### Giving teachers extra time to help the most vulnerable students

– Throughout the year, in primary school, teachers have **one hour per week of complementary educational activities (APC)** to help the most vulnerable students.

– During the spring and summer vacations, willing students can participate in Success Internships (see fact sheet 5).

# Improved mathematics instruction

The Villani-Torossian report's recommendations on mathematics form the basis of a plan for rigorous, specific and progressive instruction.

## ACTIONS ALREADY TAKEN

- ✓ Cultivate an understanding of addition, subtraction, multiplication and division since first grade
- ✓ Encourage the development of computational skills at all ages
- ✓ Employ manipulation, verbalization and abstraction as the basis for math instruction

## 4 NEW MEASURES FOR SEPTEMBER 2018

1

**Project managers  
in each academy**

2

**Better lifelong learning  
for teachers**

3

**Math laboratories  
in schools**

4

**More science clubs**

# Test in order to progress

The evaluations planned for this year will make it easier to personalize students' education.



## NATIONAL ASSESSMENTS IN FIRST, SECOND AND SIXTH GRADES...

- Why?** → Allow teachers to adapt their teaching to help all students succeed
- In what disciplines?** → In French and mathematics
- When?**
- Early and mid-year in the first grade
  - At the beginning of second grade
  - At the beginning of sixth grade

→ **Results are available a few days after the tests**



## ...TO BETTER ADAPT TO STUDENTS' NEEDS AND GOALS

1

**Deliver an individual report card** to each student's family

2

**Implement any necessary review sessions** developed by teachers through:

→ lessons

→ complementary educational activities in elementary school

→ or personalized help in lower secondary school

3

**Develop an educational plan** that answers students' needs, designed by teachers, educational inspectors and administrators

# National assessments of first, second and sixth-grade students

## THE ESSENTIALS

- └ Mastery of basic knowledge by all primary-school students is a top priority. As of September 2018, all children enrolled in first, second and sixth grades receive assessments. These tests provide teachers with effective benchmarks for identifying students' difficulties early in the year, thereby helping students overcome them and succeed.
- └ For each skill tested, teachers have educational resources to respond to student difficulties.

## Gathering information for students' benefit

The assessment of students' academic achievement aims to **better understand their needs to improve their learning process**.

These tests are based on four principles:

- a rigorous and scientific construction of the assessment tools conducted by the Direction of Evaluation, Forecasting and Performance (DEPP), in cooperation with the Scientific Council for National Education (CSEN) and the General Direction of School Education of the Ministry (DGESCO);
- secure procedures;
- results furnished to families;
- support for teachers so they may respond effectively to their students' difficulties.

### The Scientific Council for National Education

On January 10, 2018, the Minister of National Education, Jean-Michel Blanquer, established a Scientific Council for National Education, chaired by Prof. Stanislas Dehaene and composed of recognized scientists from different fields.

Founded as a place for the exchange of ideas, its multidisciplinary expertise informs political decision-making. Its work focuses on the acquisition of basic knowledge, teacher training, resource validation and student assessment.

## Evaluations at key educational moments

### First grade

**In September**, national assessments allow teachers to verify **that students have the necessary skills to begin to learn reading and math.**

- **In French**, they evaluate the ability of children to manipulate sounds. This ability is predictive of their ease in learning to read. They also assess students' ability to understand words, sentences or a short text read by the teacher.
- **In mathematics**, students are asked about their knowledge of numbers up to 10 and their ability to use them in a simple situation.

**Between January and February**, an assessment gives the teacher clear indications of what students have learned, particularly in reading fluency.

### Second grade

The second-grade assessment takes place in September and focuses on reading, writing and numbers.

- **In French**, it focuses on the ability to quickly decode words, read aloud with fluidity, understand a simple text and spell common words.
- **In mathematics**, it deals with the use of integers greater than 10 and first notions of geometry.

### First and second grades

Each family receives **individualized feedback** from teachers at a collective or individual meeting with the parents.

These results provide essential information to nursery and elementary-school teachers to allow them to adapt their teaching to students.

The results of these evaluations are then collected by the National Education inspectors, who can then adapt local programs to meet the needs of students.

### Sixth grade

Launched in the fall of 2017, tests of sixth-graders are taken online and corrected automatically. The nature and difficulty of the questions submitted to students vary according to the accuracy of their answers.

This year, **the assessments will take place in early October** so support for students in difficulty can be implemented rapidly.

Each student receives personalized feedback during a group or individual meeting with parents.

These results provide **essential information to the academy and the school or school networks within.**

Anonymously, all data are collected by the DEPP to inform the educational policy of the Ministry.

### Responding to educational difficulties

Evaluation is **the first step in an educational process that aims to identify educational difficulties** and respond with appropriate resources.

#### Elementary school

- For each skill tested, **teachers are provided with teaching resources** to respond to difficulties encountered and to help their students progress.
- Weekly complementary educational activities (APC) allow teachers to spend time with the most vulnerable students or those who do not master a particular skill.

#### Lower secondary school

Test results are subject to rigorous analysis by the educational teams, to settle the best help for students in difficulty:

- 2 hours of personalized support, according to the needs of each student;
- the program Homework Done (see fact sheet 5) can also help students overcome difficulties.

# Encouraging student success: Homework Done

## THE ESSENTIALS

- └ The Homework Done program allows lower secondary-school students to do their homework at school and return home with their homework done.
- └ This initiative, begun in November 2017, is free of charge and allows students to find the support they need to do their homework.
- └ It meets a commitment for social justice and help for families.
- └ The program will expand in 2018-2019.

## Encouraging student success

To progress, students need to review lessons and do exercises. But homework can be a source of inequality if families do not have the resources or time needed.

Homework Done makes it possible to overcome this gap: **it is a time at school dedicated to allowing students to do their homework** under the supervision of an adult who offers help and advice.

If a student is having difficulty, the school's educational team may recommend that the student enroll in the Homework Done program.

The program is overseen, on a voluntary basis, by teachers, guidance counselors, educational assistants, as well as civil-service or other volunteers. On average, this year, seven teachers participated in each school.

It is up to the administrative teams, with the participation of the teaching council, to ensure coordination between the various actors of the Homework Done program. Each institution has therefore appointed a program coordinator and is guided by a reference text.

### Montpellier's lower secondary schools

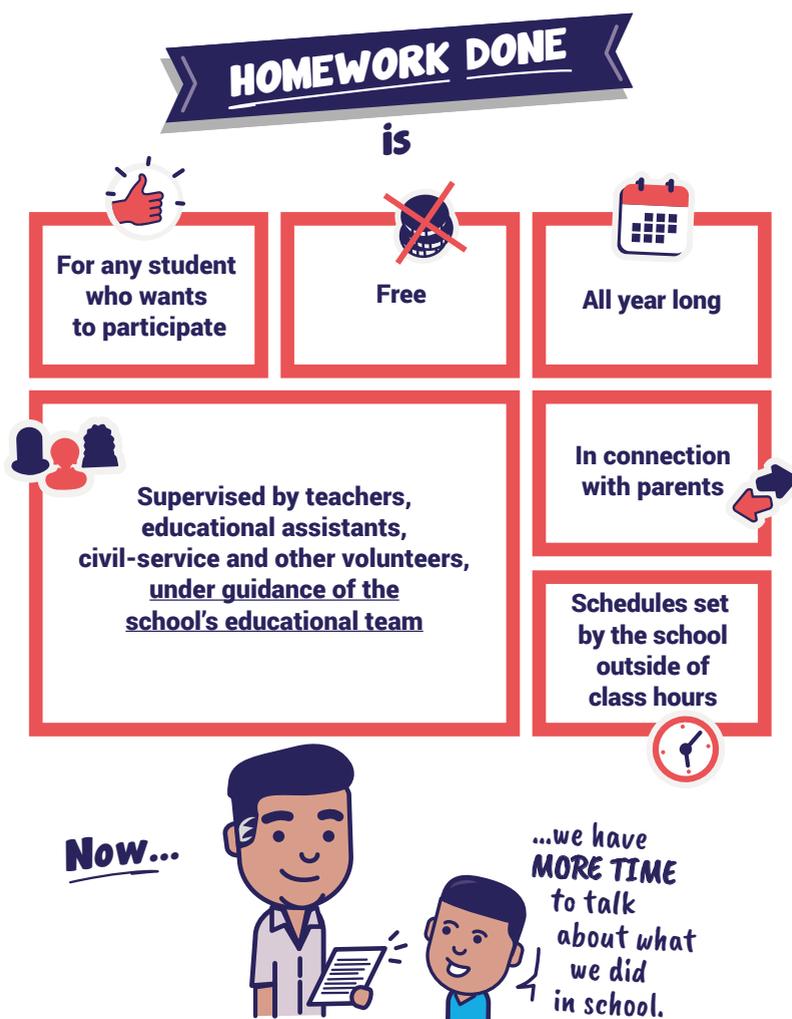
Montpellier's lower secondary schools schedule Homework Done at different times of the day, to adapt to constraints, particularly those related to school bus hours:

- 30% of schools put Homework Done at the beginning of the day;
- 32% during the lunch break;
- 69% during free periods;
- 85% at the end of the day.

### A quick development

In 2017-2018, all lower secondary schools offered Homework Done to their students. About 20% of students benefited from this program.

The implementation of Homework Done took into account the characteristics and issues specific to each establishment.



## Expansion in 2018-2019

For the 2018-2019 school year, the Ministry of National Education intends to expand the Homework Done program and has set two goals:

- Homework Done four hours a week in each lower secondary school;
- more students to benefit from the program.

In October 2018, the National Center for Distance Education (CNED) will offer a new digital service for all lower secondary-school students as part of the Homework Done program. This innovative service will offer real-time help with school coursework and skills, as well as methodological support enabling students to increase their autonomy when completing their homework (see fact sheet 11).

To meet the specific needs of overseas territories and halve the gap with the mainland in the mastery of basic skills, the government announced in June 2018, as part of the Blue Book of the French Overseas Territories, the extension of the program Homework Done to overseas territories from the start of the 2019 school year.

### Success Internships, an effective complement to Homework Done during vacation periods

Success Internships are free and offered on a voluntary basis to students who are experiencing difficulties. These internships allow fifth to ninth-graders the opportunity to consolidate their knowledge and face secondary school with confidence:

- during spring and summer vacations;
- supervised by teachers on school premises for 15 hours a week.

71,887 elementary-school students attended these courses during the summer of 2017, whereas 76,200 students attended in the summer of 2018 (+6%).

7,906 ninth-graders in public school benefited from this new program in the summer of 2018 (437 in private schools under contract with the Ministry of National Education).

# Culture and the arts, keys to student empowerment

## THE ESSENTIALS

- └ Practicing arts, visiting cultural institutions, and acquiring cultural knowledge and references are essential to developing students' creativity and self-confidence.
- └ It is also a social-justice requirement to democratize access to culture and artistic practice.
- └ To offer all students access to an exemplary artistic and cultural education, the Ministries of National Education and Culture have established four priorities: developing collective musical practices; elevating the place of books and reading at school; expanding theater programs in lower secondary school; and strengthening visual-arts education.

## Developing musicianship

### A musical start to the school year

September 3, 2018 marked the musical start of the school year in the French schools. For the second time, students were welcomed with songs or concerts in order to **start the year with joy and serenity**. This year, Priority Education Networks have the support of an artist-mentor.

#### Organized events

Renowned artists were invited to various departments: Renaud Capuçon in Seine-Saint-Denis, Pierre Chêne in Val-de-Marne, Yves Duteil in Seine-et-Marne, etc.

The students of Jean-Moulin school in Aubervilliers were welcomed by the bassists of the Radio France Philharmonic Orchestra and those of Octave Feuillet school in Paris were welcomed by the Diotima Quartet.

The schools of Brive-la-Gaillarde in Corrèze hosted Abaji and those of Vernon in the Eure the singer-songwriter Adély.

A slam took place in Cenon in Gironde with Souleymane Diamanka and the Musiques de nuit association.

Percussion workshops were offered by Simon Flippi and the Sons de toile company in Bordeaux in Gironde.

The Tchalik string quartet was in Évreux in the Eure and Pablo Pico, composer of the music of the animated film *Adama, le monde des souffles* in Mainvilliers in Eure-et-Loir.

Musical practice workshops was offered by Jean-François Zygel at Cosne-Cours sur Loire, sound painting with Audrey Vallarino at Nucéra school in Nice, flash mobs with the Volubilis company and Agnès Pelletier at Niort in Deux-Sèvres.

## A choir in every school by 2019

Today, 10% of students participate in a choir in lower secondary school. The goal is to increase the number of choirs in primary and secondary schools so they can accommodate an increasing number of students.

This September, **a new optional course was created**: two hours of choral singing, which will carry the same weight as any other non compulsory course.

The program was launched on July 21, 2018. It emphasizes the use of a varied repertoire: contemporary songs, French or foreign traditional songs, operatic airs, musicals, hymns and lieds, as well as works reflecting the values and principles that form the basis of French republican and European citizenship (for example, *La Marseillaise*, *Ode to Joy*, *Le Chant des partisans*, etc.).

**At the same time, the Choral Charters program was strengthened** and developed. On the initiative of the Ministries of National Education and Culture, it involves local authorities, and public and private educational and music organizations to promote the creation of choirs in schools, help them establish a repertoire and train teachers.

### **New resources have been devoted to choral singing:**

- the creation of National Education choirs, open to teachers throughout France: the most dedicated will join a national choir of excellence;
- a new edition of the *École en chœur* festival, launched in 2017-2018. Like last year, it will culminate in a concert involving school choirs and the national choir of excellence;
- the launch, on September 20, 2018, of Vox, a free singing application developed with Radio France<sup>1</sup>;
- a guide, *Choir in primary and secondary school*, available online in September.

## Support for orchestras

As part of the interdepartmental plan All Orchestra Musicians, announced on May 23, 2018, support has been given to initiatives such as DEMOS (Music and Orchestra Education Plan with a Social Vocation) and *Orchestras at school* to allow more students, primarily from rural and priority metropolitan areas, to join a school orchestra.

## Strengthening reading practice and the place of books at school

### A Book for the Holidays

**In June 2018, all fifth-graders received a collection of fables by Jean de La Fontaine**, illustrated by Joann Sfar, which they were able to read at home during the summer. This initiative **gave them access to a major work in the French literary heritage**, whose continuing relevance and modernity was emphasized by the work of a contemporary illustrator. Educational resources were made available to teachers to help prepare students to read the book and to study it with sixth-graders at the start of the following school year. **The initiative will be repeated in the summer of 2019 with a new illustrator.**

<sup>1</sup> <http://www.maisondelaradio.fr/article/vox-ma-chorale-interactive-0>

### School libraries

**The Ministry will strengthen the role of books** at school in partnership with local authorities to create or revitalize libraries in primary schools. Starting in the fall of 2018, a 2.5-million-euro annual call for projects will help schools renovate their libraries, especially in rural areas.

### Personal reading time at school

In order to develop students' taste for reading, schools will be encouraged to provide a collective time during the school day for personal reading, from books chosen at students' discretion.

### Sharing reading and the pleasure of reading

The Ministry of National Education promotes the reading contest Little Reading Champions, which helps fifth-graders to learn to read a text of their choice aloud; the contest targets 100,000 students per year. Support for the French association *Lire et Faire Lire* has been increased to mobilize more volunteers over the age of 50 to share books with young children and thus ensure intergenerational communication.

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## Strengthening visual-arts education

Visual-arts education in secondary school took on a new dimension in October 2018 with the provision of a **cinema curriculum**. France Télévisions, in association with the Ministry, offers teachers the possibility to screen 50 classic films, accompanied by resources to enrich students' film knowledge.

In addition, **a kit to create images and animated images, produced by the National Center for Cinema and the Moving Image (CNC)**, will be distributed at the end of primary school and in lower secondary school to **raise student awareness about the creation of images**.

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## Theatrical practice

The National Education and Culture Ministries are working together to develop theater education throughout schooling.

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## The increased role of the arts as part of school reform

As part of the 2021 *baccalauréat* reform, students will be able to link arts education with other subjects (mathematics, physical sciences, etc.), comprising four hours in eleventh grade and six in twelfth grade.

They will be able to add an optional course (three hours per week) from among these seven fields: visual-arts, cinema/audiovisual arts, art history, music, theater, dance and circus arts. In addition, two specialized *baccalauréat* degrees, the science and technology of design and applied arts, and music and dance techniques, have been created.

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# Preparing students for their future

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# Towards a new general and technological *baccalauréat* in 2021

## THE ESSENTIALS

- └ The *baccalauréat* is an essential landmark in students' education. However, its excessive complexity and lack of coherence do not guarantee success in higher education. Today, only 27% of students obtain their bachelor's degree within the three expected years.
- └ Starting in 2021, the general and technological *baccalauréat* will therefore be restructured to make it a springboard to success. Students entering tenth grade this year will be the first concerned.
- └ In preparation, upper secondary school is redesigned to help students better plan their education and acquire the knowledge and skills needed to pursue their studies.

## A *baccalauréat* that takes students' work into account

Today, students are evaluated during one week of tests. In comparison, the 2021 *baccalauréat* will be based, in part, on continuing coursework evaluations in eleventh and twelfth grades, as well as on the traditional final exams.

### Final exam results reduced to 60% of the final grade

Like today, each upper secondary-school student will present a written and oral test in French at the end of eleventh grade. In twelfth grade, students will take four final exams:

- **two written tests** will focus on subjects chosen by the candidate;
- **a written philosophy test:** a French tradition, which aims to reinforce critical thinking and analysis;
- **an oral presentation prepared during the course of twelfth grade:** knowing how to express oneself correctly in French is essential for studies, as well as for personal and professional life.

## Coursework evaluations to count for 40% of the final grade

- **30% of the final grade will be composed of general tests** organized in three sequences in the second and third quarters of eleventh grade and during the second quarter of twelfth grade, like the current *baccalauréats blancs* (practice tests).
  - The tests will focus on areas not covered by the final exams.
  - To ensure fairness, topics will be drawn from a national database. Tests will be anonymous and corrected by professors who are not the students' own. Standardization will be ensured at the academic level.
- **10% of the final grade will correspond to eleventh and twelfth-grade report-card results** for all courses in order to take into account students' daily work.

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## A general and technological upper-secondary school to succeed

### A new approach to instruction

After changes in tenth grade at the start of the 2018 school year, general and technological upper-secondary schools will continue to evolve in September 2019. The aim is to give students a common culture and enable them to plan their education in a more progressive way.

- **In general upper-secondary school**, in eleventh and twelfth grades, the specialized streams (science, economics, literature) will be abolished in favor of common instruction, with a choice of three majors of four hours each in eleventh grade and two majors of six hours each in twelfth, to which optional courses may be added.
- **In technological upper-secondary school**, instruction will reinforce the common student culture, while students will continue to choose a specialized stream.

A new approach to the final cycle of general upper-secondary school i.e. the last two years will allow students to focus more on areas that will help them succeed in higher education:

- **new instruction:** all students will take a science and a computer course in eleventh and twelfth grades, subjects that are indispensable to meeting the challenges of the 21st century;
- **in general upper-secondary schools, a wide choice of majors will be able to be combined, according to students' wishes and regional course offerings:** digital and computer sciences; humanities, literature and philosophy; history, geography, geopolitics and political science; foreign languages, literature and cultures; literature, languages and cultures of Antiquity; the arts; biology, ecology; mathematics; physics, chemistry; life and earth sciences ; engineering sciences ; economics and social sciences;
- **optional courses to further focus students' choices**, particularly in mathematics, with complementary mathematics instruction or advanced mathematics.

## Enhanced support to help students choose their focus

To help students, upper secondary schools will offer (see fact sheet 9):

- a time, beginning in tenth grade, dedicated to three main objectives: discover and navigate the professional world; become familiar with higher-education tracks and their employment perspectives; develop an education plan;
- two teachers in twelfth grade to counsel students;
- better coordination of all stakeholders.

## Beginning with the 2018 school year, changes in tenth grade

As part of the 2021 *baccalauréat* and vocational secondary school reform, tenth grade (general, technological and vocational) will undergo changes beginning in September 2018, including reinforced support for students in formulating a personal education plan.

## The new tenth grade in September 2019

After these initial changes, new tenth-grade schedules and curricula will come into force in September 2019.

As in all upper secondary-school grades, these schedules provide for common instruction, including in digital sciences and technology, and economics and social sciences. These two subjects will be taught for the first time to all tenth-grade students. Optional courses will also be offered to students in general and technological education.

The Minister of National Education asked the *Conseil supérieur des programmes* to propose new upper secondary-school curricula in November 2018, which will then be reviewed by teachers and union representatives.

# Baccalauréat 2021

The *baccalauréat* will now better take into account eleventh and twelfth-grade coursework, while also better preparing them for higher education.

## CONTINUOUS ASSESSMENT

40%  
of the final score

60%  
of the final score

## FINAL EXAMS

✓ 10% of the final score:  
eleventh and twelfth-grade  
report cards

✓ 30% of the final score:  
**generalized exams**  
(*épreuves communes*)  
2 series in eleventh grade  
1 series in twelfth grade

✓ 1 preliminary  
*baccalauréat* exam  
in eleventh grade  
written and oral French

✓ 4 final exams  
in twelfth grade  
2 specialty subjects  
Philosophy  
Final oral exam

### Generalized exams

- They are given in subjects **not evaluated during the final exams.**
- To ensure fairness, copies are **anonymous and corrected by teachers other than those of the student.** The questions come from **a national digital bank.**
- Physical education courses are evaluated throughout the final year of schooling.

### Oral test (20 min.)

- They are conducted **in eleventh and twelfth grades.**
- They focus on **a subject inspired by lessons in the majors** chosen by the student.



# Better preparing students for the job market

## THE ESSENTIALS

- └ Transforming vocational upper-secondary schools is essential to giving young people easier access to the job market. Youth unemployment today is at 20% in France compared to 15% in Europe and 6% in Germany. At the same time, the strengthening of vocational schools is essential to assuring France's economic recovery.
- └ This transformation therefore has two objectives: first, to promote the vocational school to students through better support and more progressive and varied courses. Secondly, vocational secondary-school courses must prepare students for the professions of the future.
- └ Vocational schools must take full account of changes in contemporary society, particularly the consequences of the digital revolution and the transition to sustainable energy.

## Starting the transformation in 2018

### Better support: a placement test at the beginning of tenth grade

Students will now take a **placement test at the beginning of vocational secondary school**. It will allow them to take stock of both their acquired skills and the difficulties they experience in French and mathematics. Depending on their results, students can then benefit from help to consolidate their basic skills.

### Preparing for further studies: “bridge classes” for the higher vocational diploma (BTS)

Today, only 59% of vocational school graduates who enter a BTS program pass it<sup>1</sup>.

**Two thousand spots have been created in “bridge classes”** to help students succeed in BTS programs.

<sup>1</sup> CNESCO, *De vraies solutions pour l'enseignement professionnel*, June 2016, p. 5.

## Newly created or improved training

After consultation with professionals, **vocational diplomas will change to take account of economic changes, the challenges of the transition to sustainable energy and the digital revolution.**

In this new academic year, new diplomas have been created to allow students to enter professions that are in high demand:

- seven certificates of professional aptitude (CAP), including for cheesemakers, electricians and thermal installation technicians;
- eight BTS, including architecture in metal: conception and realization, water-related professions, negotiation and digitalization of customer relations, and hotel management and catering.

## Creation of a new generation of campus

In close collaboration with regional presidents, professionals and companies, the Ministry of National Education aims **to establish at least three campuses per region by 2022**. This new generation of campus will serve simultaneously as places to live, train and innovate, dedicated to a forward-looking professional sector. Each campus of excellence will include:

- cultural and sports infrastructure;
- a boarding school;
- secondary and higher-education establishments offering professional training, open to young people studying for CAPs, vocational degrees or even doctoral degrees;
- technical and research centers, training organizations (apprentice training centers, continuing education centers, etc.);
- partner companies;
- fab labs and business incubators;
- a network of associated training institutes near campus.

**Training offered in vocational secondary schools will be organized in networks to ensure innovation and the exchange of best practices.**

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## Continuing changes in 2019

### More progressive and clearer programs

**From the start of the 2019 school year, tenth grade in vocational school will be organized by families of professions.** Several vocational *baccalauréats* will be grouped together on the basis of common professional skills studied in tenth grade. Thus, students will acquire an early professional foundation, while understanding the issues and the professions in a certain sector of activity, which will allow them to more easily choose a specialty at the end of tenth grade. September 2019 will see the introduction of three families of professions, with more added in future years.

During the final year of vocational school, depending on post-graduate plans, students will have the opportunity to **choose between a vocational and entrepreneurship integration module and a study-continuation module.**

The CAP can be prepared in one, two or three years, depending on the needs of students, the advice of the teaching team and the school's governing body.

### The families of professions proposed in September 2019

- Sustainable construction, construction and public works professions
- Administrative management, transportation and logistics professions
- Customer relations, trade and sales professions

## Review of all degrees

**To continuously adapt training to the challenges of the 21st century, the Ministry of National Education will now review the content of training courses every five years in the framework of the professional advisory committees.**

This includes taking into account current technological changes.

This work must also encompass programs, in partnership with local authorities, to promote courses and diplomas that lead to employment and reorient those that do not.

### Digital educational resources

**The School, Digital, Industry (ÉNI) project aims to create a platform of digital educational resources that promotes industry.** After a successful first experience in the fields of energy, construction and robotics, this Etincel platform will progressively cover all industrial sectors, offering students and teachers educational resources for vocational and technological education.

These resources, co-produced by industry (branches, federations and companies) and the Ministry of National Education, use all the potential of digital tools (entertainment, training games, etc.) and are based on today's realities. They satisfy many ambitions:

- to promote the technical and industrial culture;
- to offer a concrete and motivating aspect to traditional instruction;
- to highlight the attractiveness of industrial trades;
- to encourage shared training between schools and industries;
- to develop open-platform resources for education as well as businesses.

The ÉNI project aims to bring academic education closer to authentic industrial situations in order to increase students' motivation and familiarize them with diverse professions.

# Vocational school: establishing campuses

## VOCATIONAL SECONDARY SCHOOLS ASSOCIATED WITH:

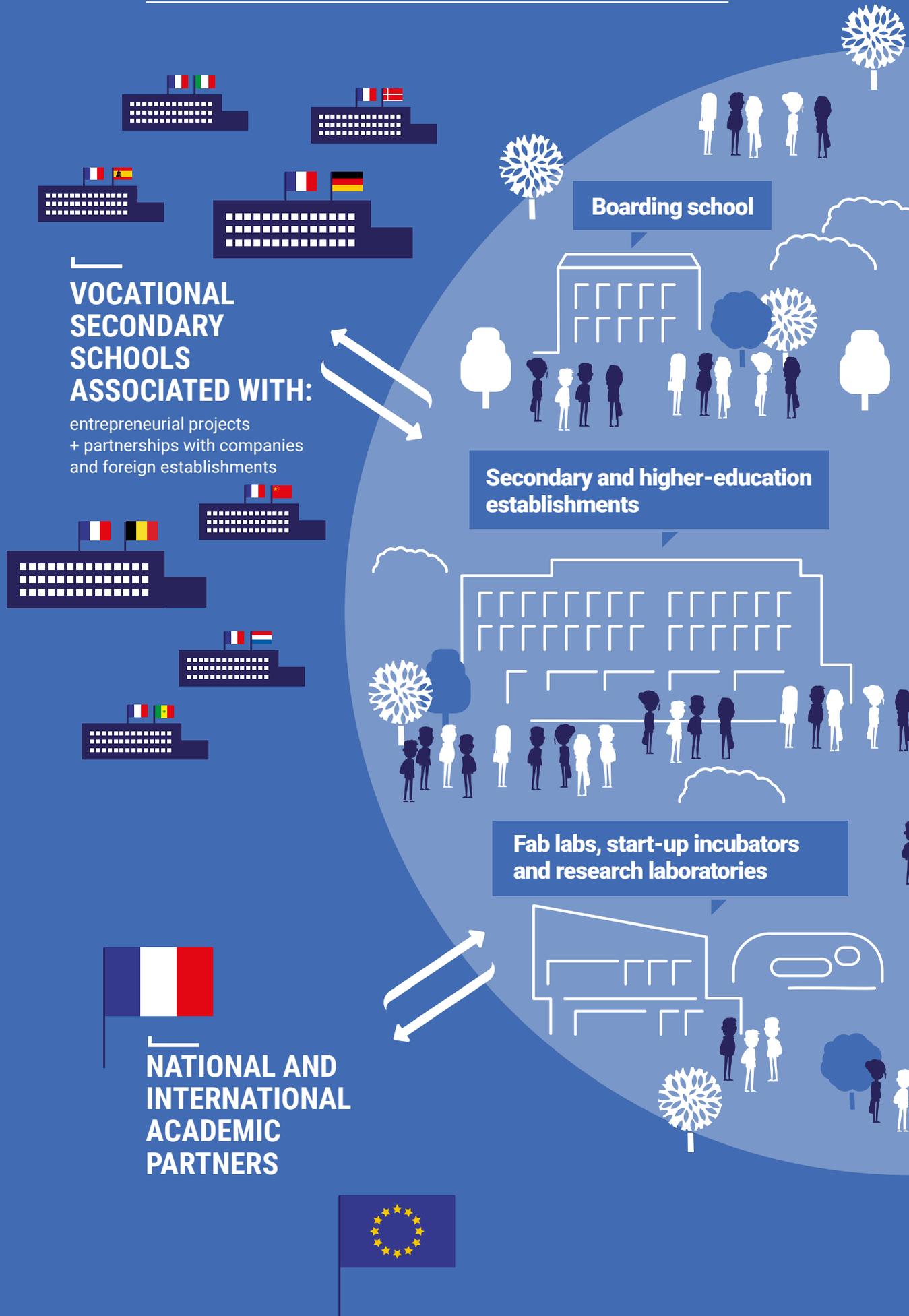
entrepreneurial projects  
+ partnerships with companies  
and foreign establishments

Boarding school

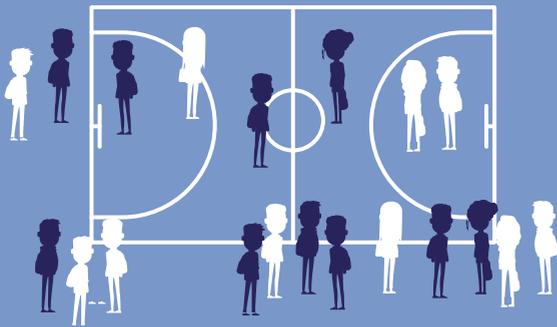
Secondary and higher-education  
establishments

Fab labs, start-up incubators  
and research laboratories

NATIONAL AND  
INTERNATIONAL  
ACADEMIC  
PARTNERS



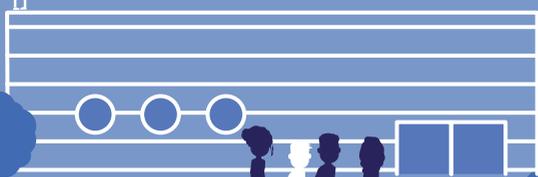
Sports equipment



Cultural amenities



Training organizations



ECONOMIC PARTNERS



GOAL

To launch at least three large campuses per region by 2022

# Helping students to plan their studies or enter the workforce

## THE ESSENTIALS

- └ To enable all students to realize goals consistent with their skills and aspirations, support for students has been enhanced in lower and upper secondary school.
- └ The various stakeholders in this process have now been coordinated to offer a more personalized and progressive approach throughout secondary-school education.
- └ Local authorities, who are most in touch with the needs of their constituents, will help strengthen this guidance service.

## A requirement of social justice

**The French education system must better support students** in their studies and entrance into the workforce. Today:

- 13% of young people leave the educational system every year without a diploma;
- only 32% of outgoing students with a certificate of professional aptitude (CAP) and only 48% of vocational school graduates are employed seven months after graduation;
- 27.6% of university students graduate in three years and about 40% after four years.

In addition, **it is important to value all disciplines** and fight against social determinism and gender-based prejudices. Today:

- at the same level of education, the preferences of students and their families depend strongly on the social environment, especially when school results are average or weak<sup>1</sup>;
- girls **are unequally distributed among disciplines: underrepresented in science tracks and overrepresented in the literature tracks, health and social services** and in the vocational services specialty<sup>2</sup>.

<sup>1</sup> DEPP, "Le déroulement de la procédure d'orientation en fin de troisième reste marqué par de fortes disparités scolaires et sociales", *Note d'information*, number 13.24, November 2013..

<sup>2</sup> DEPP, *Repères et références statistiques 2015*, August 2015.

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## Coordinate the different stakeholders in guidance counseling

### The State

**The State defines national policy for educational planning and guidance counseling.** Educational staff help and advise students to create their plans. Through their knowledge of different types of education and entrance procedures, National Education psychologists support the educational staff. They are meant to respond as closely as possible to the needs of students, families and teachers.

### Regional authorities

In direct contact with the local economic realities, **regional authorities also act to inform upper secondary school students about different educational paths.** This is why the law for “the freedom to choose one’s professional future” provides a new division of powers between the State and regions in order to allow for better student guidance beginning in lower secondary school.

As of January 1, 2019, regions will be able to intervene in secondary school to help the educational staff. A national reference framework will be established jointly with the State to clarify the respective roles of each.

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## Personalized support all along secondary school

### Lower secondary school

In lower secondary school, beginning in eighth grade, **students design an education plan with their family and their principal teacher.** This involves personalized interviews, discovery of the professional world and documentary research.

The goal is to determine the best course for each student, without any assumptions, by considering their preferences and aptitudes. Beginning this year, the number of students in the general and technological track is no longer an evaluation criterion for educational establishments.

- In 2018, there has been a significant increase in the number of students who chose vocational school (academic or apprenticeship status) compared to 2017 (+5.6%).
- Of these, 70,000 students expressed a desire for an apprenticeship. More than half of the candidates (55%) ranked this type of training as their first choice, an increase of 40.5% over the previous year.

**The five-day observational internship in a professional environment conducted by all ninth-grade students is a key moment** in developing their plan. Throughout their planning, the educational staff is there to help them create their own plan.

## 30,000 internships for lower secondary-school students in Priority Education Networks

Students from disadvantaged backgrounds often have difficulty finding internships that allow them to experience a variety of professions and environments. The President of the Republic decided to call upon companies and state services to offer 30,000 internships to these students. Beginning in October 2018, a new platform of internships will be available, giving priority to students in REP+.

## Upper secondary school

By 2021, the reform of general and technological upper secondary school will offer students **increased freedom of choice and enhanced support**.

Thus, from the start of the 2018 school year, students from tenth grade will have 54 hours a year dedicated to helping them choose their educational pathway. They will also benefit in eleventh and twelfth grades.

The choice of three majors in eleventh grade and then two in twelfth will allow students to progressively grow into their plan. The two principal teachers in twelfth grade, instituted in 2017, will help students to orient themselves towards higher education.

**The same goes for vocational secondary school**, which will offer a more progressive approach thanks to:

- tenth grade centered on families of professions;
- times dedicated to guidance;
- more diverse tracks, from academic to apprenticeship;
- modules for continuing studies and help entering the workforce.

## Helping the educational community

In all upper secondary schools, distribution of the reference text *Guiding Tenth Graders in General and Technological upper secondary school* is scheduled for the beginning of this school year. It suggests three organizational themes to help students: discovering and navigating the professional world, becoming familiar with different educational tracks and developing an education plan.

In all regions, training will be aimed in particular at principal teachers.

In line with the *Terminales 2017-2018* webpage, ONISEP is expanding its digital platform to help twelfth-graders, their parents and educational staff to better understand higher education courses.

To help teachers in their mission of guiding students to the best educational path, ONISEP has launched new tools for secondary-school staff, including self-training modules, organized by **grades** and **skills**.

# Boarding schools, springboards to social and regional equality

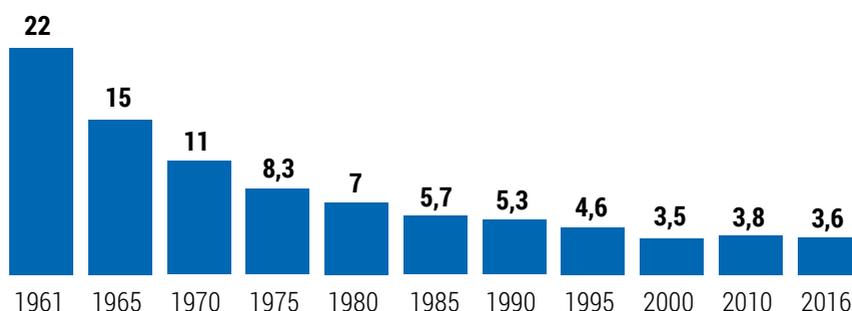
## THE ESSENTIALS

- Boarding schools are more than just a question of lodging. They offer students the ability to follow specific training, a favorable study environment and rich cultural and sports activities.
- Boarding schools also promote social justice and serve to boost rural areas.
- To expand the role of boarding schools in all regions, the Minister of National Education entrusted Jean-Yves Gouttebel, President of the Departmental Council of Puy-de-Dôme, and Marc Foucault, from the General Inspection of the Administration of National Education and Research (IGAENR), with a report on boarding schools. Their findings and proposals will be released in the fall of 2018.

## Boosting boarding schools

The decline of the boarding school in public schools from 1960 to today

% of boarding-school students among total public secondary-school students



In 2008, the *Internats d'Excellence* program was one of the most ambitious projects for relaunching boarding schools<sup>1</sup>. The students concerned were secondary-school students with three profiles:

- good students who were encountering difficulties in their current environment;

<sup>1</sup> IGEN, IGAENR, *La mise en place des premiers internats d'excellence*, report 2011-057, June 2011.

- students who were having difficulty reaching their potential and who needed some educational support;
- students in grave need of extra help.

The boarding school at Sourdun, in the Créteil academy, was the first of a series of boarding schools that opened between 2009 and 2010.

This movement increased the number of boarding-school students in 2010, before the number began to fall again in 2016.

Today, there are 1,531 boarding schools throughout the country:

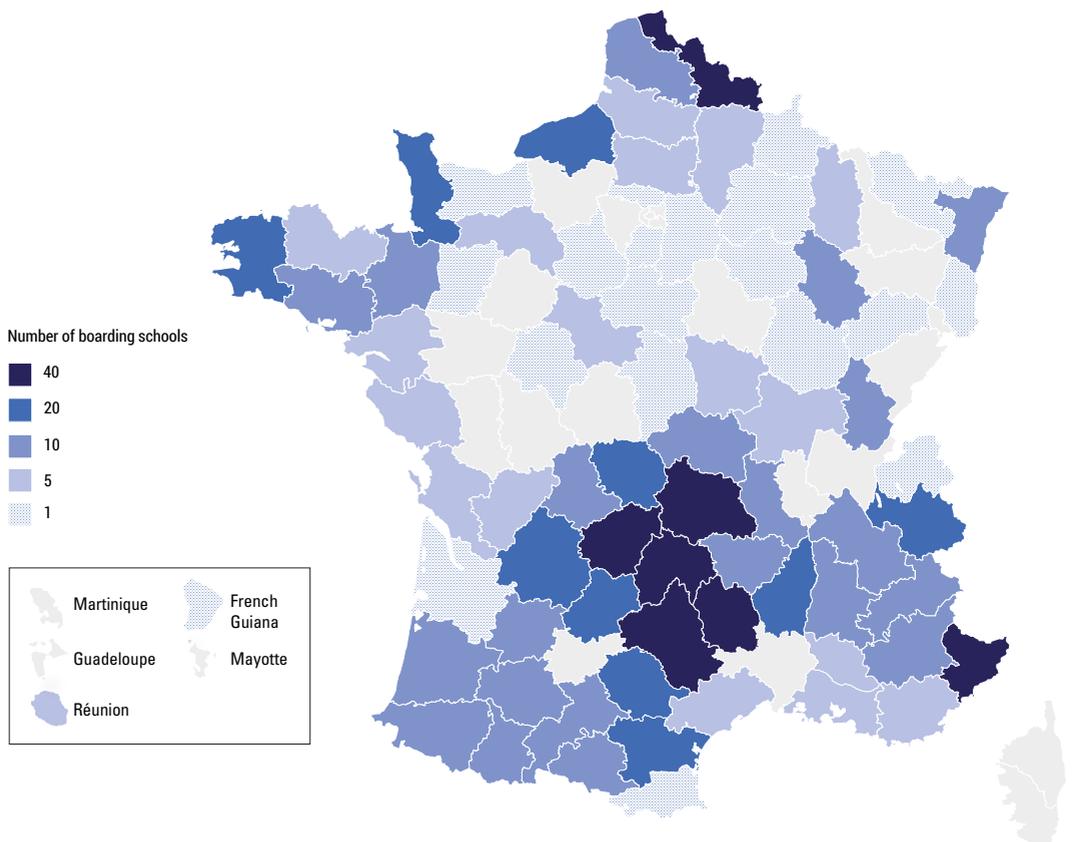
- 60% are attached to a general and technological upper secondary school;
- 25% to a vocational school;
- 15% to a lower secondary school.

Boarding schools offer 221,500 places; they are 80% occupied, on average.

### Why relaunching boarding schools?

Boarding schools make it possible to respond to educational (attendance, respect for others), societal and regional issues. Relaunching boarding schools benefits:

- **cities:** giving students a proper educational environment, with an ambitious, high-quality curriculum;
- **rural and suburban areas** (schools with few students and no perceptible educational plan), including outside of school hours;
- **the professional sector**, which will benefit from more young people in the region and the ability to put pertinent training programs in place;
- **the international visibility of certain upper secondary schools** with language courses essential to:
  - receiving families who are in France for professional reasons;
  - allowing the establishment of foreign companies in more rural areas.



## Strengthening the attractiveness of boarding schools

**Boarding schools must have ambitious** educational goals that can offer students and their families a response to their educational expectations.

A national report on boarding schools has been entrusted to Jean-Yves Gouttebel, President of the Departmental Council of Puy-de-Dôme, and Marc Foucault, from the General Inspection of the Administration of National Education and Research (IGAENR). The aim is to define the boarding school of the future, open to the world and conducive to learning, with easy access to cultural, intellectual and physical activities. The report is expected at the end of September 2018.

Pending this report, **September 2018 saw the revitalization of several boarding schools in order to initiate the desired relaunch plan.** In the spring of 2018, all academies were encouraged to promote boarding schools and fill vacant places. This involved the willing participation of local authorities to help the institutions develop a plan to make the schools centers of excellence (in languages, culture, sports).

**During the year, a boarding-school promotional campaign was launched** to better inform families about the possibilities offered by boarding schools and the financial aid available.

In September 2018, it was expected that 2,500 additional places would be occupied.

### Some examples

**The Collège des Corbières maritimes in Sigean (Aude)** created an initiative with three focal points:

- culture, with a class orchestra project (for September 2019), in line with that of the Port Leucate school;
- sports, with a kite-surfing course, created in September 2018;
- the region, with the desire to increase involvement between the school and students living in the Corbières.

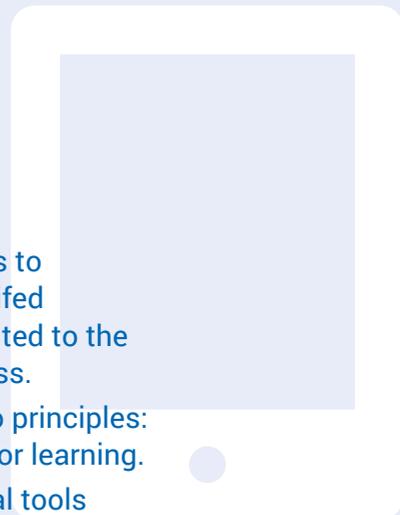
**At the Collège Jules Renard in Laval**, a boarding school with 44 places opened in September and offers three sports: athletics, basketball and football.

**The Collège Pierre Emmanuel de Pau** has 240 students, including **120 boarding students.** The school offers cultural workshops (music, theater, visual arts, etc.), sports and relaxation activities that are led by adults, students and local partner associations. These activities take place largely on Mondays, Tuesdays and Thursdays from 6:15 to 7:15 p.m.

# Digital tools in the service of the School of Trust

## THE ESSENTIALS

- └ The digital revolution has enabled French schools to meet the challenges of the 21st century. It has simplified procedures, particularly for parents, and has contributed to the modernization of the institution and students' success.
- └ This digital transformation must be based on two principles: the protection of users' personal data and ambition for learning.
- └ In an ever more technological world, having digital tools allows a reasoned usage and promotes student creativity.



## Protecting school data

French schools produce and collect a large amount of data related to school life, exams, student grades, projects and homework. The Ministry of National Education must guarantee the strict protection of this data, as well as data concerning parents, teachers and administrative staff.

The European General Data Protection Regulation (GDPR) and a June 20, 2018 French law concerning the protection of personal data further strengthen the rights of users. That is why the Ministry of National Education and the Ministry of Higher Education, Research and Innovation appointed, in this new school year, **a delegate for data protection** (DPD). Along with academic delegates for data protection, the DPD will be responsible for ensuring compliance with laws relating to personal data and to inform and advise those responsible for treatment of data, including school heads and National Education academic directors.

In addition, during the last quarter of 2018, **a National Education code of conduct will be developed** and submitted to the National Commission on Informatics and Liberty (CNIL). An ethics and expertise committee on digital data will be created within the National Education Ministry. This body, composed of qualified members, will issue opinions in the public interest on the use of data collected and processed by schools.

Finally, special emphasis will be placed on training and informing school leaders and teachers on the issues involved in the handling of digital educational data (on-line training, a guide for school principals, etc.).

## Teaching digital skills to all students

### Reinforced instruction

**Students will benefit from introductory coding classes in primary school and instruction in coding and computing principles in lower secondary-school** math and technology courses.

With the reform of the *baccalauréat* and upper secondary school, digital science and technology instruction was created in tenth grade (1.5 hours per week beginning in September 2019) and a digital and computer science major in eleventh and twelfth grades (four and six hours per week, respectively, starting in 2019 and 2020).

**The vocational secondary-school reform includes the digital transformation of all professions** and develops training courses for the professions of the future. This coursework provides an in-depth understanding of IT tools and serves to encourage interest in a sector essential to the economic dynamism of the country.

At the same time, media and information education, banning the use of cellphones in primary and lower secondary school beginning this September (see fact sheet 15) and the campaigns to prevent cyber-harassment all contribute to developing the reasoned usage of digital tools (see fact sheet 20).

### Evaluation of digital skills

The Ministries of National Education and of Higher Education, Research and Innovation have developed **a reference framework for digital skills**, which establishes a progression in the level of proficiency in these skills.

The Pix platform allows end-of-ninth-grade and upper secondary-school students to regularly test their digital skills through a series of exercises that adapt to the level of student mastery. In 2018-2019, Pix will also offer a certification to all secondary schools who wish it; this certification will be extended to all schools at the beginning of the 2019 school year.

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## Teaching in the 21st century with digital tools

### New tools for teachers and students

Digital tools have been put in place for September 2018:

- **an on-line tool for the Homework Done program**, created by the French National Center of Distance Education (CNED). This innovative service will offer instant help on lower secondary-school skills, as well methodological support, allowing students become more autonomous when doing their homework;
- **the creation of a platform of digital resources** to promote industrial professions, as part of the ÉNI project, which aims to make school education more pertinent to authentic professional situations.

Applications are being developed for the start of the 2019 school year:

- **digital resources for reduced first-grade classes**: on the initiative of the Scientific Council for National Education, a large-scale experiment using digital tools and applications for fundamental learning, as well as new testing approaches, will be launched;
- **the launch of an innovation partnership for artificial intelligence** concerning the learning of French and mathematics in Cycle 2 (first through third grades);
- **the creation of a digital support and training tool in French and in mathematics for tenth-graders**. Following the tenth-grade placement test, it will offer training and skills-building activities on all relevant themes. Because the application employs artificial intelligence technologies, proposals made to students will become more and more personalized and accurate.

### High tech helps build a more inclusive school

Digital technology facilitates the inclusion of students with disabilities.

By systematically making adapted access and usage suggestions, digital resources and services can, in fact, significantly contribute to **improving the reception and full academic integration of the students with disabilities** as well as facilitating their parents' monitoring of their education. This is aim of the digital educational resources banks (BRNE) made available to students and their teachers from fourth to ninth grades.

Support is also provided for resources designed specifically to meet the needs of students with learning disabilities or autism, in particular through the Ministry's Edu-Up system.

### Digital technology and teacher training

Digital tools can be very valuable for teacher training. They make it possible to broaden the range of training courses, facilitate arranging training schedules and ensure digital training on digital tools.

The *M@gistère* system, which offers nearly 400 training courses and trains more than 250,000 teachers every year, now offers all National Education employees a large number of open-registration, self-guided courses.

The development of students' digital skills, and more broadly **the use of digital tools and resources in all courses, requires that teachers receive adequate and precise training** in these areas. To encourage and better target the development of initial and continuing teacher training, the Pix platform, a tool for self-placement and digital skills certification, will be expanded with a component specifically adapted to the needs of teachers.

### Simplifying administrative procedures

Digital technology makes it possible to simplify and accelerate the administrative procedures required of parents. It can also give them, in real time, more extensive and complete information on the education of their children, while bringing parents and teachers into closer contact. In this regard, the Ministry of National Education is fully committed to the dematerialization objectives set by the Public Action 2022 reform plan launched by the French Prime Minister.

A number of procedures have already been digitized, such as applications for scholarships in secondary school, access to school records, school registration and report cards in secondary school. **The Ministry will accelerate the dematerialization of its procedures over the coming months and years**, while assessing the level of user satisfaction.

The generalization of a single authentication tool, FranceConnect Education, for all educational services and resources, which notably will manage the link between legal guardians and students who are minors, will be a decisive factor in the success of this effort.

#### Government investment program for the future

In addition to the National Education budgetary appropriations, two actions of the government's Investments in the Future Program (PIA) are specifically intended to finance the digital transformation of educational policy:

- Digital Innovation for Educational Excellence;
- Territories of Educational Innovation.

In this context, several decisions made in 2018 will be implemented in 2018 and 2019:

- Innovative Digital Schools and Rurality Initiative:
  - co-financing by the State of about 150 projects (concerning about 800 schools): approximately 4 million euros;
  - launch of a second wave of co-financing for municipalities of under 2,000 inhabitants: 20 million euros;
  - launch of an innovative artificial intelligence education partnership: 8 million euros;
  - Development of three new digital resource banks for schools (BRNE) for languages and cultures of Antiquity, modern languages and French: 3 million euros;
  - Simplification and personal-data protection: 2 million euros;
  - development of scientific digital assessment for education: 1 million euros;
  - MOOCs and other digital solutions to encourage enrollment in higher education: 10 million euros.

New calls for projects, reflecting the continuation of digital-technology investments for schools, will be launched during the 2018-2019 school year.

# Opening French schools to Europe and the world

## THE ESSENTIALS

- └ The mastery of modern languages is an asset that helps young people gain access to employment, export French know-how to Europe and around the world and attract talent to France. The President of the Republic, in his speech of March 20, 2018, emphasized the need for plurilingualism for the future of Europe.
- └ According to a National Education survey, since 2010, French students' fluency in oral and written foreign languages, particularly English, has progressed. However, French students are still not among those who achieve the best results in Europe.
- └ The Minister of National Education has entrusted Chantal Manès, Inspector General of National Education, and Alex Taylor, journalist, with a report whose conclusions were made public during the month of September.
- └ The aim is to improve the level of students in English and at least one other modern language. The mastery of oral expression is a key issue.

## Increase the instruction of modern languages

In lower secondary school, **instruction in two foreign languages continues to increase.**

- In September, 67% of lower secondary schools will offer instruction in a second modern language in sixth grade compared to 47% in 2016.
- The second language is German for 55% of sixth-graders who have the ability to study two languages, English for 19% and Spanish for 14%.

**European sections, which offer reinforced language instruction, continue to increase:** 30% of lower secondary schools offer or plan to offer at least one European languages and cultures course in September 2018.

**The upper secondary-school reform strengthens modern language instruction:**

- two modern languages are planned for in the general coursework;
- one major, foreign languages and literature, includes four hours of instruction in eleventh grade and 6 hours in twelfth;
- optional courses enable students to choose a third language.

In this new framework, the European, binational and international sections will increase, as will foreign-language teaching (for example, history taught in English).

**The place of modern regional languages has also been strengthened** with the new *baccalauréat*. It is still possible to take such a course as a Modern Language B (with an increased coefficient) or C, which makes it possible to validate regional languages even more in the *baccalauréat*.

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## Strengthening student assessment

In concert with Higher Education, **international certification of modern-language proficiency will gradually increased.** Certifications are based on international bodies such as Cambridge Assessment English, the Cervantes Institute or the Kultusministerkonferenz.

Beginning in September 2019, twelfth-graders who are enrolled in a specific language track (international sections, European and Asian language sections), as well as higher vocational diploma (BTS) students in international trade, will pass certification tests.

In view of the implementation of the new *baccalauréat* in 2021, **the assessment method for modern language for this examination will be revised to strengthen their link with the Common European Framework of Reference for Languages (CEFR).**

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## Opening schools to Europe and the world

**1,000 additional places available in public and private primary and secondary schools**

### More international and European courses

In the Île-de-France region, in accordance with the Prime Minister's commitments, the development of binational and international educational tracks, as well as the creation of new bilingual classes, have made it possible to strengthen our international educational offerings and better meet the expectations of families who wish to settle in France.

For the start of the 2019 academic year, France will present the candidacy of two new European schools, in Lille and Courbevoie, to European authorities.

### The creation of a certification for schools and educational establishments of Europe

The engagement of schools and educational establishments in numerous European projects, in the organization of travel for their students and staff, and the reception of European students are conducive to language practice, the discovery of other cultures and new professional environments. These establishments thus participate in the construction of European citizenship.

**A certification recognizing this commitment will be put in place during the first half of 2019,** in line with their engagement in European projects and in partnership with local authorities.

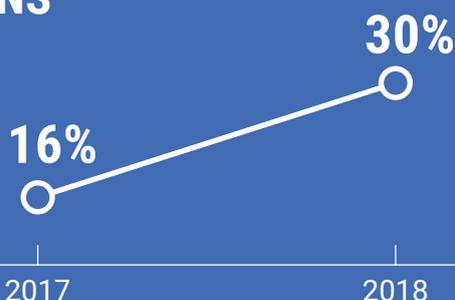
# Enhanced course offerings in lower secondary school

Since the lower secondary-school reform of June 2017, students have benefited from more diverse courses.



## EUROPEAN SECTIONS

→ Lower secondary schools offering (or considering offering) at least one course in European languages and cultures



## A SECOND FOREIGN LANGUAGE

→ Lower secondary schools offering students a second modern-language course in sixth grade



For their second language, students choose:

- German: 55%
- English: 19%
- Spanish: 14%



## LANGUAGES AND CULTURES OF ANTIQUITY

**+ than 90%**

of lower secondary schools offered a course in languages and cultures of Antiquity in the fall of 2018



**1/3 of lower secondary schools offer students an additional five hours thanks to the school reform**



## OPTIONAL COURSES

**78%**

of lower secondary schools offer an optional choral singing class

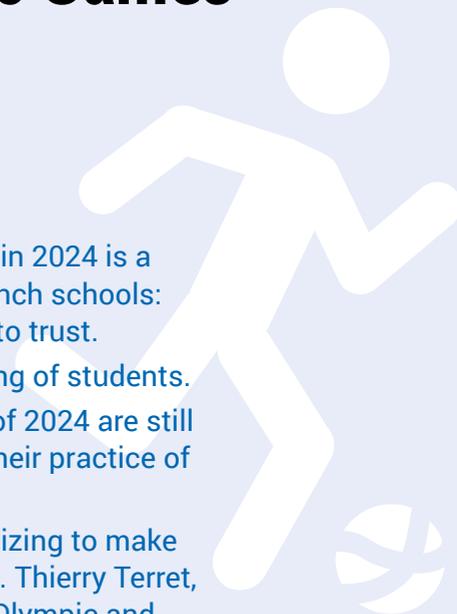
**18%**

of lower secondary schools have asked for an endowment to offer an optional course

# Mobilization for the Paris 2024 Olympic Games

## THE ESSENTIALS

- └ The hosting of the Olympic Games in Paris in 2024 is a great opportunity to bring Olympic values to French schools: excellence, friendship, respect, which are keys to trust.
- └ Sports practice is essential for the well-being of students.
- └ In addition, some of the future champions of 2024 are still in school and therefore must be supported in their practice of high-level sports.
- └ The Ministry of National Education is mobilizing to make the Olympic Games a motor for progress for all. Thierry Terret, former rector, now ministerial delegate for the Olympic and Paralympic Games 2024, is in charge of this mission.



## Developing sports practice at school...

**Sports conveys fundamental values to young people:** effort, perseverance, the desire to surpass oneself, respect for others, for oneself and for the rules, collective intelligence and, more generally, educational and civic values.

This is why the Ministry aims to encourage the development of sports practice, in the context of physical and sports education through initiatives proposed by school sports associations and local sports federations.

## ... in coordination with sports associations...

Several measures have already been taken:

- a **Generation 2024 certification has been created**. It encourages schools and educational establishments to:
  - link school sports offerings with local sports club offerings;
  - allow local sports clubs to use the school's sports facilities;
  - participate in Olympic and Paralympic promotional events during the school year;
  - support, welcome or be mentored by top athletes.

- **development of sports practice in primary school**, encouraging the creation of sports associations under the auspices of the Primary Education Sports Union (USEP) in schools;
- **the creation of 1,000 new school sports educational tracks by 2021** and the adaptation of texts in force to better manage the schooling of young high-level athletes or youths training to be high-level athletes;
- **the organization of major school sports competitions before the 2024 Olympic Games**. The National Union of School Sports (UNSS) is thus a candidate to organize the Gymnasiades 2022, school Olympiads that bring together 4,000 participants from 60 countries;
- the training, in connection with the Organizing Committee for the Olympic Games, of 10,000 young volunteers to become volunteers during the Olympic and Paralympics Games 2024.

Three important moments will support this ambition:

- September 26, 2018: National School Sport Day;
- February 4 to 9, 2019: Olympic and Paralympic Week;
- June 23, 2019: Olympic Day.

### ... and cultural stakeholders

Between 1908 and 1948, the Olympic Congress, on the initiative of Pierre de Coubertin, organized an art competition in parallel with the Olympic Games. It was to emphasize the aesthetic and moral conception that the ancient Greeks had of sports.

The Ministry of National Education, in partnership with the Ministries of Culture and Sports, will support this ideal by organizing **school art competitions in several areas**:

- **visual arts**, with a contest for digital creations;
- **music**, with the participation of school choirs;
- **dance**, with a dance competition;
- **plastic arts**, with a competition for artistic creation;
- **literature**, with poetry and essay competitions.

An interministerial group has been established to debut these competitions in September 2019.



Together for a better school

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# Together for a better school

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# Enforcing secularism in schools

## THE ESSENTIALS

- └ The principle of secularism is at the heart of our social contract and of the values of the School of the Republic. Secularism guarantees freedom of conscience, which can mean the freedom to believe, not to believe, or to change one's convictions. At school, respecting the principle of secularism is a way of protecting students from all religious, ideological or political influences.
- └ Schools today are facing various attacks on this principle of secularism. Each of these attempts against it must be identified and reported and must be met with a firm and serene response.
- └ The institution supports all its personnel in confronting attacks against secularism. Since February 2018, academic teams for secularism and religion have been available to listen to staff and to intervene when needed in schools.
- └ All personnel can report an attack on the principle of secularism through an on-line form.

## Identifying, reporting and responding to difficulties with enforcing secularism

For about the past thirty years, this founding principle of the Republic has been called into question more and more frequently, in particular within schools. The categorical, intolerant affirmation of religious phenomena by certain groups, and of traditions deriving from religion, sometimes legitimizes opposition to proven facts and to the rule of law.

In the face of such attacks against the principle of secularism, which can currently be seen in new and diverse forms and, in particular, can include the contesting of teaching material, **the Minister of National Education put a system in place in order to support teams of educators, who sometimes feel isolated and powerless.**

This system, which has been functioning since February 2018, aims at identifying attacks against the principle of secularism, at reporting them and at providing an adequate response from the appropriate parties.

## An electronic form for reporting attacks on secularism

A referral form is available to all Ministry personnel: <http://eduscol.education.fr/saisine-laicite>. It allows all personnel to report attacks on the principle of secularism and to obtain a response within 24 hours and, following this, the request is handled by the secularism team of the local education authority. Since this was put in place, there have been approximately thirty reports per day.

## Academic teams for secularism and religion

In each academy, a team for secularism and religion provides concrete responses in instances of attacks on the principle of secularism. With the help of the coordinator for secularism, the team brings together legal experts and teaching and support staff. It analyses situations and intervenes as needed within schools and teaching establishments, occasionally or with long-term support. It defines strategies for intervention and training for the institutions involved and for the region. Four hundred people have been enlisted across the nation to work on preventing and responding to these issues.

## The national team for secularism and religion

A national team for secularism and religion, under the authority of the Ministry's general secretary, coordinates and supports the local teams for secularism and religion. To facilitate reflection and serious consideration of attacks against secularism, the national team provides several modalities for reporting problems, which ensure precise analysis of the situation.

## The Elder Council on Secularism

Established in May 2018, the Elder Council on Secularism, associated with the Minister and presided by Dominique Schnapper, reflects on concrete modalities for enforcing the principle of secularism in schools. This year, the Council has proposed a reference work to be used by all personnel, entitled *Secularism at School*.

## Tools available to all personnel

### *Secularism at School*, a guidebook for all personnel

**The reference text *Secularism at School* is intended for school principals, Education Ministry inspectors, and teaching and support staff.** It is made up of fact sheets that recall the meaning of secularism, provide techniques for teachers to help students understand this principle, and explain how they should act in case it is brought into question. This reference offers legal analysis and educational and pedagogical resources. This tool for training and reflection is a complement to other resources that are already available to school personnel, and in particular to the Charter of Secularism at School (<http://eduscol.education.fr/pid23591/la-laicite-a-l-ecole.html>).

## Training

The Ministry offers permanent assistance to local teams for secularism and religion through workshops, resources and the sharing of best practices, in particular concerning methods for intervening within educational institutions.

This year, the National Plan for Training in the Secular Teaching of Religious Phenomena and for Secularism in Schools is focusing on objections to certain teaching materials based on religious belief.

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## Teaching secularism to students

### Secularism at the heart of teaching

Transmitting the values of the Republic to pupils is one of the primary missions of schools.

The teaching of various subjects can contribute to this transmission, especially moral and civic values, history and geography or even literature.

### Secularism Day

**December the 9th commemorates the voting of the 1905 law separating churches and the State.** This federating event is an opportunity for pedagogical action and encourages pupils to adhere to this founding principle of the School of the Republic.

# Enforcing the principle of secularism in schools

Teams for secularism and religion are present to support staff and help them respond to attacks on the principle of secularism.



## ACADEMIC LEVEL



### Schools

Report of an attack on the principle of secularism



### Ministerial monitoring and alert unit

Possible referral to the national team



*In serious situations*



### Academic team for secularism and religion

**Composition:** regional advisor on secularism, legal experts, doctors, teachers, early childhood centres, etc., coordinated by the rector.

**Missions:**

- training staff
- listening to their requests
- responding to all reports by taking adequate measures



## NATIONAL LEVEL



### National team for secularism and religion

**Composition:** experts from the central administration's head offices (law, pedagogy, human resources management, etc.)

**Missions:**

- coordinate and support academic teams
- provide legal monitoring

*In case of necessity*



### Elder Council

**Composition:** qualified public figures, intellectual authorities, experts

**Missions:**

- enriching collective reflection
- formulating recommendations
- clarifying decisions

An on-line form, reserved for employees of the Ministry of National Education, allows them to appeal to the national team in cases of attacks on secularism observed in a professional framework.

<http://eduscol.education.fr/saisine-laicite>

# Banning the use of cellphones in primary and lower secondary schools



## THE ESSENTIALS

- └ From the start of the 2018 school year onwards, the use of mobile telephones is forbidden in primary and lower secondary schools.
- └ Applicable immediately, the law of August 3, 2018 regarding regulation of the use of mobile telephones within primary and lower secondary schools aims at sensitizing students to the reasoned use of digital tools and to help them benefit fully from the richness of the collective school environment.

## The new legal framework for the start of the 2018 school year

**93% of students aged 12-17 owned a mobile phone in 2016** (72% in 2005) according to the “barometer of digital usage” established by the Electronic Communication and Postal Regulation Authority (ARCEP).

**63% of students aged 11-14 are members of at least one social network** even though the legal age required for use is 13, according to a study from the National Committee on Informatics and Freedom (CNIL) and the *Génération Numérique* organization.

**The use of mobile telephones can seriously impair students’ capacity for listening and concentrating, which are necessary for learning.** This use is also the cause of a large portion of the incivilities and disturbances that occur in schools.

Mobile phones can be the object of jealousy, extortion or theft between classmates. Furthermore, their use at school diminishes the quality of life of the school community, which is indispensable to the well-being of students. Finally, **mobile phones are sometimes vectors of cyberbullying** and can facilitate young people’s access to violent images, and pornography in particular, via the Internet.

For all these reasons, **at the start of school in 2018, the use of mobile phones and all other electronic communication devices is forbidden within primary and lower secondary schools.**

## Perimeter of the ban

The use of mobile phones and electronic devices (electronic tablet or smart watch, for example) is banned in all primary and lower secondary schools.

This law also enables the administrative council of upper secondary schools to prohibit the use of these devices to their own internal regulations.

**This ban applies during school hours and also during before- and after-school care or extracurricular activities.** It is also effective during all school outings occurring away from the school.

### Exceptions within the law

Students with disabilities or incapacitating health problems will be able to use medical equipment associated with communication devices (for example, blood-sugar monitoring devices diabetic children).

Concerning the conditional bans, the law allows for foreseeable circumstances, most notably involving pedagogical uses, and locations in which the internal regulations expressly allow the use of mobile telephones by students. These are cumulative conditions, i.e. the internal regulations must specify both permissible circumstances and locations.

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## Application of the ban in schools

### Freedom retained by schools

On school grounds, students' mobile phones must be turned off and put away.

**Each establishment must determine its own practical measures for enforcing the law.**

It could be interesting to test a system of personal cubbies in which students could leave their telephones during the day and get them back before leaving school.

## Examples from abroad

**In Norway**, certain schools have put in place a system for regulating mobile telephones. Students place their telephones in a “phone hotel” in the morning when they arrive at school and get them back as they leave.

**In the United Kingdom**, students at several upper secondary schools can bring their mobile phones to school as long as they leave them in a locker reserved for this purpose.

**In the United States**, a number of schools require students to keep their telephones in a Yondr case. This pouch locks automatically upon entry into an area where mobile phones are forbidden.

## Modifying internal regulations

Starting in September, in partnership with members of the educational community, and according to the different modalities defined by the school principal or head teacher, the internal regulations of each public school will be subject to revision.

In primary schools, the head teacher will adjust the internal regulations and submit the changes to a vote by the school council.

In lower secondary schools, internal regulations fall within the exclusive competence of the administrative council, after consultation with the permanent committee.

From now on, internal regulations in schools will contain:

- a ban on mobile phones within schools, following the law of August 3, 2018;
- the charter on the use of information and communication technologies;
- emergency situations that can cause a student to ask an adult for permission to use his or her telephone in a place defined by the internal regulations. For boarding schools, locations and times for authorized telephone use will be explicitly mentioned.

The Charter of the Rules of Civility for Lower Secondary Students, which contains the main elements of the internal regulations in simplified form, must also contain these new rules.

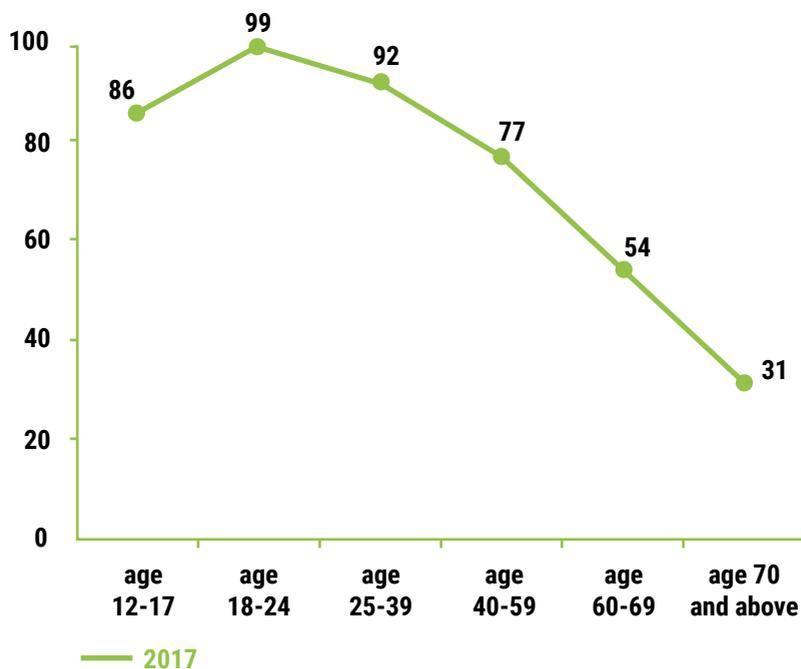
## Responses to rule breaking

An adapted, individual and graduated response must be given to all cases of the use of a mobile telephone in school. Modalities for this are to be defined by internal regulations.

This response may include punishment (supplementary homework, detention, etc.), the confiscation of the device which is now authorized by law, or, in the most serious cases, a disciplinary sanction as laid out by article R. 511-13 of the Educational Code.

### Rate of smartphone ownership by age

Range: total population age 12 and over, in %

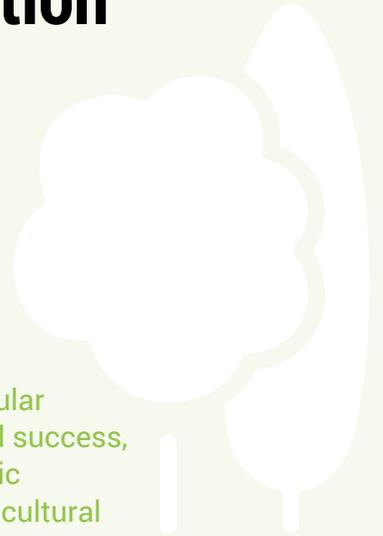


Source: 2017 edition of the Barometer of Digital Usage established by the Electronic Communication and Postal Regulation Authority (ARCEP).

# The Wednesday Plan: an educational ambition for all children

## THE ESSENTIALS

- └ In order for all children to benefit from extracurricular activities that are conducive to their development and success, it is essential to organize them together with academic instruction, offering well-considered sports, nature or cultural activities.
- └ The coherence of a child's schedule, during the day, week or year, is also essential.
- └ The Wednesday Plan is a trusted framework for encouraging and consolidating community projects.



## A more qualitative extracurricular framework

A community that chooses to utilize the Wednesday Plan has the support of a secure legal framework to organize high-quality extracurricular activities, with financial support from the State.

## A quality charter

**The Wednesday Plan charter** organizes Wednesday activities according to four guiding principles:

- Wednesday's extracurricular activities should complement time with family and time at school;
- the recreational activities should be accessible to all children wishing to participate, particularly children with disabilities;
- the extracurricular activities should be coherent with the region and with its stakeholders;
- rich and varied cultural, sports and nature activities should have the aim of a final project (artwork, show, exhibition, tournament, etc.).

## A quality certification

The Wednesday Plan certification creates a framework of trust for families, communities and their partners. **This certification allows communities to highlight high-quality extracurricular activities and the knowledge of the staff.**

## Enhanced state support

The Wednesday Plan is part of a **renewed partnership between local communities and government services** to meet the educational needs of children on Wednesday. Its implementation is based on local initiatives that the State supports with the Family Allocations Office.

## A clearer legal framework

The implementation of the Wednesday Plan is based on:

- a regional certified educational project formalized by a specific convention for activities that meet the criteria of the quality charter;
- appropriate supervision standards for communities engaged in the Wednesday Plan (Decree No. 2018-647 of July 23, 2018).

## Local support

- State services: education, youth and sport, culture;
- Family Allocations Office;
- principal education federations;
- partner associations.

## An website serving communities:

[planmercredi.education.gouv.fr](http://planmercredi.education.gouv.fr)

**The site [planmercredi.education.gouv.fr](http://planmercredi.education.gouv.fr) is dedicated to communities wishing to engage in the implementation of a Wednesday Plan.** Here they can find:

- an explanation of the legal framework;
- a financial aid summary;
- practical information on the implementation of a Wednesday Plan;
- more than 100 informational sheets designed by education federations and the French National Olympic and Sports Committee (CNOSF);
- the resources of the Ministries of Culture and Sports;
- contact information for national and local partners of the Wednesday Plan.

## Increased financial support

The signing of a Wednesday Plan allows for an improved benefit paid by the Family Allocations Office to the organizers.

**This aid, currently 54 cents per hour per child, will be raised to 1 euro per hour per child** for communities that have signed a Wednesday Plan, regardless of how they organize school time:

- communities operating over four school days are eligible for hours that are not already enhanced under a Childhood Youth Contract;
- the communities that hold school five mornings per week are eligible for the new hours.

Note: Communities that hold school 5 mornings still benefit from the support fund for the development of extracurricular activities.

# The Wednesday Plan: high-quality extracurricular activities

Beginning in September 2018, all municipalities will be able to offer childcare with a strong educational dimension on Wednesdays: sports, culture and nature for children from nursery school to fifth grade.

## QUALITY CHARTER

### Ensuring the quality of activities...

The Wednesday Plan Charter relies on 4 principles:



### ...by helping communities

The Wednesday Plan has been formalized by the signing of a convention between:

- volunteer territorial communities (cities or EPCIs [public establishments for inter-city cooperation], departments)
- offices of the Ministry of National Education
- social agencies (Family Allocations Office, Agricultural Mutual Assistance Association)
- nonprofit partners

## ASSETS DEPLOYED



**A large fiscal investment**  
**For qualifying childcare centers**  
→ Support from the Family Allocations Office has doubled (1€/hour/child vs. 0.54€/hour/child previously)  
**For cities whose schools continue to follow the 4.5-day week:**  
→ existing support funding is maintained



**A website**  
to help communities organize high-quality extracurricular programs:  
[planmercredi.education.gouv.fr](http://planmercredi.education.gouv.fr)



**A certification**  
to identify childcare centers committed to the Wednesday Plan



**A clarified legal environment**  
**For all childcare centers**  
→ A better distinction between before- or after-school care and extracurricular care  
**For qualifying before- and after-school care centers**  
→ Improved ratio of staff to children

# Better school conditions for students with disabilities

## THE ESSENTIALS

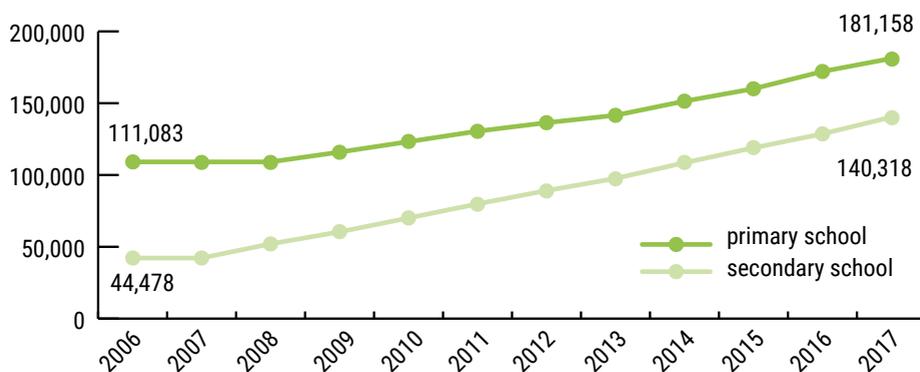
- └ Welcoming students with disabilities in schools responds to a requirement for justice and solidarity.
- └ Since 2005, French schools have welcomed 200,000 more students with disabilities.
- └ Developing an inclusive school system and improving school conditions of students with disabilities today demands coordinating with the medico-social sector.
- └ On July 18, 2018, Jean-Michel Blanquer, Minister of National Education, and Sophie Cluzel, Secretary of State in charge of People with Disabilities, presented a common strategy for an inclusive school system.

## Personalizing education plans

### Ever-increasing numbers

At the start of the 2017 academic year, 321,476 students with disabilities were enrolled in the public and private schools and institutions overseen by the Ministry of National Education: 181,158 in primary school and 140,318 in secondary school.

Evolution of the number of pupils with disabilities enrolled in mainstream schools.



At the beginning of the 2018 school year, 20,000 more students with disabilities are expected.

## Diversifying modes of schooling

At the beginning of the 2018 school year, the Ministry facilitated schooling students with disabilities in upper secondary schools with 38 Localized Units for Inclusive Education (ULIS), newly created after the 40 units already created in 2017-2018. The goal is to open 250 additional ULIS in upper secondary school by 2022.

The national strategy for autism announced by the Prime Minister on April 6, 2018, translates concretely this year to:

- 180 nursery-school autism teaching units (UEMA) to be created over the duration of the national strategy for autism;
- 45 elementary teaching units for autistic spectrum disorders (first experiments in September 2018), including five as early as fall 2018.

Educational tracks for deaf students have broadened thanks to the creation of a teaching center for young deaf people in every academy.

## Diploma and professional certification

On the basis of the proposals put forward by the report of the General Inspection of the Administration of National Education and Research, entitled *Trying Exam Facilities for Students with Disabilities*, improvements will be suggested for exam facilities to take all forms of disability into account. The reform of upper secondary school is also an opportunity to offer students a continuum in taking into account their disability.

## Improved schooling conditions of students

### Guaranteeing humane support of students with disabilities

Educational teams responsible for assisting students with disabilities aim to promote their autonomy. Two categories of people fill this mission :

- companions to students with disabilities (AESH), personnel under public contract, recruited on the basis of professional qualification criteria or by transforming a career path skills contract (PEC) based on seniority;
- agents contracted by PEC, under a private contract governed by the Labor Code.

**At the start of the 2018 school year, there were 3,584 additional full-time companions.**

For the first time in 10 years, the AESH (43,041 full-time employees) exceeded the number of supported jobs (29,000), which underscores the Ministry's commitment to providing more jobs for caregivers.

In addition to this, 2,600 full-time employees of AESH were present in the ULIS. These companions will aid 175,000 students with disabilities at the beginning of the school year.

## Experimental organization of support for students with disabilities

Inclusive localized support poles (PIAL) are being deployed in each academy beginning at the start of the 2018 school year.

The objective of the experiment is to improve support for students with disabilities, with attention to:

- assessment of special educational needs;
- diverse training possibilities;
- individualized educational approaches;
- deployment of humane assistance;
- school plans.

As part of this experiment, the focus has shifted to the educational organization:

- coordination of the support at the central pole, in a more global organization of human, educational and therapeutic aids;
- mobilization of all teachers to identify student needs and implement appropriate responses at the classroom level, but also at the school level.

This experiment is part of a more general approach of self-evaluation and continuous quality improvement, at the school level, in primary and secondary schools. To this end, a self-assessment tool, Qualinclus, is made available to concerned establishments.

In each academy, a dozen institutions (primary schools and general, technological and vocational secondary schools) will be able to participate in the experiment. The institutions with ULIS or autism teaching units will be given precedence, as well as those already involved in the Qualéduc initiative, a tool available to institutions for developing a quality assurance approach.

## Teacher training

All teachers will be better prepared thanks to new tools:

- an online educational resource platform for teachers. It includes simple educational resources, immediately usable in class;
- resource teacher positions, created in each academy to better support teachers and to provide them with help, if necessary.

## Strengthening digital support

**Digital tools offer personalized and effective responses to the special educational needs of students with disabilities**, allowing them to have an education as close as possible to those of other students (see fact sheet 11). The law regulating the use of mobile phone allows the use of digital tools by students with disabilities.

# Improved training and support for teachers

## THE ESSENTIALS

-  The quality of teacher training reflects on the quality of an effective public educational service, and affects the appeal of the profession and student success.
-  It is essential to strengthen teacher training by allowing a more gradual entry into the profession, reinforcing initial training, linking it more coherently with continuing education and providing continued training throughout the career.
-  To support teachers, the challenge is to move from an administrative treatment of their career to a more individualized, local approach. In September 2018, the human resources management of the Ministry of National Education began to move in this direction.

## Creating interest through pre-recruitment

**Pre-recruitment allows students to gradually discover the teaching profession.** Students often have misconceptions that prevent them from seriously considering the profession. The difficulties experienced by teachers are one of the reasons for the lack of interest in some academies, for primary school, and in some disciplines, for secondary school.

### Opinion on the difficulties of teaching in primary and secondary schools (all students)<sup>1</sup>

(in %)	Primary school		Secondary school	
	in primary	3 answers given*	in primary	3 answers given*
Lack of student interest	13.9	28.6	48.9	75.2
Behavior management	30.8	59.4	26.4	68.0
Teacher relationships	1.0	4.0	0.9	3.9
Relationships with parents	14.0	47.0	3.1	22.4
Lack of support from the school	6.4	23.1	3.4	18.9
Workload	6.3	18.0	3.8	15.8
Teacher isolation	1.8	10.7	1.0	5.8
The difficulty helping all students progress and succeed	19.2	56.2	9.2	48.9
Unpredictability of classroom situations	5.5	32.2	2.2	22.9
Other	1.1	1.8	1.1	2.5
Total	100.0 %	(**)	100.0 %	(**)

*Base = 1103 respondents - (\*) Respondents could choose three answers and rank them - (\*\*) Total greater than 100% because of multiple responses*

<sup>1</sup> CNECSO, *Attractivité du métier d'enseignant, état des lieux et perspectives*, November 2016.

Starting in September 2019, National Education will offer students, beginning in the second year of a bachelor's degree, the chance to participate in classroom educational activities. They will thus be able to enter the recruitment exams with a stronger sense of motivation and experience in the field that will be useful for their exams and their year of internship. **Teaching assistants will take full advantage of this initiative.**

### International comparisons: teacher recruitment in OECD countries<sup>2</sup>

- A university degree is necessary to access initial training (in 22 out of 36 countries whose data is available, a master's level is essential for teaching in the general path of the second cycle of secondary education); in two-thirds of the countries, selection criteria are applied.
- The length of initial teacher training varies more in nursery-school education than at any other level (for example, two years for basic certification in Korea and Japan and five years in Austria, Chile, France, Iceland and Italy).
- In all countries, teacher training is organized in one of two ways:
  - students simultaneously attend courses on the subject matter that will be taught and courses on pedagogy and practice;
  - alternatively, pedagogical and practical preparation comes after courses in the subjects to be taught.

In both cases, in the vast majority of OECD countries, an internship is compulsory to teach at all levels of education.

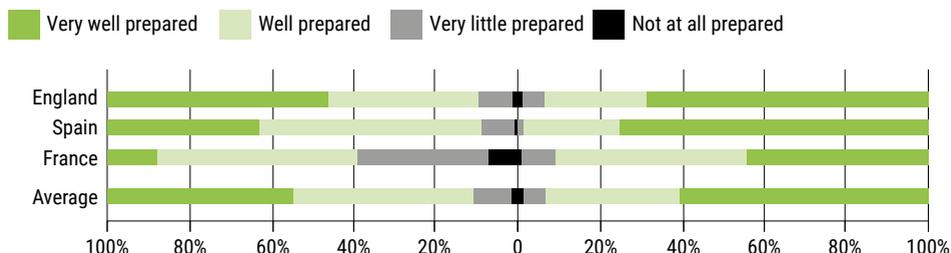
## Initial teacher training

According to a 2013 OECD study, French teachers are the ones who consider themselves the least prepared for teaching practice. The establishment of the Higher School of Teaching and Education (ESPE) in the beginning of the 2013 academic year did not succeed in meeting all expectations. **It is essential to rethink initial teacher training.** Initial training must allow teachers to consolidate their disciplinary knowledge, study leading research and benefit from the experience of the best methodology.

<sup>2</sup> <https://www.oecd-ilibrary.org/docserver/eag-2014-fr.pdf?expires=1533920485&id=id&accname=guest&checksum=1E9189E4F55F7DE791B9EB1D68ED7448>

A joint working group made up of both Ministries of National Education and Higher Education, Research and Innovation will present proposals for improving the initial training of teachers this fall.

**Feeling of teachers being prepared for teaching (2013)**



OECD (2014), Results of Talis 2013

## Continuing training and support throughout one’s career

Several studies have linked the quality of continuing teacher education with significant improvement in learning<sup>3</sup>. It helps to consolidate and enhance professional skills, encourage professional development and remedy teaching difficulties.

**Improving teacher training is a fundamental component of the social agenda.** This last project will begin at the start of 2019, forming part of the evolution of the Ministry’s human resources management.

**The accompaniment of teachers is a priority.** The Professional Path, Careers and Compensation protocol (PPCR) provides for three career-focused meetings that allow them to take stock of their perspectives and plans.



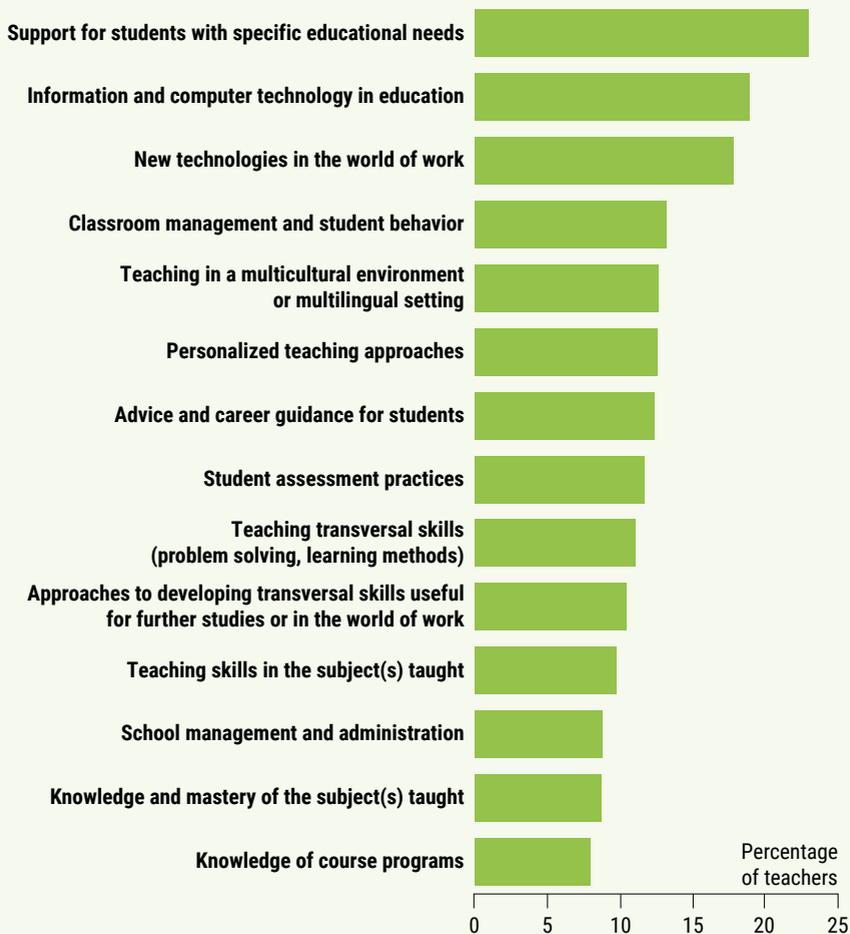
<sup>3</sup> OECD, *Regards sur l’éducation*, 2014, p. 543.

### International comparisons: continuing teacher education in OECD countries

Continuing education is compulsory for teachers of all levels in 25 of the 33 countries for which data is available.

According to the 2013 edition of the OECD Teaching and Learning International Survey (TALIS), it's when students have specific needs that professional development is required for teachers.

**The needs of teachers in terms of professional development (2013)**  
 Percentage of lower secondary-school teachers who report a strong need for training in the following areas



## Salary increases for teachers assigned to Enhanced Priority Education Networks (REP+)

To recognize the commitment to students who are having the most difficulty and to stimulate the attractiveness and success of the schools and establishments concerned, the compensatory remuneration for staff assigned to REP+ schools and colleges will be gradually increased until 2020. **This revaluation is reflected, beginning in September 2018, with an initial increase of 1,000 euros net per year.**

## Local human resources management

French Minister of National Education has encouraged **the creation and progressive deployment of local human resources management.**

At the beginning of the school year, half of the academies are experimenting with an initiative that is pursuing four main objectives:

- offer staff a contact person close to their place of work whom they can consult upon request;
- be attentive to staff, particularly regarding working conditions;
- respond to requests from staff who wish to train and evolve towards new duties or careers;
- provide human resources expertise. For instance, in March 2018, the academy of Toulouse deployed a specialist of human resources to take action in the west part of the academy where many schools are classified “REP” (priority education networks).

# Strengthening support and dialogue with families

## THE ESSENTIALS

- └ Financial support for the poorest families has been increased.
- └ The involvement of parents in the schooling of their children is a determining factor in educational success.
- └ Increased parental involvement is encouraged through better communication with parents about school life. In September 2018, the Parents' Briefcase program will contribute to this effort:
  - the initiative offers parents a series of meetings on specific topics that are essential for the monitoring and success of their children's education;
  - throughout the year, the website [mallettedesparents.education.gouv.fr](http://mallettedesparents.education.gouv.fr) helps parents and teachers develop an effective co-education.

## Financial support for families

There are two main support mechanisms to help the families in greatest financial need and to cope with the difficult situations some students may experience:

- national scholarships;
- social funds.

## A significant financial drive for national scholarships

In this new school year, there are 860,000 lower secondary-school scholarship students and 575,000 upper secondary-school scholarship students, i.e., one secondary-school student out of four.

**Over the 2018-2019 school year, families of lower secondary-school students will benefit from a 25% increase in all scholarship levels decided in 2017.**

Annual amount of national secondary-school scholarships  
(2018-2019 school year)

	Lower secondary school	Upper secondary school
Level 1	105 euros	435 euros
Level 3	453 euros	630 euros
Level 6	–	921 euros

Families whose children attend boarding school (in secondary school) can also benefit from a bonus of 258 euros for the 2018-2019 school year.

In 2018, the finances allocated to these initiatives were 708 million euros, compared to 649 million euros in 2017 (an increase of 9%).

These support initiatives are in addition to the back-to-school allowance paid by the Family Allocations Office, an amount of between 367 and 401 euros at the start of the 2018 school year.

## Easier procedures for families

An online simulator now allows families to verify whether they are eligible to receive a scholarship for their child in secondary school<sup>1</sup>.

In addition, to facilitate the process, **applications for public-education lower secondary-school scholarships have been computerized** since the start of the 2017 academic year. The same procedure was extended to upper secondary-school scholarships in the spring of 2018 in preparation for the current school year. More than half of upper secondary-school scholarship applications are already being completed online.

## Social funds to help families in difficulty

Two types of social funds allow schools to support families when they encounter difficulties: the secondary-school social fund and the canteen social fund.

These two programs benefited approximately 390,000 students in 2017, for a total amount of 49 million euros. The 2019 allocation for social funds is 55 million euros.

## The Parents' Briefcase

The involvement of families in their children's education is uneven, often due to a lack of knowledge of the school environment. Nevertheless, parental involvement is an essential factor for children's success.

**The goal of the Parents' Briefcase program is to invite all families to primary school and lower secondary school** to explain educational issues, school organization, the role of staff members, the learning process, the necessary skills to master and medical monitoring of the child (see fact sheet 20).

The briefcase has two parts:

- preparing meetings with parents at the school;
- providing parents and educational staff with resources to answer questions they may have.

<sup>1</sup> [http://www.education.gouv.fr/cid88/les-aides-financieres-au-college.html#Le\\_simulateur\\_de\\_bourse\\_de\\_college](http://www.education.gouv.fr/cid88/les-aides-financieres-au-college.html#Le_simulateur_de_bourse_de_college) ; [http://www.education.gouv.fr/cid151/aides-financieres-au-lycee.html#Le\\_simulateur\\_de\\_bourse\\_de\\_lycee](http://www.education.gouv.fr/cid151/aides-financieres-au-lycee.html#Le_simulateur_de_bourse_de_lycee)

## A successful experiment in Créteil

The Parents' Briefcase has been used since 2008.

Since it was set up in the academy of Créteil, teachers have been using it to facilitate discussions with families during discussion workshops.

A study published by the Paris School of Economics in 2010 highlights the positive effect this program has on students' attendance and academic performance:

**In classes where some parents participated in the program, student behavior was significantly better than in other classes.**

	Average or percentage in control classes	Average or percentage in participant classes	Difference: effect of the program
Number of ½ days of unjustified absence	<b>4.3</b>	<b>3.6</b>	<b>-0.7</b>
Warning or sanction	<b>10.9%</b>	<b>8.4%</b>	<b>-2.5 points</b>
Very good grade in school life	<b>32.6%</b>	<b>37.4%</b>	<b>+4.8 points</b>
Distinctions in student council	<b>34.5%</b>	<b>38.5%</b>	<b>+4.0 points</b>

Source: Paris School of Economics. The variables were measured in the third quarter. All differences are statistically significant given the size of the samples. "Very good grades in school life" are defined as the maximum score in the student's school or this mark minus 1.

At the beginning of each school year, **three thematic meetings** will be offered to parents in primary school and lower secondary school. The Education Code will be amended accordingly.

These meetings should allow parents and teachers to have discussions. It is therefore preferable to organize them in small groups and to focus on major topics such as schoolwork, raising awareness of health issues and prevention of addictions, importance of sleep and good nutrition, etc.

**Put online at the beginning of September 2018, the website [mallettedesparents.education.gouv.fr](http://mallettedesparents.education.gouv.fr) offers parents and educational staff resources classified by grade and subject.**

In particular, this site allows parents to continue exchanges with teachers and to have all the necessary information to help them oversee their children's education.

It also offers educational staff support to schedule and facilitate meetings with families to:

- prepare meetings with parents;
- integrate the relationship with parents into the school's initiatives;
- build with the parents the student's personal education plan;
- take charge of a harassment situation.

The Parents' Briefcase website will regularly be expanded with new resources to strengthen the relationship of trust between schools and families.

# Staying healthy and safe at school



## THE ESSENTIALS

- └ Protecting students from sickness and harm are the minimal necessary conditions for childhood education. In close collaboration with the Ministry of Health, the Ministry of National Education is working to improve the link between school health and public health.
- └ Combating harassment is a priority, especially sexist and sexual cyberbullying. The annual No to Harassment Day will be dedicated to this topic.
- └ In a context of high threat, the safety of students and staff is a priority for the Ministry of National Education. The measures included in the Vigipirate Plan and the April 12, 2017 interministerial training establish a framework for all the actors who contribute to the safety of schools.

## Improving the well-being of children at school

### Improving student health monitoring

Article L. 541-1 of the Education Code stipulates that **all students must receive a medical visit** at 6 and 12 years of age.

**In 2016, only 47% of students received a medical check-up at 6 years old.**

That is why, on March 26, 2018, the National Public Health Plan presented by the Prime Minister has set a clear goal: **by 2020, 100% of children must have had a preventive medical visit before 6 years of age.**

These visits will, in particular, allow for a diagnosis of learning disorders and better preventive healthcare. The Parents' Briefcase (see fact sheet 19) provides families with all necessary information.

## A stronger link between school health and public health

On April 10, 2018, French Ministers of National Education and for Solidarity and Health presented their common strategy:

- **include school health policy in the context of public health policy;**
- **better conceive and organize access to child healthcare before the age of 6.**

To achieve this goal, **a work schedule between the two departments was established from September to December 2018.**

## Strengthening health education

**French schools conduct prevention campaigns and monitor student health.**

Moreover, **during their schooling, students benefit from health education**, which addresses the basic rules of hygiene, methods of preventing back pain, a healthy and balanced diet, first aid, emotional life in primary school and sexual education in life and earth sciences courses in lower secondary school.

## Fight against all forms of student bullying

Harassment seriously affects school life.

94.1% of lower secondary-school students report feeling good in their school. This proportion has increased compared to surveys in 2013 and 2011.

The number of lower secondary-school students who have reported harassment is slightly lower than in other years (5.6%)<sup>1</sup>. In contrast, the forms of harassment have changed, with an increase of harassment on digital media. For example, in 2017, **18% of lower secondary-school students** reported that they suffered at least one attack via social networks or cellphone.

**During the five-year mandate, the goal is to rid our schools and educational establishments of harassment.**

A cellphone ban in primary school and lower secondary school is essential to this fight against harassment (see fact sheet 15).

## Accelerate the professionalization of the fight against harassment and involve students in this fight

In the entire country:

- **310 departmental and local harassment advisors;**
- **1,500 local trainers.**

<sup>1</sup> Écoles, établissements, climat scolaire, *Note d'information*, number 17.30, December 2017

After setting up local plans to prevent harassment, every school will have to have a prevention plan in 2018-2019.

The success of the fight against harassment is also based on student engagement. **Currently, 5,000 upper secondary-school students act as harassment advisors.** In the same spirit, lower secondary-school students will be trained to educate their peers. To aid in this endeavor, tools will be put at their disposal on the website No to Harassment.

## 2018: Raise awareness of sexist and sexual cyberharassment

In 2018, National Harassment Day will be held on Thursday, November 8th. Emphasis will be on cyberharassment of a sexist and sexual nature. The choice of this theme responds to a deep concern among students, expressed in particular through video productions and posters of the No Harassment Award. As part of the No Harassment contest, which attracted 39,000 participants in 2017-2018, an e-Awards category will be launched for the 2018-2019 semester.

### Key figures

**310 harassment advisors mobilized**  
**2 reporting hotlines:** 3020 and 0800 200 000  
**38,557 participants** in the No Harassment Award  
**1,500 academic trainers**  
**5,000 upper secondary-school anti-bullying ambassadors**  
**7 million views** of the national prevention clip  
**500,000 visitors** to the website No to Harassment

## Ensuring school safety

Ensuring school safety is a national priority

**Every school and educational establishment now has a security plan, which takes into account the terrorist risk.** From the beginning of the school year, the specialized service of the High Defense and Security Ministry began a series of field visits. The goal is to offer expertise in the field of safety and security, to benefit educational communities and protect school environments.

Simple measures are needed:

- an adult to receive visitors at school entrances;
- a visual inspection of bags may be carried out;
- the identity of visitors who are not school employees is systematically verified;
- three safety drills are organized each year, including one before All Saints' Day (preferably the attack-intrusion exercise).

## Adopt the right attitude in a crisis

**The attack-intrusion security plan clearly establishes the procedures to be followed in case of intrusion or terrorist attack in schools and educational establishments.**

**These procedures are monitored and updated, if necessary, throughout the year.**

The focus is on helping students and staff to understand their environment in a crisis situation. The focus is on:

- recognition of the sound of the alarm and the end of the alarm;
- familiarization with the layout of school buildings and school grounds;
- identification of hiding places as well as possible exits;
- location of objects to barricade and protect oneself.

The implementation of the exercises is subject to detailed monitoring by local authorities and the Ministry.

In addition, the Ministry continually works to spread a culture of safety throughout the educational system.

## Preventing radicalization

**The Ministry has put in place a set of provisions aimed at combating radicalization:**

- prevention of obscurantism in the classroom;
- special monitoring of home schooling;
- the implementation of the law of April 13, 2018 to better regulate the opening and monitoring of certain private non-contract educational institutions.

## Close coordination between the Ministries of National Education and the Interior

**To achieve those objectives, the Minister of National Education works in close cooperation with the Minister of the Interior. Instructions from the two ministers are sent each school year to the rectors and prefects.**

**In the field, in each department, a security staff, chaired by the prefect, meets specifically to take all measures to increase the security of schools.**

# A culture of equality and respect between girls and boys

## THE ESSENTIALS

- └ Schools must be places of equality between girls and boys. With this objective in mind, it is careful to prevent sexist behavior and sexual violence and to fight against stereotypes.
- └ However, at school, young students are victims of sexist or sexual harassment, intimidation and attacks. Sexist prejudices and acts of self-censorship continue to occur, in particular in the choice of which field of study to pursue.
- └ The President of the Republic has declared that equality between men and women is a great national focus of his mandate, addressed notably by a resolute educational action.



## Helping students bring the culture of equality to life: equality advisors in every school

Immediately following the start of school in 2018, each establishment will name an equality advisor. The role of these advisors involves spreading a culture of equality by sensitizing students through:

- information and educational activities for students and staff; mobilizations to celebrate November 25, International Day for the Elimination of Violence against Women, and March 8, International Women’s Rights Day;
- presentations by organizations promoting equality between girls and boys.

Equality advisors act in partnership with those responsible for guidance counseling, sex education, the prevention of violence and harassment, and daily life in the school community.

This culture of equality can be transmitted in the classroom through literature, history, morality and civics, and life and earth sciences. In this area, it is essential to educate students in the respect of others’ bodies and to fight against their exposure to pornography, while being careful to adapt all teaching materials to each age group.

## Stronger sanctions for sexist behavior at school

The fight against school bullying, the ban on mobile phones in schools and, more broadly, all the diverse efforts in place for promoting and transmitting respect for others are all part of the fight against sexist behavior.

All sexist speeches or inappropriate acts can't be tolerated.

Sanctions vary between verbal warning and student's suspension from school. In this accountability framework, already established within the scale of sanctions since 2011, the Ministry of National Education intends to develop workshops for sensitizing students to equality between girls and boys. These workshops will be organized for a single school or for a network of schools starting at back-to-school time 2018, and will take place outside of school hours, for example on Wednesday or Saturday mornings. The workshops will be developed around collective prevention activities carried out in schools.

Thanks to the program Parents' Briefcase, families will also be informed about the risks of exposing their children to pornographic images, which transmit a degrading view of women.

## Ensuring gender diversity in training and in representative institutions

The role of schools in helping students design their educational plans has now been strengthened (see fact sheet 9). In this context, specific efforts are being made to fight against stereotypes and to promote, for both girls and boys, the educational tracks that suffer the most from gender segregation.

In the next elections, the National Student Council and local student councils will have to follow the principle of parity. As much as possible, lower-secondary student councils must also respect the principle of parity.



POUR L'ÉCOLE  
DE LA CONFIANCE

[education.gouv.fr/school-of-trust](https://education.gouv.fr/school-of-trust)

