



together for _____ a school of trust

to encourage all the children to thrive and succeed

Editorial



The verb "succeed" more than any other expresses the deep-seated purpose of the school system: the success of all the pupils. This success is due to the joint commitment by families and staff from the Ministry of National Education and Youth, aspiring to the same goal:

raising overall levels and social justice. Making success the watchword for this year 2019-2020 means closely linking the success of pupils, the professional well-being of staff and the success of our country. More than ever our Nation needs a successful school system to move confidently towards the future.

The school system must therefore come to terms fully with the challenges of our era – the challenge of equal opportunity, the challenge of well-being at work for staff and the environmental challenge.

As we start this new school year, we can be collectively proud of having succeeded in offering 300,000 Grade 1 and Grade 2 pupils in priority education exceptional monitoring in classes of twelve. The commitment of all staff has helped us to initiate an equal opportunity policy on an unprecedented scale that is the cutting edge of an educational ambition for the entire primary school. This success forces us to broaden our action so that each pupil has what he needs to progress. This takes the form of consolidated preprimary school with mandatory instruction at age 3 and increased monitoring of pupils through the national Grade 1 and Grade 2 assessments. In terms of all pupils becoming proficient in fundamental skills (reading, writing, counting and respecting others), we owe it to families to base out actions on a principle of truth.

A solid, tranquil school system is based on due recognition of the work of staff. The forthcoming year will see more intense dialogue with the social partners to progress in topics as important as

monitoring reforms in our upper secondary schools, major issues for the future of pupils and improved working conditions for staff. This relies firstly on the systematic response by the institution to any attack on its authority. Then, by support for careers through local human resource management that is being rolled out in all regions. Lastly, in-depth discussions on working conditions are essential from the perspective of retirement reforms. We shall thus expand on what we have started to do, mainly with an increased Rep+ bonus of 2,000 euros net a year (+ 1,000 euros at the start of this school year), tax exemption for overtime and increased salaries of 299 million euros.

Rooted deeply in humanist culture and scientific spirit, our school system plays a role of guide and incentive for pupils on a question of primary concern to them: the environmental challenge. At the start of this school year, we are urging them to play a full role in making the 60,000 academic establishments in our country spaces for biodiversity, at the cutting edge of the fight against global warming. The French school system comprises over 12 million pupils and one million staff. Together, we can indicate a path and initiate deep-seated changes. Here this will be a vegetable plot, planting of trees, there sorting of waste, everywhere thought given to energy consumption. At the end of September, all lower and upper secondary classes will elect an eco-delegate to work concretely on this transformation.

The school system is the backbone of our Republic. Uniting to make the school system a success is binding together to make our country successful and give each individual a chance to play a role in tomorrow's world.

Jean-Michel BlanquerMinister for National Education and Youth

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Give each individual ____ the same chances of success ____

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Succeed in _____

tomorrow's world

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United to succeed ___

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Key education figures

PUPILS

12,393,400

primary, lower and upper secondary school pupils in metropolitan France and overseas departments, public and private ⁽¹⁾

6,714,000 pre-primary and primary school pupils

5,679,400 secondary school pupils

including **3,410,100** lower secondary pupils and **2,269,300** upper secondary pupils (including **649,200** upper secondary vocational pupils)

337,800 disabled pupils attending ordinary schools (2)

EDUCATIONAL ESTABLISHMENTS

61,860

public and private secondary education establishments (2)

including **52,700** secondary education establishments

50,490 primary schools

7,200 lower secondary schools

4,170 upper secondary schools and Erea*

including **2,330** upper secondary schools for vocational pupils

* Erea: regional adapted teaching institution

TEACHERS

870,900

national education teachers in primary and secondary schools

national

PUPIL SUPERVISION (2)

Public and private pre-primary and primary education

24.3 pupils per clase average number of pre-primary pupils

22.7 pupils per class average number of primary pupils

Public and private secondary education

25.4 pupils per class average number of pupils in lower secondary education

18.3 pupils per class average number of pupils in upper secondary vocational education

29.1 pupils per class average number of pupils in upper secondary general or technological education

AVERAGE EXPENDITURE PER PUPIL AND PER YEAR (4)

6,550 euros per primary pupil

8,710 euros per lower secondary pupil

11,060 euros per upper general or technological pupil

12,730 euros per vocational pupil

DIPLOMAS (3)

86.5%

Pass rate in the **Diplôme National du Brevet** (DNB)

88.1%

Pass rate in the **Baccalauréat**

79.7%

Proportion of baccalauréat holders in a generation (excl. Mayotte)

(1) Forecast start of 2019 school year - (2) Start of 2018 school year - (3) 2019 session, provisional data - (4) Calendar year 2017

The School of Trust, **committed**

- Scientific research has identified the main levers for pupil progress.
- The School of Trust has been applying them for the past two years.



- **—** 2017 2019:
 - + 10,517 posts



 Start of 2019 school year: lowering of compulsory school age to 3

ADOPT EXPLICIT AND RIGOROUS TEACHING METHODS

- Creation of the Conseil scientifique de l'Éducation Nationale (Scientific Council for National Education) chaired by Stanislas Dehaene
- Publication of teaching recommendations and reference works
- 18 hours training a year for all primary school teachers specifically teaching maths and French

REDUCE CLASS SIZES IN DISADVANTAGED REGIONS

- Start of 2017 school year: splitting Grade 1 into Rep+
- Start of 2018 school year:
 splitting Grade 1 into Rep and Grade 2 into Rep+
- Start of 2019 school year:
 splitting Grades 1 and 2 into Rep and Rep+
 In total: 300,000 pupils involved
- Start of 2020 to 2022 school years:
 splitting classes in last year
 of pre-primary school in Rep and Rep+

to equal ____ __ opportunities

IDENTIFY PUPIL VULNERABILITIES

Start of 2018 school year: introduction of Grade 1, Grade 2 and Grade 6 ≈ 790,000 pupils per grade

IMPROVE TEACHER TRAINING

- Pre-professionalisation
- Creation of instituts nationaux supérieurs du professorat et de l'éducation (Inspé -) higher national teacher training and education institutes with a national framework

DEVELOP SCHOOL SUPPORT

October 2017:
 Homework done in lower secondary school

PROMOTE TEACHING CAREERS

- 2018 2019:
 Teachers' salaries in Rep+
 2018: + 1,000 euros
 2019: + 1,000 euros
 = 2,000 euros net/year
- __ 2020:
 - + 299 million euros
 to support staff purchasing power

ENCOURAGE THE CREATIVITY, OPENNESS AND PERSONAL DEVELOPMENT OF PUPILS

- Back to school with music
- Choral plan
- Wednesday plan

Give each _____individual_



_the same chances _of success



Proficiency (in fundamental skills for all pupils from primary schools

Proficiency in fundamental skills (reading, writing, arithmetic and respect for others) is essential for pupil success.

Not proficient enough in fundamental skills

15-year old low reading	s with I literacy level	15-year olds with low mathematical literacy level		15-year olds low scientific literacy level	
European target	15% max.	European target 15% M	nax.	European target	5% max.
France	21.5%	France	23.5%	France	22.1%
Average EU	19.7%	Average EU 22	2.2%	Average EU	20.6%

(Sources: Evaluations, 2018; Pirls survey, 2016; OECD/Pisa, 2015)

RIGOROUS, EXPLICIT AND PROGRESSIVE TEACHING METHOD

French



✓ In Grade 1: **regular sessions** in reading, dictation, writing, vocabulary, grammar, conjugation and spelling

At end of Grade 1: all pupils must be able to **decipher the alphabet automatically** in a way that allows them to read fluently, an essential condition for understanding

Maths



✓ Work the four operations from Grade 1 onwards

- Practise mental arithmetic every day throughout primary school
- ✓ Practise regularly in solving problems

Develop **an intuitive approach** to mathematics

→ MEANS OF CONSOLIDATING FUNDAMENTAL SKILLS

Splitting

Grade 1 and 2 classes into
Rep and Rep+

24 pupils per class maximum in pre-primary, Grade 1 and Grade 2

Clarification of programes and progress markers

Teaching recommendations

Teacher training

Pre-primary school ____ at three years old for all ____

THE ESSENTIALS

Announced by the President of the Republic in March 2018, lowering the compulsory school age to 3 is commencing at the start of this school year thanks to the law For a School of Trust. Over and beyond the 25,000 pupils not attending school so far, this law has a new ambition for pre-primary school.

The pre-primary school conferences in March 2018 drew the conclusion that inequality can be controlled effectively between 3 and 6 years through language and arousing the pleasure of learning¹.

In order to to place the school system at the forefront of social progress in our country, the President of the Republic has also decided that, from the start of the 2020 school year, the pre-primary classes will be split into priority education and that, gradually, pre-primary, Grade 1 and Grade 2 classes of other regions will be limited to 24 pupils.

The proceedings will be published shortly.



SCHOOL COMPULSORY AT AGE 3, WHAT IS CHANGING WITH THE NEW SCHOOL YEAR

Compulsory school: from the start of the 2019 school year, all children aged 3, 4 and 5 must now be enrolled in a public or private school or pre-primary class, unless their parents or legal guardians declare that they are teaching them or having them taught at home. In this case, the competent authorities will check compliance with the compulsory schooling.

Attendance: compulsory schooling means an obligation of attendance during school hours. Provision is made for this obligation to be flexible for a child in the lower pre-primary classes, if the people responsible for the child so request.

Schooling in kindergartens: Article 18 of the law permits temporary schooling of a child aged 3 to 6 in a kindergarten.



LAW FOR A SCHOOL OF TRUST

Article 11: "School is compulsory for all children from age 3 until age 16."

Article 14: "The competent education authority can, if so requested by the child's legal guardians and after the Headmaster(mistress) has given their opinion in discussions with the education team, permit an arrangement in the time spent at pre-primary school by children attending the first year, in the conditions decreed." (extract)

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SCHOOL OF LANGUAGE

Pre-primary school plays a crucial role in the development of young children: it is both a springboard to success, the hotbed of personal development of the pupils and the melting pot for reducing social inequalities.

 23% of pupils entering Grade 1 do not know the name of the letters and the sound they produced, despite these being essential skills in learning to read ¹.

Learning a precise vocabulary and structures of the language is therefore an essential priority of pre-primary school.

NEW EDUCATIONAL RESOURCES

Teachers have new resources to support them in teaching vocabulary in pre-primary school:

- teaching recommended relating to language;
- two guides devoted to vocabulary and phonology Les mots de la maternelle².

Initial maths learning, mainly through class exercises based on play and manipulation, structures the logical sense of pupils. It is all the more essential given that more than one pupil out of two finds numbers difficult to use when entering Grade 1. For this reason, a teaching recommendation on discovering and using numbers gives indications on boosting this teaching.

Early exposure of pupils to foreign languages increases their understanding of the workings of languages and helps them to prepare better for learning them in the future. A teaching recommendation on this has been published.

See the recommendations:

https://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=142293

- 1 https://cache.media.education.gouv.fr/file/2019/96/1/ depp-ni-2019-19-13-Evaluations-reperes-2018-debut-CPpremiers-resultats_1114961.pdf
- 2 Phonological awareness: ability to perceive, break down and handle the sound units of the language



REINFORCED TRAINING OF THE EDUCATIONAL COMMUNITY

From September 2019, teachers named to a pre-primary teaching post will benefit from specific training. These new academic training courses will be developed from national specifications.

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SCHOOL OF PERSONAL DEVELOPMENT

Following the pre-primary school conferences and to encourage the personal development of the child, an essential aspect of their success, the pre-primary school will make sure it considers even further:

- the physiological needs of the children;
- organising a day that balances alternating rest times and learning times;
- taking into account the relational needs of attachment and security of young children.



Working in synergy with the Atsem

Side by side with school teachers, the agents territoriaux spécialisés des écoles maternelles (Atsem – local specialist staff in pre-primary schools) are major attachment figures for the pupils and participate actively in their physical and emotional security. Their skills contribute fully to the well-being of pupils and implementation of class activities. The Ministry is developing training course that bring teachers and Atsem together.

In conjunction with the team of Boris Cyrulnik, a handbook is being prepared to enhance CAP training to support young children.

Improving health monitoring of children

Lowering the compulsory school age to 3 ensures that all children have a medical check-up at school, before producing a full report, to make sure that the child can see and hear properly and that they are well suited to learning.



LAW FOR A SCHOOL OF TRUST

Article 13: "A check-up is organised at school for all children between 3 and 4 years old. This check-up screens for health disorders, be they sensorial, psycho-emotional, height or weight related or neuro-developmental, especially in terms of oral speech. The check-up is carried out by health professionals from the local Mother and Child Protection Services."

THE ESSENTIALS

- To attack learning difficulties at the roots, an ambitious programme of splitting Grade 1 and Grade 2 classes into Rep and Rep+ was undertaken at the start of the 2017 school year.
- At the start of the 2019 school year, all Grade 1 and 2 classes have been split in Rep and Rep+. 300,000 pupils (20% of an age group) enjoy excellent learning conditions.
- To broaden the committed policy for raising overall levels, social justice and regional equality, the President of the Republic wished to go even further. The splits will be extended to the pre-primary classes in priority education at the start of the 2020 school year. All the other final pre-primary year, Grade 1 and Grade 2 classes will gradually see their numbers reduced to 24 pupils.

RAISE IN OVERALL LEVELS AND SOCIAL JUSTICE

Proficiency in fundamental skills is one of the main levers for reducing social inequalities. It is also essential to provide improved supervision when pupils start to learn so that they can become proficient in the fundamental skills.

This equal opportunities policy was initiated at the start of the 2017 school year, the split involves 300,000 pupils in the start of the school year.

- in September 2017: 2,200 Grade 1 classes were split into Rep+;
- in September 2018: 3,200 additional Grade 1 classes were split into Rep and 1,500 Grade 2 classes into Rep+;
- in September 2019: the new splits involve 700 Grade 2 classes into Rep+ and 3,200 Grade 2 classes into Rep.

In total, this measure has resulted in the creation of 10,800 Grade 1 and Grade 2 classes in Rep+ and Rep since 017.



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MEASURE WITH POSITIVE INITIAL RESULTS

Splitting the priority education Grade 1 and Grade 2 classes has been assessed scientifically by Depp and a group of recognised researchers ¹.

The assessment covered 15,000 Grade 1 pupils split in 2017-2018 between 408 schools.

It showed that:

- pupils in split classes had better French and maths results at the end of Grade 1 than pupils in classes with similar characteristics but which had not been split: 8% standard discrepancy in French and 13% in maths, in favour of Rep+ pupils compared with the control group;
- the effect of the measure checks out especially for pupils with severe learning difficulties: out of the 24,000 pupils with severe learning difficulties when entering Grade 1, this corresponds to about 2,000 pupils in less difficulty in French and 3,000 less in maths at the end of the first year of implementation of the measure;
- the teachers describe the classes as more willing to learn: pupils are more attentive, more focused, more effective in their work and more motivated. 96.5% of teachers involved report better understanding of pupils' patterns of reasoning, 98.5% better identification of pupils' needs and 82% better class dynamics;

 teachers of split classes opt more frequently for one-to-one activities and systematically teach the alphabet.

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GREATER EDUCATIONAL AMBITION FOR PRIMARY SCHOOL

To benefit from the full potential, splitting classes must go hand-in-hand with teaching practices with proven effectiveness and therefore with constant support for the teachers who are teaching.

This is reflected by:

- the publication of a reference guide in April 2018 on teaching reading and writing and four teaching recommendations for teaching French and maths;
- the publication of three teaching recommendations for pre-primary school in May 2019 on teaching the language, discovering numbers and their use and teaching living languages;
- reflection on teaching practices in classes (including physical arrangement of classes and organising timetables);
- training seminars that involved all national education inspectors and educational advisors in charge of the support for French and maths (2017-2020).

These efforts towards fundamental learning will be continued in 2019-2020 with new resources:

- a handbook for national education inspectors:
- a reference guide on teaching reading and writing in Grade 2 and another guide on teaching maths in Grade 1.

Three national training seminars will be attended by 1,400 national education inspectors in September 2019. All educational advisors will also be trained in supporting teachers in the class efficiently.

¹ https://cache.media.education.gouv.fr/file/01_-_janvier/00/9/ DP-evaluation-janvier-2019_1065009.pdf



ROLL-OUT OF SPLIT CLASSES IN PRIORITY EDUCATION

2017	2018	2019
Grade 1 split into Rep+	Srade 1 split into Rep+	Grade 1 split into Rep+
Grade 1 split into Rep	Grade 1 split into Rep	Grade 1 split into Rep
Grade 2 split into Rep+ -	Srade 2 split into Rep+	Grade 2 split into Rep+
Grade 2 split into Rep	Grade 2 split into Rep 74 classes involved	Grade 2 split into Rep
	Total of pupils concerned	
60,000	190,000	300,000

reinforced priority for primary school

The President of the Republic has announced three new measures to encourage regional equality and social justice.

- → EXTENDING THE SPLIT
 TO THE LAST YEARS
 OF PRE-PRIMARY SCHOOL
 INTO REP AND REP+
- ✓ 150,000 pupils involved

New

- impact on the success proven by the splitting of Grade 1 and 2 classes of priority education
- ✓ 6,000 additional classes
- → MAXIMUM 24 PUPILS PER CLASS
 IN FINAL PRE-PRIMARY YEAR,
 GRADE 1 AND GRADE 2 IN ALL SCHOOLS



Today

38% of final pre-primary year, Grade 1 and Grade 2 classes have more than 24 pupils.



Between the start of the 2019 and 2022 school years, pupil numbers will drop in:

58% of final pre-primary year classes

24% of Grade 1 classes

of Grade 2 classes

NO SCHOOL MAY CLOSE
WITHOUT THE AGREEMENT
OF THE MAYOR FROM
THE START OF THE 2019 SCHOOL YEAR

Grade 1 assessments 2018-2019: results that helped to identify pupils' needs better

790,000 Grade 1 pupils were assessed in French and maths in September and mid-year.

Start Grade 1: struggling pupils

French
Knowledge of letters
and sounds:
23% of pupils

struggling

Maths
Comparison
of numbers:
23.9% of pupils
struggling

Mid-Grade 1: pupils making progress

French
Knowledge of letters
and sounds:
17% of pupils

struggling

Maths

Comparison of numbers: 13.2% of pupils struggling

Start Grade 2: persistent weaknesses

30% of pupils are still reading too slowly

50% of pupils cannot add up for than four lines of figures out of seven

A POSITIVE OUTCOME FOR REP AND REP+ PUPILS FOLLOWING THE SPLITTING OF GRADE 1 CLASSES

The discrepancies are dropping

between priority education pupils and non-priority education pupils between start Grade 1 and mid-Grade 1 The proportion of pupils with severe learning difficulties has decreased between start Grade 1 and end Grade 1

by 7.8% by 12.5% in French in maths

Grade 1 and Grade 2 assessments to anticipate learning difficulties

THE ESSENTIALS

- So that all pupils can become proficient in fundamental skills, it is essential to understand their needs in detail, from the first years of learning, and to respond on a one-to-one basis.
- Thus, since the start of the 2018 school year, the Ministry has introduced assessments at start Grade 1, mid-Grade 1, in Grade 2 and Grade 6 to give each teacher uniform markers in French and maths.
- The assessments are extended by resources available to teachers to help pupils to make progress in the skills in which they are the least competent.

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ASSESSMENT TIMETABLE 2019-2020

- Grades 1 and 2: Monday, 16 September to Friday, 27 September 2019.
- mid-Grade 1 assessment: Monday, 20 January to Friday, 31 January 2020.
- Grade 6: Monday, 30 September to Friday, 18 October 2019.

In line with these date slots, every teacher will choose the assessment times in their class. It is recommended to spread the exercises out over several distinct half-days to avoid overloading the pupils.



RESEARCH-BASED ASSESSMENTS

The assessments have been designed by the Depp, the Scientific Council for National Education (Csen) and Degesco. They have been developed to mark and understand the type of difficulties that pupils may encounter in learning to read and write and the first elements of maths.

Csen has drafted a document entitled *ÉvalAide* that explains the choices adopted for this national assessment system: goals, scientific foundations and educational advantages ¹.

¹ https://www.reseau-canope.fr/conseil-scientifique-de-leducation-nationale/outils-pedagogiques.html

All the strictly anonymous data will be collected by Depp to provide objective indications in clarifying the Ministry's education policy.

The Ministry for National Education and Youth has appointed a service provider to have an efficient IT tool and offer a large number of teachers quality inputting of assessment results. This service provider and the site hosts will not have access to personal data on pupils and teachers.

Understanding a Grade 1 assessment exercise: https://www.education.gouv.fr/videos-evaluations-cp-ce1



ASSESS TO RESPOND PRECISELY TO THE NEEDS OF EACH PUPIL

Assessing what pupils have learned at school

The national assessments provide teachers with a detailed overview of knowledge acquired and needs of each pupil in the key skills in French and maths.

They are also a way of:

- involving the parents in the schooling of pupils by giving them the assessment findings;
- adjusting the educational project of schools, educational establishments and districts.

Assessing to help better

In Grade 1

September. marker assessments. The teachers check that the pupils have the necessary knowledge to starting learning to read and maths in good conditions.

In French, the assessments measure the level of agility of the pupils to handle syllables and sounds. This ability is an excellent barometer of their ability to learn to read. They also cover pupils' ability to understand words, sentences or a short text read by the teacher.

Pupils are checked in maths for their knowledge of numbers up to ten and their ability to use them in a simple situation.

January-February: an assessment gives the teacher clear indications on changes in their pupils' acquired knowledge, mainly reading fluency.

In Grade 2



The Grade 2 assessment takes place in September and covers reading, writing and numeracy.

In French: ability to decipher quickly the words, read fluently out loud, understand a simple text and spell the most frequent words correctly.

In maths: use whole numbers higher than ten, use the first notions of geometry.

In Grade 6

The national assessments for Grade 6 pupils in French and maths are taken online and corrected automatically. The nature and difficulty of the questions that the pupils are asked vary according to the accuracy of the pupil's responses. Pupil monitoring is adjusted during Grade 6 based on the results of these assessments.

The pupil receives one-to-one feedback from the teachers for all these assessments. This can give rise to a collective or individually meeting organised with the parents.

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ASSESSMENTS 2018-2019: FIRST ENCOURAGING RESULTS

Depp has published the assessment results for school year 2018-2019 ².

At the start of Grade 1 class, 23% of pupils struggle with knowing letters and sounds and using numbers.

At mid-Grade 1, the assessment results show that **the pupils have made progress**.

They have made progress in acquiring the reading basics with a drop of six points in the number of pupils struggling;

They have become more proficient with numbers: the proportion of struggling pupils has dropped from 23.9 to 13.2%, i.e. a drop of ten points in the number of pupils struggling.

At start Grade 2, in French, the pupils still have difficulties too frequently in reading and dictation of words.

ving problems and online calculations.

In maths, the results highlight difficulties in sol-

Between start Grade 1 and mid-Grade 2, the discrepancies are dropping between priority education pupils and non-priority education pupils due to the splitting of classes and educational mobilisation:

- for the knowledge of letters and sounds, the discrepancy is almost divided by 3 (dropping from 9 to 3.4 points);
- for the recognition of phonemes, it drops from 12.1 to 5.2 points;
- for the comparison of numbers, the discrepancy is almost halved (dropping from 12.8 to 7.6 points);
- for digital line placement, it drops from 14 to 9.4 points

² https://www.education.gouv.fr/cid141364/evaluations-2018-2019-en-cp-et-ce1-des-premiers-resultats-encourageants.html

Annual benchmarks in primary and lower — secondary school to guide pupil progress better

THE ESSENTIALS

- The school curricula are in cycles of three years: cycle 1 (pre-primary), cycle 2 (Grades 1, 2 and 3) and cycle 3 (Grades 4, 5 and 6). This sequence is an advantage in monitoring the learning of pupils and structuring the team work of teachers.
- → To find the correct learning rate and give keys to the teachers, pupils and families, annual progress markers, setting out the knowledge that has to be acquired by pupils for each year of compulsory schooling, were published in May 2019 ¹.
- Teachers can use these markers to make sure that pupils make regular progress in acquiring knowledge, whilst benefiting from national markers to assess pupils' needs and advise families of the educational situation of their child as comprehensively as possible.

A GOAL OF PROFICIENCY
AND CONSOLIDATION
OF FUNDAMENTAL SKILLS
BY ALL PUPILS

At the start of the 2018 school year, the French, maths and moral and civic teaching curricula were clarified and adjusted in relation to the goal of proficiency in fundamental skills (reading, writing, counting, respecting others) of all pupils.

At the start of the 2019 school year, annual progress markers for French and maths come into force. From Grade 1 to Grade 3, the educational teams have an additional tool for rigorous, explicit and progressive teaching throughout compulsory education.

These annual markers help the teachers to organise their year better and address gradually the knowledge, skills, notions and subjects of teaching throughout the three years in each cycle.

For example, in Grade 1, the pupil must be able to decipher the alphabet automatically by learning the grapheme-phoneme correspondences. This learning commences at the start of the school year in September at a sustained rate of two correspondences a week, with the target of twelve to fifteen grapheme-phoneme correspondences before the mid-term break.

^{1 &}lt;a href="https://eduscol.education.fr/pid38211/attendus-et-reperes.html">https://eduscol.education.fr/pid38211/attendus-et-reperes.html

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PROGRESS MARKERS AND YEAR-END EXPECTATIONS

The progress indicators set out the year-end expectations, i.e. what must be acquired at the end of each year of compulsory schooling.

For example, in French, a pupil is expected to know how to read correctly and fluent at least fifty words a minute at end Grade 1, at least ninety at end Grade 2 and 120 at end Grade 3. In maths, at end Grade 1, the pupil solves addition and subtraction problems with numbers lower than or equal to 100. In Grade 2, they solve problems in two stages, mixing additions, subtractions and/or multiplications with numbers up to 1,000.



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SCIENTIFIC COUNCIL FOR NATIONAL EDUCATION: THROWING LIGHT ON EDUCATIONAL ACTION THROUGH RESEARCH



Its productions are levers for taking up the challenges of our education system: improve education standards of all pupils, fight social determinism and promote social justice.

Set up in October 2017 by the Minister for National Education and Youth, Jean-Michel Blanquer, the Scientific Council for National Education (Csen) provides all teachers and educational supervisory staff essential clarification on the knowledge emanating from international research. The two main Csen missions are to put the major education issues of our time into pers-

pective and to question teaching practices. The Council can be consulted by the Minister on all education and teaching subjects. Its members are some twenty recognised personalities working in various scientific disciplines linked to education: Gérard Berry, Maryse Bianco, Pascal Bressoux, Gérald Bronner, Anne Christophe, Jérôme Deauvieau, Stanislas Dehaene (Chairman), Marc Demeuse, Esther Duflo, Michel Fayol, Étienne Ghys, Marc Gurgand, Caroline Huron, Aurélie Jean, Sid Kouider, Eléna Pasquinelli, Joëlle Proust, Franck Ramus, Patrick Savidan, Nuria Sebastian-Galles, Élizabeth Spelke, Liliane Sprenger-Charolles, Bruno Suchaut and Johannes Ziegler.

Consolidate _____ primary school in all regions _

THE ESSENTIALS

- → The French school system is a major player in regional vitality and an essential lever for regional equality.
- For this reason, the Ministry supports rural schools through innovative educational projects and on-going investment despite the sustained demographic downturn of pupils pre-primary and primary education.
- D In April 2019, the President of the Republic has requested that no rural school be close without the prior consent of the Mayor of the municipality.



LOCAL, QUALITY SCHOOLING FOR RURAL REGIONS

The rural regions are an asset for our country. It is therefore essential that the school system contributes to their buoyancy.

270 additional posts

Despite a demographic downturn in pre-primary and primary education that is continuing at the start of the 2019 school year (nearly 36,000 fewer pupils compare with 2018) and which involves the rural regions especially, the means allocated to primary school continue to increase.

In the 45 most rural departments, 270 posts have been created whereas there are 57,000 fewer pupils over three years.

This decision:

- maintains a highly-dense network of rural schools: 20% of schools in France have one or two classes;
- improves the pupil-to-teacher ratios in all departments, mainly in the fifty most rural ones.
 For example, on average, there are seventeen pupils per class in Cantal and fourteen pupils per class in Lozère.

Library Plan

The Library Plan is continuing at the start of the 2019 school year (€2 million invested every year) as part of the interministerial mobilisation to promote books and reading.

This involves offering a wide variety of books to pupils in rural schools, with priority for those without a local public library service or recent donations.

Innovative digital schools programme

Launched in June 2018 with a budget of €20 million, it supports nearly 3,800 schools in 3,570 rural municipalities in acquiring digital hardware. This hardware is intended to encourage learning, enhance the link with families and combine the appeal of schools and rural territories. Over 85% of municipalities covered have less than 1,500 inhabitants.



INCREASED PARTNERSHIP WITH LOCAL AUTHORITIES

Development of rural affairs agreements

Rural affairs agreements stem from close dialogue between national education and local authorities to improve the educational offer in rural or mountain regions.

They are used to organise pre-primary and primary schooling as close as possible to the needs of inhabitants.

The levers for action used in these agreements are especially:

- constitution of school clusters;
- networking of schools;
- reinforcing primary and lower secondary school links
- reduced number of single-class primary schools;
- educational innovations;
- adaptation of school bus services;
- recourse to digital resources.

As at 31 August 2019, 49 rural affairs agreements had been signed, i.e. five more than in 2018. A total of 357 jobs have been dedicated specifically to the contractual policy since 2015 with a view to maintaining local schooling in rural regions.

The Ministry, player in the Rural Affairs Plan

The national education sector participates in the contractualisation initiative defined under the Rural Affairs Plan in order to maintain quality schooling in rural and isolated regions. Just like city contracts, the rural affairs contracts coordinate the financial resources and provide for all actions and projects in terms of accessibility to services and care.

The Regional Pacts for Nièvre, Ardennes and Creuse fall within this framework. The Ministry has reinforced the resources to maintain local schooling there.



NO SCHOOL CLOSURES WITHOUT THE CONSENT OF THE MAYOR

No schools will be closed without the prior consent of the Mayor of the municipality over the next five years.

Based on this commitment made by the President of the Republic, the number of schools closing in rural areas is limited to 63 at the start of the 2019 school year, in a context of a persistent demographic downturn in the most distant regions.



STRENGTHENING OVERSEAS SCHOOLS

The Blue Book *An ambition for overseas territories*, emerging from the Assises des outre-mer (Overseas territory conference) (Autumn 2017), makes access to quality education for all, both in and out of school, a priority, to reduce the discrepancies between pupils in the overseas territories and in metropolitan France in becoming proficient in fundamental skills.

Splitting Grade 1 and Grade 2 classes into priority education is of particular benefit to overseas territory pupils. 1,993 Grade 1 and Grade 2 classes split in the overseas territories, offering 25,000 pupils better pupil-to-teacher ratio in their learning.

Homework done is being extended to schools in the overseas territories at the start of the 2019 school year. The national education sector is allocating nearly 340,000 extra hours for 2019 and nearly €1.2 million in the education authorities in question. Thus, over 800 schools will offer support actions from the start of the 2019 school year.

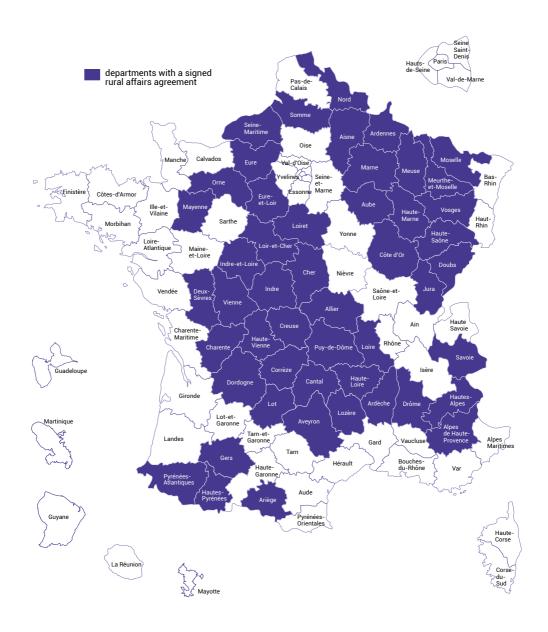
The mandatory school age of 3 constitutes a powerful lever in improving the proficiency in fundamental skills of overseas pupils.

Today, the overseas territories, primarily Guyana and Mayotte, have the lowest enrolment rate for children aged three to five.

In 2019, the national education sector will continue to support all overseas territories (€4 billion deployed overseas in 2018), mainly in financing school buildings more especially in Guyana and Mayotte, to improve teaching conditions in these two territories.

<u>~</u>

49 DEPARTMENTS ARE COVERED BY RURAL AFFAIRS AGREEMENTS



More resources for primary schools throughout the territory

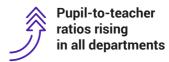


- 35,940

fewer pupils in primary education

+2,321

additional posts throughout the territory



REINFORCED SUPPORT FOR RURAL DEPARTMENTS: A FEW EXAMPLES

Moselle

- **1,968** pupils between 2017 and 2018
- + 21 posts created in 2018

Aisne

- **28** classes between 2011 and 2017
- **+ 45** classes between 2017 and 2018

Somme

- **723** pupils between 2017 and 2018
- + 22 between 2017 and 2018

Lozère

15 pupils per class

Cantal

- **25** classes between 2011 and 2017 **0** class closures between 2017 and 2018
- 18 pupils per class

49 rural affairs agreements signed // at the start of the 2019 school year

Source: Dgesco. Metropolitan France + Overseas departments (including Mayotte from 2012)

Support ___ the most vulnerable families

THE ESSENTIALS

- France has three million pupil children in poor families, i.e. one child out of five. 13% of children entering school in priority education networks (Rep and rep+) arrive at school with empty tummies and therefore do not benefit from good conditions for their learning.
- → On 13 September 2018, the President of the Republic, under the presentation of the interministerial strategy to prevent and fight poverty, desired the Ministry of National Education and Youth to apply an ambitious policy in support of authorities to offer breakfast to children denied this.
- During the 2019-2020 year, the national education sector will serve 100,000 breakfasts every day so that each child has satisfactory learning conditions.

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BREAKFAST AT SCHOOL FOR 100,000 PUPILS

A poor diet harms the quality of learning. Starting the day with an empty tummy can hinder concentration.

For this reason, the Ministry of National Education and Youth, as part of the strategy to prevent and fight poverty (2018-2022) means that **from the start of this school year, 100,000 children regularly eat breakfast at school.**

This new opportunity is offered in priority to pupils in the most vulnerable regions (Rep/Rep+ and priority town districts (QPV) Schools benefiting from the breakfast system are identified according to the social index (Catégories Socioprofessionnelles [CSP – Occupational Status], scholarship rate, etc.) in regions identified as vulnerable (Rep/Rep+, QPV, rural areas) without theoretically excluding any school outside these areas that state a need.

From April 2019, with the support of the authorities, this measure was introduced in eight precursor education authorities: Amiens, La Réunion, Lille, Montpellier, Nantes, Reims, Toulouse and Versailles. Four hundred schools in one hundred voluntary municipalities were identified. The number of beneficiary pupils was about 33,000, with huge disparity between departments, from 302 in Maine-et-Loire to 8,769 pupils in La Réunion. One to five breakfasts were served a week.



The measure is being extended at the start of this school year.

These breakfasts must comply with precise specifications:

- they must be balanced and of good quality;
- they are served in compliance with food safety and hygiene rules;
- they are open to all children;
- they are accompanied by actions to educate about food and raise parent awareness of the role of breakfast.

EXTRA FINANCIAL SUPPORT FOR FAMILIES

For the start of the 2019 school year, an amount of €389.19 is paid as a back-to-school allowance per child from 11 to 14 years old.

For 2019, the Ministry is setting aside €739 million for lower and upper secondary school grants, i.e. 4% more than in 2018.

In addition to the grants, the Ministry is setting aside €65 million for the social funds to support the most vulnerable families.

Lastly, in 2019, the national education sector is allocating €2 million (€1 million more than in 2018) to the Ouvrir l'école aux parents (Open the school up to parents) programme designed to help allophone parents in taking charge of their child's schooling.

Timetable for grant applications

The campaign for lower secondary school grant requests for the 2019-2020 school year will open on the first day back at school until

- 17 October 2019 for public and private teaching establishments, whether the grant request is submitted
 online or using a paper form
- 31 October 2019 for pupils enrolled in the Centre national d'enseignement à distance (Cned National Distance Learning Centre): the grant application must be sent to the Cned in Rouen for general education classes or to the Cned in Toulouse for the adapted general and vocational education classes

2019-2022 Creation of a major public inclusive education service

+ de 23,500

disabled pupils enrolled in school

+ de 4,500

learning support assistants are recruited as full time equivalent (FTE)

learning support assistants as full time equivalent

CHILDREN SUPPORTED WITHOUT DELAY THANKS TO PIAL

The pôles inclusifs d'accompagnement localisés (Pial – Local Inclusive Support Unit) create networks for schools and learning support assistants. Over three thousand will be rolled in the 2019-2020 year.



Objectives

Human support focusing on the needs of each pupil

Greater responsiveness Y Professionalization of in allocating learning support assistants

learning support assistants and improvement in their working conditions

New

Before

The pupils waited for a learning support assistant to be recruited

With the Pial

The learning support assistants are already recruited and can help pupils immediately.





At the start of the 2019 school year

A unit to welcome, listen to and respond to families in each department

SIGNIFICANT IMPROVEMENT IN TRAINING AND WORKING **CONDITIONS FOR LEARNING SUPPORT ASSISTANTS**



School year 2019-2020

sustainable jobs

⁹3-year fixed term contract

renewable once, then permanent contract management

initial training

• Contracts that recognise better all the ASEH (Accompagnant des élèves en situation de handicap - learning disability support workers) activities

in each department

Provide better facilities for disabled pupils

THE ESSENTIALS

- Since 2005, the school system has accommodated a further 200,000 disabled pupils. In 2019, 23,500 extra pupils were welcomed. The support means increase by 7.2% full time equivalent of learning disability support workers.
- At the start of this 2019 school year, mainly thanks to the adoption of the law For a School of Trust, the national education sector is renewing the organisation to provide better facilities for disabled children and support the families better.
- All departments are being given a specific inclusive education service to meet their demands better.
- Nearly a third of schools and establishments are arranged in local inclusive support units. The Pial means that the learning support assistant welcomes the families, no longer the families who wait for a learning support assistant.
- → The learning support assistants are seeing an improvement in their status and their working conditions.



NEW ORGANISATION

Article 5d in Chapter IV of the law, which is totally devoted to inclusive education, is an essential lever in taking into account the unique features and particular educational needs of disabled pupils.

At this start of the 2019 school year, the law allows the support organisation for disabled pupils to be transformed and significant improvement in conditions for recruiting, training and the work of their learning support assistants. These are the two cornerstones of a genuine public inclusive education service.



LAW FOR A SCHOOL OF TRUSTE

Article 25: "The parents or legal representatives of the disabled child or adolescent benefit from an interview with their teacher(s) and with the person in charge of one-to-one or collective assistance. [...] It covers the implementation methods for educational adaptations and arrangements recommended in the individual education plan [...]".

Article 25: "Local inclusive support units are

Article 25: "Local inclusive support units are created in each department. [...] They constitute resource units intended for the educational community. [...] These systems aim to take the particular educational needs of the disabled pupil into account better with a view to developing their autonomy".

Roll-out of Pial

The Pial is a new way of supporting disabled pupils.

What is changing: until now, pupils needing an adult to support them in their schooling waited for the person to be recruited. Henceforth, the learning support assistants are recruited within the inclusive unit and assist the pupil as soon as they arrive in class.

The three Pial objectives are:

- human support focusing on the needs of each disabled pupil in order to develop their autonomy and allow them to acquire the expected knowledge and skills;
- greater responsiveness in allocating learning support assistants:
- professionalisation of learning support assistants and improvement in their working conditions.

More than three thousand local inclusive support units will be rolled out for the school year 2019-2020. They will be distributed uniformly throughout the territory in both primary and secondary education.

For this purpose, 4,500 extra learning support assistants are recruited as full time equivalent. In addition, 29,000 subsidised contracts (CUI-AVS) are being converted into 16,571 AESH full time equivalent.

In total, the increase in means for AESH full time equivalent will be 7.2%.

→ IMPROVED JOB CONDITIONS

The learning support assistant is **henceforth a full member of the educational team** and teams monitoring the schooling of disabled pupils.

They play **a major role in welcoming families**. They thus attend the welcome interview between the family and the educational team.

ASEH jobs are consolidated. With effect from the start of the 2019 school year, they are recruited under three-year fixed contracts. These can be renewed once before a permanent contract is signed if they are continuing with their activity.

The law henceforth allows the national education sector and local authorities to enter into agreements with a view to common AESH recruitment. This standardisation of the "second employer" principle will allow any learning support assistants who so wish to increase their average working hours and provide better continuity pupil support between school and out-of-school hours.

Reference ASEH are appointed in each department to support those starting out.

Their job adaptation training is guaranteed by the law For a School of Trust. They could benefit from this in the first year of practice and will thus be able to access training actions included in the academic training plans.



LAW FOR A SCHOOL OF TRUST

Article 25: "The competent State education authority and the local authorities can enter into agreements with a few to common recruitment of learning support assistants for disabled pupils. [...] Their on-going vocational training is fixed in accordance with a national benchmark and adapted to the diverse situations of pupils welcomed in the schools and teaching establishments. [...] They are recruited under three-year contracts, renewable once."



A DEPARTMENTAL "INCLUSIVE SCHOOL" SERVICE CREATED IN EACH DEPARTMENT

The inclusive education service has a variety of missions:

- educational, with the implementation, monitoring and assessment of the schooling of special needs pupils, including disabled pupils;
- administrative, with the implementation of support for disabled pupils;
- welcoming families, with the creation of a cell to welcome, listen to and respond to parents and guardians of disabled pupils.

Support the families better

Since June 2019, families have been assisted by a listening unit in all the departments. This unit will be open whenever necessary.

Its purpose is to advise families on the existing facilities and to respond to them on their child's case.

All families enjoy a first-line response within 24 hours of the call.

Support the teachers better

From the start of the 2019 school year, the Inclusive School Heading platform offers teachers educational resources that can be used immediately in the classroom, to support them in the schooling of all pupils and more especially pupils with special educational needs.

This platform also puts teachers in contact with experienced peers who may support them in introducing educational adaptations and arrangements, mainly of pupils with Autistic Spectrum Sisorders (ASD).



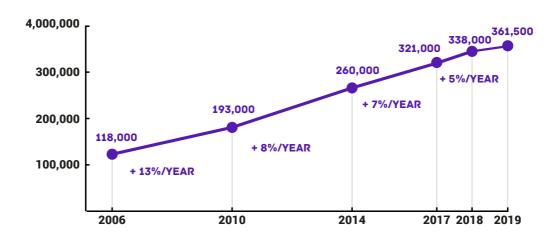
INCREASED NUMBER OF ULIS (UNITÉS LOCALISÉES POUR L'INCLUSION SCOLAIRE - LOCALISED EDUCATIONAL INCLUSION UNITS)

At the start of this 2019 school year, two hundred Ulis have been created, including one hundred for secondary education.

By 2002, creation of 250 Ulis in upper secondary school.

<u>~</u>

CHANGES IN NUMBERS OF DISABLED PUPILS IN ORDINARY PRIMARY AND SECONDARY SCHOOLS



As at 1 June 2019, 201,367 pupils had a prescription from the MDPH (Maisons Départementales des Personnes Handicapees – Departmental Centres for Disabled Persons) for one-to-one or collective support, i.e. an increase of 23,500 prescriptions in one year.

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NATIONAL AUTISM STRATEGY 2018-2022



Jean-Michel Blanquer, Minister of National Education and Youth and Sophie Cluzel, Secretary of State for the Disabled The education of pupils with Autistic Spectrum Disorders (ASD) is a national priority and the Ministry of National Education and Youth is fully committed to this.

This commitment is conveyed especially by the creation of 180 new autism pre-primary school units, called UEMA (Unité d'Enseignement en

Maternelle Autisme – Autism Pre-primary Teaching Unit) and 45 autism primary school units, called UEEA (Unité d'enseignement en élémentaire – Autism Primary Teaching Unit). Ultimately, more than two thousand places in pre-primary school and 450 places in primary school will be rolled out in the territory.

Thus, during the first term 2018-2019, six UEEA were opened (departments 69, 80, 76, 91, 31 and 35). At the start of the 2019 school year, it is planned to create thirty UEMA and ten UEEA.

Homework done: ____ work towards success of all pupils _____

THE ESSENTIALS

- Assistance with homework is a fundamental element in pupils' success, especially the most vulnerable.
- Since October 2017, therefore, Devoirs faits (Homework done) has been offering free of charge to all pupils on a voluntary basis the option of doing their homework in lower secondary school.
- The Ministry is allocating nearly 340,000 extra hours for 2019 and nearly €1.2 million to reinforce Homework done.

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GO HOME WITH HOMEWORK DONE

Homework done is offered to all families in public establishments and private establishments under contract. Every pupil who so wishes can benefit from several hours a week of assistance with homework

By offering this to all pupils, not just those in difficulty, Homework done helps to ensure social justice for pupils whose families have neither the resources nor the necessary time to help their children with their homework.

Thanks to Homework done, every child can thus work individually on their exercises, go over their lessons and get their memory and sense of analysis working, under an adult eye (teachers, education assistants, civic service volunteers, association members, etc.)



HOMEWORK DONE OFFERED IN ALL LOWER SECONDARY SCHOOLS

In 2018-2019, all lower secondary schools offered Homework done to their pupils.

About 28% of pupils elected to participate, i.e. nearly **755,000 pupils**, including 245,513 Grade 6 pupils. In Rep+, nearly 40% of lower secondary school pupils, i.e. 60,000 pupils, took part.

On average, the pupils stay for Homework done for two hours a week.

Homework done is supervised in the main by teachers, accounting for 54% of the time.

This measure is also a chance for teams to review the timetables, learning locations and layout of spaces.

A DIGITAL ASSISTANT AVAILABLE TO PUPILS

Since January 2019, under Homework done, Cned has designed and put online a digital assistant to support the pupils with their homework. Jules, a virtual digital figure, who is enriched constantly with the questions asked to him, provides lower secondary school pupils with precise answers in French and maths.

cned.fr/le-cned/services-aux-etablissements-scolaires/ avatar-jules-devoirs-faits/



HOMEWORK DONE

Supervised by teachers,

education assistants

and volunteers from the civic service and listed association and coordinated

by the educational team



For all lower secondary school pupils on a voluntary basis



Free

Throughout the school year

In conjunction with the parents

Hours fixed by the establishment outside class times

ក្តីក្តុ 755,000

including

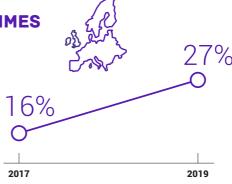
60,000 Rep and Rep+ pupils

Teaching enhanced in the lower secondary school

Since June 2017, pupils have enjoyed more diverse teaching.

→ EUROPEAN PROGRAMMES

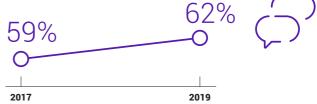
Lower secondary schools teaching (or planning to do so) at least one course in European languages and cultures



→ BILINGUAL CLASSES

Lower secondary schools teaching a

second living language in Grade 6



→ ANCIENT LANGUAGES AND CULTURES



≃ 90%

of lower secondary schools are teaching **ancient languages and cultures** at the start of the 2019 school year



of lower secondary schools offer more than 5 hours

in the entire cycle to their pupils

→ OPTIONAL CLASSES

90%

of lower secondary schools now have their choir thanks to the creation of an optional class in 2018



10%

of lower secondary schools have requested a specific authority grant

to commence an optional class

THE ESSENTIALS

- Arts and culture are essential to develop a taste for beauty, creativity, knowledge and self-confidence.
- The teachers are unrivalled purveyors of culture. To boost their action, partnerships have to be consolidated with cultural institutions and the world of culture.
- Since September 2018, in conjunction with the Ministry of Culture, the Ministry of National Education and Youth has sought to offer all pupils a consistent pathway of culture and artistic practice from pre-primary to upper secondary school.
- ➡ Clear priorities have been identified: music, promoting books and reading, theatre and education in looking.



MUSIC

Back to school with music

Symbolising this ambition, a third Back to school with music will take place on Monday, 2 September. A musical moment is being organised in all primary, lower secondary and upper secondary schools to welcome the new pupils and start the year with the joy found in music.

A choir in each primary and lower secondary school by 2020

- 90% of lower secondary schools now have their choir thanks to the creation of an optional singing class in 2018;
- 70% of primary schools have a choir.

A combined committee of authorities, the Ministry of Culture and the Ministry of National Education and Youth is created in each department and in each region.

The credits dedicated to regional and national projects have tripled, reaching €80,000, added to in equal shares by the Ministry and its partners: Daniel and Nina Carasso Foundation, Sacem, MGEN and Maif. This funding is supplemented locally by the Drac and local authorities.

A new national body, the National Committee for Choral Singing, chaired by Sofi Jeannin, musical director of the Maîtrise de Radio France, is tasked to encourage the creation of repertoires for the pupils and joint training for teachers, culture professionals, directors, etc.

Quality training for choir masters is expanding, mainly with the participation of prestigious partners, including the Opéra comique and the Musical Academy of Villecroze, which offer several one-week courses that bring together choir masters and top performing artists.

All education authorities will have a teachers' choir by January 2020.

The 2019 Ecole en choeur Festival ended with the broadcast of a radio concert bringing over one thousand choir pupils and teachers together in the Radio France auditorium on 11 June.



THE SCHOOL SYSTEM MOBILISED TO PROMOTE BOOKS AND READING

The Ministry is continuing its action to encourage individual reading and the development of a taste for and the pleasure of reading and access to books.

This is based on:

- an investment plan for school libraries:
 €4.5 million invested since 2017, with €2 million added in 2019-2020;
- the development of commonplace individual reading times every day "reading for quarter of an hour" in schools and establishments:
- the **A book for the holidays** scheme saw 800,000 Grade 3 pupils given a compilation of 22 La Fontaine fables illustrated this year by the cartoonist Voutch;
- enhanced support for the Petits champions de la lecture a reading aloud competition with a goal of 100,000 pupils enrolled in 2019-2020;
 support for associations that promote reading in pre-primary school, like Lire et faire lire and writing with the Labo des histoires.



DEVELOPMENT OF THEATRE PRACTICE

385 establishments (376 lower secondary schools and nine upper secondary vocational schools), in 25 education authorities, are taking part in experiments in public speaking in 2020. The Grade 3 pupils in question have an extra thirty minutes a week to work on public speaking, the art of reading and reciting a text.

Starting to build up the oral skills of pupils in lower secondary school is aiming to prepare pupils for taking the floor, especially during the oral exam in the Baccalauréat and beyond for their personal and professional success.



EDUCATION IN LOOKING

Une nouvelle ambition pour l'éducation au patrimoine

Education in heritage, be it historical, architectural, industrial or religious, takes part in forming the future citizen and a taste for beauty.

On 20 September 2019, therefore, the Friday before the Heritage Days, the Ministries of National Education and Youth and of Culture are launching the Levez les yeux! (Look up!) operation, a day devoted to education in heritage.

To support the teachers, the Ministry of National Education and Youth is making available a guide, Connaître le patrimoine de proximité (Know your local heritage), prepared in collaboration with the Institut national d'histoire de l'art (Inha – Natural History of Art Institute) ¹.

¹ https://www.inha.fr/fr/ressources/eac.html

Sharpen critical looking by pupils by promoting their access to cinematic art in the school system

The creation of a cinema club in every lower and upper secondary school is a priority for this year 2019-2020. Launched in October 2018 by France télévisions, with the support of the Canopé network, cinéma.lesite.tv makes 55 films from the film heritage available free to lower and upper secondary school teachers.

At the same time, with the help of the Centre national du cinéma (CNC – National Cinema Centre), this involves extending Écoles au cinéma, Collège au cinéma and Lycéens et apprentis au cinéma to help pupils develop an interest in cinematographic projections in cinemas.

The second edition of the César des lycéens, in partnership with the Académie des Césars (French film academy) will be held from January 2020 onwards. For three weeks in February, a jury of more than 1,200 pupils from upper secondary general, technological and vocational schools will debate. Last year, the winner of this new César was the movie Jusqu'à la garde by Xavier Legrand.



LAUNCH OF AN EDUCATIONAL CHANNEL

The Ministry of National Education and Youth is joining forces with France Télévision and all players in the public audiovisual sector **to launch a major educational channel in January 2020.** Intended for children and their families, teachers and directors, this new channel will allow the children to enjoy quality educational contents in their different times.

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2020, YEAR OF AFRICA AND THE CARTOON STRIP

The Ministry of National Education and Youth and the Ministry of culture are major players in the African season. Events, class projects and exchanges are a chance for French youngsters to understand contemporary Africa better.

The cartoon strip is taking pride of place throughout 2020. The national education sector wishes to promote drawing and writing techniques.

Mobilisation ____ for Paris 2024: boost sport ____ at School

L'ESSENTIEL

- The staging of the Olympic Games in Paris in 2024 is a tremendous opportunity to foster the Olympic values in the school system: effort, excellence, comradeship and respect.
- The national education sector is gearing up to support this impetus and promote sport, which is essential to the well-being of pupils.
- This year, for those establishments which so wish, a call for projects "Cours le matin, EPS et sport l'après-midi" (Class in the morning, physical education and sport in the afternoon) will expand sporting activities.
- The national education sector is also taking care to support the vocations of our future champions who are currently in school.

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"CLASS IN THE MORNING, PHYSICAL EDUCATION AND SPORT IN THE AFTERNOON"

Class in the morning, physical education and sport in the afternoon involves promoting sport in the school system from Grade 3 to Grade 9.

The aim is to support the commitment by pupils to a physical activity beyond the physical and sport sessions in school.

Pupils' timetables are therefore adapted to facilitate their sport activities both in and outside school hours.

This system relies on the expertise of physical education and sport teachers and primary school teachers to help the pupil build their sport pathway.

A call for projects has been launched for the year 2019-2020

- For primary schools, seventeen education authorities have responded to this call for projects, i.e. 91 schools for a total of 250 classes (5,016 Grade 2 and Grade 3 pupils involved).
- For lower secondary schools, eleven education authorities have responded to the call for projects, i.e. 27 schools for a total of 159 classes.

Two types of organisation have been adopted by the schools:

- physical education and sport classes scheduled for the afternoons;
- pupils' timetables arranged to accommodate physical education and sport classes, sport in a sporting association and training in local clubs so that the children can play sport every day.



THE IMPACT OF THE OLYMPIC AND PARALYMPIC GAMES 2024 ON SPORT AT SCHOOL

A regular physical and sporting activity helps to improve the well-being and health of pupils. Thus, by encouraging concentration and self-confidence, it contributes to better school results.

When Paris was announced as the organising city for the 2024 Olympic and Paralympic Games (JOP2024), the Ministry of National Education and Youth undertook to expand pupils' sport activities and continue to promote civic and sporting values in both the school and out-of-school environment.

Raising awareness of the values of sport and the Olympic ethos is founded on three major sporting events in the school year 2019-2020:

- National School Sports Day, Wednesday, 25 September 2019;
- Olympic and Paralympic Week, 3-8 February 2020;
- Olympics Day, Monday 23 June 2020.

These actions will be conducted in partnership with the Ministry of Sport, the Organising Committee of the Olympic and Paralympic Games (Cojo) and the sports movement around the theme of interculturality.

At the start of the 2019 school year, more than 2,000 primary and secondary schools have been endorsed as Génération 2024. The schools promote the following actions on a voluntary basis:

- building bridges between school and club;
- taking part in events promoting the Olympics and Paralympics during the school year;
- support, welcome or be sponsored by top sports personalities;
- allow local sports clubs, once an agreement has been signed, to use the school's sports facilities, if appropriate.

In addition, more than a thousand pupils will be mobilised in projects dedicated to training in the Olympic ethos in the form of thirty Pierre de Coubertin — Alice Milliat classes, to become young ambassadors for the Olympic and Paralympic Games.

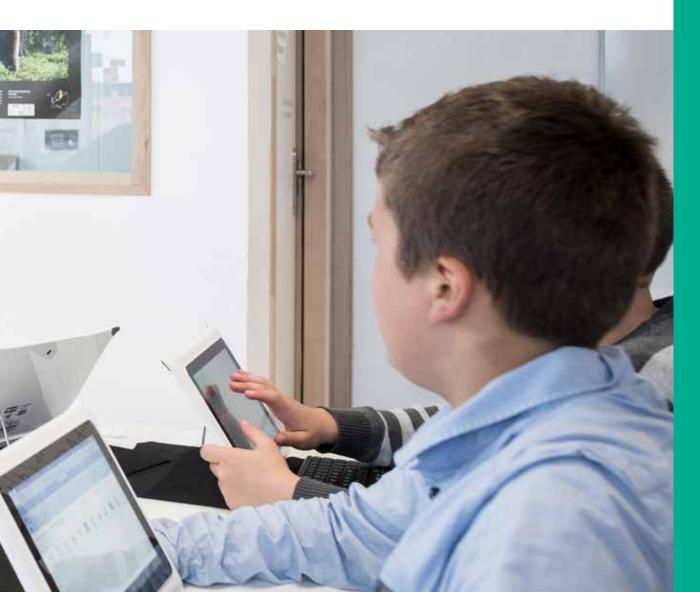
The school sports federations, Usep, UNSS and UGSEL, are very involved in developing sport by 2024:

- creation of new Usep (Union sportive de l'enseignement du premier degré – Primary School Sports Union) associations in primary schools;
- application submitted by UNSS (Union nationale du sport scolaire National School Sports Union) to hold the School Summer Games 2022 in France, holding regional Games and training young UNSS official to become volunteers during the JOP 2024.

Succeed in tomorrow's



world



Guide pupils better and lead them to success

THE ESSENTIALS

- There is not enough support for pupils in designing their project in France. This is a source of concern for the pupils and of inequality for those whose families are not familiar with how the educational system works.
- This is why, at the start of this 2019 school year, the public school guidance service has a new framework that associates the regions, focusing on the needs of pupils and opportunities offered by the regions.
- In addition, the number of pupils monitored under the Cordées de la réussite (roped together for success) scheme is expected to more than double in two years, increasing from 80,000 to 180,000 pupils.

→ TII Gu

TIME SET ASIDE FOR GUIDANCE FROM GRADE 8 TO GRADE 12

Pupils need time to fine tune their desires, consolidate their motivations and acquire information on all the training pathways and channels open to them. The educational teams, especially the head teachers, national education psychologists and teacher librarians now have time specifically to help them.

From Grade 8, pupils have twelve specific guidance hours, followed by 36 hours in Grade 9. They can thus develop the choices that they have to make between an upper secondary general and technological or vocational school, a CAP (Certificat d'aptitude professionelle – Certificate of Vocational Aptitude) or an apprenticeship.

In upper secondary general and technological school, the pupils have 54 hours guidance assistance every year. At the same time that they are exploring upper training courses and professions, they are building their pathway in a new upper secondary school that gives them both more choice and more freedom in making a success of their project. In upper secondary vocational school, pupils have 265 hours of support over three years with part devoted to guidance. In vocational Grade 12, depending on their project, pupils can opt to follow the career integration preparation module or the further study preparation module.



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GUIDANCE FOCUSING ON PUPILS AND REGIONS

Within lower and upper secondary schools

The entire educational team is involved in guiding pupils. This is an on-going process throughout the years from Grade 8 to Grade 12.

The head teachers, mainly in Grade 12 where there have been two since the start of the 2017 school year, play an essential role in managing these times. They are assisted by guidance staff and CIO (Centre d'Information et d'Orientation – Information and Guidance Centre) resources.

Together they:

- conduct regular reviews with the pupils;
- arrange guidance and profession forums;
- encourage pupils to get work experience and attend open days;
- bring in the regional guidance services.

At the heart of regions

To anchor the guidance services as closely as possible in the regional training courses and local economic needs, the State has entrusted the regions with new guidance responsibilities.

The regions may intervene in the upper and lower secondary schools and organise information actions directly with the pupils under times set aside for guidance.

To achieve this, a national reference framework was signed on 28 May 2019 with the Regions of France association that sets out the respective roles of the State and the regions and guarantees the public service unit by broadcasting exhaustive and objective information. In addition in each regional education authority, a regional agreement must define the concrete methods for coordinating actions by the State and the regions.

The region may delegate its partners to conduct information actions: regional businesses, consular chambers, professional branches and local or national associations

EQUAL OPPORTUNITIES AT THE HEART OF THE PUBLIC GUIDANCE **SERVICE**

2019-2020: doubling of the Cordées de la réussite

The Cordées de la réussite offer greater social equality in access to top-level training.

This is an interministerial system sponsored by the Ministry of National Education and Youth, the Ministry of Higher Education, Research and Innovation and the Ministry of Regional Cohesion.

The "tête de cordée" (literally head of the rope) is a higher education establishment (upper secondary school with CPGE (preparation for admission to Grandes Ecoles) or BTS (Brevet de Technicien Supérieur – Higher Technical Certificate). Here tutors to support the pupils are made available to lower and upper secondary school pupils in priority urban districts or in rural areas.

Pupils enjoy extra support and social openness and cultural activities (museum visits, information on school guidance, visits to companies, etc.) which gives them confidence in themselves and their success. 80,000 pupils are involved in this system; next year there will be 180,000.





CORDÉES DE LA RÉUSSITE



Even more pupils in 2020



> 80,000 pupils benefit



In 2020 - 180,000 pupils will benefit

Obligation to train youngsters up to 18 years old

The obligation to train youngsters aged 16 to 18 forms part of the law For a School of Trust from the start of the 2020 school year.



Article 15: "Training is mandatory for all young people until they reach legal adult age."

This obligation meets a social issue and aims to train young people better for successful integration in the job market. Compliance with the training obligation is controlled by the local offices.

In this next context, combating school dropouts is crucial. The groupes de prévention du décrochage scolaire (GPDS – school dropout prevention groups) every day to prevent and act against school dropouts.

Stronger ____ vocational pathway ____

THE ESSENTIALS

- The start of the 2019 school year is the first one for the new upper secondary vocational school.
- This change in the upper secondary vocational school stems from consultations engaged over the last two years. This work goes hand-in-hand with the law For the freedom to choose one's professional future passed in August 2018.
- The new upper secondary vocational school aims to meet the new needs for skills linked mainly to the ecological and digital transitions and to boost the appeal of vocational teaching, by offering more gradual guidance and personalised pathways, and to support pupils better through new teaching arrangements.
- A new generation of Campus des métiers et des qualifications (Trade and qualification campus) offers the professional excellence of our country throughout the territory.

A NEW AMBITION: THE CAMPUS OF EXCELLENCE

The Campus of excellence, developed in each region, aim to create a network of quality vocational training courses throughout the country. Prepared closely with the regions and professionals, they unit businesses and players in training and research. Genuine living centres that showcase the excellence of a business sector, they participate in the appeal of vocational training.

A call for projects has been launched in 2019. Eight endorsement files were submitted as at 20 August 2019. They will continue to be processed until the Autumn.

This call for projects is granted €50 million under the Programme d'Investissements d'Avenir (PIA – Investments for the Future programme).

Sample file submitted

The Campus Aéronautique et Spatial Occitanie (Occitania Aeronautics and Space Campus) submitted an application to be endorsed as a campus of excellence on 4 June. The Occitania region, Airbus, the Occitania UIMM-MP, the federal university of Toulouse and the Toulouse and Montpellier education authorities are sponsoring this project. The challenge is to maintain key skills in these regions, mainly for the SME, in a context of increased global and intra-European competition.

A NEW GRADE 10 AND A NEW CAP

Pupils are not always entirely clear about the profession they wish to follow when starting at upper secondary vocational school. It has therefore been decided to arrange Grade 10 by families of profession so that:

- pupils can explore all careers in a same professional field:
- they have time to choose the profession that suits them best.

At the start of the 2019 school year, three initial families of profession have been introduced in the vocational Grade 10:

- sustainable construction, building and public works:
- customer relations and administrative management professions;
- transport and logistics professions.

Starting this year, the upper secondary vocational school reforms are increasing the number of classes of half the normal size so that pupils can benefit from improved monitoring.

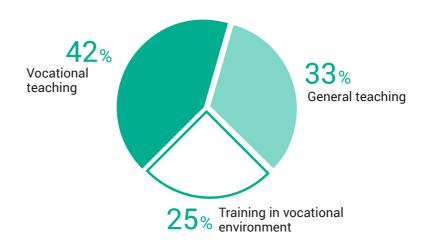
Grade 10 pupils will therefore have certain **joint-ly-taught classes**. This combination of a general teacher and a specialist teacher will thus make the general teaching more solid and the meaning of both the general and vocational teaching far clearer.

The new CAP has been introduced this year. It offers more flexible pathways as it can be taken over one, two or three years.

In addition, upper secondary school pupils benefit from updated general teaching programmes. They come into force in first year CAP and in vocational Grade 10 this year.



DIVISION OF THE TIMETABLE IN UPPER SECONDARY VOCATIONAL SCHOOL (GRADE 10, 11 AND 12)





MORE GRADUAL PATHWAYS AND IMPROVED SUPPORT

Starting this year, **Grade 10 pupils can benefit** from the extra support resulting from the transformation of the upper secondary vocational school.

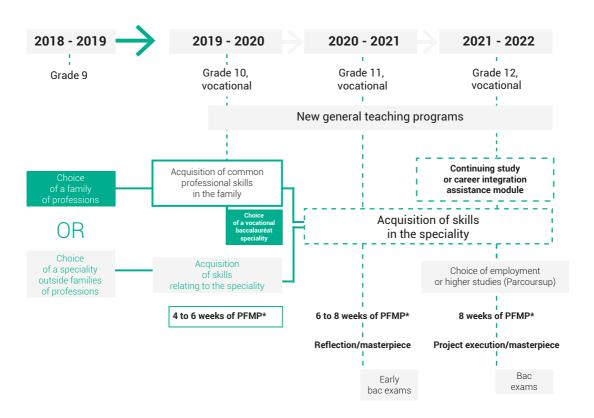
The plan is to allocate specific time to support (265 hours over three years): consolidation hours in French and maths, one-to-one support and support in choosing which course to follow.

The pupils will thus be informed better about the diverse pathways on offer between actual school and apprenticeship.

Mobility is an essential aspect of solid vocational training. Experiments with the mobility option in the vocational baccalauréat since 2014 (7,000 candidates in 2018) have been consolidated and extended to other secondary vocational diplomas. In addition, under "long" mobilities (more than two months), it is now possible to enhance skills acquired abroad.

<u>~</u>

PATHWAY OF A PUPIL COMMENCING A VOCATIONAL BACCALAURÉAT IN 2019



*PFMP: période de formation en milieu professionnel (vocational work experience period)

Encourage international mobility in secondary vocational

All upper secondary school pupils and secondary vocational apprentices are encouraged to spend two weeks to a year abroad.

These periods can be modular depending on the diploma they are working towards and their project. They can be spent in a business and/or in a vocational training establishment at any time during the pupil's programme.



5 OBJECTIVES



Enrich their knowledge of the profession

Discover other uses and know-how

Improve their fluency in a foreign language

Encourage their career integration or continuing studies



4 STRENGTHS



Bonus points

With the optional mobility test, pupils can obtain extra points for the diploma they are working towards: CAP, vocational bac, brevet des métiers d'art (arts and crafts certificate), brevet professionnel (vocational certificate)



Pupils can discover a country in the European Union or any other country in the world, provided there is an agreement with their establishment



Increasing financial support

In addition to grants for international mobilities, **Erasmus+ budget** should double in the 2021-2027 period



No time wasted

Pupils can be assessed abroad during long stays and no longer have to wait for their diploma

Upper secondary general or technological school: new Grade 10 and Grade 11 classes

THE ESSENTIALS

- The start of the 2019 school year features a total overhaul of the baccalauréat, so that pupils are more successful in their higher studies given that 60% do not manage to obtain a degree in three years.
- This reform is the result of consultations by Pierre Mathiot and then by all union organisations and 40,000 upper secondary school pupils.
- The new baccalauréat, with one part assessed on coursework, is fairer and promotes regular work by pupils to a greater extent.
- The start of the 2019 school year features Grade 10 and 11 classes arranged differently, the entry into force of new programmes and starting coursework assessment for Grade 11 pupils.

NEW GRADE 10 AND 11 CLASSES

In the new upper secondary school, pupils take a broad series of common classes intended to pass on a general 21st century culture based on sciences, humanities and fluency in two living languages.

- At the next start of a school year, all Grade 10 pupils will be taught SES (economic and social sciences) and digital sciences and technology, each for one and a half hours.
- In Grades 11 and 12, pupils will attend a twohour science class presenting an integrated approach to the sciences.

A positioning test at the start of Grade 11 is a chance for pupils to assess their fluency in French and their skills in maths. Teachers will use the results of this test as a basis for consolidating the knowledge acquired by pupils in one-to-one support.

In the technological pathway, pupils henceforth have a common thread in all streams. Three specialist subjects in Grade 11 and two in Grade 12 specific to each stream are added.

Grade 11 general pupils will have chosen three specialist classes of four hours at the end of last year. This learning logic encourages pupils to work harder in upper secondary school which will make them successful in their higher studies.

ON PATHWAYS CLOSEST TO THEIR DESIRES

At the start of the 2019 school year, the upper secondary schools are offering enhanced training. Thus, where 84% of public upper secondary schools offered three streams, this school year will see 92% of public upper secondary schools offer at least seven specialist subjects.

The families chosen for the start of the 2019 school year demonstrates that the pupils have made full use of their new freedom. 47.7% of them have made choices that were not previously available.

Only 26% of pupils have chosen combined "maths" (the most chosen speciality - 64% of pupils), "physics and chemistry" and "Earth and life sciences", i.e. the equivalent of the former S stream.

A vast majority of pupils have opted for diversity, with, for example:

- combining scientific disciplines with human sciences classes; the choice of new courses:
- history-geography, geopolitics, political sciences have been chosen by 33% of pupils;
- humanities, literature and philosophy classes will allow 18% of pupils to study philosophy in Grade 11;
- digital and computer science courses have been chosen by 8% of pupils, a promising start for a new teaching subject.

A BACCALAURÉAT THAT PROMOTES REGULAR WORK

The 2021 baccalauréat is now based on five final exams that counts for 60% of the final mark and coursework assessment that counts for 40%. The coursework assessment covers Grades 11 and 12.

From the start of the school year, the results achieved by Grade 11 pupils start to count towards their baccalauréat:

- all marks obtained during this year will count for 10% of the final mark;
- two short series of common exams, one in January and the other at the end of the year, will count for 30% of the final baccalauréat mark.

At the end of Grade 11, like today, pupils will take early French exams.

In Grade 12, the pupils will supplement these results by:

- the marks in their report;
- a final series of common exams;
- four final exams.

The exam encourages regular work by pupils during the Grade 11 and 12 years, so that they can broaden the disciplines that fuel their project to continue with their studies.

How are the common exams organised?

- Subjects that undergo common coursework assessment exams are history-geography, living languages A and B (science classes in general pathway and maths in technological pathway).
 The specialist subject not continued in Grade 12 in the general pathway is the subject of a common coursework assessment exam at the end of Grade 11.
- Exams last two hours at most so that they can be arranged during class times to avoid disrupting the life of upper secondary schools. They do not necessarily take place in the same week.
- To ensure the national nature of the exam, the subjects are drawn from a common test bank.
 The answer sheets will be made anonymous and will not be corrected by the pupils' teachers.



RANGE OF SPECIALITIES IN ESTABLISHMENTS

		Total %	Public %					
2018-2019	Establishments offering pupils three streams	80.90%	84.20%					
2019-2020	Establishments offering the seven most common specialities	82.10%	86.60%					
Among the most disadvantaged IPS* (IPS* < 106.2):								
2018-2019	Establishments offering pupils three streams	78.40%	81.60%					
2019-2020	Establishments offering the seven most common specialities	78.40%	83.00%					
Among those who have three divisions or less (from Grade 11 in general teaching)								
2018-2019	Establishments offering pupils three streams	47.70%	30.80%					
2019-2020	Establishments offering the seven most common specialities	44.60%	40.00%					

^{*}IPS: indice de position social (social position index)



FINAL ORAL EXAM



The exam takes twenty minutes and covers a project based on chosen specialist subjects.

The aim is for the pupil to be able to express themselves as an individual, why they are affected by what they are talking about, what interests them, what catches their view of the world and to state how the subject is part of their higher education project.

Jean-Michel Blanquer, Minister of National Education and Youth, asked Cyril Delhay for a report on teaching oral skills. The report: *Faire du grand oral un levier de l'égalité des chances* (Make the oral a lever for equal opportunities) was submitted on 24 June 2019. A consultation is being undertaken with the social partners on this basis at the start of this year.

The new upper secondary school: more choices for the pupils

SPECIALIST SUBJECTS IN GRADE 1 GENERAL: MORE FREEDOM FOR GREATER SUCCESS

common culture and widen the subjects they like.

MORE DIVERSE PATHWAYS

> The combinations chosen are very varied.

The new teaching arrangements will give pupils a solid

47.7%

of pupils have chosen subjects found in streams, S, ES and L...

Chosen specialist subjects – final school guidance phase	Total percentage of requests		
Maths	64.0%		
Physics-Chemistry	43.5%		
Earth and life sciences	42.2%		
Economics and social sciences	37.9%		
History-geography, geopolitics and political sciences	33.4%		
LLCER - English	26.0%		
Humanities, literature and philosophy	18.5%		
Digital and computer sciences	8.4%		
Engineering sciences	6.7%		
Fine arts	3.4%		
LLCER - Spanish	2.4%		
Cinema-audiovisual	1.2%		
History of art/Theatre	0.8%		
Music	0.6%		
Literature and LCA latín	0.4%		
Dance/LLCER - German	0.2%		
LLCER — Italian/ Biology-ecology/Literature and LCA Greek	0.1%		

Combination of the specialist subjects chosen most by pupils entering Grade 11 26.1% Mathematics/Physics-Chemistry/Life and Earth Sciences and Technology

6.8%

History-geography, geopolitics and political sciences/Maths/ Economic and social sciences

6.5%

History-geography, geopolitics and political sciences/Foreign languages, literatures and cultures/Economic and social sciences

4.5%



Maths/Physics-chemistry/ Engineering sciences

4.4%



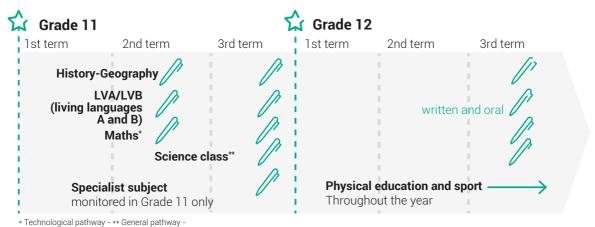
History-geography, geopolitics and political sciences/Humanities, literature and philosophy/Economic and social sciences

Source: Siècle-orientation, July 2019

Baccalauréat 2021: exam timetable and duration

TIMETABLE OF COURSEWORK ASSESSMENTS

Coursework assessment includes firstly the results of reports (10% of the final mark) and secondly, the results from three series of coursework assessments (30% of the final mark).



TIMETABLE OF FINAL EXAMS (60% OF THE FINAL MARK)

	12	Grade 12	2						11	ade 1	Gra	2
Mar. Jun.	Jan.	ер.	o ¦ :	Juni			Jan.	,			Вер.	5
ojects /	Specialist su		} ;		h	French				i		ij.
Philosophy //			1	oral	າ and ■	written						
Final oral exam	1 1 1	1 1	4									
			- 1									

DURATION OF FINAL GENERAL BACCALAURÉAT EXAMS

Exams	Nature	Duration (
Early exams			
French	Written	4 hrs	
TEHON	Oral	20 min	
Final exams			
Philosophy	Written	4 hrs	
Final oral exam	Oral	20 min	
Specialist subject exams			
Arts	Written/Oral	3 hrs 30/30 min.	
Biology and ecology⁺	Written/Practical	3 hrs 30/1 hr 30 min.	
History-geography, geopolitics and political sciences	Written	4 hrs	
Humanities, literature and philosophy	Written	4 hrs	
Foreign and regional languages, literatures and cultures**	Written/Oral	4 hrs/20 min.	

Exams	Nature	Duration ()							
Specialist subject exams									
Ancient languages and civilisations***	Written	4 hrs							
Maths	Written	4 hrs							
Digital and computer sciences	Written/Practical	3 hrs 30 min./1 hr							
Physics-Chemistry	Written/Practical	3 hrs 30 min./1 hr							
Earth and life sciences	Written/Practical	3 hrs 30 min./1 hr							
Engineering sciences	Written	4 hr							
Economics and social sciences	Written	4 hr							

^{*} The exam covers a specialist subject offered only in upper secondary agricultural schools

Nature Duration

Fxams

Stream

→ DURATION OF TECHNOLOGICAL BACCALAURÉAT EXAMS

Stream	Exams	nature	Duration
	Early exams		
All streams	French	Written	4 hrs
	Final exams	Oral	20 min
	Philosophy	Written	4 hrs
All streams	Final oral exam	Oral	20 min
	Specialist subject exams		
Health and social sciences	Human chemistry, biology and physiopathology	Written	4 hrs
and technologies (ST2S)	Health and social sciences and technologies	Written	3 hrs
Laboratory science	Biochemistry-biology-biotechnology or physical and chemical laboratory sciences	Written	3 hrs
and technology (STL)	Physics-chemistry and maths	Written	3 hrs
Design and applied arts science and technology	Design analysis and methods	Written	4 hrs
(STD2A)	Conception and creation in design and arts and crafts	Practical	4 h
Sustainable development and industry sciences	Physics-chemistry and maths	Written	3 hrs
and technologies (STI2D)	Engineering, innovation and sustainable development	Written	4 hrs
Management sciences and technologies	Law and Economics	Written	4 hrs
(STMG)	Management and digital sciences	Written	4 hrs
Hospitality and catering	Economía-gestión hotelera	Written	4 hrs
sciences and technologies (STHR)	Culinary and service sciences and technologies – Food-environment scientific course	Written and practical	6 hrs
Sciences and techniques of theatre, music	Choreographic or musical or theatrical culture and sciences	Written	4 hrs
and dance (S2TMD)	Choreography, musical or theatrical practice	Written/ Practical	3 hrs/3 hrs
Agronomy and life sciences and technology	Resource and food management	Written	2 hrs 30 min.
(STAV)**	Territories and technology	Written	3 hrs

^{*} The exam is broken down into two written and practical sub-exams, lasting 3 hrs each.

^{**} The exam relates to foreign languages chosen from English, German, Spanish or Italian and to regional languages from Basque, Breton, Catalan, Corsican, Creole, Occitan-langue d'Oc or Tahitian. The exam can also cover, as an experiment with effect from the start of the 2019 school year, Portuguese, in the education authorities of Guyana, Créteil, Paris and Versailles.

^{***} The exam covers the choice of one of the ancient languages and cultures: Latin or Greek.

 $[\]star\star$ In upper secondary agricultural schools only.

New dynamics _____ for living languages through all school levels ____

THE ESSENTIALS

On 26 November 2017 at the Sorbonne, in a speech titled Initiative for Europe, the President of the French Republic stated that he would like all pupils to master two living languages upon completing secondary education.

According to the 2017 CEDRE (cycle of sample-based subject-specific assessments) survey, French pupils' language skills are improving but are still lagging behind many European countries¹.

In their report, Chantal Manès-Bonnisseau and Alex Taylor identified tools for progress that led to the living languages plan that is being implemented from primary to secondary schools. This entails several objectives: foster early and consistent learning, apply living languages in more classes, support initial and continuing teacher training, enhance European and international exposure in schools and institutions, assess and certify for better recognition of skills.

1 https://cache.media.education.gouv.fr/file/2017/44/4/ NI-EN-20-2017-cedre-competence-anglais-fin-college_818444.pdf

→ SPEAK EARLY AND MORE OFTEN

Foster early and consistent learning

Pre-primary school

An educational recommendation on raising the awareness of pre-primary school pupils on foreign languages was published in May 2019. This involves inducing during early childhood:

- a positive view of language diversity (curiosity, welcoming diversity);
- the discovery of linguistic elements (lexicon and structure) as well as cultural elements tailored to pupils;
- exposure to language sounds: listening, perception of sounds and intonations, reproduction of sounds;
- emergence of language awareness: observing languages, perceiving their consistencies, similarities and differences.

Primary school

n primary school, 20-minute sessions should be encouraged to ensure daily exposure. A guide for primary school teachers has been produced to assist with this measure².

In the next two school years, the presence of native speakers, particularly English speakers, will rise by 10%.

A vocal assistant project to allow grade one pupils to learn oral English will be experimented in around a hundred schools in 2020.

2 https://cache.media.eduscol.education.fr/file/Multi_cycles_/74/0/Guide-LV_1151740.pdf

Lower secondary school

In lower secondary school, next year 300 institutions across the country will test lessons that run for 45 minutes instead of one hour as is the case at the moment. To this effect, for instance, instead of three lessons of living language A in a week, Grade 7, Grade 8 and Grade 9 will have four. This will allow more progressive and more consistent learning.

The relaunch of bilingual classes will allow 62% of lower secondary schools to teach two living languages from Grade 6.

Develop living language education

Living language education is boosted owing to:

- the **development of European programmes** in lower secondary schools (27% of lower secondary schools) and in upper secondary schools:
- specialisation in foreign and regional languages, literature and cultures, offered from Grade 12 in four foreign living languages (English, German, Spanish and Italian) and in seven regional languages. In upper secondary school, with common classes a pupil will be able to have 8 hrs 30 mins of a language in Grade 11 and 10 hrs 30 mins in Grade 12 and more if they take living language C:
- international programmes which now offer scientific subjects in foreign languages.

In terms of technology, enseignement technologique en langues vivantes (ETLV – technology education in living languages) has been extended to all disciplines. The teachers work together to foster language learning and technology education.

In the vocational stream, living language teachers can contribute towards achieving the master-piece.



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BETTER ACKNOWLEDGEMENT OF LANGUAGE SKILLS

The acknowledgement of language skills involves practice and consistent evaluation of classes. To assess what pupils have learned, a ranked digital English test will be experimented in Grade 9 in 2020.

Within the framework of the 2021 *baccalauréat*, a language certificate will be delivered at the same time as the diploma to all graduates.

The language certifications are extensive. The English one extends to pupils in Grade 12 enrolled in an international pathway (Euro class, international programme, etc.).



BOOST INITIAL AND CONTINUING TEACHER TRAINING

Starting from the 2020 session, candidates of recruitment exams for primary school teachers will be able to highlight a living language skill. The option is open in four languages. The expected minimum skill level for a living language is level B2 of the Common European Framework of Reference for Languages.

For secondary school teachers, the possibility of teaching a language discipline is broadened due to additional certification during their teacher training course. The certification will be open to primary school teachers.

In order to consolidate teachers' language skills, their European mobility is essential. That is why the budget of Erasmus+ should be doubled.

DEVELOP SCHOOLS AND INSTITUTIONS THAT OFFER INTENSIVE LIVING LANGUAGE EDUCATION

In 2020, one primary school per department will be bilingual. In departments where one such school already exists, a second school will offer the curriculum

Thanks to the Law for a School of Trust, établissements publics locaux d'enseignement international (EPLEI – local public international schools) will be created. They include classes from primary to secondary. The common legal framework allows such an institution to be presented in two forms, based on the specificities of the education delivered:

- institutions offering the international option of the *Diplôme National du Brevet* (national brevet diploma) and *baccalauréat* or the simultaneous earning of a general *baccalauréat* and a certificate allowing access to higher education in a foreign state;
- institutions with licences issued by the Board of Governors of the European Schools and offering the European Baccalaureate.

These international institutions will receive pupils preparing for *Diplôme National du Brevet* and the baccalauréat in order to enhance the appeal of their region and serve as instruments of social progress.



LAW FOR A SCHOOL OF TRUST

Article 32: "Les établissements publics locaux d'enseignement international (local public international schools) consist of primary and secondary classes and offer education in French and in a living language throughout schooling. They prepare for either the international option of the diplôme national du brevet and the international option of the baccalauréat, or for the European Baccalaureate, issued under the conditions stipulated by the agreement pertaining to the amendment of the appendix to the status of the European school and regulating the European Baccalaureate, signed in Luxembourg on 11 April 1984."

The Euroscol label highlights, on a national level, schools and institutions that operate under the dynamics of European and international exposure.

- 60 institutions were labelled in June 2019;
- 120 institutions will be labelled in 2020.

Improve all pupils' foreign language education

Following Alex Taylor's and Chantal Manes-Bonnisseau's report

Proposals for a better command of living foreign languages, daring to speak the new world

foreign language education has been intensified throughout schooling.



→ FROM PRE-PRIMARY SCHOOL

Introduction to a living foreign language

→ IN PRIMARY SCHOOL

20 minutes every day to practice the 1st language

→ IN LOWER SECONDARY SCHOOL

- 2 compulsory living languages, including English
- Daily practice of the two languages
- Possibility of learning another subject in a foreign language
- After Grade 9, free English assessment test

→ IN UPPER SECONDARY SCHOOL

- Possible 3rd living language
- Enhanced programmes or specialities for the other two living languages
- Progress certificate for all languages studied issued with the baccalauréat diploma





→ ENHANCED TRAINING

- Taking into account foreign language skills in the recruitment exams for primary school teachers
- Courses and new resources, tailored to teachers' needs
- Possibility of teaching one's discipline in a language other than French after obtaining a special certificate



→ BENCHMARK INSTITUTIONS IN ALL SCHOOL DISTRICTS

- Organisation of European training seminars
- Development of the mobility of pupils and staff
- **Spreading a culture** of international exposure
- **Networking** with partner institutions around the world

Digital ____ _learning aids

THE ESSENTIALS

- The start of 2019-2020 school year is marked by the creation of new lessons in Grade 10 and Grade 11 aimed at fully preparing the pupils for society, higher education and an increasingly digital work environment.
- During the 2019-2020 school year, education about and through digital tools will continue to rise, while better protecting and optimally using data for learning purposes.



DIGITAL EDUCATION IS AT THE HEART OF THE NEW UPPER SECONDARY SCHOOL

In Grade 10, all pupils will pursue the new common digital sciences and technology classes, which run for 1 hr 30 mins per week. The discipline is now an integral part of the knowledge and skills taught to all pupils of general and technological upper secondary schools.

Furthermore, Grade 11 pupils can now opt for the new digital and computer sciences speciality of 4 hours per week. In the 2020 school year, Grade 12 pupils will be able to broaden this subject over 6 hours per week.

This speciality has already been selected in the 2019 school year by 8% of pupils, which seems very promising for a new subject.

The innovations have led to a large-scale training plan:

- 13,000 teachers registered for the MOOCs offered since February 2019 by INRIA (French national research institute for the digital sciences) to those who wish to teach this new compulsory subject in Grade 10.
- A special inter-university diploma "teaching computer studies in upper secondary school" – was specifically created: almost 2000 teachers were trained in around thirty partner universities.
- Certification of digital skills is becoming compulsory in masters in careers in teaching, education and training (MEEF).



 A new CAPES (secondary school teaching certificate) in digital and computer sciences will lead to the first hires in 2020. A teacher training programme will be created in the coming years.

All Grade 9 and Grade 12 pupils will certify their digital skills through the PIX platform.



ENHANCED DATA PROTECTION AND USE

Although the use of data collected in school offers many prospects in terms of improving teaching methods, it can only occur within a fully secure framework.

Hence, a Data Protection Officer was appointed in August 2018, whose information, coordination and control role is implemented across the entire country through academic delegates.

Furthermore, an Ethics Committee for education data, comprised of top-level figures and experts, will be instituted at the ministry in the coming weeks in order to independently enlighten and enrich action in this field.

Artificial intelligence, when developed with discernment in support of teachers' work, represents a promising instrument for learning. The ministry, within the framework of PIA (Investing in the Future) 3, has thus launched an innovation partnership for artificial intelligence specifically concerning fundamental French and mathematics classes in Grade 1 and Grade 3.

This type of use of school data will be at the heart of the action of the new ministry data administrator appointed in September 2019.

A School ____ at the forefront of ecological transition

THE ESSENTIALS

- The fight against climate change and efforts to encourage biodiversity are two major issues for the future. They require the mobilisation of our entire society and profound changes in individual and collective behaviours.
- Thus, on 15 March 2019, the Education and Youth Minister urged all elected officials in upper secondary school boards to organise idea exchanges within institutions in order to identify means for turning the 60,000 school establishments into exemplary places for environmental and biodiversity protection.
- → On 4 June 2019, eight concrete measures were set out. They will be implemented and enhanced right from the start of the 2019-2020 school year to allow schools and institutions to become a setting for commitment to sustainable development and the fight against climate change.
- During the year 2019-2020, the ministry will allow pupils to be key players of ecological transition in schools, lower and upper secondary schools by electing an eco-delegate per lower and upper secondary class.

THE ISSUE OF THE ENVIRONMENT AT THE HEART OF SCHOOL CURRICULA

In upper secondary schools, the new curricula, which have been enforced from the 2019-2020 school year, establish a significant position for climate and environmental stakes (measure 6).

In Grade 10

- The life and earth sciences (SVT) curriculum allows pupils to learn more about the impact of human activities on the environment. At the introduction of the curriculum, it is clearly highlighted that "pupils are made aware of the major stakes that humanity will face in the 21st century, pertaining to the environment, sustainable development, resource and risk management".
- The history & geography curriculum dedicates a full topic to the environmental issue: "Societies and environments: fragile balances". It invites teachers to study with their pupils "climate change and its effect on densely populate space".

In Grade 11

- In the general stream, scientific education, which is common to all pupils, highlights humans' role in climate change.
- Moral and civic education deals with individual and collective responsibility in terms of environmental issues or environmental protection as a rallying cause.
- The introduction of the history & geography curriculum, in the vocational stream, highlights that "it's an empowering education that drives a civic attitude and highlights the major challenges of the 21st century, particularly challenges linked to the environment and sustainable development goals".

8 measures for sustainable development education

The understanding of the relationships between environmental, economic, social and cultural issues must help the pupils to better perceive:

- the interdependence of human societies and the earth system
- the need to make informed and responsible choices and to adopt behaviours that account for these balances
- the importance of solidarity on a global scale



Goal: act as responsible citizens



Make each school and institution a place open to activities linked to biodiversity (vegetable gardens, tree planting, birdhouses, compost, etc.)



Elect

an eco-delegate per lower and upper secondary class



Dedicate Dedicate

a full session annually in upper secondary to topics linked to sustainable development



Involve

upper secondary school elected officials in the academic steering of sustainable development education



Engage

schools and institutions in an overall sustainable development approach



Study

climate change and biodiversity under new upper secondary school curricula and enrich those of primary and lower secondary schools



Integrate sustainable development stakes in all diplomas of the technological and vocational streams



Create an Education for Sustainable Development (ESD) 2030 prize* to support the best projects undertaken in primary and secondary schools right from the 2019-2020 school year

* 17 sustainable development goals are part of the 2030 agenda adopted in 2015 by the 193 UN member states

In Grade 12 (2021-2022 curriculum)

- Scientific education taught to all pupils is entirely dedicated to climate stakes. Topic 1: "science, climate and society"; topic 2: "the future of energies"; topic 3: "a history of the living".
- The history & geography, geopolitics and political sciences specialisation has a topic dedicated to the environment, between use and protection: a global stake.

In addition, **in the living languages**, common classes and specialisations in Grade 11 and Grade 12 include a study angle titled "Scientific Innovations and Responsibility" which examines man's activity on the environment.

These curricula are an extension of the compulsory schooling curricula. In June 2019, the Education and Youth Minister sought the Conseil supérieur des programmes (Senior Curriculum Council) to further enhance the environmental dimension of primary and lower secondary curricula.



MAKE PUPILS ACTIVELY CONTRIBUTE TO SUSTAINABLE DEVELOPMENT

It is important for **pupils to be the initial active contributors** to the ecological issue in the school setting. Each school or institution will have a long-term project to foster biodiversity (birdhouses, vegetable gardens, tree planting, etc.) by December 2019 (measure 1).

In September 2019, secondary school pupils will elect an eco-delegate per class (measure 2). The eco-delegate's mission will be to:

- raise their friends' awareness on daily deeds that help combat global warming (switching off lights, recycling class waste);
- identify projects that help:
 - improve biodiversity;
 - reduce the energy impact of the institution;
 - promote eco-responsible deeds across the entire education community;
 - · combat wastefulness:
 - promote an activity in the region around the institution.

All the projects must allow the schools and institutions to be active contributors as well as effective ecological transition areas.

Thus, they are invited to acquire the label école/ établissement en démarche globale de développement durable (E3D – general sustainable development approach school/institution), which 4,500 among them now hold. In October, a new, more ambitious version of the specifications of the E3D label will be published (measure 5).

Sustainable development stakes are integrated in all diplomas of the technological and vocational streams. The STI2D series of the vocational upper secondary school is already at the leading edge of this new ambition (measure 7).

At least three annual CAVL (upper secondary academic board) and CNVL (upper secondary national board) sessions are dedicated to sustainable development (measure 3). Upper secondary school elected officials are fully involved with implementing this policy and help evaluate the projects developed by eco-delegates in the institutions. Today, upper secondary school elected officials are rightful members of academic steering committees for sustainable development education.

Regional education authorities play a vital role in terms of implementing sustainable development education while relying on teaching, inspection, management and educational supervision staff (measure 4).

In the 2019-2020 school year, a 2030 greenschool prize was launched to support the best projects undertaken in primary and secondary schools (measure 8).

During the 2019-2020 school year, particular attention will be given to the mobilisation to host the International Union for Conservation of Nature (UICN) global conference and to prepare for COP 15 on biodiversity will take place in October 2020.



LAW FOR A SCHOOL OF TRUST

Article 9: The first two paragraphs of Article L. 312-19 of the Education Code specify that: "Environmental and sustainable development education begins from primary school. The aim is to raise children's awareness on environmental stakes and ecological transition.

It allows the transfer and acquisition of knowledge pertaining to nature, the need to preserve biodiversity, understanding and evaluating the impact of human activities on natural resources and the fight against global warming."

The principle of secularism at the heart of School and the society of trust

THE ESSENTIALS

- The principle of secularism is an integral part of the values of the Republic. In school, respecting it protects pupils against any form of proselytism and provides everyone with a protective environment respectful of their beliefs.
- Enforcing the principle of secularism demands constant adjustment of the response to arising disputes.
- For ten years now, the combined work of the Conseil des sages de la laïcité (Elder Council for Secularism), the Valeurs de la République (Republic Values) national team and academic teams has helped address a large number on infringements of the principle of secularism.
- At the start of the 2019-2020 school year, the work conducted is further developed through the prevention actions within institutions. A new edition of the guide Secularism in School, enriched with concrete cases, is scheduled for the last term of 2019.

2018-2019 REVIEW OF THE REPUBLIC VALUES NATIONAL TEAM

Today, institution heads systematically report any infringements on the principle of secularism and, generally speaking, deeds that breach internal regulations. It involves addressing each of them in a firm, just and fast manner.

Each term, feedback from the Republic Values teams help establish a qualitative and quantitative status report of infringements on secularism and the measures applied.

800 reported cases of infringement on secularism were registered for the 2018-2019 year.

- 13% were dealt with directly by the concerned institutions.
- 87% were subject to a measure by the academic team. 120 led the Republic Values team to travel to a school or institution to assist the teaching staff.

Where did the infringements occur?

- 6 school districts count 50% of the reports.
- 33% of the deeds were registered
- in pre-primary and primary schools.
- 45% in lower secondary schools.
- 22% in upper secondary schools.

Who committed them?

- 55% pupils.
- 23% parents.
- 14% staff.
- 9% other people.



IDENTIFY DIFFICULTIES AND SUPPORT STAFF

The Law for a School of Trust creates in the Education Code an Article L. 141- 5-2 that requires the State to protect pupils' freedom of conscience by prohibiting any attempt at indoctrination.



LAW FOR A SCHOOL OF TRUST

Article 10: "The State protects pupils' freedom of conscience. Behaviours that constitute pressure on the pupils' beliefs or attempts at indoctrination of the same are prohibited in public schools and local public sector schools, their immediate surroundings and during the entire activity linked to education. Ignorance of this prohibition is punishable by the fine established for class five infringements."

The strengthening of this legal framework serves to bolster the action implemented by the educational teams to make school institutions spaces that are conducive to learning, and school time a time for seeking answers and practising critical thinking.



RESOURCES AND TRAINING THAT ADAPT TO RENEWED ISSUES

The Secularism in School guide, a tool for addressing issues in the field

As infringements on secularism are complex and multifaceted, **the Secularism in School guide** has been broadened to address issues that schools encounter. After a first update in February 2019, a new version enriched with feedback will be released during this school year.

Boost skills in school districts

Operating the network of academic teams and training are two means for boosting staff skills. Several times a year, academic team coordinators meet to discuss practices.

Following the example of the seminar that was held in February 2019 at the *Institut des hautes* études en éducation et en formation (*IH2EF* – Institute of Advanced Studies in Education and Training), the *Conseil des sages*, in conjunction with the national team, will continue its training activity for academic advisers and instructors. The seminars aim to establish a common culture and reflexes, as well as to harmonise responses to infringements on secularism.



IMPART SECULARISM AND VALUES OF THE REPUBLIC TO PUPILS

Response to disputes over certain knowledge established by science

Teachers sometimes face some disputes over facts demonstrated by science. To help them, the academic teams have initiated a common brainstorming process and production of tools.

Mobilise for 9 December

The day for commemorating the act separating churches and the state is an important time for the educational community for mobilisation in many institutions that undertake, for the occasion, original projects and many educational actions.

The School ___ of respect for others ___

THE ESSENTIALS

Respect for others is a fundamental value of our Republic. To this effect, the School of Trust imparts rules of community life and ensures they are respected.

The Ministry of Education and Youth strengthens public policy to combat bullying among pupils by implementing an ambitious action plan consisting of ten new measures.

Combating all forms of discrimination and bullying are priorities. The Education G7, presided by France, which was held on 4 July, led to the adoption of a text that positions the fight against bullying as an international stake.



FIGHT AGAINST BULLYING

The ministry is fully committed to eradicating bullying in schools. In a 2017 survey by the Direction de l'évaluation, de la prospective et de la performance (DEPP – Directorate of Evaluation, Prospects and Performance), 7% of lower secondary pupils stated that they suffered cyberbullying. It affects girls more (8% compared to 6% for boys) and pupils in Grade 9 1.

77,742 requests were received by the No-to-Bullying number 30 20, including 2,176 reports submitted to the academic advisers ². A slight decrease of the phenomenon (- 5.6%) has been observed, but new technologies accentuate the abuse.

Thus, banning mobile phone use within lower secondary schools is fundamental.

The principle of schooling without bullying entered the Education Code upon adoption of the Law for a School of Trust.



LAW FOR A SCHOOL OF TRUST

Article 5: "No pupil should suffer, from other pupils, acts of bullying aimed at or that poorly affect a pupil's learning conditions, that might undermine a pupil's rights and dignity or affect a pupil's physical or mental health."

¹ https://cache.media.education.gouv.fr/file/2018/91/4/depp-ni-2018-18-33-Resultats-enquete-climat-scolaire-et-victimation_1053914.pdf

^{2 2019} figures

The text offers a solid foundation for combating bullying. Several concrete measures have been taken:

- generalisation of anti-bullying ambassadors in all lower secondary schools;
- dedicated number 3020;
- anti-bullying campaign.

In this 2019-2020 year, the efforts initiated will be boosted:

- endow schools and institutions with a prevention plan and a plan to combat bullying among pupils. Testing in eight school districts in 2020;
- support schools and institutions encountering complex situations by creating a departmental intervention network that can be mobilised by the institutions to combat bullying situations and to initiate prevention actions;
- provide schools and institutions with resources with the help of a national committee of experts.

On 7 November 2019, the national anti-bullying day will be held. It will highlight the positive group dynamics that help provide active support to victims and relieve their isolation.



PROMOTE EQUALITY BETWEEN GIRLS AND BOYS

In 2019, the Ministry of Education and Youth is enhancing its action thanks to the new Convention interministérielle pour l'égalité entre les filles et les garçons, les femmes et les hommes dans le système éducatif, (Inter-ministerial Agreement for Equality between Girls and Boys, Men and Women in the Educational System), signed for the 2019-2024 period by all ministries with educational political responsibility.

The Agreement associates all stakeholders of the educational system while formulating the stakes for schools:

- steering of the equality policy;
- staff training, education on mutual respect;
- combating sexist and sexual abuse;
- quidance support.

It establishes a common base for the action of the "equality" advisers appointed since the beginning of the 2018-2019 school year in all secondary schools.



COMBAT LGBT PHOBIA

The 2018-2019 year was marked by the launch of a LGBT-phobia prevention campaign in schools "Tous égaux, tous alliés" (All equal, all supporters). The educational community was provided with new tools – posters, flyers, support guides, counselling service, videos – with the ambition of making each secondary school a safe and inclusive environment.

In 2019-2020, the ministry will rely on the 2019-2022 Plan national d'actions contre la haine et les discriminations anti-LGBTQI (National Action Plan Against Anti-LGBTQI Hatred and Discrimination) led by DILCRAH (the inter-ministerial delegation to fight against racism, anti-Semitism and anti-LGBT hatred) to enhance its action.

The fight against homophobia requires the reinforcement of staff training, production of teaching resources, raising awareness of pupils elected in secondary school boards, support for associations. The ministry encourages initiatives – which are increasing – aimed at making 17 May the World Day for the fight against homophobia and transphobia, a time for solidarity with the LGBT youth.



COMBATING RACISM AND ANTI-SEMITISM

A national intervention team, included in the National Plan to Combat Racism and Anti-Semitism 2018-2020, now provides operational support to the Republic Values academic teams. Under the authority of chief education officer, the teams' mission is to prevent and address infringements on the principle of secularism, as well as demonstrations of racism and anti-Semitism.

Additionally, the staff has a national referral address to report any cases of racism and anti-Semitism³.

³ https://eduscol.education.fr/cid136973/formulaire-valeurs-de-la-republique.html

Develop the culture of ____engagement: the UN system and the civic service

THE ESSENTIALS

The culture of engagement, cohesion of the Nation, social and regional intermingling of an entire age bracket are some of the essential elements required for our country to confidently look to its future.

Such is the purpose of the new Service national universel (SNU – Universal National Service) that aims to handle all 800,000 youth aged 16 for one month. 15 days are dedicated to a cohesion phase and 15 days to a general interest mission.

After a preliminary phase that took place in June, the SNU will be gradually generalised to all departments from 2020.

The Civic Service, whose number of young volunteers aged between 16 and 25 will exceed 140,000 in 2019, supports this reinforced youth engagement dynamic for general interest.



2,000 YOUNG VOLUNTEERS FOR THE PRELIMINARY PHASE OF THE SNU

From 16 to 28 June 2019, over 2,000 16-year-old young volunteers participated in the preliminary phase of the SNU in 13 departments, including Guyana.

The young volunteers selected for this preliminary phase constituted a panel representative of the diversity of each department (upper secondary pupils, drop-outs, apprentices, etc.).

To ensure regional intermingling and social mixing, they had their cohesion stay outside their department of residence, including for Guyana.

During the cohesion stay, the young volunteers completed modules based on seven topics:

- discovery of engagement;
- defence, security and national resilience, which included a highway code and road safety module:
- culture and heritage;
- physical and sports activities and cohesion activities:
- autonomy, knowledge of public services and access to rights (particularly health promotion);
- citizenship and national and European institutions;
- sustainable development and ecological transition and solidarity.

They benefited from:

- a health check;
- a review of the command of basic skills in French:
- a skills-discovery review.

Following this first phase (the cohesion stay), the young volunteers will undertake their general interest mission over a period of two weeks as well, between July 2019 and June 2020.



AN EXTENSION IN 2020

The preliminary phase helped adjust the programme completed by the pupils and to establish an ambitious calendar for its general deployment.

In 2020, the SNU will receive volunteers from all departments.



THE CIVIC SERVICE CONTINUES TO DEVELOP, IN LINE WITH THE SNU

Civic Service engagement allows youth aged between 16 and 25 (30-years-old for youth with disabilities) to undertake a general interest mission aimed at boosting national cohesion and social mixing.

The missions, which run from six months to one year, are carried out in general interest and socially useful public or private organisations in fields identified as being a priority for the Nation: solidarity, health, education, environment, memory and citizenship, emergency interventions, international and humanitarian action, culture and leisure, sports.

For the first time, the number of volunteers who participated in a Civic Service mission during the year will exceed 140,000 in 2019.

The Civic Service will constitute one of the major components of the third stage of the SNU dedicated to voluntary youth engagement over several months to serve the general interest.

The Universal National Service: towards a general deployment of the measure after a positive outcome

The first SNU generation: June 2019

- 13 departments pioneering in each of the large metropolitan regions and in overseas territories
- 2.000 young volunteers from age 15 to 16
- _ 14 SNU centres established in boarding schools, holiday centres, CROUS, etc.
- $_{-}$ 50 young volunteers with disabilities
- _ 2,000 euros cost per youth for the 12 days of accommodation
- _ 450 supervisors more or less

DEPLOYMENT OF THE SNU FROM 2020



Opening of the measure to

volunteers from all French departments



Objective:

Generalisation over the years to an entire age bracket, i.e.

800,000 youth







Impart a republican



national cohesion



Develop a culture of engagement



Support social and professional integration





Cohesion phase



General interest mission



Engagement

2 WEEKS in a brigade of 200 youth

in another region the year following Grade 9 studies

compulsory



2 WEEKS or 84 hours in a year

near one's home in the months following the cohesion stay

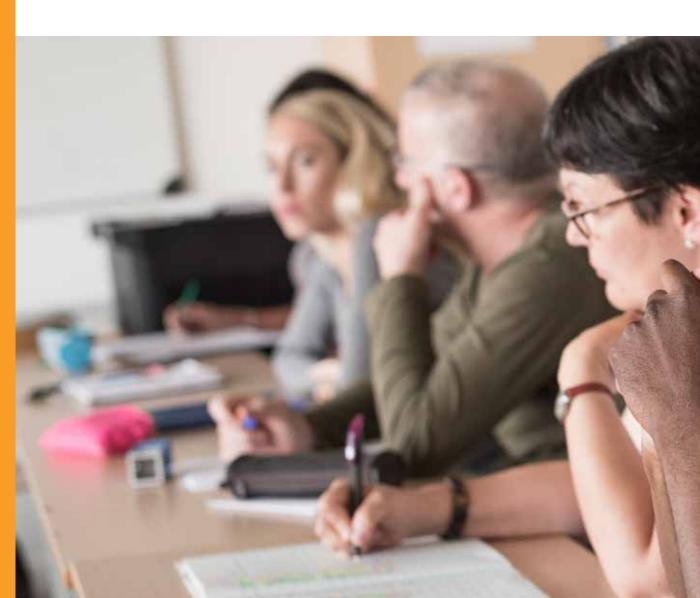
compulsory

3 MONTHS minimum in a department of choice

between ages 16 and 25

optional example: Civic Service mission

United to



succeed



Boost _____ initial teacher training _____

THE ESSENTIALS

- Initial and continuing training is an essential factor for teachers' professional accomplishment and pupils' success.
- The TALIS international survey, conducted under the supervision of the OECD, shows that a vast majority of teachers are happy to be practising their profession. However, more than half of them expressed a lack of training¹.
- In order to meet this need, initial and continuing teacher training has been the subject of in-depth discussions with partners these past months within the framework of the social agenda.
- 1 https://www.education.gouv.fr/cid123651/talis-2018.htm

A MORE UNIFORM INITIAL TRAINING ACROSS THE ENTIRE COUNTRY THANKS TO INSPÉ

This involves reinforcing the three pillars of initial training:

- the university aspect of the training;
- recruitment at master's level;
- Work-study, during the internship year, between university education and real-life professional situations

Until now, teacher training schools did not have a common reference system, which led to highly heterogeneous training across the country, with a more or less marked focus on imparting basic knowledge for primary school teachers in particular.

Thanks to the Law for a School of Trust, the training will now meet the same standards and specifications across the country.

The ESPEs (teacher training and education colleges) have now become *instituts nationaux* supérieurs du professorat et de l'éducation (INSPE – Higher National Teacher Training and Education Institutes).

The name change:

- translates the INSPEs rooting in higher education, particularly through a better backing of training through university research;
- reasserts the position of the employer State,
 while respecting universities' autonomy;
- underscores the national nature of the institutes and thereby the need for training that is more uniform across the entire country.

At the INSPEs, a common hourly volume of 800 hours per year will contribute to a better breakdown of the courses.

For primary education:

55%

basic knowledge (reading, writing, counting, respecting others)

20%

multi-discipline (other disciplinary aspects), general teaching and class management

15%

research

10%

time dedicated to the context, particularly regionally, and to innovations specific to each institute

For secondary education:

45% basic disciplines and knowledge

30%

efficient teaching and learning strategies, class evaluation and management

15%

research

10%

time dedicated to the context and innovations specific to each institute

The link between theory and practice is reinforced: a third of the training time will be covered by teachers concurrently practising in classes that can be taught at internship level.

The international dimension of the courses has been broadened. The INSPEs will be able to:

- prepare candidates for primary school teacher recruitment exams and who may wish to present a living foreign language;
- issue a certificate of competence to teach
 French abroad to foster the emergence of a section of teachers interested in professional experiences in the French network abroad.

The law clarifies the governance of INSPEs. Candidates applying to be heads are now interviewed by a selection committee co-presided by the chief education officer and the chairman of the higher

education institution to which it is attached, compulsorily including the chairman of the school board. The committee will submit, with reasoned opinion, the names of the candidates to the ministers, who will then choose the head.



LAW FOR A SCHOOL OF TRUST

Article 45: "The head of the institute is now appointed by a joint order issued by the ministers in charge of national and higher education."
"The candidates applying for the position of institute head are interviewed by a committee co-presided by the competent chief education officer and the chairman or head of the institution to which it is attached."

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SUPPORTING VOCATIONS WITH A PRE-PROFESSIONALISM MEASURE

In order to broaden the teacher recruitment pool, it is crucial to support the vocations of students who do not have the financial means for their studies and those who want to discover the profession before sitting for the recruitment exams.

Starting from the second year of a bachelor's degree programme, students who wish will be offered the chance to work 8 hours per week in a school or an institution:

- in bachelor's year 2, this involves observing and tutoring in connection with homework in particular;
- in bachelor's year 3, they will participate in class under the responsibility of a tutor;
- in master's year 1, they will be in charge of a class with the support of a lecturer.

Students are recruited under a contract with attractive remuneration conditions (693 euros net per month for bachelor's year 2) and can be combined with scholarships.

As from September 2019, 1,600 students are concerned with the pre-professionalism measure

3,000 new students will be recruited in September 2020, then 3,000 others in September 2021.

Ultimately, the measure will benefit 9,000 students from bachelor's year 2 to master's year 1.

A RECRUITMENT EXAM THAT HELPS ONE TO BETTER PREPARE TO TEACH

Today, 50% of graduates have sat for their exams after master's year one and 50% after the second year of a research master's.

In order to make the situation uniform, a brainstorming process is underway with the partners. The Ronzeau-Saint-Girons report demonstrated that a recruitment exam at the end of master's year 2 will have several advantages:

- no longer divide the master's programme in two years of which the first year would be exclusively dedicated to preparing for the recruitment exams and the other to professional training, as is the case today;
- allow the students to acquire solid professional training.

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DEVELOP CONTINUING EDUCATION

The continuing education of teachers is an essential means for progress for the education system and for career advancement of the personnel. In primary schools, the 18 hours of annual continuing education are dedicated to French and mathematics. In mathematics, an innovative and large-scale education plan has been in place since the start of the 2018-2019 school year.

In secondary schools, the academic training plan offers a vast number of courses. The relaunch of the certifications helps re-establish partnerships with universities to carry out the training. Within the framework of the social agenda, a new roadmap for continuing education has been developed. It particularly focuses on continuity between initial and continuing education, the renewal of the instructor pool, the rise of certifications and the links with universities

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TRAINING AT THE HEART OF THE MATHEMATICS PLAN





On 12 February 2018, Cédric Villani and Charles Torossian submitted their report on mathematics teaching in France to the Education and Youth Minister. They identified that **efficient pedagogy and didactics cannot exist without**

solid subject knowledge.

It is necessary to developdecentralised and collaborative continuing mathematics training, which plays a bridging role with higher education. The linchpin of this new set-up is the district to which the institution belongs, which emerges as a centre for intelligence and training that is closer to the teachers.

Nearly 850 mathematics advisers have been appointed all over the country to help primary school teachers in teaching mathematics. Each advisers benefits from a 24-day training plan. Furthermore, **specific training locations will be created in schools: mathematics laboratories**, where teachers can exchange ideas, learn among peers, and particularly with higher education lecturers. To date, there are 200 projects for mathematics laboratories and 48 universities have already committed to supporting them. The CNRS (French national scientific research centre) will also set up training days for secondary school teachers in mathematics research units. The days will be included in the training academic plans, allowing teachers to find new teaching resources.

TALIS Survey 2018: French teachers love their profession and would like to be better trained

TALIS is an international survey conducted every five years, under the supervision of the OECD in which France participates. It is conducted through feedback from lower secondary school teachers and heads of institutions.

TEACHER: A VOCATION-BASED PROFESSION AND ALWAYS A SOURCE OF SATISFACTION

7 out of 10 teachers chose this profession as a first career choice

of teachers cite
the possibility
to influence the pupils'
development as their
main motivation

9 out of 10 teachers indicate that they love working in their lower secondary school

→ A STRONG NEED FOR TRAINING AND SUPPORT

83% of teachers and 94%

of institution heads indicate that they have participated, in the year preceding TALIS, in a continuing training activity 71% of teachers who have undergone continuing training report a positive impact on their teaching practices

Teachers would like to be better trained:

34%

in teaching support for pupils with special needs

24%

in personalisation of their teaching approaches

23% in digital tools

→ CONCRETE SOLUTIONS TO TEACHERS' CONCERNS



Reform of initial training

Development of a **roadmap** for continuing training Gradual implementation of local human resources management

21 Support personnel throughout their career

THE ESSENTIALS

Local human resources management (HRM) is a new consulting and information service for all ministry personnel who wish to receive support for career advancement, support for the difficulties they encounter, or inform social and health services.

The service can be used at any time along the career pathway, confidentially and as near as possible to the locations where the personnel perform their duties.

As this school year commences, the first 95 local HR consultants have been deployed across the country.



PERSONALISED SUPPORT FOR ALL PERSONNEL

A local HR consultant assists personnel in terms of their career advancement desires, upgrading their skills, a mobility, career or training plan. In addition to the action of their superiors, local HR consultants offer support to personnel experiencing difficulty and who have suffered damage to their image or integrity.

Support is offered to supervisors in the form of help and advice in terms of management, supporting teams, prevention and dispute resolution.

Local HRM facilitates mobilities between civil service positions on a regional scale and helps constitute contract resource pools.

LOCAL HR CONSULTANTS, TRAINED AND DEPLOYED IN SCHOOL DISTRICTS

This new dimension of personalised support for agents is included within the framework of the overall HR policy of each academic region.

After a first year of testing that concerned half of the school districts in 2018-2019, **the measure** was generalised in all school districts at the start of the 2019-2020 school year. At the start of this school year, 95 local HR consultants were deployed. During the 2019-2020 year, their number will gradually rise.

The school districts have opted for a broad range of organisational methods to cover their territory and deploy the new service as closely as possible to personnel: establishment through institutional networks, establishment of HR offices or setting up mobile teams.



Local HR consultants are HR professionals, who have been trained at the Institute of Advanced Studies in Education and Training.

Within the framework of their mission, they are under the authority of the HR director of the school districts. They commit to respect the confidential nature of their discussions with the personnel who seek their support.

Creation of local human resources management

Preferred intermediary for all agents,

the local HR consultant has 3 missions.

→ LISTEN, ADVICE, PREVENT



- ✓ HR support for management:
 - · for heads of institutions
 - national education inspectors (IEN) for a district
 - department heads
- Support for personnel experiencing difficulty (damage to their image or integrity, verbal or physical abuse, harassment, etc.)

Prevention and resolution of conflict situations

in conjunction with the current assistance and counselling measures (counselling units, occupational safety physicians, etc.) in collaboration with the line manager

→ ASSIST WITH PERSONAL AND PROFESSIONAL DEVELOPMENT



- Individualised support for personnel with their mobility, training and career plans (coaching, skills review or training, etc.)
- Identifying and monitoring potential

in conjunction with career mobility consultant

→ FACILITATING PROFESSIONAL NETWORKS IN A LOCAL EMPLOYMENT AREA

- Building and developing a network with local public and private sector employers, and competent organisations:
 - identification of opportunities to recruit contract staff
 - identification of career advancement opportunities for the education personnel (mobility, professional internships, etc.)
- Initiating joint HR actions with external employers (recruitment of those under strain, undergoing a career transition, etc.)



Improve — labour conditions for staff

THE ESSENTIALS

- Since May 2017, personnel protection is a priority. A systematic solution to address each of the violent deeds committed within schools should be found.
- After a teacher was assaulted in October 2018, the Prime Minister entrusted an appraisal mission to a member of parliament, a mayor and a chief education officer. Owing to this work, at the start of this school year, the Ministry of Education and Youth initiated an overall action plan aimed at protecting the school from all forms of violence and to provide seamless support to teachers.
- □ The plan hinges on five priorities:
- protect the school, secure the school setting and surroundings of institutions;
- boost disciplinary action in secondary schools;
- respond more efficiently to the most serious abuse committed by pupils or parents;
- deal with the most disruptive pupils and those who have been expelled from multiple schools;
- work with and hold families accountable.

PROTECT THE SCHOOL, SECURE THE SCHOOL SETTING AND SURROUNDINGS OF INSTITUTIONS

Since May 2017, a ministry surveillance and alert unit has been helping improve assault and abuse reporting. It has helped establish clearer knowledge of the facts and the implementation of targeted interventions.

The executives, especially the management staff of institutions, have now received crisis management training, in partnership with the gendarmerie (French military police). 2,800 executives have already been trained in national internships and 400 have become school district instructors. At this pace, the training of all management personnel will be achieved by 2021-2022. Almost 85% of school districts have established partnerships with law enforcement, mostly with the gendarmerie, the police, the army or the departmental fire and rescue department.

Starting from the start of the 2019-2020 school year.

- in each department, an Education-Justice-Interior-Agriculture and Food agreement is established to clarify the roles and responsibilities of each one, ensure reporting and quick response to the most serious offences, better formulate legal and educational sanctions;
- personalised support of teachers and abuse victim support is established;
- School and institutional heads now have an abuse intermediary in school, appointed through Inspecteur d'Académie Directeur Académique des Services de l'Education Nationale (IA-DASEN School District Inspector School District Director of National Education Departments), in each department;

 Neighbourhoods for Republican Reclamation (QRR) are subject to security actions around the concerned institutions (patrols, targeted prevention actions, etc.).

At the start of this school year, the personnel will receive:

- two support guides in case of incivility or assault in connection with their job (primary and secondary schools);
- an action protocol to be better assisted when a complaint is filed against them.



BOOST RESPONSE TO INCIVILITY IN SECONDARY SCHOOLS

Disciplinary procedures are simplified and reinforced in secondary schools:

- simplification:
- reducing the minimum period after which the head of the institution can deliver a disciplinary sanction alone from three to two days at least;
- shortening the time to be summoned before a disciplinary board from eight to five days;
- · lightening summoning modalities.

- reinforcement:

- extending the sanction maintenance period (except for a warning and definitive expulsion) in the pupils' administrative file.
- extending the period during which a suspension can be revoked;
- automatic revocation of a suspension in case of a new disciplinary sanction that is at least equivalent to the disciplinary sanction to which the suspension applies.

Pupils who have been suspended from the institution due to abuse will be subject to, after they resume, regular follow-up to ensure they have indeed understood the purpose of their sanction and to verify that their behaviour is improving.



RESPOND MORE EFFICIENTLY TO THE MOST SERIOUS ABUSES

School abuse offences, committed within the establishment or around it, will lead to:

- a systematic response, be it disciplinary and/or criminal, with an educational aim;
- support for the victims to allow them to continue their studies/jobs within the establishment under optimal conditions.

Community service is among the potential sanctions. Thanks to the Agence nationale pour le travail d'intêret général (ANTIG – National Agency for Community Service) created in late 2018, tutors can nous supervise community service. The descriptions of the community service actions established with the Agency specify:

- the nature of the activity;
- its modalities within the establishment;
- its educational benefits;
- the choice of the tutor in charge, who has undergone appropriate training.



DEAL WITH THE MOST DISRUPTIVE PUPILS AND THOSE WHO HAVE BEEN EXPELLED FROM MULTIPLE SCHOOLS

Today, around 1,500 pupils have been expelled several times from their various institutions.

In order to help the educational teams and families deal with highly disruptive pupils and those who have been expelled from multiple schools, two new provisions have been set up:

- the intervention of the équipe mobile mixte d'intervention scolaire (academic intervention mixed mobile team) upon request of the school or institution for a pupil who has repeatedly demonstrated highly disruptive academic behaviour. In conjunction with the teaching staff and families, an agreement is established with the pupil in order to hold the pupil accountable by clearly informing them of their obligations in order to avoid a new sanction;
- assignment to a classes relais (remedial class) for at least six months upon decision of the IA-DASEN. Before, the family's consent was compulsory.

Currently, 298 remedial classes can each receive 12 pupils for six months. The potential maximum capacity is thus 7,152 places across the entire school year.

In addition to these measures, the *internats tremplin* (springboard boarding schools) will receive pupils who have seriously deviated from the requirements of life in school. These boarding schools offer enhanced teaching and educational supervision based on specifications defined on a national level.

The new structures will be created by transforming the current remedial boarding schools.

WORK WITH AND HOLD FAMILIES ACCOUNTABLE

Addressing school violence entails dialogue and assumption of responsibility by the persons legally responsible for the pupil. Hence, this school year, a parent support and accountability protocol (PAR) has been established between parents or legal representatives of a pupil and the IA-DASEN when a pupil has been definitively expelled twice during the same school year (see sheet 23).



A SCHOOL BUILDING UNIT TO SUPPORT LOCAL AUTHORITIES



The 63,000 primary and secondary schools in France, represent property evaluated at 150 million m², whose

construction, maintenance, renovation and restructuring entirely falls under the jurisdiction of communes (schools), departments (lower secondary schools) and regions (upper secondary schools). The technical condition of the stock, safety, accessibility, energy performance, but also adapting the buildings to current and future teaching practices are major stakes for the proper operations of public education service.

The Ministry of Education and Youth wishes to support local authorities on this issue. Hence, it has decided to endow itself with a school building unit whose purpose will be to coordinate actions based on three major themes:

- monitoring the condition of buildings of institutions, consolidated nationally, making it possible to have an overall vision of the building situation of schools;
- risk prevention;
- consulting capacity among contracting local authorities, particularly in connection with brainstorming around what the primary and secondary school of the future should be.

Boost 🥌 teachers' purchasing power

2017-2019



Raise

salaries in REP+ education zones (primary and lower secondary schools)

2018:

+1,000 euros

2019:

+1,000 euros

= 2,000 euros net/year



2019-2020



Implementation of PPCR*

million euros in 2020

which will help boost the purchasing power of the personnel.

* professional, career and salary pathway protocol



Increase

the number of senior category promotions for primary school teachers

2018

2018 2019 13.2% 15.1%



Tax exemption

for teachers' overtime

23 Involve familiesbetter inSchool life

THE ESSENTIALS

Parents' participation in school life is one of the main instruments of pupils' academic success. In particular, it hinges on the trust that the school and families build on a daily basis.

This trust is based on rights and obligations. Hence, it is important for families whose children repeatedly breach the internal regulations and commit serious acts within the school to be held accountable.



INVOLVE PARENTS BETTER IN SCHOOL LIFE

Mallette des parents (parents' briefcase)

The website <u>mallettedesparents.education.gouv.fr</u>, online since September 2018, enables parents to have necessary information and advice to properly monitor and support their children's schooling.

The educational team can find resources for preparing meetings with families on important subjects such nutrition, sleep, use of screens, guidance and how to support one's child in their learning.

Encourage parents' participation in School operations

The rate of parents' participation in electing their representatives has increased by 0.99%. It is the highest rate since 2003. In secondary education, the progress is less, + 0.10%, with a rather low participation rate at 21.97%.

Democracy Week, which was established to encourage parents' participation, will serve as an opportunity to remind parents of the important role played by their representatives in the primary and secondary school boards. It will take place on 27 or 28 September 2019 in Reunion and Mayotte, and 11 or 12 October 2019 in other departments.

Digital tools serving the School-parents relationship

Digital tools play a fundamental role in allowing parents to monitor their children's schooling and to reinforce exchanges with the educational team.

In pre-primary and primary schools, an online service is provided by the ministry **for parents to consult their children's school report book**. Concurrently, the *Onde Echanges* solution, which lightens the formalities required of families during the first registration, has begun being deployed.

For parents of secondary school pupils, the ministry has developed a broad range of online services. Combined within the Schooling services portal, they allow parents to remotely consult information pertaining to their children's schooling (absences, test results) or to perform some administrative procedures online (updating their administrative data, enrolment in upper secondary school, payment of canteen or boarding school bills, application for scholarships).



In order to guarantee peace and quiet during learning and to make everyone understand that observing the rules of school life is non-negotiable, a comprehensive action plan against violence in schools has been established (see sheet 22). One of the aspects concerns holding families accountable.

The parent support and accountability protocol (PAR) has been established between parents or legal representatives of a pupil and the IA-DASEN when a pupil has been definitively expelled twice during the same school year. The duration cannot exceed the end of the school year following the one during which the two definitive expulsion sanctions were delivered

Following dialogue with parents, the PAR must indicate the commitments that they will undertake to allow their child's behaviour to improve and specify the support actions established at the institution.

Regular reviews are carried out with the parents to monitor the development of the situation, to ensure the commitments are being respected and to implement the support.

Wednesday plan and education cities: enhance out-of-school times

THE ESSENTIALS

Launched at the start of the 2018-2019 school year, the Wednesday Plan has helped support local authorities who wish to offer a quality educational approach on Wednesdays. 4,306 communes are endowed with a Wednesday Plan. During the 2019-2020 year, 2,000 additional Wednesday Plans will be signed.

Announced in May 2019, Cités éducatives (Education Cities) make schools the linchpin of the education offered to pupils beyond school times in priority neighbourhoods in the city.

The Wednesday Plan like the Education Cities serve the same objective: give all children quality educational content beyond school times.

DEPLOYMENT OF THE WEDNESDAY PLAN

On 20 June 2018, the Education and Youth Minister proposed the Wednesday Plan to local authorities that so wish. Organised around sport, the arts and culture, the Wednesday Plan allows local authorities to obtain aid from the *caisse d'allocations familiales* (*CAF* – family allowance fund) to impart quality educational content to pupils beyond school times.

2,186 Wednesday Plans have been approved between departments of the State, CAF and 4,306 communes counting 2 million children enrolled in pre-primary and primary schools. The Wednesday Plan translates to access to quality practices in the fields of art (92% of the signed plans offer this element), science (57%), the environment (85%), citizenship (77%) and sport (90%).

100,000 additional places will be opened next year, i.e. a total of 500,000, which will bring the number plans signed in 2020 to 4,000.



EDUCATION CITIES: THE SCHOOL A KEY PLAYER IN VULNERABLE REGIONS

Announced by the President of the French Republic within the framework of the national mobilisation for the inhabitants of priority neighbourhoods in July 2018, the Education Cities label aims to combat unfortunate inequalities by using the School as a rallying point for all players who work on the out-of-school education of children and youth, aged between 3 and 25, from early childhood to career integration.

A federation of all players engaged in the education issue

80 regions have been deemed eligible for the label. They consist of large social housing neighbourhoods with over 5,000 inhabitants, with academic stakes (REP and REP+ education zones) or marked safety stakes (ZSP education zones), and which present major urban dysfunctions (new national programme for urban renewal).

The eligible regions that wish to constitute themselves as an Education City have submitted a file. Their selection and the means allocated by the State are granted starting from the start of the 2019-2020 school year.

The label has three major objectives:

- to organise educational continuity between school and out-of-school times;
- to bolster the school's role in monitoring youth's out-of-school times;
- to diversify educational approaches for the youth.

The State's substantial means

34 million euros per year in credit from the ministry in charge of the city and housing will be committed, i.e.100 million euros from 2019 to 2021.

A fund of 30,000 euros will be financed by each region at par between the Ministry of Education and Youth and the ministry in charge of the city and housing.

Human means have also been mobilised:

- a lower secondary school principal frontrunner of the Education City;
- an operational project manager to coordinate the actions initiated at the Education City.

An ambitious boarding school policy — serving pupils and territories

THE ESSENTIALS

- A boarding school is a means of social and regional justice and a great educational tool. Yet, today, 40,000 places in boarding schools remain vacant out of the total 220,000 places.
- Thus, on 1 July 2019, the Education and Youth Minister presented a plan for the boarding school of the 21st century.
- Much more than an accommodation solution, the new boarding schools will provide secondary school pupils with a quality educational approach on a specific theme.
- By 2022, 240 new boarding school projects will receive 13,000 additional pupils. The renovation of boarding schools will benefit from an "Édu Prêt" (education loan), a new funding instrument endowed with a billion euros set up by the Caisse des dépôts et consignations (deposits and consignments fund), via la Banque des territoires (bank for the regions).

BOARDING SCHOOLS – PROJECTS AT THE HEART OF THE REGIONS

The development of boarding schools and their revitalisation will be part of a rationale:

- of attractive teaching approaches;
- of educational and teaching innovation;
- of regional attachment (rural, mountainous regions, neighbourhoods);
- of networking.

The new boarding schools are themed: academic success, preparation for exams, sport, culture, language immersion, computer studies, science, etc. They are "à la carte" and flexible in their operations (monthly, quarterly, before an exam, a week day).

Steered by a dedicated team, the boarding school bears a requirement of support: tutoring, social and health issues of teenagers.

Integrated into a network, it will be managed through national and academic steering.



THE MAJOR BOARDING SCHOOL FAMILIES

Some boarding schools will be themed residences turned to culture, the arts, sport, digital tools, science, ecology, international exposure or discovery of a profession.

Objective: 100 themed residences by 2022, mainly in the rural and mountainous areas.

Others will be internats d'excellence (boarding schools for excellence for vulnerable pupils who need enhanced support. The policy initiated in 2008 has been relaunched around pupils' academic success, particularly priority education and urban policy. Educational supervision, cultural and professional exposure are the main aspects of the projects.

Objective: to have at least one *internat d'excellence* per department, i.e.100 structures (70 lower secondary schools and 30 upper secondary schools) by 2022.

Vocational campus boarding schools allow pupils to study in the selected programme but also, due to the quality of the living conditions and services, to contribute to personal fulfilment and development.

Objective: 40 vocational campus boarding schools at the heart of the future *campus des métiers et qualification* (trade and qualification campuses) by 2022.



IMPLEMENTATION

A ministerial delegate will be appointed at the start of the school year in order to set up and monitor the policy. A national training plan will help train personnel on boarding school "careers".

The Caisse des dépôts et consignations, via the Banque des territoires, will offer one billion euros in funding through the "Édu Prêt" loan, specifically dedicated to the construction, renovation and transformation of the school buildings of local authorities.

Current situation

During the 2018-2019 school year, 201,500 boarders were received, i.e. 3.6% of the 5.6 million pupils of public and private secondary education. 5% of public lower secondary schools and more than half of public upper secondary schools offer boarding facilities. 222,400 places are available for 182,600 places occupied in public lower and upper secondary schools, i.e. an occupancy rate of 81%.

Boarding schools serving regions **?**∩ and pupils' success

THE 5 KEYS OF THE NEW BOARDING SCHOOL

- A flexible and open boarding school Hosting that can be tailored to pupils' and families' needs.
- **Regional attachment** The boarding school, stakeholder of regional development, is structured around its resources.
- **Enhanced support** Pupils supported, families reassured and involved, custom management ("boarding school careers"), affordable fees (scholarships, etc.).
- A founding project Each boarding school addresses needs and areas of interest: academic success, preparation for exams, career guidance, sport, culture, language immersion, computer studies, ecology, etc.
- Infrastructure tailored to the project Rooms with desks, convivial spaces, careful meal preparation, cultural and sport spaces, etc.

THE 3 MAIN TYPES OF BOARDING SCHOOLS

Themed residences

Where?

In lower secondary schools in rural and mountainous areas

Which themes?

Arts and culture; sport; digital; international; ecology; etc.

Objective: 100 themed residences by 2022

Internats d'excellence (boarding schools of excellence)

Where?

In priority neighbourhoods of the city and rural areas

Why?

Promise for academic success thanks to an ambitious educational offer and enhanced personalised support

Objectives: 100 internats d'excellence by 2022

Vocational campus boarding schools

Where?

In Campus des métiers et qualification (trade and qualification campuses)

For youth preparing a Certificat d'aptitude professionnelle (CAP - professional aptitute certificate), bac pro (professional baccalauréat) or a Brevet de technicien supérieur (BTS higher vocational diploma) for the selected orientation

Objectives: 40 vocational campus boarding schools by 2022

THE 3 KEY FIGURES

project-based boarding schools youth received



in "Édu Prêt" to build and transform school buildings



Law for a School of Trust

CHANGES AT THE START OF THE SCHOOL YEAR

→ Combat

inequalities right from early childhood by lowering the compulsory school age to 3

Article 11

Establish

a medical appointment in school from age 3

to better monitor children

Article 13

Create

a large **public service** of the inclusive School

Article 25

Enshrine pupils' right to pursue studies without bullying

Article 5

→ Educate

on **sustainable** development from pre-primary to upper secondary school

Article 9

→ Fnhance

the control of the teachings dispensed within families

Article 19

Better inform

teachers in higher national institutes

Articles 43 to 45

→ Open up to the world with

établissements publics locaux d'enseignement international (local public sector schools for international education)

Article 32

→ Combat

school drop-out incidences among the most vulnerable youth with the obligation to be educated until age 18

Article 15

→ Improve

the French education system with *Conseil* d'évaluation de l'Ecole (council for school evaluation)

Article 40



a gradual integration into a teacher's career

Article 49



FOR THE SCHOOL OF TRUST

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