



EDUCATION MINISTERS' MEETING " ENJOY LEARNING "



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Editorial



The fight against educational inequalities begins at an early age. That is why the challenges of early schooling, a challenge facing all countries, will be at the heart of our discussions. Improved teacher training will be another central point, as it is the essential condition for raising students' educational level and therefore of social justice. In this vein, girls' education and vocational training are subjects on which all countries must move forward in a spirit of cooperation. Finally, the fight against all forms of harassment will be a major focus of discussions because this scourge must disappear from our schools. Schools must work towards a society of trust based on respect for others.

“Openness” will be the watchword of these meetings: openness to invited countries, strengthening cooperation with developing countries, and the mobilization of civil society and schools. This openness will allow us to create the collective intelligence necessary to progress on projects essential to our societies' advancement.

It is through the transmission of shared knowledge and values that we will build a more human world, where everyone will be master of their own destiny. I know that the discussions that we will have during G7 2019 will allow us to progress on this path.

Jean-Michel BLANQUER,
Minister of National Education and Youth

Schedule of ministerial meetings

July 4, 2019

Thursday, July 4: Ministerial meeting on education: “Learning together”

Centre international d'études pédagogiques, 1 avenue Léon Journault, 92310 Sèvres

- **Cour du Roi – 12:00 p.m.:** Reception of ministers (*photographers, accredited press*)
- **Grande Bibliothèque – 12:45 p.m.:** Opening ceremony – G7 format (*photo shoot*)
- **Grande Bibliothèque – 1:30 p.m.:** Announcement of the coalition against school harassment – expanded G7 format (*working meeting not open to the press*)
- **Garden – 2:00 p.m.:** Group photo – G7 format, then expanded G7 format (*accredited press*)
- **Garden – 2:15:** Cocktail and lunch, opened by a student choir (*not open to the press*)
- **Salle des Gardes – simultaneously translated – 2:45 p.m.:** Simulation of G7 negotiations by lower and upper secondary-school students, winners of the competition “7 measures to fight against inequalities” (*accredited press*)
- **Digital educational laboratory – 3:15 p.m.:** Visit of the digital educational laboratory (*open to the press during the day*)
- **Grande Bibliothèque – 3:45 p.m.:** Adoption of the joint declaration – expanded G7 format (*not open to the press*)
- **Garden – simultaneously translated – 4 p.m.:** Group photo of the winners of the competition “7 measures to fight against inequalities” (*accredited press*)
- **Grande Bibliothèque – 5 p.m.:** Award ceremony for the competition “7 measures to fight against inequalities” and **press conference** (*accredited press*)

Making nursery school a means of achieving equality and success

THE ESSENTIALS

To ensure that all students master basic skills (reading, writing, counting and respecting others), nursery school must be a place for student fulfillment and language learning.

The expertise of French teachers helps make French nursery schools a source of national pride and an international model. To enable it to meet the challenges of the 21st century, the Ministry of National Education and Youth calls upon recognized specialists to help it create new pedagogical and organizational models.

As announced in March 2019 by the President of the Republic, and adopted definitively this month, July 2019, a law makes nursery school compulsory and thus lowers the age of compulsory education from 6 to 3 years. Beginning in the 2019 school year, the law provides for a common framework, offering all students the same opportunity to succeed in their schooling.

Lowering the age of compulsory education to 3 years

Though today 97 percent of students are enrolled in school at age 3, there are different levels of schooling, depending on location and social background. Irregular attendance is also common, especially in the first year. **This is all the more decisive because before the age of 6, a good command of language is crucial for student success.**

It is in this age group, from 3 to 5 years old, when attachment and socialization are created, which language helps put in place, and when language assimilation is particularly favorable. The first years of life, when a child's emotional and intellectual foundations are built, are decisive for future success.

The impact of this measure is expected to remain limited, as demographic forecasts for the 3-to-5-year-old age group are declining.

Current research

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

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

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

Source: West, Anne, *L'école maternelle à la source de la réduction des inégalités sociales : une comparaison internationale*, CNESCO, 2016.

http://www.cnesco.fr/wp-content/uploads/2016/09/west_solo_fr1.pdf

Strengthening language learning in nursery school

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

National recommendations include strengthening the teaching of vocabulary in nursery school. Upon entrance in primary school, students will take national evaluations at the beginning and middle of the first year, which will help nursery school teachers create the most pertinent educational program for use throughout the nursery school years.

At the same time, a joint training program for teachers and teaching assistants** has been rolled out in 2019, leading to enhanced qualifications adapted to the ongoing changes in nursery school.

Decreasing kindergarten class size in priority zones

Beginning in 2017, an initiative was begun to reduce the size of first and second-grade classes by half in priority education zones.*** To strengthen the impact of this measure, the President of the Republic decided to extend it to kindergarten classes (the final year of three-year nursery school) in priority education zones.

This extension, which will benefit approximately 150,000 students, will result in the creation of approximately 6,000 additional classes.

Maximum 24 students in all kindergarten classes

In order to continue and reinforce current initiatives to fight against social inequalities, an additional measure will be deployed from September 2020 to September 2022. Beginning in kindergarten (the final year of nursery school), the number of pupils per class will be limited to 24. The same will apply to first and second grades.

* Excerpt from the Terra Nova report *Investissons dans la petite enfance*, May 2017. Figures from Betty Hart and Todd Risley's "The Early Catastrophe," conducted in the homes of a representative sample of families, *Education Review*, 2004, 77 (1), 100-118.

** Employed by municipalities, nursery school teaching assistants (ATSEMs) assist teachers in the reception and hygiene of children (teaching assistance). They also ensure the cleanliness of the premises and classroom equipment (technical assistance).

*** Priority Education Networks (REP) and Enhanced Priority Education Networks (REP+) are school districts where social difficulties have a strong impact on educational success and therefore benefit from increased resources.

Reducing inequality in primary school

THE ESSENTIALS

The French government launched an initiative in September 2017 to reduce first and second-grade class size by half in Priority Education Networks (REP) and Enhanced Priority Education Networks (REP+), to achieve an average of 12 students per class. One of the government's leading social justice initiatives, it has been helping to reduce inequalities between students for more than two years. It will be accompanied by a program to limit to 24 the number of students in all kindergarten, first grade and second grade classes in the rest of France.

Reducing class size in educational priority zones

Today, 20% of students have not mastered basic skills by the end of primary school. To address this difficulty at the root, it is essential that the most vulnerable students benefit from greater supervision in their formative years.

Launched in September 2017 and enacted over a period of three years, the class-reduction initiative will affect approximately 300,000 first and second-grade students in REP and REP+ as of September 2019.

A measure of social justice

Before educational difficulties become ingrained, it is essential to offer the most vulnerable students the resources to enable them to master basic skills. This investment during the first years of compulsory schooling includes the creation of posts: +2,000 posts next year in primary schools, with an improvement in teacher-student ratios, particularly rural areas.

Encouraging early results

France is one of the first countries to launch such a sweeping initiative (12 pupils per class during the first two years of compulsory education). The first scientific evaluation of the French initiative, published in January 2019, confirms earlier scientific studies on the positive effects of class-size reduction. The evaluation, conducted by the Ministry's Evaluation, Forecasting and Performance Department (DEPP) of 15,000 first-grade students in 408 schools, shows that these students progress faster, and their French and mathematics results improve. Teachers are better able to identify student needs, and 80% of teachers report better classroom dynamics.

The reduction of classes in REP and REP+ will extend to kindergarten classes (the final year of nursery school) at the start of the 2019 school year.

All kindergarten, first-grade and second-grade classes, excluding priority education zones, to be limited to 24 students

In April 2019, the President of the Republic announced that **all kindergarten, first grade and second grade classes, excluding those in priority education zones, will have a maximum of 24 students by the end of the five-year presidential mandate**, stressing that education was a fundamental investment in the future of the country.

Approximately 1.4 million students will be affected by this additional measure, which will be deployed between September 2020 and September 2022. Kindergarten, first-grade and second-grade classes with the highest number of students above 24 will benefit from the measure first.

Strengthening French and mathematics education

THE ESSENTIALS

Children from disadvantaged backgrounds in particular have an insufficient mastery of French and mathematics. To remedy this situation, rigorous teaching programs, renewed resources and a clarification of the educational curriculum have been implemented.

Survey and test results

Whether it is in reading comprehension (PIRLS survey, 2016) or mathematics and science (Timss survey, 2015), the overall performance of French second-grade students has declined with each evaluation, and is below the European average. In addition, the DEPP study (2016) of reading ability among the 760,000 youth aged 16 to 25 who completed their Defense and Citizenship Day (JDC), shows that 22.5% of them are not effective readers.

Budgetary means to match the priority given to primary school

September 2019 once again saw a major budgetary effort for primary schools. While there were 36,300 fewer students expected in primary school, more than 2,000 teachers' posts were created to enable an improved teacher-student ratio in primary school.

Clarified curricula in French and mathematics

At the request of the Minister, the Superior Council for Curricula clarified the French and mathematics programs to emphasize reading and arithmetic. These new programs went into effect in September 2018 in primary school and lower secondary school.

In French, priority is given to learning vocabulary, reading and writing. By the end of first grade, all students must have learned the alphabet, a prerequisite for reading. Teachers provide regular reading, writing, vocabulary, grammar, conjugation and spelling sessions.

Resources such as a national guide, "Teaching Reading and Writing in First Grade," based on the latest research, are available to all first-grade teachers. A text on grammatical terminology offers innovative methods to teach students grammar rules. An outline of the skills and knowledge that each student must acquire during the school year are provided to teachers.

Priority given to computation and problem solving in math

New teaching recommendations on computation and problem solving indicate that students must practice mental calculations daily throughout elementary schooling; work on addition, subtraction, multiplication and division beginning in first grade; and develop an intuitive approach to mathematics.

Strengthened educational guidance

Since September 2018, the 1,400 national education inspectors have been trained to help teachers implement this new educational ambition in their communities. Project leaders in each region will supervise the teaching of mathematics.

In addition, teachers' 18 hours of annual training will focus on teaching French and mathematics.

National tests in first, second and sixth grades

All children in first, second and sixth grades will take evaluation tests to identify student difficulties early in the year.

For each skill tested, teachers have teaching resources to respond to the difficulties encountered by their students. They have received new resources from the Ministry's Scientific Council.

Since September 2018, these tests have made it possible to verify that first-grade students have the necessary skills to learn reading and mathematics. In second grade, the tests cover writing and counting.

- Each family receives individualized feedback from teachers. The results are taken into account by national education inspectors, allowing them to respond to the needs of the students in their region.

In sixth grade, students take these French and math evaluations online and they are corrected automatically.

- Each student receives individualized feedback. The anonymous data is collected by DEPP to inform the Ministry's educational policy.

This evaluation is the first step in an educational initiative that aims to identify educational difficulties in order to respond with appropriate measures: a weekly complementary hour of educational activities in elementary school or two hours of personalized help in lower secondary school (the Homework Done program*).

***Homework Done:** since September 2017, lower secondary-school students have been offered supervised time, in their schools, to complete their homework. The program is free of charge. Each child is encouraged to work individually to complete exercises, review lessons or do memory or analytical exercises, with the possibility of being helped when necessary.

Professional pathways to train for the jobs of tomorrow

THE ESSENTIALS

Vocational secondary school has been undergoing a transformation over the past year to enable it to be a steppingstone to employment or further studies.

This transformation enables a better link between professional education and general education, with personalized and progressive courses for students.

Campuses for Trades and Skills have been developed to respond to a strategic socio-economic challenge and participate in the development of future professions and French sectors of excellence, with the creation of Campuses of Excellence.

The vocational secondary school reform schedule

Since September 2018:

- A placement test in French and mathematics at the beginning of 10th grade helps prepare each student's personalized program. This test was extended to lower secondary-school students studying for the *certificat d'aptitude professionnelle* (CAP) in September 2019.

Since September 2019:

- A new yearly schedule of 100 hours provides students with personalized support during their education and helps prepare their orientation project.
- The first three groups of professions will allow students to confirm or formulate their choice of specialty at the end of 10th grade, having acquired a better knowledge of the jobs they include:
 - occupations in sustainable construction, construction and public works;
 - occupations in administrative management, transport and logistics;
 - customer relations professions.
- Development of apprenticeships in all vocational secondary schools.
- A new generation of Campuses of Trades and Skills.

In 2022:

- The debut of the new professional *baccalauréat*, with the presentation of a "masterpiece": an individual or collective work that must express all the skills acquired by the student.
- At least three new Campuses of Trades and Skills per region.

Updated curricula

The Minister charged the Superior Council for Curricula in September 2018 to develop new general curricula for vocational schools.

The new curricula of the CAP and 10th grade in vocational school were researched and then published in March 2019. The curricula for 11th and 12th grades of the professional *baccalauréat* are expected in October 2019.

The professional education curricula of *baccalauréat* and CAP subjects are updated according to changes in the various professions.

The Campus of Trades and Skills: at the heart of vocational training transformation

The appeal of vocational education depends upon the existence of attractive training sites, which promote synergies, facilitate joint projects with local institutions and network with national and international economic or academic partners.

The Campuses of Trades and Skills were created in 2013 to decompartmentalize vocational education institutions by creating links to higher education, research, diverse training methods and local economic institutions.

A project of the Minister of National Education, a new generation of Campuses of Excellence will participate in the national and regional development of future professions and French sectors of excellence. Internationally renowned, these campuses will attract European talent and offer exemplary training conditions thanks to partnerships with diverse French regions and economic players. They will contribute to the formation of national professional networks. The quality of campus offerings will be measured through self-assessment and external evaluation.

Funding for the Investments in the Future Program (PIA)

Funding of €50 million for the Campuses of Trades and Skills' Investments in the Future Program (PIA) will support some 20 projects. They will be chosen before the end of 2019. The PIA will offer grants of up to a maximum of 50% of the project's eligible expenses, the rest being borne by partners.

Initial and continuing teacher's education geared towards student success

THE ESSENTIALS

Since March 2018, on the initiative of the Minister of National Education and Youth, teacher training has been the subject of a major renewal. As part of a series of "social agenda" discussions, based on in-depth consultations with all stakeholders, this reform has three major points of focus.

"Pre-professionalization" for a gradual entry into a teaching career

Starting in September 2019, several thousand students will be recruited for teaching positions from the second year of the *License* (L2) up until the competitive exam (at the end of the Master 2 program). They will gradually exercise educational responsibilities, benefiting from the support of a tutor during their training and an attractive salary (about 1,000 euros net per month during the master's program for 8 hours of work per week).

The Ministry of Education thus pursues three objectives: a more progressive entry into the profession; attracting socially disadvantaged students by financially securing their studies; strengthening the attractiveness of certain areas of study.

Updated initial training, a certificate for teaching abroad

At the Higher National Institutes of Teaching and Education (INSPE), initial teacher training will undergo important changes in 2019-2020. This university training, which results in the issuance of a Master 2 degree (in teaching, education and training [MEEF]), will include practical experience. It will thus link disciplinary and teaching expertise with professional practice.

Concretely:

For primary school:

- At least 55 % of training time will be devoted to basic knowledge (reading, writing, counting, respecting others, including knowledge and teaching of republican values) ;
- At least 20 % will be devoted to versatility (other disciplines), general pedagogy and class management ;
- At least 15 % of will be devoted to research ;
- 10 % will focus on the regional context, and the specific innovations of each establishment.

For secondary school:

- At least 45 % of training time will be devoted to individual disciplines and the mastery of fundamental knowledge ;
- At least 30 % will be dedicated to effective teaching and learning strategies, evaluation and classroom management ;
- At least 15 % will be dedicated to research ;
- 10 % of the time will be reserved for the specific context and innovations of individual establishments.

The link between theoretical training and practice will be reinforced by devoting at least a third of training time to teaching in classrooms.

INSPE will also issue certificates of aptitude for French teaching abroad, to encourage the emergence of a sector of teachers interested in experiences in the French network abroad.

Continuing education: personalized extension of initial training

Beginning in September 2019, the Ministry of National Education and Youth has formulated its policy of continuing education in a multi-year perspective. The objective is threefold :

- Ensure the continuum between initial training and continuing training: depending on the skills that need to be developed at the end of their initial training, young teachers will benefit from continuing education adapted to their needs ;
- Develop lifelong learning: the Ministry will significantly increase resources devoted to continuing training, primarily training that results in the issuance of a certificate or diploma ;
- Support the professional development of teachers who wish it: teachers develop skills that can lead them to perform other functions, either within the educational system or more generally for the service of their fellow citizens.

Training is the cornerstone of human resources management policy, leading to staff and student success.

Combatting harassment at school: a Ministry priority

THE ESSENTIALS

The Ministry of National Education and Youth is dedicated to its fight against student harassment. This fight necessitates an awareness of the educational community, the systematic sanction of harassment and a broad prevention policy. Ten new initiatives were enacted in September 2019.

This major public policy enables early detection and better recognition of harassment situations, articulated in **four major themes** :

- **INFORM** : the development of “ambassadors,” lower secondary-school (6,200 in training) and upper secondary-school students (3,400 trained), communicating with their peers on issues of prevention of harassment, the site “No to Harassment” (NAH) <https://www.nonauharcèlement.education.gouv.fr/> and a Facebook page.
- **PREVENT** : prevention is integrated into school learning. The “No to harassment!” award, launched in 2013, annually recognizes posters and videos against harassment and cyberstalking created by students from fourth to twelfth grade, and school staff, in connection with a collective project to improve the school climate (in 2019, there was a record participation of more than 40,000 students and 2,000 adults).
- **EDUCATE** : training staff and getting students involved in prevention between peers by developing their psychosocial skills.
- **TAKE CHARGE** : providing advice, and directing issues to the 310 academic advisers via two dedicated numbers, 3020 and 0800 200 000 (Net écoute).

10 new measures to fight student harassment

In a new step aimed at improving public action in the fight against all forms of harassment and cyberstalking, the Ministry of National Education and Youth has just presented in June 2019 **an action plan featuring 10 new measures**.

- 1- **Include** the right of children to attend school without harassment **in the education code**.
- 2- Offer a **“turnkey” anti-harassment program** to schools and lower secondary schools (a resource team, 10 hours of apprenticeship/year for students, a toolkit for teachers and student ambassadors, an information kit for parents, NonAuHarcèlement [“NoToHarassment”] program).
- 3- **Measure the quality of the school climate** by explicitly including harassment in the evaluation of schools.
- 4- **Train all stakeholders** in the prevention of harassment.
- 5- Extend the **hours of the Net écoute** platform dedicated to cyberstalking (especially on Saturdays).
- 6- Help schools and institutions via a **departmental intervention network** in case of a particularly difficult situation.
- 7- Consult a **national committee of experts** against harassment.
- 8- Create a **national platform identifying people** to contact for preventative actions.
- 9- Institute a **No to Harassment award beginning in first grade** and launch a communications campaign for primary-school students.
- 10- **Organize an international conference and an international convention** for countries on the subject of school harassment.

Mobilizing in favor of the climate and biodiversity

THE ESSENTIALS

In the spring of 2019, the Minister of National Education and Youth invited the 60 elected members of the National Council of High School Life (CNVL) to discuss climate and environmental issues. It took place at the conclusion of a general discussion on the subject in all French upper secondary schools, led by the Councils of High School Life.

This discussion allowed the Minister to become aware of student concerns and student proposals regarding climate change, sustainable development and biodiversity, and to offer practical support for these student initiatives deployed throughout the country.

In June 2019, two months after this dialogue with high school students, the Minister committed to eight areas of support and action:

- 1- Make each school and establishment a place open to activities related to biodiversity**, such as the installation of hives, birdhouses, tree planting, organic gardens or flower beds, often in connection with local authorities and nonprofit associations.
- 2- Name a pair of volunteer eco-delegates from lower and upper secondary schools** to propose actions at their schools and/or in connection with local institutions. Target: 20,000 eco-delegates in 2020.
- 3- Dedicate an annual meeting of the Academic Councils of High School Life and the CNVL to the themes of sustainable development.**
- 4- Integrate elected high school students into academic steering committees for sustainable development education.** Chaired by the rector, it would define the annual priorities and oversee the academic policy linked to the initiative Education for Sustainable Development 2030 (EDD 2030).
- 5- Engage schools and institutions in a sustainable development approach aimed at acquiring the Equipment Energy Efficiency Program (E3) label.** This will involve their commitment to teaching, school life, management, building and various partnerships. Target: 10,000 schools and institutions labeled in 2022.
- 6- Study sustainable development, climate change and biodiversity in the new upper secondary-school curricula and supplement primary-school and lower secondary-school programs.** To this end, a mission will be entrusted to the Superior Council for Curricula.
- 7- Integrate the issues of sustainable development in all technological and professional degrees** (construction, wood, automotive construction/maintenance, electrical engineering, personal services, etc.).
- 8- Create, as of September 2019, an EDD 2030 prize to support the best school projects.** A call for national educational projects will be launched the next school year, for primary and secondary schools. It will deal with the issues of climate change and the preservation of biodiversity, through projects on, among other things, energy saving and the fight against waste.

To these eight actions was added the signing of a framework agreement between the Ministry and the French Agency for Biodiversity * to train and mobilize youth, pooling their respective expertise and skills to provide teachers with content related to the challenges of preserving biodiversity.

** Created on January 1, 2017, the French Agency for Biodiversity is a public institution of the Ministry of Ecology.*

Acting for the equality of girls and boys

THE ESSENTIALS

The Ministry of Education and Youth's policy for equality is part and parcel of the President of the Republic's focus on equality between women and men, in particular the commitment to "educate for equality from an early age."

The themes of the Ministry's policy for equality

Promoting gender equality is one of the primary missions of the school system — to support each student's success and teach respect for others — inscribed in the law and implemented in primary school. It is based on:

- **Solid statistical support** for equality and gender equality issues: the annual DEPP brochure "Girls and boys on the road to equality"; publication of victimization and school climate surveys, etc.
- The inclusion of the topic of equality between women and men **in educational curricula** (including moral and civic education) ;
- The inclusion of these issues in **initial and ongoing staff training**, with many resources produced internally and by nonprofit partners ;
- Consideration of the issue in the **harassment prevention policy** ;
- **Support nonprofit organizations**, through agreements and subsidies (classroom presentations, staff training, organization of educational activities, production of resources, etc.) ;
- **The permanent inclusion of the subject of equality in the calendar of educational activities:** International Day for the Elimination of Violence Against Women (November 25) and International Women's Day (March 8) are particular moments of observation in schools.

Recent ministerial commitments

The government's commitment is reflected in recent concrete measures to promote equality:

- **Appointment of an "equality" adviser in each secondary school** since September 2018, in order to develop educational initiatives and partnerships, and to raise the awareness of the whole educational community on issues of orientation, sex education, the prevention of violence and harassment, lower and upper secondary-school life.
- **Strengthening the training of teachers and educational staff** on the teaching, educational and management issues in the fight against sexism and LGBT-phobias.
- **Fight against gender-based and sexual violence**, in particular gender-based and sexual cyberharassment.
- **Orientation: a renewed approach to the issue of gender diversity** and professional equality between women and men, aimed at students and their families, to promote gender diversity, including in career choices.
- **Introduction of parity among student representatives** to the National Council of High School Life and to the Academic Councils of High School Life. Parity is also encouraged in lower secondary-school councils.

The National Education Ministry's Scientific Council: serving the entire educational community

THE ESSENTIALS

Established in January 2018 by Education Minister Jean-Michel Blanquer, the National Education Ministry's Scientific Council (CSEN), chaired by Stanislas Dehaene, aids in making decisions on the major educational issues of our time. It makes public the latest advances, such as the results of field research.

An asset for the entire educational community

Working closely with the Minister of National Education and Youth, the CSEN, made up of about 20 recognized specialists working in different scientific disciplines, can be consulted on all subject matter regarding educational policy.

Through its work and discussions, this group allows the entire educational community to benefit from the latest advances in research. Complementing the work of the General Inspection, the CSEN, employing a resolutely multidisciplinary approach, contributes to the educational debate by making the latest research, such as field research, readily available.

These recommendations help the school system, National Education administrators and especially teachers to better understand students' learning process and thus better respond to the diversity of their profiles.

In addition, the work of the CSEN enriches the content of initial and continuing teacher training. By combining teachers' empirical know-how with the theoretical knowledge established by the scientific community, the National Education Ministry can thus offer the educational community the educational tools best adapted to our time.

Five aims of the CSEN :

- evaluation and intervention,
- training and educational resources,
- pedagogy,
- child-friendly learning strategies.

Lower and upper secondary-school simulated G7 summit

THE ESSENTIALS

In order to make G7 summit more accessible to the public, the Ministry of National Education and Youth suggested that lower and upper secondary-school teachers organize simulations of G7 negotiations on the theme of the fight against inequalities. Some 60 institutions responded, and the seven most outstanding proposals are to be presented to G7 ministers on July 4.

On the occasion of the 2019 G7 summit, the Ministry of National Education and Youth invited French secondary schools to organize student simulations of the G7 meetings, on the theme of the fight against inequalities. These initiatives helped launch school discussions about the G7 summit and to address the importance of multilateralism and its functioning.

With the encouragement of their teachers, some 60 lower and upper secondary-school classes conducted these mock sessions. The Academic Delegates for European and International Relations and Cooperation (DAREIC) aided schools in this educational initiative.

The initiative led classes to conduct research on G7 countries, learn about their respective educational models and conduct a real international discussion. Gender equality, inclusive education (accessibility to students with disabilities), the fight against harassment and all forms of discrimination at school were all themes put forward by the students, in line with the issues at the heart of the July 4th ministerial meetings.

The conclusion of the mini G7 negotiations led to the drafting of a declaration containing seven key measures to combat inequalities. This statement was presented digitally in different forms by various classes (in the form of a text, slideshow, short video, etc.).

After consideration by a jury on June 18, prizes were awarded to seven classes, whose representatives were invited to Paris on July 4. A collection of statements: "7 steps to fight against inequalities" will be given to the G7 ministers. It will also be distributed to the institutions that took part in this action.

The 11 competition winners

SCHOOL/INSTANCE	CITY	SCHOOL DISTRICT
Collège Ariane	Argenteuil	Versailles
Lycée André Malraux	Biarritz	Bordeaux
Collège François Truffaut	Saint-Martin-de-Seignanx	
CAVL	-	La Réunion
Lycée Saint Marc	Nivolas-Vermelle	Grenoble
Collège François Couperin	Paris	Paris
Collège les Arbourys	Magalas	Montpellier
Collège Louis Bruntz	Bourmont	Reims
Collège de l'Assomption	Briey	Nancy-Metz
Lycée International de l'Est Parisien	Noisy-le-Grand	Créteil
Collège Plaisance	Créteil	

