



MINISTÈRE  
DE L'ÉDUCATION  
NATIONALE  
ET DE LA JEUNESSE

*Liberté  
Égalité  
Fraternité*

# Building a committed education system, together !







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### Building a committed education system, together

As the 2022 summer holidays come to an end, over 12 million pupils and 859,000 teachers will be heading back into classrooms across France.

In terms of health and safety protocols, this school year starts on a more favourable note than the two previous ones. For me, this is an opportunity to express my sincerest thanks to the entire national education staff for their hard work, and to recognise the resilience shown by our pupils and their families during this unprecedented crisis. Our pupils have continued to progress in their studies and maintained their links with classmates and other stakeholders in the educational community.

The deep-rooted commitment shown by all to the future of our country's children and adolescents is something that must be sustained all along the coming school year.

First and foremost, this involves the transmission of knowledge, and in particular of core skills. This begins in primary school, as we continue to reduce (in some cases by half) the number of pupils per class, extend national assessments and pursue our Mathematics and French Plans. This continues in middle school by giving teams the freedom to take major initiatives, notably in year 7, so as to provide greater support and guidance for pupils. Finally, in high schools this means the reintroduction of mathematics as a core subject for the first year of the general and technological *baccalauréat*.

The commitment of our institutions must be for the benefit of every pupil, regardless of their geographic area or social class. Achieving equality of opportunity requires targeted policies in urban and rural areas, as well as with regard to pupils with disabilities, more and more of whom should be able to join non-specialised schools. Equality of opportunity comes through a resolute policy of social mixing in schools, through springboard schools, and through career orientation policies designed to give each student the best possible chance of reaching their full potential. Finally, it requires us to make arts and culture accessible to all.

Our commitment must enable every student to find their place at school. In doing so it must reduce the gap in circumstances and social constraints, and above all prevent these from becoming stigmatising factors as we take action to combat bullying and discrimination. Pupil well-being also requires us to account for pupils' physical and mental health and to promote sports and physical activity, particularly at the primary and middle school level.

Schools must also maintain an unflinching commitment to their staff. The beginning of the 2022 school year is, in this regard, an opportunity to take significant measures to aid teachers and staff, including the most vulnerable, classroom assistants for disabled pupils and teaching assistants. After this, thanks to the work that will be undertaken in the autumn, 2023 will see the French President's commitments come to fruition, notably in terms of providing better support and remuneration for teachers.

However, a committed school is also one that fully interacts with the world and social challenges, such as those posed, first and foremost, by the ecological transition, which schools must take into account not only via the knowledge they impart but also in their role as a living space, through their organisation and framework, which are the purview of our Territorial Collectivities. Then there is the challenge of republicanism, which means rallying pupils and staff around the values of secularism and equality.

In order to address these challenges, the French President and Prime Minister are seeking to renew the working methods, allowing greater leeway for pedagogical freedom and local initiatives that forge connections between schools and parents, local governments and civil society. From October onwards, schools can opt into a process of inviting stakeholders to come together and discuss the most appropriate actions for their establishment, in order to encourage educational success and equality of opportunity.

This year, let's shape our schools together.

**Pap Ndiaye**  
Minister of National Education and Youth



**As the 2022 school year begins, we're making young people our priority.**

It's essential for every young person to be able to find their place in society, regardless of their aspirations, the difficulties they face or the path they take in life.

During the first mandate we strongly developed learning via apprenticeship, bringing meaning and value back to the concept. Building on this success, the Government is now committed to pursuing its reform of our early years education system, in order to support equality of opportunity and boost access to employment.

For the first time in twenty years, our country has appointed a delegate Ministry for Teaching and Professional Training. This is a clear statement of our commitment to this pathway to success. I

believe strongly that we must continue to transform our vocational teaching, so that more young people and their families come to see it as a realistic pathway into the workforce.

In order to achieve this, pupils must have better access to employment after graduation, greater ability to move from one field of training to another, and the option of engaging in further study for those who want to. We should also seek to boost interrelations between vocational high schools and the companies that operate in their sectors.

Combating student disengagement will also be one of my main concerns, in connection with the work we are engaged in with regard to youth career orientation.

Alongside the Minister of National Education and Youth, we will restore the value of teaching, notably in the vocational sector. This will be one of the priorities for the coming school year and our dialogue with stakeholders. I also wish to take action in order to achieve greater recognition of this educational pathway from economic stakeholders and to lay the groundwork for a more open-minded attitude. We will also work to remove administrative obstacles, and give greater autonomy to pedagogical teams.

In accordance with the new methodology set by the French President, we will lead this reform via openness and dialogue, starting from the beginning of this school year.

I know that I can count on the mobilisation of the entire educational, employment and training sectors, but also on that of trade unions and managerial organisations, with whom I have been meeting since my nomination, as well as the Republic's elected representatives. Together, we will succeed in achieving our shared ambition.

I'd like to wish everyone, and especially France's 627,000 vocational high school students and their teachers, a wonderful new school year!

**Carole Grandjean**

Deputy Minister to the Minister of Labour Affairs, Employment and Inclusion, as well as to the Minister of National Education and Youth, responsible for Teaching and Vocational Training



### Young people are our country's top priority.

Our objectives are clear: enabling the emancipation of our young people, boosting their involvement and guaranteeing their well-being.

For the past five years, we have guided and supported young people through robust public policies: creation of the National Universal Service (SNU), promotion of the Civic service, and support for access to employment through ambitious measures including such programmes as *1 jeune 1 solution* (1 young person 1 solution) and *1 jeune 1 mentor* (1 young person 1 mentor).

All of these actions have helped young people to deal with the effects of the health crisis, to promote their entry into the workforce and to help them find their place in society; in short, to become masters of their own destiny.

I salute the can-do attitude shown by young people, which has been instrumental in overcoming the challenges we have faced. We are indebted to them.

Now more than ever, the National Universal Service lies at the heart of our strategy. Since 2019, 60,000 volunteers have participated in social cohesion missions. They have received support and guidance through what will constitute the first steps of their journey to civic commitment.

Within this journey, the Civic Service has its own role to play: for the past twelve years, it has given young people an opportunity to get involved on behalf of wider society. Its purpose is to collectively fortify national cohesion, our fighting spirit and our capacity for resilience. The SNU also enables young people to learn to deal with the major challenges of the modern world, such as the ecological transition, solidarity and the need to combat discrimination in all its forms. In the words of the French president, the SNU is about reinforcing our society's "moral strength".

I will continue to work tirelessly to achieve widespread awareness of the youth cause. In schools, in the world of work and throughout society, whether it involves preserving spending power, continuing to reduce unemployment and vulnerability for young people, ensuring full access to their rights, developing mentorship, access to mobility or acceleration of the ecological transition, no decision can be made in the present day without taking into account the concerns and aspirations of young people. This year will also be a fresh start for youth workers, with efforts to galvanise the sector and answer the question of how to increase the appeal of this vocation. Finally, we will redouble our efforts to prevent sexual and sexist violence.

The ideals of our Republic must guarantee all young people in France a path to intellectual, social and economic emancipation. The Republic promises its children the chance to knowingly choose their own path, and the school system constitutes the first arena for achieving this promise.

As we continue to fight for greater equality, and because we believe in our schools, in our teachers, in our youth workers and in our young people, the beginning of the 2022 school year is set to be a great success for all!

### Sarah El Haïry

Secretary of State for the Minister of the Armies and the Minister of National Education and Youth, responsible for Youth Services and the National Universal Service



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# NATIONAL EDUCATION IN FIGURES

## PUPILS

**12,118,300**

pupils in primary, middle and high school <sup>(1)</sup>, of which:

**6,462,000** pupils in  
primary education

**5,656,300** pupils in  
secondary education

of which **3,399,700** in middle school  
and **2,256,600** in high school  
(of which **626,700** in vocational high schools)

## TEACHERS

**859,000**

**national education agents**  
teaching pupils in primary  
and secondary education <sup>(2)</sup>

## EDUCATIONAL ESTABLISHMENTS

**59,260**

secondary public or government-contracted  
**private schools and establishments**,  
of which <sup>(2)</sup>:

**48,580** schools

**6,960** middle schools

**3,720** high schools and Erea\* schools

of which **2,090** high schools offering  
vocational courses

\* Erea: regional establishments  
for adapted education





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

**87.7%**


**National Diploma (DNB)**  
pass rates

**91.1%**

**Baccalauréat**  
pass rates

**79.2%**

**Proportion**  
**of baccalauréat holders**  
within a school year



## AVERAGE SPENDING PER PUPIL, PER YEAR <sup>(5)</sup>

**6,980**

**euros per pupil**  
in primary education

**8,730**

**euros per middle school pupil**

**11,140**

**euros per high school pupil in**  
**general and technological high**  
**schools**

**12,680**

**euros per pupil in**  
**vocational high schools**

## CLASS SIZE <sup>(2)</sup>

### Primary

**22.7** **pupils per class:**  
average number of pupils  
in nursery

**21.7** **pupils per class:**  
average number of pupils  
in early primary

### Secondary

**25.8** **pupils per class:**  
average number of pupils in  
**middle school classes** <sup>(4)</sup>

**18.2** **pupils per class:**  
average number of pupils  
**in vocational**  
**high school classes**

**30.4** **pupils per class:**  
average number of pupils  
**taking general or technological**  
**training in high school**

(1) Public and private under contract, forecast for the start of the 2022 school year.

(2) Public and private under contract, figures for the start of the 2021 school year.

(3) Provisional data for 2022.

(4) except adapted general education and vocational training sections (Segpa).

(5) Provisional data for the 2020 calendar year.

Data pertains to metropolitan France as well as overseas departments and regions

Find all data points and time series in *Repères et références statistiques* (RERS), published annually by the Depp.



# 1. EDUCATING AND ENABLING PUPILS TO ADVANCE



# 1.1 Setting a new ambition for nursery education

## KEY POINTS

- Forming an integral part of the primary school structure, the specific nature of nursery has led to creating a dedicated plan for staff in order to **guarantee educational fulfilment and success at the youngest age.**
- Because nursery school plays a determining role in overall educational success, and given that its pupils are of a very young age, **professional development for nursery staff must be specifically adapted.**
- This plan of action for nursery school takes effect as of **this school year, in order to meet our ambitions for schools: guaranteeing the success and fulfilment of pupils by training staff for the specific challenges of nursery education.**

## 🎯 FIGHTING INEQUALITIES

The policy of limiting class sizes in early primary to 24 pupils, which comes into universal effect as of this school year, constitutes a major lever in terms of fostering adaptable and differentiated teaching methods, so as to fully meet the needs and capabilities of each pupil and also to enable regular observation and assessment of their progress.

In addition, **the halving of class sizes in early primary in priority education, as well as initiatives to promote the schooling of the youngest,** make it possible to reduce inequality by ensuring optimal conditions for the acquisition of core knowledge and skills.

At the start of the 2024 school year, all class sizes in early primary will be reduced by half.

## 🎯 PROVIDING A SAFE SETTING FOR EACH CHILD

Educating young children requires taking into account the **emotional and psychological needs** of each individual

in order to enable collective success. Nursery school fosters childhood development through its professional staff (teachers and *Atsems* [regional specialist nursery school assistants]), who understand and take into account the diversity of children's psychological, motor, cognitive and psychosocial needs in order to structure their learning. The various partnerships between schools and decentralised State services, local governments, family allowances funds (CAF) and mother and child protection services (PMI) help to promote coordinated actions for early years education.

Finally, **research** into the physiological needs of young children (such as sleep requirements) is also key to the planning and structuring of the school day.

## 🎯 TARGETING EDUCATIONAL SUCCESS FOR EVERY CHILD

The primary objective of the Nursery plan (*Plan maternelle*) for early years education is to target educational success and fulfilment for pupils. During the three years of this educational cycle, **the first foundations of core knowledge and skills** required for a successful entry

into year 2 are laid down: the challenge here is ensuring all pupils are able to develop their skills in vocabulary, reading (phonology, introduction to the alphabet) and numeracy. This therefore involves building a shared culture in order to promote **structured and progressive teaching methods based on regular assessment** of pupils' progress.

## 🕒 TRAINING STAFF TO ENSURE CONSTANT LEARNING SUPPORT

The second objective of the Nursery plan is to **strengthen the skills and expertise of all education professionals** in order to seek academic excellence and work in a cohesive fashion vis-a-vis the pupil. Much like the French and Mathematics Plans, teachers will benefit from

**pedagogical training** adapted to the needs of nursery teaching. A local support system will be established, fostering the development of community practices with regard to teacher training.

**Educational and pedagogical training with partners** will be adapted and reinforced in order to better take into account the needs of children in the 0-6 age range:

- multi-category training between teachers and Atsems;
- partnerships with stakeholders in the early years sector;
- development of co-education by boosting the involvement of parents in school issues.



### 3 Goals of the Nursery plan

#### 1. Targeting success for every pupil

- Collectively defining teaching goals, and setting a pathway to achieving them.
- Indicating adapted objectives and time frames in order to foster harmonious childhood development.
- Developing an approach articulated with extra-curricular bodies and childcare facilities in order to enable educational continuity that bolsters childhood learning and development.

#### 2. Training staff

- Deploying a widespread policy of training and support for teachers in each regional education area, following the example of the French and Mathematics plans.
- Identify the most effective practices in terms of meeting the needs of children in nursery school.

#### 3. Innovating

- Organising local focus groups and experimentation groups.
- Developing innovative projects to meet pupils' needs.

### Fundamental teaching guides

Two guides to nursery teaching have been issued to primary schools, and are available via the Éduscol platform: *Teaching vocabulary in nursery school* and *Preparing nursery pupils for reading and writing*. A third publication, *Teaching Maths in nursery school*, will be released at the end of the year.





# 1.2 Strengthening core knowledge and skills in primary schools

## KEY POINTS

- Preventing academic difficulties at the earliest age and guaranteeing a strong grasp of core skills and knowledge for all pupils has been the Ministry’s priority since 2017.
- The acquisition of core skills and knowledge, having been initiated in nursery school, remains the top objective in primary school. In 2022–2023, this will be reflected via:
  - the strengthening of French and maths teaching in elementary school;
  - the improvement of learning conditions;
  - more comprehensive training for school teachers;
  - an experimental national assessment of pupils at the outset of year 5 in order to give teachers the tools they need to monitor pupils’ progress throughout their primary education.

Ensuring a healthy grasp of core knowledge and skills in primary schools has become the Ministry’s priority for 2022–2023. The results of national assessments show that since 2019, the efforts made vis-à-vis core learning are now bearing fruit. The effects of the health crisis have been effectively erased, with pupils achieving results on a par with those of 2019 and even exceeding them in certain areas.

### © MASSIVE SUPPORT FOR PRIMARY SCHOOLS

**Halving class sizes in early primary, year 2 and year 3 in priority education areas**  
 Social justice measures undertaken in order to offer children the best possible learning conditions, and foster universal success from a very young age, will continue to be pursued. For the past five years, **375,000 year 2 and year 3 pupils** in schools located in priority education zones (*Rep* and *Rep+*) have benefited from having their class sizes reduced by half.  
 An assessment by the Department

of Assessment, Forward Planning and Performance (Depp) showed positive **initial results** that should now be consolidated through explicit, structured and effective teaching methods. With this in mind, the work undertaken on establishing a frame of reference for priority education will come to fruition this year.

**Capping class numbers at 24 for early primary, year 2 and year 3**  
 Capping class numbers at 24 in early primary, year 2 and year 3 enables teachers to provide greater support to each individual pupil in a setting that is more conducive to learning. Having been rolled out gradually since 2020, the capping of class numbers at 24 pupils per class **has benefited 80% of classes in 2021, with the remainder following suit this year.** Since 2017, class sizes have been continuously improved for all primary school pupils. This number dropped from 24 pupils per class (23.8) in 2017 to 22.2 in 2021. In addition to the halving of class sizes in *Rep* and *Rep+* areas, and the capping of class sizes in early primary, year 2 and year 3 at 24 pupils, education at all levels stands to benefit from the priority focus on primary schooling.



### The impact of halving class sizes in years 2 and 3 in Rep+\* areas

- **On pupils' skill levels in French and in maths**
  - By the end of year 3 (after 2 years of education in a smaller class), pupils achieved better results than those educated in Rep schools with similar characteristics but which had not benefited from the same reform.
  - The positive impact is particularly visible in year 2 and persists into year 3. It is also more significant among children experiencing the most difficulty in maths.
- **On teaching practices**
  - Positive effects on classroom management.
  - Teachers are more confident about their teaching process.
  - A more pronounced use of pedagogical differentiation.

\*Source: Depp

## © CAPITALISING ON NATIONAL ASSESSMENTS

Since 2018, national assessments (carried out at the start of year 2, mid-year 2, at the start of year 3 and at the start of year 7) have been a key tool in fostering academic success. They enable us to identify areas of difficulty with regard to core skills and knowledge, and to intervene quickly in order to remedy them.

During the 2022–2023 school year, emphasis will be placed on:

- **joint analysis of results between pupils and teachers** in order to identify the most effective pedagogical methods to be applied, notably in pivotal classes (years 2, 7 and 11);
- **methods of reporting and explaining results to parents** that will be further improved.

The results of these assessments will constitute a major pillar of discussions between regional education authorities and the Ministry, in order to raise observations and share a pedagogical strategy adapted to the needs of each region.

## © REINFORCING TEACHER TRAINING

### The French and Mathematics plans

First launched in 2019, the training plans for French and mathematics target the ongoing professional development of all teachers in order to improve disciplinary expertise in French language and maths. The goal of the Plans is to consolidate a pedagogical culture and train staff in the most effective teaching practices by drawing upon the findings of research programmes.

**Led by peer experts, training sessions are held in small groups referred to as constellations**, taking place over the course of five days during the school year. **Each constellation sets its own training goal, based on the needs expressed by teachers and the results achieved by their pupils.** Through access to updated expertise, exchanges between peers and cross-observation of their classes in collectively planned sessions, teachers are then able to modify or enhance their teaching practices.

**25,000 constellations** have already been formed, and **186,500 teachers** have received training through this scheme. **Within the next four years**, every teacher will have benefited from one **five-day (30-hour)** training session in French and one in maths.

### Most recent publications in the reference guides collection

- **Comprehension in late primary – available on Éduscol**

The main academic challenges in years 5 and 6 reside in teaching the mechanisms of comprehension and the skills required in order to facilitate this comprehension (both oral and written). Using research findings, this guide clarifies the cognitive processes and pedagogical approaches to be implemented in the classroom.

- **French Grammar, volume 2 – publication scheduled for late 2022**

This volume follows on from *French Grammar, volume 1 – Grammatical Terminology*. It offers a didactic and pedagogical approach to grammatical content, to be taught in early primary classes.

**The full collection of core teaching guides can be found on Éduscol:**  
<https://eduscol.education.fr/3107/guides-fondamentaux-pour-l-enseignement>



# Improving learning conditions



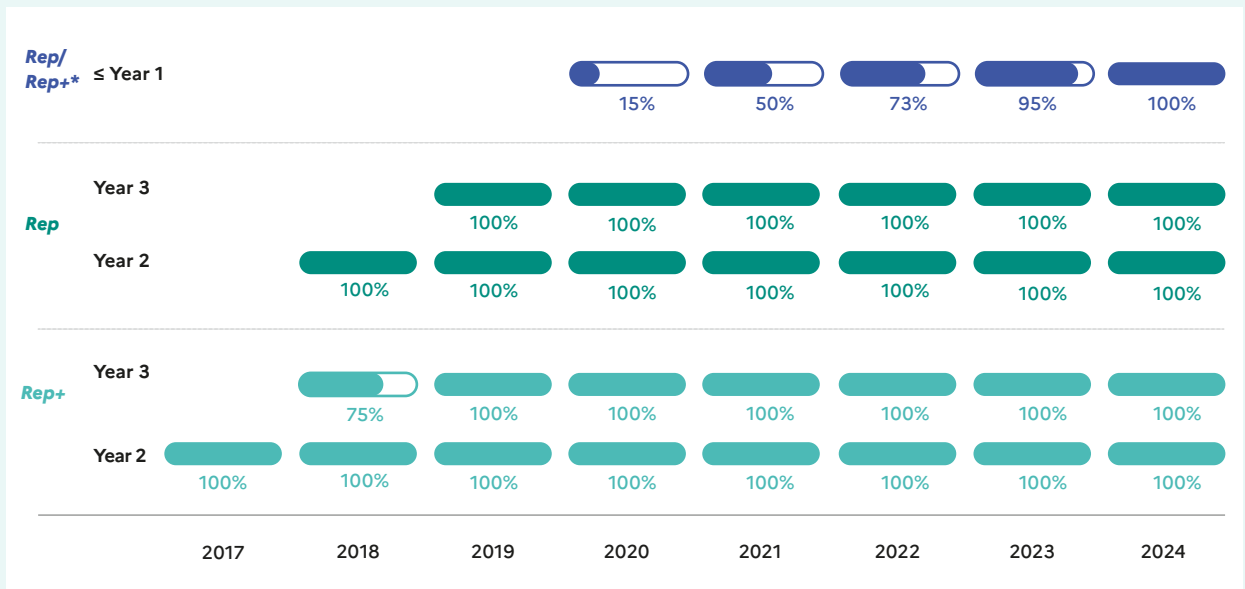
## THREE GOALS

**1** Acquiring the basic knowledge for a successful school career

**2** Reducing social inequalities

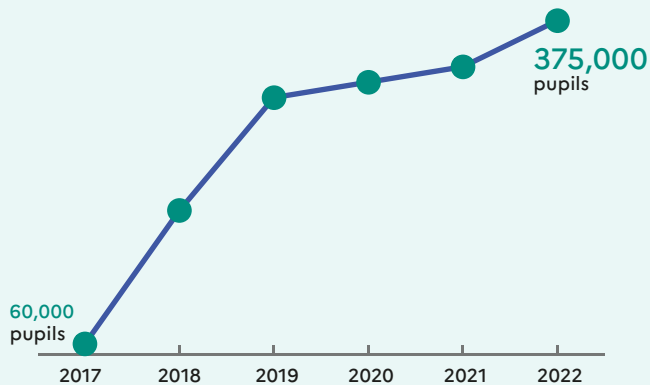
**3** Increasing educational supervision

## DEPLOYMENT OF SPLIT CLASSES IN PRIORITY EDUCATION



\* Priority education network (Rep)/  
Priority education network+ (Rep+)

## NUMBER OF PUPILS AFFECTED BY SPLIT CLASSES



## CLASS NUMBERS CAPPED AT 24

**95%\***

of ≤ year 1, year 2 and year 3 classes in public education will benefit from an enrolment of less than or equal to 24 pupils at the start of the 2022 school year.

\* Based on June 2022 figures.





## 1.3 Settling the assessment culture

### KEY POINTS

- An **experimental national assessment** has been implemented for pupils entering years 5 and 9, in order to give teachers the tools they need to **monitor pupils' progress** throughout their compulsory education.
- **Assessments of schools** aim to develop the capacity to take immediate action in order to meet pupils' needs and reinforce collective efforts:
  - In 2020-2021, **950 establishments** in secondary education, mostly middle schools, were assessed, i.e. **9%** of all public establishments and national education-affiliated private establishments.
  - In 2022-2023, **2,200 establishments** in post-primary education will be assessed, i.e. **22%** of all public establishments and national education-affiliated private establishments.
  - For primary education, following experimentation in 2021-2022, school assessments will be launched at the start of the **2022-2023 school year**.

### © NATIONAL ASSESSMENTS TO BOOST PUPILS' SUCCESS

Since 2018, **national assessments in French and maths** have created milestones in the academic career of each pupil (start of year 2, mid-year 2, start of year 3, start of year 7). Developed with the Department of Assessment, Forward Planning and Performance, in partnership with the Scientific Council of National Education, they appraise the essential skills and understanding necessary for each pupil's grasp of core learning content. As such, they are essential tools for:

- **identifying academic difficulties and addressing them** immediately;
- **enhancing dialogue between teachers and families**, with methods for reporting and explaining results to families set to be improved in the near future;
- **clarifying collective efforts within the school** and improving the monitoring and support provided by inspectors.

In the same vein, and in order to enable **even more precise oversight of pupil progress** between years 3 and 7, as well

as between years 7 and 10, two new assessments – at the start of years 5 and 9 – will be trialled at the beginning of this school year, before being rolled out nationally in 2023-2024.

### © AN ASSESSMENT SYSTEM TO SUPPORT SCHOOLS' OWN PROJECTS

The ultimate goal behind the assessment of schools and educational establishments is to improve pupils' learning, their educational experiences and their well-being. It combines self-assessment and external assessment.

#### The self-assessment process

While also taking into account the local context, this process enables each school or establishment to assess:

- **its pupils' progress;**
- **the quality of the educational climate** and pupil well-being;
- **its strategy and functioning;**

- **its relationship with local partners and stakeholders.**

This analysis then feeds into the strategic orientations that prefigure the school or establishment's future projects.



### **Assessment of schools and educational establishments: a fresh, collective and committed approach**

Based upon tools designed at the national level by the Schools assessment council (CEE), **education officers assess schools and educational establishments over a five-year cycle.** It applies to all public and national education-affiliated private establishments (around 50,000 schools and 11,000 secondary establishments). It addresses all competencies pertaining to educational establishments and must collectively involve beneficiaries of public services, the staff responsible for their delivery and any partners of the School.

Following its first two years of deployment, **the assessment will be continued in 2022–2023 to cover secondary educational establishments, and will also begin to be rolled out to primary schools.**

### **External assessment**

The next stage in the approach is an external assessment carried out by a group of trained specialists. For each establishment, the resulting assessment report details **its strong points, areas for improvement, strategic orientations and action/training plans required to meet the various needs identified.** This approach also supports the professional development and well-being of all staff members.

A summary report is then issued by the assessors to all parties affected by the assessment.

### **Additional measures**

The implementation of school assessments is accompanied by other measures and existing school management tools, **such as performance agreements (*contrats d'objectifs*) and annual reports on pedagogical functionality.** As such, the conclusions drawn by the assessment can be used and enhanced during contracting operations with local education authorities and possibly during districting.

### **Simplifying and streamlining processes**

A memo pertaining to the simplification of processes and management instruments for local public teaching establishments (French: *EPLE*) will suggest greater interlinking of these instruments in terms of their objectives, in order to:

- **simplify and streamline** the processes pertaining to *EPLE* management and orientation;
- **enhance** teams' appropriation of a concise and unifying document.

# National assessments: enhanced communication for families

## GOALS

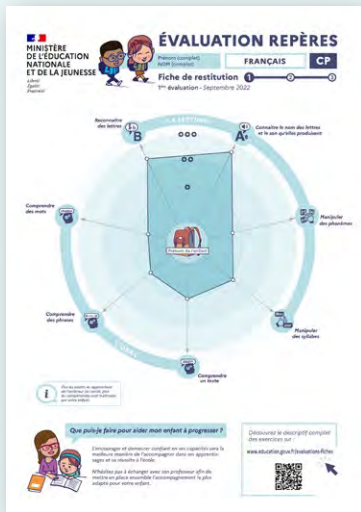
**1** Explaining what is being assessed and for what purpose

**2** Answering parents' questions

## A TWO-PART INDIVIDUAL REPORT\* FOR PARENTS

### 1 An assessment presentation sheet

- **Answers to questions** that parents of pupils may ask
  - about the assessment process;
  - about the assessment objectives.
- **A timeline** for visualising the entire assessment process

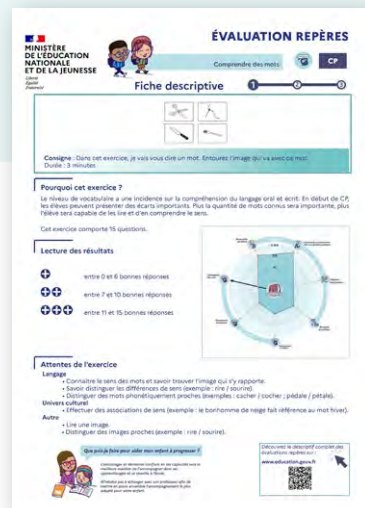


### 2 One pupil placement sheet per discipline: French and mathematics

- **Levels**  $\oplus, \oplus\oplus, \oplus\oplus\oplus$  to symbolise skills development
- **Radial modelling in order to:**
  - provide an overview;
  - make it easier to identify the pupil's level in the different skills assessed.
- **Information** to encourage parents to become involved alongside their child

## DESCRIPTION SHEETS AVAILABLE FOR PARENTS

All parents can download the sheets describing the benchmark assessment exercises at [www.education.gouv.fr/evaluations-fiches](http://www.education.gouv.fr/evaluations-fiches)



\* Drawn up by the Ministry's Assessment, Forecasting and Performance Department (DEPP) on the basis of a consultation with pupils' parents, teachers and head teachers.

## 1.4 Developing digital skills

### KEY POINTS

- A **charter for education in digital culture and citizenship** addressed to all educational staff and applying to every phase in the life of a child.
- Digital skills are mobilised and developed **throughout all teaching** over the course of a child's education.
- The national roll-out of the **Pix scheme** continues for middle and high school pupils, with a trial phase in year 7 planned for the new school year.
- Development of the **course in digital specialisation and computer science (NSI)** is being encouraged, particularly with regard to female students.

### © A CHARTER FOR EDUCATION IN DIGITAL CULTURE AND CITIZENSHIP

Intended to be displayed in every school and educational establishment, the new charter for education in digital culture and citizenship carries official status. It is addressed to all educational staff and applies to all phases of a child's life. It constitutes a **pedagogical entity** aiming to help assimilate digital values and outcomes as well as development and promotion of the concepts of digital culture and citizenship. It is closely linked to the **digital skills reference framework (CRCN)**, which defines the skills that both pupils and adults should have a clear grasp of, in strict accordance with the children's best interests and the declaration of 28 April 2021 adopted by the Council of Europe with regard to enhancing the protection of children's personal data and privacy.

### © PLACING DIGITAL SKILLS AT THE HEART OF LEARNING

A key element of lifelong learning, digital skills are essential to education. They constitute a benchmark of the school

curriculum, professional inclusion and life as a citizen, in a society whose technological environment is constantly evolving.

**From nursery school to high school**, syllabuses emphasise the need for students to progressively acquire mastery of digital skills. **All learning activities** mobilise digital tools and resources, thereby contributing to pupils' development of digital skills.

### © DEPLOYMENT OF THE PIX CERTIFICATION

Combining the development, assessment and certification of digital skills, Pix exists in order to support the elevation of individuals' general skill levels in the digital field, on a life-long basis. A mandatory certification of students' grasp of digital skills is issued in year 10, then again in the final cycle of high school.

After undergoing an adaptation in 2020–2021 (made necessary by the context of the health crisis), the general roll-out of the Pix scheme was renewed in 2021–2022 with the **Pix back-to-school courses**, which enable staff to identify educational needs in terms of digital skills for all pupils in years 8 and up. As of

31 December 2021, within the space of four months, over 2.5 million pupils had taken the back-to-school courses.

**In accordance with the commitments made by the French president to combat cyberbullying, an experimental phase will be launched at the outset of the new school year to make the Pix platform available to year 7 teachers and pupils,** enabling them to enhance their learning and acquire a comprehensive grasp of digital tools. They can also obtain a skills certificate.



#### The Pix platform in figures

- **3,519,447 pupils** used Pix in 2021–2022.
- **1,524,419 pupils** passed their Pix certification in 2021–2022, of which:
  - 691,500 year 10 pupils;
  - 792,500 high school students (numbers include year 13 students across all baccalaureate options, as well as those studying BTS or CPGE courses).
- A trial phase is being launched this year for students in **year 7**.

#### Promotion of the NSI specialisation for girls in high school

Despite rising slightly between 2019 and 2021, the proportion of girls opting for this specialism remains low: 18.5% in year 12 and 14% in year 13. This remains a major challenge for high schools in terms of entering higher education and subsequent professional inclusion. It is essential to promote diversity within the teams involved, in order to develop innovation and creativity within a sector that is a major creator of jobs. This course represents an opportunity for all pupils, boys and girls alike, to access training that can lead them into engaging, high-value and rewarding careers. **The shortfall in NSI access for girls** is a problem for society as a whole, which risks overlooking a wealth of talent, and for the digital sector, which risks evolving in a highly imbalanced fashion.

In order to promote this specialism, notably to female students, several major events organised during the last school year are set to be repeated: the **NSI Trophies**, the **NSI Day** and the **IT Olympics**. The NSI Trophies are awarded for IT projects put together by teams of pupils as part of their NSI coursework. The goal of the NSI Day is to provide greater awareness of digital sectors and careers in general, and computer science more specifically. Over 200 projects were entered and over 100 events were held

## © EDUCATION IN DIGITAL SPECIALISATIONS AND COMPUTER SCIENCES

### NSI specialisation

The development of specialised education in digital and computer sciences (NSI) continues, in line with the expectations and evolution of French society, as an extension of the obligatory teaching of digital sciences and technology (SNT) for year 11 pupils in general and technological high school.

**Offered since 2019 to pupils studying for the general baccalaureate**, at a rate of four hours per week in year 12 and six hours a week in year 13, it enables pupils to grasp the fundamental concepts and methods of the scientific and technical dimensions of computer science. **The number of participants is rising**, up from 30,000 pupils choosing this specialism in year 12 in 2019 to 37,000 in 2021.

This new course was accompanied by the creation of an NSI teaching diploma in 2020 and an IT teaching diploma in 2022.

#### The NSI specialisation in 2021–2022

- **37,800 pupils** in year 12 took NSI as part of the general baccalaureate.
- **18.5%** of year 12 NSI students were girls and **14%** of NSI students in year 13 were girls.

**Objective:** to promote this specialism to female students.



# A digital education strategy to help all students succeed



## FOUR OBJECTIVES

- 1** Giving students basic digital skills to become independent and informed citizens
- 2** Reducing educational inequalities by varying teaching practices, both at school and at home
- 3** Improving inclusion for all students with disabilities by responding to their specific needs
- 4** Encouraging parents to actively support their children's learning throughout their schooling

## FOUR ACTION AREAS

### ✓ ENCOURAGING:

- students to take an interest in digital sectors and professions;
- parents to learn about digital parenting;
- teachers to include digital learning in the classroom.

### ✓ EQUIPPING:

- to ensure a minimum level of digital equipment for primary and middle schools and high schools;
- by providing financial support for teachers via the digital allowance (*prime informatique*);
- by organising a system of digital equipment loans to families from a ministerial stock.

### ✓ SUPPLYING TOOLS:

- to boost the coherence and ease of use of the digital tools used by students and teachers;
- to encourage the creation, sharing and accessibility of online resources and study courses.

### ✓ FACILITATING:

- the network of digital education stakeholders to ensure that the main aims of the strategy are discussed, at local and national scales, to promote sharing and innovation.

## DIGITAL EDUCATIONAL REGIONS: ENHANCING THE FLEXIBILITY OF EACH REGION

The Digital educational regions (*Territoires Numériques Educatifs – TNE*) scheme offers regions the opportunity to **build an educational system** capable of realising two inseparable ambitions: **to raise the general level of education and to achieve greater social justice.**

### Target groups:



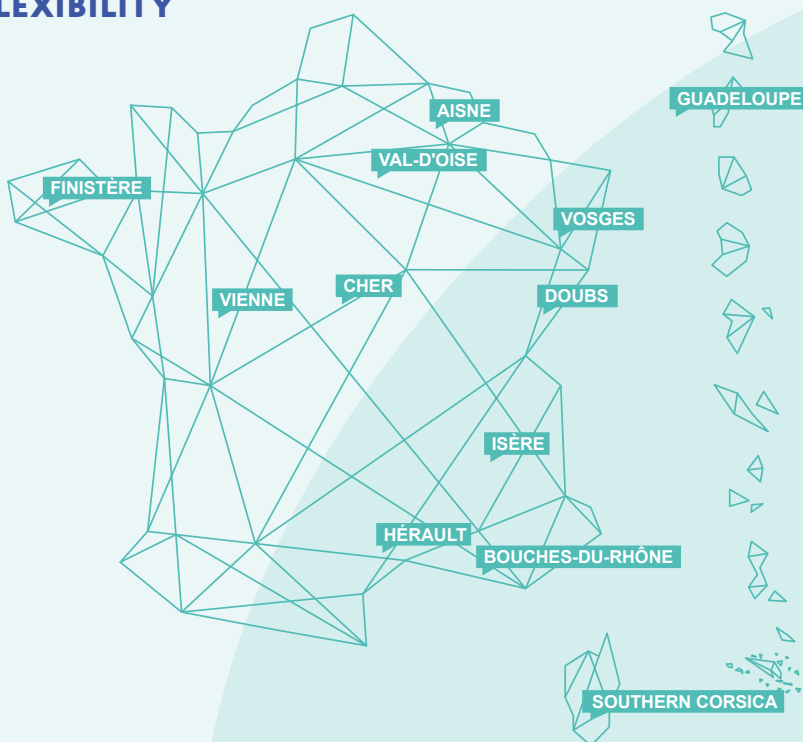
- Students



- Teachers



- Parents





## 1.5 Boosting progress in middle school

### KEY POINTS

- The national assessments of year 7 pupils provide teachers with a point of reference in order to adapt their teaching methods to the needs of each pupil.
- In year 7 classes, new organisational methods are being trialed in order to boost pupils' progress and raise their academic level.
- Middle school encourages pupils to think about their future through new career exploration activities offered from year 8 onwards, and devotes more time to sports activities with two additional hours of sport.

### © MIDDLE SCHOOLS COMMITTED TO REDUCING ACADEMIC INEQUALITY

#### Identifying needs via national assessments in year 7

National assessments provide **essential reference data in order to identify children's learning needs in French and maths**. Over the course of this year, emphasis will be placed on how these results are used by teachers in order to address academic difficulties as quickly as possible. The joint analysis of these results by both the middle school and the original primary school will help to strengthen pedagogical cohesion between year 6 and year 7.

#### *Devoirs faits* ("Homework Time"), a marker of social equality to boost academic success

The *Devoirs faits* (Homework Time) scheme, implemented in early September this year, is fully committed to **reinforcing pupils' learning uptake**. It should be offered as a priority, from the beginning of the school year, to pupils with the most fragile levels of attainment in order to consolidate their core learning and provide support and guidance when completing their homework.

### © INNOVATIVE MIDDLE SCHOOLS

#### Trialling two additional hours of sport each week

Pupils should be encouraged to engage in sports and physical activity. With this in mind, participating middle schools have been invited to implement, on a trial basis, a **timetable** enabling some or all of their pupils to participate in two

#### Homework Time in figures

- In 2021–2022, **over 803,000 pupils** benefited from the *Devoirs faits* (Homework Time) scheme, with 30.4% of middle school pupils having responded to the survey.
- **1 in 2 middle school students in Rep+ areas** participates in Homework Time.
- On average, a given middle school student benefits from **over 2.5 hours of Homework Time** per month.
- In each middle school, **1 in 4 teachers** participates in the Homework Time scheme.

hours' worth of sports activities during their extracurricular time, in partnership with sports clubs or associations. This trial involves almost 140 middle schools in 30 regional education areas for the 2022–2023 school year.

### New activities to explore the professional sphere

In order to support pupils in making informed course choices throughout their educational journey, and in the progressive development of their career plan, it is necessary to **reinforce schemes enabling them to explore the professional sphere as early as middle school**. As such, participating middle schools will be offering new career discovery activities from year 8 until year 10; these activities may notably involve meeting with professionals from various sectors, or visits to local businesses.

## 🕒 MIDDLE SCHOOLS COMMITTED TO INSTILL CORE SKILLS

### Experimenting with pedagogical methods in year 6, from the start of the school year

Participating middle schools will be able to experiment, in partnership with their regional educational authority, with new pedagogical structures in year 7 classes. This class level will therefore pave the way **for specific teaching structures** that will enable (for example) pupils to be offered differentiated and modular amounts of teaching time, in order to strengthen their grasp of core skills and provide optimum support through the transition from primary to middle school, and bring full cohesion to the educational cycle for 9 to 11 year olds. These developments may be reflected both via increased efforts to consolidate reading levels or maths skills, or by applying different methods of intervention such as, notably, the involvement of school teachers in overseeing pupils' progress. These pedagogical experiments will serve as a unique opportunity to **consider alternative modes of learning** and to **observe different working structures**.

### Measures to raise overall skill levels

- For middle schools, the Mathematics plan continues to apply, aiming to galvanize **maths teaching and transforming pedagogical practices** in order to improve pupils' results, but also to boost their interest in maths.
- For the languages component, see section 1.6.

### Middle schools committed to pupil success and fulfilment

By the end of year 10, one in four middle school students is performing below the desired level, notably in French and maths. This figure rises to 50% for pupils who are set to opt for the vocational route.

This observation requires us to urgently consider the need to make middle school a place where all pupils can succeed. The cycle of skills development will be upgraded with the aim of achieving excellence and openness, so as to better prepare pupils for their courses and their choice of career path at the end of year 10.

### The Middle school mathematics plan

- **137 maths labs**.
- Numerous **training options at regional and national level**.
- Online resources available on *Éduscol* to **organise training sessions** to meet teachers' needs.
- Online resources available on *Éduscol* to **design effective teaching plans** (guide to problem solving, consideration of various teaching practices).





A photograph of a classroom with several students sitting at desks, focused on their work. The image is partially obscured by a teal circular graphic that contains the main title.

## 1.6 Improving English learning

### KEY POINTS

- The Ev@lang English placement test for middle school pupils enables us to:
  - identify pupils' proficiency and needs vis-à-vis the objective of attaining level A2 in the Common European Framework of Reference for Languages (CEFR) by the end of year 10;
  - help teachers to target and structure their teaching methods.
- **800,000** pupils took this exam in spring 2022: in year 10, one in two pupils did not achieve the level expected.
- An emergency plan is being launched for the new school year, with the goal of ensuring that **80%** of pupils achieve this level within the next three years.

### © EV@LANG MIDDLE SCHOOL: A PLACEMENT TOOL DEVELOPED BY THE MINISTRY

#### An exhaustive assessment of English levels among year 10 pupils

**All pupils in year 10 took a placement test called Ev@lang.** Its objective is to enable pupils to identify their level of English and to provide teaching teams with a tool to monitor learning curves. The various skills tested in the exam enable pupils to be assigned a level between A1 and B1+ in CEFR for written and oral language comprehension. Language skills (grammar and vocabulary) are also tested.

**Almost 800,000 pupils** in France and in French-language schools abroad took the Ev@lang middle school exam, **i.e. 90% of all pupils in year 10.** This exhaustive assessment constitutes a valuable tool for identifying pupils' language levels.

#### Half of French pupils achieved the desired level

**Almost half of pupils achieved the desired level by the end of year 10 (A2).** Around 32% of pupils scored higher than A2, and 20% scored B1 or higher. **However, one in two pupils (50.5%) had not obtained A2 level by the end of this academic cycle, although 20% of this bracket did achieve the A1+ score.**

### © AN AMBITIOUS PLAN OF ACTION TO IMPROVE PUPILS' ENGLISH

Without calling into question the teaching of other foreign languages, this plan aims to improve pupils' levels of English proficiency. This will then feed into the teaching of other foreign languages.

#### Identifying benchmarks for language progress

As is the case for French, mathematics and moral and civic education, language programmes will be supplemented this year by the application of annual learning benchmarks to monitor progress from year 2 to year 10. The learning benchmarks will enable teachers **to adjust their teaching approach based on their students' language requirements over the 9 years in which they will learn English.** These benchmarks will offer a clear and precise picture of pupils' progress, improving the way they are taught to understand, speak and write in foreign languages.

**Developing assessment tools for teachers**

Pedagogical resources including banks of assessment questions and exercises will be offered to middle school teachers, with these testing tools enabling them to provide pupils with regular coaching over the course of their language development.

**Continuing the work achieved in primary school**

Under the Modern Languages Plan, early learning of language skills is supported and the creation of so-called “bilingual” schools is encouraged. These bilingual schools will offer increased exposure to international modern languages, with classes taught both “on” and “in” a foreign language, from 3 hours a week to 50% of all class time. At the start of the 2021 school year, around 238,000 pupils were already benefiting from enhanced language learning, primarily in English and German.

**Expanding the use of the “Captain Kelly” digital voice assistant**

The Ministry has developed an innovative digital solution in the form of a voice assistant designed to help students learn

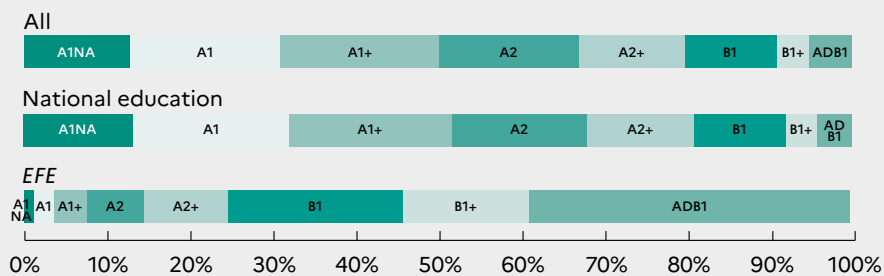
**English at school: Captain Kelly.** Based exclusively around spoken interactions, this digital solution aims to assist school teachers when delivering English-language activities, in order to help develop pupils’ lexical and syntactical understanding and train their English comprehension and pronunciation. Since the end of 2021, the Ministry has made this voice assistant available to teachers in all schools having opted into the scheme.

**Encouraging pupil travel, particularly in middle school**

The experience of travel is an essential factor in terms of advancing pupils’ communication skills in foreign languages. Travel exposes children to foreign-language interactions, enabling them to appreciate the importance of speaking several languages. Using the eTwinning communications platform, these interactions may occur virtually at first, before leading on to an actual trip abroad. The Erasmus+ projects offer numerous options enabling as many young people as possible to benefit from this experience.

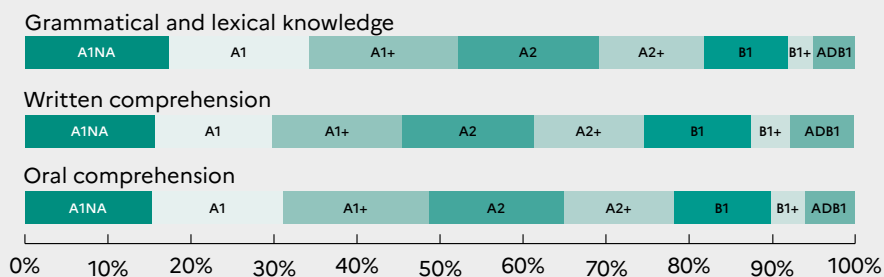
**Ev@lang middle school: results in 2022**

- Overall levels of proficiency in English



EFE : établissements français à l'étranger (French schools abroad)/A1NA: level A1 not achieved/ADB1: above B1

- Levels of comprehension (written and oral) and linguistic proficiency (grammar and vocabulary)





## 1.7 Consolidating the reform of general and technological high schools

### KEY POINTS

As of the start of the 2022 school year:

- **maths** will be reinforced within the core curriculum in general year 12 classes, with 90 additional minutes of class per week for pupils not following a specialist course;
- high school students taking the general option can now opt to sit a new international version of the *baccalauréat*: the **French International Baccalauréat (FIB)**;
- **periods of European and international mobility** will be more actively accounted for in education and in the *baccalauréat*, throughout high school.

### 🕒 MORE MATHS IN HIGH SCHOOL

#### The dual challenge of maths in high school

The teaching of maths in high school seeks to achieve two objectives:

- enabling pupils, through the maths specialisation and the advanced maths option, to **develop an advanced level of expertise preparing them for scientific studies** in higher education;
- giving all pupils the chance to **consolidate the skills built up between year 2 and year 11** and to further their grasp of a subject that is useful for overall mental acuity and essential for their professional future.

With this in mind, a committee of experts was brought together to submit its proposals in March 2022 following an extensive consultation, with a view to bolstering the status of maths in high school.

#### Reinforcement of maths in year 12 general classes as of September 2022

The analysis of high school reforms showed the need to strengthen the teaching of maths in year 12 for pupils who have not opted to specialise in maths. In 2022–2023, a specific maths

teaching programme is being offered as an extension to the year 12 science timetable, increasing it from 2 hours to 3.5 hours per week.

This enables pupils who are not specialising in maths in year 12 to consolidate their learning and grasp of the fundamental concepts of maths. In year 13, students **can more easily opt to pursue the additional maths option**.

#### Objectives and schedule for the new maths syllabus within the core curriculum

From September, all high schools will offer this new specific maths course, integrated into the science section of the syllabus, to participating year 12 pupils who have not opted to specialise in maths.

- **90 minutes of maths teaching per week**

Pupils opting into this scheme will benefit from 1.5 hours per week of maths teaching, enabling them to acquire mathematics skills in the following areas: analysis of numerical data, probability, linear and exponential progressions, variability, etc.

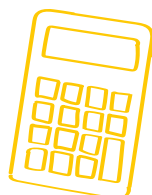
- **A syllabus that interconnects with other disciplines**

The pedagogical approach applied to this course is based around

practical, real-world uses of maths skills: citizenship training (financial education, understanding tax brackets, how rumours spread), physics (speed of a moving object, radioactive disintegration), biology (medical testing, growth curves), science (sea level rises) and economics (marginal costs, revenues).

- **Ongoing assessment**

When a pupil opts in to this course, their grasp of specific maths is evaluated through continuous assessment, which contributes toward the baccalauréat and is integrated into the pupil's year 12 science grades without modifying their coefficients (coeff. 3).



### New year 12 maths option for the 2022 school year

In 2022–2023, this course will be offered:

- **to pupils** who have not opted for a specialism in maths;
- **as part of the core curriculum** within science courses;
- with a dedicated time frame of **1.5 hours per week**.

This course is recommended for:

- **facilitating progress through the supplementary maths option** in year 13;
- providing a **useful mathematical tool** for the pursuit of studies in non-scientific domains.

## THE FRENCH INTERNATIONAL BACCALAURÉAT (FIB)

From the start of the 2022 school year, the *baccalauréat* international option (BIO) is becoming the French International *Baccalauréat* (FIB). Those year 12 pupils studying for the general *baccalauréat* who are affected by the change will take this new international option in the 2024 *baccalauréat* exam.

### The FIB: the new international option of the *baccalauréat*

High school students taking the general option can now opt to sit a new international version of the *baccalauréat*: the French International *Baccalauréat* (FIB). The FIB continues on from the curriculum followed in the existing middle school International syllabus from year 2 up to year 11. However, the FIB is also accessible to pupils who did not study the International syllabus in middle school.

- **Improving mastery of languages at advanced level**

While fostering the international development of the French language, the FIB also offers courses that enable pupils to study several modern languages at a very high level; an option for which families have consistently expressed demand.

- **Enhancing the international visibility of the *baccalauréat***

The FIB helps enhance the visibility and appeal of the French *baccalauréat* around the world.

- **Offering pupils greater flexibility in their educational journey**

Designed to meet the needs of all pupils in international sections, whether they attend school in France or within the network of French educational establishments abroad, the FIB enables pupils to explore innovative courses with a global outlook, notably should they opt to study a non-language-based secondary subject (DNL).

- **Showcasing the quality of the pupil's academic achievements**

The creation of the FIB has led to a review of the role of education with a specifically international outlook. Through the fact that these courses carry a higher coefficient in counting towards the general *baccalauréat*, and the increased visibility of the diploma,

the FIB enables greater recognition of the quality of the pupil's academic record, as well as their enrolment in a multilingual curriculum and the work required to achieve this.

- **Improving coordination with higher education systems**

Bilateral agreements have led to a review, along with international partners, of the conditions for FIB recognition by higher education systems in their countries.

### Courses, timetables and syllabuses for the FIB

Pupils studying for the French International *Baccalauréat* (FIB) follow:

- **the same courses as pupils studying for a general *baccalauréat***, i.e.: core curriculum subjects, specialist subjects and, where applicable, optional subjects

such as the possibility of a third (denoted 'C') modern language;

- **specific additional studies** (advanced cultural and language studies, the study of global affairs, and the study of one obligatory non-linguistic subject, either in the domain of history/geography or sciences, depending on the language section the student has selected in their preparation for the French International *Baccalauréat*);
- **optional study of a non-linguistic subject** taught in modern language A, B or C, in addition to one of the student's specialist areas of study;
- **students may take optional subjects in their modern language C** (or in the language of the host country for French educational institutions abroad), which becomes mandatory if they have selected the trilingual route.



### Key points about the FIB

From the start of the 2022 school year, the *baccalauréat* international option (BIO) is becoming the French International *Baccalauréat* (FIB). Those year 12 pupils studying for the general *baccalauréat* who are affected by the change will take this new international option in the 2024 *baccalauréat* exam. This development meets a dual objective:

- enhancing the proportion of learning dedicated to international subject matter and also the global outlook for pupils having selected this option;
- improving the visibility and appeal of the French baccalaureate around the world.

- **The new subject entitled *Connaissance du monde* (world knowledge)** supplements specific subjects in non-linguistic disciplines, as well as in advanced cultural and linguistic studies; it rewards the pupil's involvement in a project with an international partner.
- **Bilingual, trilingual or quadrilingual course options** may be offered to pupils, depending on the establishment in question.
- Preparations to sit the FIB only concern the final educational cycle (with existing international syllabuses remaining available up until year 11).
- Pupils who have not opted to follow the International syllabus prior to year 11 can apply for the FIB.

# European and international academic mobility

## in general and technological high schools

### WHO?

Pupils in general and technological high schools

### WHAT?

More recognition of periods of European and international mobility in schooling and for the *baccalauréat*

### HOW?

From the start of the 2022–2023 school year

### WHAT'S NEW?

#### 🕒 YEAR 11 PUPILS

- Possibility of having results obtained in the context of mobility to be recognised in the academic career
- ✓ Erasmus+ programme or Franco-German Youth Office programme
- ✓ Mobility undertaken over part of the academic year

#### 🕒 YEAR 12 PUPILS

- Possibility of exploiting one's mobility for the *baccalauréat*
- ✓ Erasmus+ programme or Franco-German Youth Office programme
- ✓ Academic mobility for a minimum period of **four weeks**
- ✓ Written report and viva to be presented upon returning

With the words "European and international academic mobility" (*mobilité scolaire européenne et internationale*) on the diploma

#### 🕒 YEAR 13 PUPILS

- For the *baccalauréat*, a pupil may be called on to attend a substitute test if their mobility results in them missing a year 13 test
- ✓ Pupils enrolled in a **public or private establishment with/without a contract**

For specialised teaching, philosophy and the final oral exam\*

### STUDY CONTRACT

Regardless of the class, a study contract is implemented for a strengthened partnership between the original institution, the host institution and the pupil:

- an indispensable document for recognising academic mobility;
- guarantees pupil support provided by the teaching teams of the two institutions;
- signed by the two school heads and the mobile pupil, or their legal representative if they are a minor.

\* A *baccalauréat* candidate whose mobility in the year 12 class meant that they missed the planned French test would not be called to take a substitute test but would instead be called to take this French test in year 13.





## 1.8 Promoting a vocational pathway to the careers of the future

### KEY POINTS

Vocational high schools represent:

- 1 in 3 high school students, i.e. **627,000 vocational high school students** in public schools and national education-affiliated private schools;
- **2,100 high schools** offering vocational qualifications;
- **600 specialist diplomas**, from vocational training to senior technologist's certificate;
- **14 vocational categories** in the vocational *baccalauréat*.

The vocational route is central to preparing young people for the careers of the future, and constitutes **a response to the major challenges of our era** – notably in the digital sector, the ecological transition, construction and our national energy independence. It may lead either to the pursuit of higher education, or entry into the workforce.

### 🕒 A RENEWED PEDAGOGICAL APPROACH TO BOOST SUCCESSFUL VOCATIONAL TRAINING

The transformation of the vocational route has enabled the implementation of major pedagogical innovations, such as the reorganisation of year 11 *baccalauréat* classes according to vocational categories, the completion of “masterworks” by students, and the co-participation of teachers from both the vocational and general syllabuses.

#### Individualised and closely guided vocational pathways

Pupils now benefit from dedicated guidance, enabling schools to actively support each individual's personal progress: **setting out a pathway to the vocational training diploma**, organising vocational year 11 pupils by **vocational category**, **career orientation modules** in year 13 to guide pupils toward further

study or entry into the workforce (enhanced training in job hunting techniques, deployment of specific initiatives for job searches, mentoring with a view to ensuring equality of opportunity), etc.

#### Multidisciplinary projects

The completion of a **masterwork** is a crucial marker of educational achievement in both the vocational training diploma and the vocational *baccalauréat*. It is the culmination of a multidisciplinary project that may be individual or collaborative and enables students to develop transverse vocational skills.

To achieve this, pupils benefit from **classes delivered jointly** by teachers of both vocational and general subjects. This pedagogical approach encourages pupils to succeed, and boosts their involvement level in their training course.

### 🕒 FORGING CLOSER LINKS BETWEEN SCHOOLS AND BUSINESSES

In a society and economy in constant evolution, the links between schools and businesses are continuously developed in order to facilitate young people's entry into the workforce.

#### Diversified and adapted training options for each region

Our regional educational authorities are

continuing the work undertaken with local governments and professional stakeholders, in order to offer high school students diversified training options capable of meeting the actual needs of the local area and its economic fabric. The ongoing development of this offer will be able to draw upon tools made available to academic stakeholders, such as an **interactive map of vocational high school training options**: this enables users to search by diploma or vocational sector at departmental, educational authority, regional or national level and to cross-reference various data points pertaining to the popularity of diplomas, class sizes, exam pass rates, success in finding employment or the pursuit of further study.

Finally, vocational high schools are continuing to develop **apprenticeship-based training options**. As such, young people wishing to participate will have the option, in all regional education areas, of starting their course in a school setting and finishing it via apprenticeship, or vice versa. In this way, securing the vocational training pathway for each student and boosting their employability are the core aims of the measures being deployed in vocational high schools.

#### Pushing for compensation



#### Apprenticeships in vocational high schools

As of 31 December 2021, **around 60,000 apprentices** were enrolled in a school-based training course.

- They represent **6.8% of apprentices**.
- These numbers **have been rising continuously** year on year since France's "Freedom to choose one's professional future" law came into force.

#### for vocational internships

In order to foster due recognition of the vocational skills acquired by high school pupils over the course of their training, work is currently underway to enable pupils taking the vocational route to benefit from **remuneration for the time they spend training in a professional setting**.

## FRANCE 2030: THE KEY ROLE OF VOCATION AND QUALIFICATION CAMPUSES

The France 2030 project embodies the country's ambition **to achieve industrial and technological sovereignty** in certain strategic domains:

- decarbonisation of industry and transport;
- transport of the future;
- food production and healthcare, etc.

It plans to provide training to over a million people by 2030. This is a challenge that collectively engages industrial groups, all educational interest groups and the Government. €2.5 billion have been allocated to the development of **new vocational training schemes to align with 22 acceleration strategies** in the context of a call for expressions of interest entitled Future Skills and Trades (AMI CMA). Vocation and qualification campuses of excellence are identified to design and deploy these new training schemes, and to showcase France's vocational pathways on the international stage. Of the 58 winners of the first round of the AMI CMA, 20 involved vocation and qualification campuses to the tune of €107 million.

## VOCATIONAL HIGH SCHOOLS WEEK

The second Vocational High Schools Week will be held from **5 to 9 December 2022**. Focusing entirely on vocational high schools, its objective is to increase awareness among young people, especially middle school students and their families, of the training options, diplomas, vocations and pathways to success offered by vocational high schools.

The week is an opportunity to **present the network of establishments** in all their diversity, as well as their wealth of partner organisations: the vocation and qualification campuses, trade schools, and groupings of various educational establishments (Gretas) present in each territory, as well as the networks of establishments formed around common pedagogical projects and training courses, or vocational categories.



## © OVERHAUL OF VOCATIONAL DIPLOMAS: A RESPONSE TO THE NEEDS OF SOCIETY AND THE PROFESSIONAL WORLD

Vocational diplomas are, like all vocational qualifications, subject to legal and regulatory frameworks guaranteeing their ability to meet employers' needs in terms of skills, as well as their delivery in the form of ongoing training for adults. They are intended for school candidates, but also for candidates engaged in apprenticeships or continuous training schemes.

Registered in the national repertoire of vocational certification for a maximum of five years, they are created or renewed upon the advice of one of eleven vocational consultation commissions, which are made up of representatives of employers, employees and relevant ministries. These commissions enable vocational skills levels to be adapted to the requirements of the professional sphere. Each year, a large number of diplomas are thereby created, overhauled or renewed upon re-examination.

At the start of the 2022 school year, **12 newly overhauled diplomas** will be implemented, including some vocational *baccalauréats* (3D modelling and prototypes, healthcare support and care work, etc.), along with additional modules (sports management) or the optional unit for the sports sector in the vocational *baccalauréat*.

### Digital diplomas

Diplomas pertaining to digital systems are currently being overhauled, particularly in order to account for cybersecurity challenges. **Four new or overhauled diplomas** are therefore being prepared for launch for the start of the 2023 or 2024 school year:

- vocational *baccalauréat* in digital systems;
- BTS diploma in digital systems;
- additional module in cybersecurity (level 4);
- additional module in the production and repair of electronic products (level 4).

## © MAP OF EVOLVING TRAINING OPTIONS

As part of a close-knit consultation between regions and boards of education, the development and upgrading of available training options helps **meet the country's economic needs as well as the expectations of young people**. By way of an example, in five years the number of pupils having received training has risen by 22% in sectors pertaining to the digital and ecological transition (from 88,000 to 107,000 young people enrolled in training) and by 48% in aviation. The entirety of the data presented on the training map is also available as open data.





## 2. FIGHTING INEQUALITIES



## 2.1 Making school accessible to all

### KEY POINTS

- More than 430,000 pupils with disabilities enrolled in mainstream education in schools at the start of the 2022 school year.
- Nearly 300 local school inclusion units created at the start of the 2022 school year.
- More than 17,000 inclusive course booklets opened before the start of the 2022 school year.
- 4,000 additional special educational needs (SEN) assistant jobs for the start of the 2022 school year.

### 🕒 A RENEWED POLITICAL COMMITMENT

Since 2005, the number of pupils with disabilities attending school has increased considerably: **430,000 pupils will be enrolled at the start of the 2022 school year** compared to 185,000 in 2006. The Inclusive School is strengthening at the start of the 2022 school year, a commitment that translates into additional resources and further improvement of the reception options offered to pupils with disabilities:

- 4,000 special educational needs (SEN) assistant jobs were created at the start of the 2021 school year and **4,000 additional positions** are assigned to regional education authorities for the start of the 2022 school year, an increase of 50% since 2017.
- **Local school inclusion units** are continuing to develop in order to provide better support for pupils, with a view to improving the accessibility of the content of ordinary classes. More than 300 additional Local School Inclusion Units are opening at the start of the 2022 school year, two thirds of which are in secondary education.
- **The outsourcing of teaching units in health and social care establishments** continues. More than 200 new units are opening at the start of the 2022 school year in primary schools, middle schools and high schools. A strengthening of the inclusive dimension of these measures is

encouraged, in partnership with health and social care establishments.

### 🕒 IMPROVING RELATIONSHIPS WITH FAMILIES

The schooling of a child with a disability can be a source of questions or worry for families. Their support is therefore essential to ensure the full and successful schooling of their child. Therefore, from the start of the school year and as much as possible before it, all families benefit from a **welcome interview** with their child’s teacher and with the SEN assistant, where applicable, in order to discuss the schooling conditions and any adaptation requirements for the coming school year. Thanks to the toll-free number (0 805 805 110), the **departmental listening committees** as well as the **school disability assistance committee** can respond to the information needs of families.

### 🕒 GUARANTEEING INDIVIDUAL FOLLOW-UP FOR PUPILS

In order to guarantee each pupil with special needs individualised follow-up on their journey, an information system is gradually being put into place for all staff working with the pupil. This system lists all useful information for the proper care of the pupil, thereby **improving the overall quality of support and avoiding disruptions** to pupils’ school careers.

## ◎ PILOTING QUALITATIVE MEASURES FOR PUPILS

**Inclusive local support centres**, now present throughout the region, are consolidated by the increased presence of the health and social care sector in analysing and responding to pupils' needs. To support this trend, the educational task of the coordinators is reinforced, the Inclusive local support centre vade mecum is improved and new computer tools facilitate its management.

## ◎ CONTINUING COOPERATION WITH THE HEALTH AND SOCIAL CARE SECTOR

Some pupils may need support from the health and social care sector to facilitate their access to school. Close cooperation is already in place throughout the region: **203 mobile education support teams** contribute to the analysis of pupils' situations in schools. The strengthened Inclusive local support centres make it possible to coordinate actions targeting the most vulnerable pupils. In addition, the 0-6 and 7-12 platforms are intended to better support children with neurodevelopmental disorders. Lastly, in each department, **a specific assignment committee is assembled**, created under the Law for bringing trust back into schools (also known as the Blanquer Law), to help build a school career for each pupil. The close work carried out with the departmental houses for people with disabilities and the health and social care sector should make it possible to jointly define the priorities for the admission of pupils into national education systems, health and social care structures or ordinary schools.

## ◎ STRENGTHENING THE SPECIAL EDUCATIONAL NEEDS (SEN) ASSISTANT JOB

SEN professionals are now fully recognised as members of the educational community. Recruited for a period of three years, renewable once, with the possibility of obtaining a permanent contract at the end of these six years, they benefit from 60 hours of initial training and can participate in training plans offered by the regional education authorities, as well as national training programmes. **The goal now is to enable those who wish to do so to be able to work full-time.**

## ◎ SUPPORTING ALL STAFF WITH QUALITY TRAINING

In order to make all pupils' school careers safer, training actions for all staff are strengthened.

**In initial training** in the higher national institutes of teaching and education, all teachers and education staff have benefited from a training module of a minimum duration of 25 hours dedicated to the Inclusive School since the start of the 2021 school year.

In the context of **in-service training**, the number and quality of national initiative modules are increasing. These long training courses, as well as "cross-training" with the health and social care sector, contribute to enhancing the skills of teachers and teaching assistants supporting SEN pupils. Obtaining the **certificate of professional aptitude for inclusive education practices**, now accessible by way of the examination or accreditation of prior experiential learning, makes it possible to increase the number of resource teachers in primary and middle schools. Finally, the **Cap école inclusive** (Inclusive school trust, learning and sharing) educational resources platform, open to all, is regularly enriched to support the education of all pupils.

### Applications for monitoring pupils with special needs

- **The special needs pupil management application** makes it possible to monitor pupils' progress throughout their schooling, with an Inclusive local support centre module to facilitate the managing of human support.
- **The inclusive path booklet** aims to improve the care of pupils with special educational needs, whether or not they have disabilities. Widespread since January 2022, this application allows teachers to implement the adjustments and adaptations necessary for each pupil.
- **Incluscol** automates and secures the management of accessibility requests for school education exams and competitions. The application is being developed at the start of the 2022 school year for general release in the future.

# The public service of inclusive schools

## GOAL

Ensuring that high-quality schooling and teaching is accessible to all pupils from nursery school to high school

## SCHOOLING PUPILS WITH DISABILITIES

Pupils with disabilities educated in ordinary schools

2017

321,500

2022

> 430,000

+6%  
per year  
since 2017

> 10,200

local school inclusion units schemes nationwide

A substantial increase in secondary education in order to support the rise in the number of pupils receiving guidance in a local school inclusion unit in middle and high schools

## STRONGER DIALOGUE WITH FAMILIES



Listening and response units

School Disability Support

0 805 805 110

Toll-free number



Request special exam arrangements

A single form per examination for a simplified procedure



Reception interview for families, with the teaching team



Specific placement committee

A placement solution for every pupil with a disability

## ADAPTED AND PERSONALIZED SCHOLAR PATHS

Inclusive local support centres

> 4,000

to support pupils in order to match their needs as closely as possible

To personalise the career paths:

> 1 pupil

in 2 with a disability (56%) is given human support (67% in primary education and 45% in secondary)

## COOPERATION WITH THE MEDICAL AND SOCIAL SECTOR

166 mobile schooling-support teams

> 700 inclusive local support centres strengthened

+ 200 outsourced teaching units in primary schools, middle schools and high schools

+ 1,160 places in the special education and home-based care services in 2022

## © PROFESSIONALISATION OF ALL STAFF

**25 hours** of training at the inclusive schools (*École inclusive*) for all new teachers

**1,200** people leaving for certificate of professional aptitude in inclusive education practices training – 21,300 specialised teachers in total

Recognition of prior professional experience for obtaining the Certificate of professional aptitude in inclusive education practices

**x 2.8** national training courses since 2017

**Almost 3,000** people take part in a national initiative training module every year

**Cap École inclusive:**  
a digital resource platform

## © THE INCLUSIVE PATH BOOKLET (*LIVRET PARCOURS INCLUSIF*)

**> 17,000**

inclusive path booklets opened:

facilitated implementation of arrangements and adaptive measures for all pupils with special requirements

### STRATEGY FOR AUTISM

**101** posts for autism resource teachers

school year:

**+ 54** autism nursery school teaching units

**+ 17** autism elementary teaching units

**+ 15** self-regulation schemes

In total,

**over 400** special autism schemes will be operational at the beginning of the 2022 school year.

### SPECIAL EDUCATIONAL NEEDS (SEN) ASSISTANTS

**132,200** SEN assistants

**42%** rise in special needs assistants between 2017 and 2022

**475** SEN assistants specialists recruited

**Three-year long-term contracts** renewable once with the subsequent possibility of an open-ended contract

**Increase in working time** to go full-time

### Managing inclusive schools

**The departmental committees** charged with monitoring inclusive schools are responsible for improving the education and training pathways of children, adolescents and young adults with disabilities

**The national committee** is responsible for monitoring the regional roll-out of inclusive schools and identifying the conditions for success



## 2.2 Reducing social and territorial inequalities

### KEY POINTS

- The fight against regional inequalities is part of the continuity of the **priority education policy**, which aims to strengthen educational resources and efforts in regions where economic and social difficulties are concentrated.
- Beyond priority education, the Ministry continues its commitment to **better consideration of the social realities of each region**, whether rural or urban. This policy is essentially based on two key principles:
  1. **progressiveness in the allocation of resources to respond as closely as possible to the needs of establishments;**
  2. **strengthening local partnerships and cooperation, first and foremost with local authorities.**

### © LOCAL SUPPORT CONTRACTS

Established by the regional education authorities for a period of three years, local support contracts make it possible to introduce **more progressiveness in the allocation of resources** to support primary schools, middle schools and high schools socially close to priority education, or with identified specific support needs, thus reducing the “threshold effects” observed between establishments in and outside priority education. Each contract is based on the **school or establishment project**, which the regional education authorities then use as the basis for providing forms of support defined on a case-by-case basis, thus making it possible to respond to targeted issues while taking into account local contexts. The mobilised action areas mentioned in local support contracts can be of different kinds: pedagogical, educational, social or relating to human resources.

The local support contracts trial was carried out at the start of the 2021 school year in the regional education areas of Aix-Marseille, Lille and Nantes. **An extension of the measure has been announced for the start of the 2022 school year** in the five overseas regional education areas of Guadeloupe, Guyana, Reunion, Martinique and Mayotte and in the regional education areas of Grenoble, Montpellier and Reims.

#### Local support contracts in figures

- **Start of the 2021 school year:** 173 local support contracts have been signed with 100 primary schools, 33 middle schools and 40 high schools.
- **For the start of the 2022 school year:** 184 primary schools, 92 middle schools and 64 high schools have already committed to the process through formalised pedagogical and educational projects.



## © EDUCATIONAL CITIES: A LABEL OF EXCELLENCE FOR COORDINATED ACTION

To better support children and young people aged 0 to 25 throughout their entire career from early childhood to joining the workplace, a *Cité éducative* (Educational city) label of excellence was created in 2019 in priority neighbourhoods of the most disadvantaged towns. Marking strengthened coordination between local stakeholders, the *Cité éducative* label and the means allocated by the State have, **since the start of the 2019 school year, been granted to territories in which an ambitious strategy for schools has been defined** with the community to meet three main objectives: to strengthen the role of the school, to organise educational continuity and to broaden the range of possibilities.

Endowed with unprecedented resources (**€230 million over the 2019–2023 period**), the approach is based on a tripartite alliance organised around the middle school leading the educational city. The list of **74 new cités éducatives** announced on 29 January 2022 at the interministerial committee for towns and cities brings the total to 200. At the start of the 2022 school year, **nearly one million children and young people will benefit from this approach**, deployed around 475 middle schools across the region.

### The educational city of Marseille (2021): words of stakeholders in the field

- “The context, the Educational City approach gave us a setting to think about, imagine, build and implement together, with a collective momentum never gained before.”
- “As we move forward, it’s a bit like a virtuous momentum, like circles that widen, like the wave of circles in the water, rallying more and more people with shared goals.”

## © RURAL EDUCATIONAL REGIONS

In addition to the attention paid to them in preparation for each new school year, **rural schools have been supported** in recent years by two main types of measures:

- leading educational groups and school networks;
- concluding rural agreements.

In addition, the commitment not to close any rural school without the agreement of the mayor is maintained.

To strengthen the attractiveness of schools in rural areas, the national education system launched the trial of rural educational regions from 2021, the scope of which must be broader than the question of school networking and the grouping of schools, and whose approach must involve all partners in the region more.

**The trial was launched in January 2021 in 23 pilot regions** identified by the regional education authorities of Normandy, Amiens and Nancy-Metz. Each rural educational region is based on a network made up of at least one middle school and its affiliate schools.

The 23 prefiguring rural educational regions are registered, according to their local specificities, within the framework of the three main objectives defined at national level for the trial:

- **mobilising a cooperation network around the school** by strengthening links with local authorities and all of the school’s partners;
- **guaranteeing young rural people real power to act on their future** through guidance support and equal opportunity schemes such as *Cordées de la réussite*;
- **strengthening the attractiveness of rural schools** through better support and training for staff assigned to isolated schools.

At the start of the 2021 school year, **the trial was extended to seven new regional education areas**: Besançon, Bordeaux, Clermont-Ferrand, Dijon, Limoges, Rennes and Toulouse. In total, **nearly 90 middle schools and more than 650 primary schools in 65 territories** are now involved in the process for the start of the 2022 school year.

## © FIGHTING AGAINST FOOD INSECURITY

Because it is difficult to learn on an empty stomach, **the Breakfasts at school operation** consists in offering primary school pupils a balanced breakfast at the start of the day, consisting of a dairy product, cereal and a fruit. The system is operated jointly by the State and municipalities. As the economic situation of many families has been weakened due to the consequences of the health crisis, the eligible public has been significantly expanded since September 2021 beyond the priority education networks alone, in particular to peri-urban and rural areas and more specifically to rural educational

regions. **In 2021–2022, more than 245,000 pupils benefited from Breakfasts at school.** For example in Mayotte, where food insecurity issues are particularly acute, more than 2,250,000 breakfasts were distributed.

Thanks to efforts deployed since the start of 2021, **the €1 Meal** scheme has enabled **1,345 local authorities to get involved**, compared to 200 municipalities in January 2021 and **88,340 pupils** have benefited from these meals at €1 or less since the start of the 2021–2022 school year, already 3.5 times more than in 2020–2021. This measure more broadly benefits all families, thanks to prices adapted to their income, and thus concerns nearly 232,000 children having lunch in the cafeteria.



## 2.3 Strengthening social diversity at school

### KEY POINTS

- Efforts undertaken to promote greater social diversity in schools will be amplified: implementing courses of excellence in the most underprivileged establishments, increasing the share of scholarship pupils in the most privileged middle schools and high schools and developing the school map and the multi-middle school and multi-high school sectors.
- The **307 boarding schools of excellence** thus labelled in 2021 will be supported to promote the success and development of pupils.

### © STRENGTHENING SOCIAL DIVERSITY IN MIDDLE SCHOOLS AND HIGH SCHOOLS

#### Curriculum of excellence in underprivileged middle schools

In order to strengthen the attractiveness of underprivileged middle schools, **43 new international sections** were set up at the start of the 2022 school year in **some of the most disadvantaged middle schools of 21 regional education areas**. This represents a 50% increase in the number of international sections. These courses of excellence, until now mainly implemented in privileged middle schools, will be implemented in all sectors to strengthen pupils' academic ambitions. The establishment of these international sections thus continues the approach already undertaken in terms of **enriching the educational provision in underprivileged establishments** through the establishment of optional French and ancient culture education in year 7, classes with flexible hours (music, dance, theatre, etc.), sports sections and even bilingual classes.

#### More social diversity in establishments

At the start of the 2021 school year, 94 of the most privileged public high schools were identified by the regional education authorities and were assigned targets for

#### The new international sections in 2022

- **43** sections established in *Rep* (priority education network) and *Rep+* middle schools.
- **21** regional education areas concerned.
- **30** Anglo-American sections, but also sections open in German, Spanish, Italian and Portuguese.

increasing their scholarship rate according to their intake capacity and the local context. This targeted action has led to an increase in the number of scholarship pupils that is significantly higher than that observed at national level.

This promotion of social openness is being extended to 230 middle schools from the start of the 2022 school year. For this first year, the objectives set in cooperation with the regional education authorities and the schools include the aim of welcoming more than 1,000 additional scholarship pupils in the selected middle schools. The scholarship pupils received will benefit from appropriate educational support to promote their development and academic success.

Beyond the start of the 2021 and 2022 school years, these measures must be anchored in the long term: the **approach**

undertaken in 94 high schools since 2021 and in 230 middle schools from the start of the 2022 school year will be amplified and the objective of increasing scholarship rates will have to continue to grow during the next school year.

This targeted action involves encouraging scholarship pupils to request exemption from assignment to these establishments, which can be based on different types of action areas:

- informing pupils and their families and supporting them in the assignment procedure;
- using the exceptional nature of the assignment in specific sections, which makes it possible to accommodate scholarship pupils who wish to follow the corresponding courses offered in more privileged establishments and to which they would not have had access in their geographical area;
- using boarding schools of excellence, making it possible to accommodate pupils from outside the sector and offer strengthened pedagogical, educational and social support.

### Sectorisation to reduce social gaps between establishments

The school map is a major lever for acting on social diversity in schools.

At the start of the 2022 school year, the Ministry has been working with local authorities to encourage and support initiatives promoting social diversity. The **multi-middle school sectors**, which have been the subject of several trials, have made it possible to promote social diversity, in particular when the same region is sufficiently diversified to allow pupil social mixing.

The establishment of multi-middle school or **multi-high school** sectors and more broadly the **resectorisation operations** will therefore be encouraged.

## © BOARDING SCHOOLS OF EXCELLENCE: AN AMBITIOUS LEARNING FRAMEWORK FOR ALL

### Boarding schools at the service of pupil success and development

Boarding schools of excellence constitute a concrete mechanism for fighting social determinism and giving **equal access to**

### excellence for all.

By offering favourable learning conditions and strengthened educational and pedagogical support, boarding schools of excellence are intended to encourage academic ambition. They are aimed primarily at pupils from disadvantaged social backgrounds, enrolled in priority education or in rural and isolated areas, and more broadly at all pupils who do not benefit from favourable study conditions at home.

The **Boarding school of excellence label** was created in 2021 to encourage the revitalisation of boarding schools. It aims to improve the quality of boarding schools, according to the needs of pupils and families at a regional level. The label rewards and encourages **enrichment of the educational and pedagogical projects of boarding schools**, developed in very close collaboration with local authorities and partners of the establishment in the region, in the service of academic success and pupils' personal development.

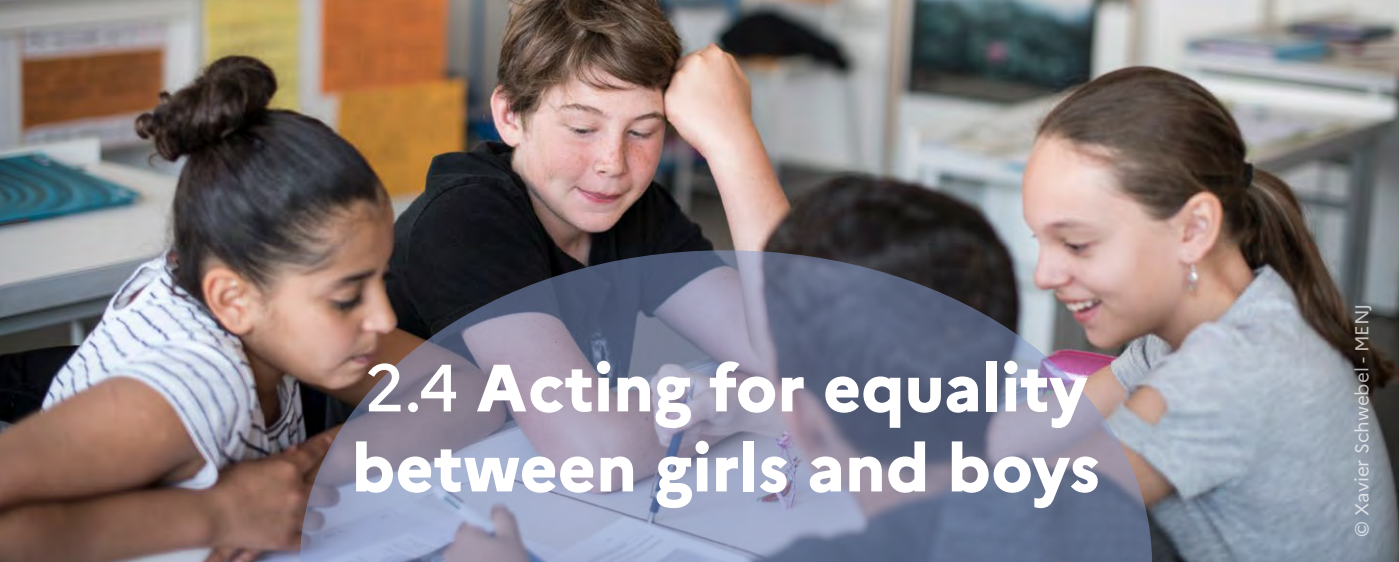
### 307 boarding schools of excellence certified at the start of the 2021 school year

As part of a call for projects process, 307 boarding schools were selected and received the Boarding School of Excellence label at the start of the 2021 school year. Of these 307 projects **spread throughout the country**, 54 are supported by the Recovery Plan for the creation, renovation or extension of boarding schools to improve accommodation conditions for pupils. **New boarding schools of excellence**, whose renovation works have been delivered, **will thus open their doors at the start of the 2022 school year.**

The Boarding Schools of Excellence Plan is subject to strengthened national management and supported by a network of academic contacts who ensure that projects are closely monitored at local level.

### Re-evaluation of the boarding school bonus for scholarship pupils

Initiated at the start of the 2020 school year and completed at the start of the 2021 school year, re-evaluation of the boarding school bonus in favour of scholarship holders helps to remove any financial obstacles to enrolling in boarding schools and, by extension, to course choice.



© Xavier Schwebel - MENJ

## 2.4 Acting for equality between girls and boys

### KEY POINTS

- **Equality between girls and boys** is based on education against stereotypical representations, support for paths to success and career choices that promote diversity, sex education and preventing and fighting against sexist and sexual violence.
- From the start of the 2022 school year, the girls-boys equality label will enable middle schools and high schools to promote an integrated equality approach to management of the establishment, educational action over all learning times, staff training and the creation of dynamics at regional level.

### © TRAINING AND EDUCATING AGAINST STEREOTYPICAL REPRESENTATIONS

The Ministry continues its action in favour of equality between girls and boys, based on both interministerial dynamics and consideration at all levels of management of the educational institution.

**The training of all staff is being strengthened, with compulsory initial training for teachers or with in-service training, particularly for managers.** The disciplinary approach is encouraged. The Ministry also confirms its support for civil society, women's rights associations and those promoting diversity and professional equality, and for the organisation of educational actions: prizes and school competitions, awareness-building in classes, actions around key dates. This year again, Equality Week, around 8 March, International Women's Day, will be a strong moment of mobilisation.

Finally, in order to improve the consistency of equality policies at school level and the mobilisation of the entire educational community, **all middle schools and high schools are invited, from the start of the 2022 school year, to apply for the girls-boys equality label**, the specifications for which were published in the Official Bulletin of National

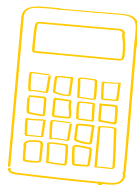
Education on 10 March 2022. It is based on **five action areas**: management of the establishment, staff training, educational policy and school life, mixed and egalitarian pedagogy, partnerships and outreach.

### © SUPPORT CAREER CHOICES FOR GREATER DIVERSITY

The differences in success between girls and boys, as well as differences in their course choices, are still too marked by determinism, whose causes are known and must be corrected. The under-representation of girls in scientific specialisms, particularly in digital and computer science, is a striking example of this that requires strong action from the school institution, in conjunction with its partners and with higher education. In this perspective, **the attractiveness of scientific and digital disciplines for girls is strengthened from middle school onwards** through career advice and mentoring. Particular attention will be given to the issues of diversity in trade discovery activities that will be implemented at middle school level.

**The promotion of equality between girls and boys and the prevention of gender stereotypes are also at the heart of the**

**approaches shared with the regional councils.** As part of a proactive approach, they allow pupils to become stakeholders in their career path by making ambitious, diversified and informed career choices.



### A Girls and Mathematics trial in Valenciennes

To encourage more girls to do scientific courses, **5 high schools and 15 middle schools in Valenciennes** are engaged in a trial based on:

- the use of gendered indicators;
- integration of the topic into the hours dedicated to the course;
- staff training (in 2022–2023, 150 people will be trained over two days);
- implementation of educational innovations (tutoring/mentoring with the superior, year 10 work experience, etc.);
- strengthening links with higher education and research.

## © EDUCATE ON SEXUALITY

Sex education is compulsory from primary school to high school. It provides scientific and objective knowledge that preserves everyone's freedom of conscience. It contributes to the **pupil's well-being and promotes the development of responsible behaviour** based on respect for others and for oneself.

Sex education is part of a continuum which is adapted, at each stage, to the degree of maturity of the pupils. **It aims to reduce sexist and sexual violence**, in particular against homosexual, bisexual and transgender (LGBT) people, **and the inequalities between women and men** that exist within our society. Sex education also aims to prevent risky sexual behaviour. Lastly, it contributes to the **prevention of violence**, in particular sexual violence, of which children and adolescents may be victims.

## © FIGHTING DIGITAL SEXUAL AND SEXIST HARASSMENT

The development of sexist and sexual violence in the digital field – cybersexism, cyberviolence, cyberbullying, etc. is a growing concern with the spread of mobile Internet and social media. Several educational actions make it possible to develop a peer-based prevention culture, like the **special prize for sexist and sexual harassment** of the annual *Non au harcèlement* (No to harassment) competition (see section 4.2) or other competitions sponsored by operators and partners of the Ministry (*Buzzons contre le sexisme* [Buzz against sexism], #Zérocliché).

In order to improve the understanding of constantly evolving phenomena, the Ministry is supporting the new **study by centre Hubertine Auclert on sexist and sexual cyberviolence**, launched at the start of the school year.

### The scourges of prostitution and sexual violence

Awareness of the extent of child prostitution and the sexual violence of which children and young people are victims has led national education to:

- organise numerous **training actions**;
- produce a **vade mecum on intra-family sexual violence**;
- publish a **guide on child prostitution**.

## © HELPING AND SUPPORTING VICTIMS


All educational teams are mobilised to identify, report and support pupils who are victims of gender-based and sexual violence, whether it takes place inside or outside the premises of the establishment, including within the family. Pupils can contact **resource people**, first and foremost nurses, social services assistants, psychologists and doctors from the national education system. If necessary, the educational institution refers young people to care structures or to child protection services.


### The Independent Commission on Incest and Child Sexual Abuse

National education is involved in the work carried out by the Independent Commission on Incest and Sexual Violence against Children (CIIVISE) in order to build a public policy for child protection. The priority of CIIVISE is to organise **the collection of victims' testimonies**. To do this, it must:

- enable adults who were victims in their childhood and/or their relatives to testify by providing a telephone number for calls;
- provide victims with appropriate support and guidance for their situation.

**Monday to Friday from 10 a.m. to 7 p.m.:**

 **0 805 802 804** (anonymous toll-free number)

 **0 800 100 811** from overseas (anonymous toll-free number)





## 2.5 Developing creativity and artistic sensibility

### KEY POINTS

- Artistic and cultural education associates **visiting works and places of culture and memory, encounters with stakeholders in the arts, culture and sciences, artistic practice and acquiring knowledge.**
- It contributes to the **emancipation** of each pupil and helps broaden their mind through the development of their artistic sensibility, creativity and critical thinking. It improves **group cohesion** and promotes their **success at school.**
- Unprecedented support is provided for artistic and cultural education with, for the first full school year:
  - **extension of the Culture pass** to young people of high school age;
  - **the collective share of the Culture pass**, which will benefit all pupils from year 9 to year 13 for joint cultural outings.

### © TWO TOOLS AT THE SERVICE OF ARTISTIC AND CULTURAL EDUCATION: THE CULTURE PASS AND THE ADAGE APPLICATION

#### The Culture pass

Since January 2022, all regional education areas have benefited from the collective share of the Culture pass. This has been endowed with an additional €45 million for 2022. This funding is exclusively dedicated to artistic and cultural education activities carried out in groups and supervised by teachers. Carried by the national education system, the credits are transferred to the company SAS pass Culture, which implements a public policy shared with the Ministry of Culture.

The Culture pass enables artistic and cultural education actions to be deployed up to:

- **€25** for each year 9 and year 10 pupil;
- **€30** for each year 11 and vocational training pupil;
- **€20** for each year 12 and year 13 pupil;
- **€800** on average per class and per school year.

#### The Adage application

Deployed in all regional education areas since 2021, this application dedicated to the

spread of artistic and cultural education is an instrument for referencing and sharing cultural proposals from a region. It is the main national artistic and cultural education monitoring tool. Adage gives primary schools, middle schools and high schools access to the collective offers of the Culture pass. It also facilitates budget management and reservations for teachers.

### © NATIONAL GUIDELINES: READ, WATCH, SING AND CREATE

#### Books and reading

Continuing the work initiated by the definition of reading as a great national cause, the three axes aimed at revitalising pupils' relationship with reading, from primary school to high school, have been renewed and enlivened:

- general adoption of the **fifteen-minute reading period**;
- multiplication of **author meetings** (the National Book Centre is a partner in 1,000 master classes and 143 author residencies);
- promotion of **reading aloud**: the *Petits Champions de la lecture* (Little Reading Champions) operation concerns 3,895 year 5 and year 6 classes; 5,636 middle school and high school



classes are registered for the *Si on lisait à voix haute* (If we read aloud) competition, in partnership with France TV and La Grande Librairie.



#### A package of measures to promote access to books

- The **School Library Plan** provides libraries with €10.5 million over 5 years.
- The **Un livre pour les vacances** operation offers a book to nearly 800,000 year 6 pupils.
- The **Goncourt prize for high school students** is organised with Fnac, and the Fauve prize for high school students with the Angoulême International Comics Festival.

#### Arts and heritage

The start of the 2022 school year will begin with the *Levez les yeux!* (Look up!) operation in partnership with the Ministry of Culture. Pupils will be invited to (re)discover local culture on the theme of sustainable heritage, linking visits to cultural and heritage sites with environmental issues.

The arts and sciences will be at the heart of the new mobile museum tour in partnership with the Pompidou Centre, which will offer an exhibition entitled *Les animaux sortent de leur réserve* (The Animals come out of their reserve). Lastly, the **Visual Arts for the Ocean** competition combines issues related to sustainable development and the visual arts.

#### Music

Through the development of choral singing, orchestral practice and training actions, the Ministry continues and amplifies the dynamic initiated in 2018 in conjunction with its partners. With this in mind, rallying events will be organised throughout the 2022–2023 school year.

#### Technical and industrial scientific culture

Technical and industrial scientific culture is fully part of artistic and cultural education. The **VideoDiMath** project enables classes to present a maths question in the form of a video. The **CGénial** competition and the **Pierre Potier prize for high school students** bring girls and boys to meet scientists around ambitious innovations. Because they bring together young people and the world of

science in a positive way, these actions encourage pupils to be attracted to scientific and technical education.

#### Cinema and audiovisual

The cinematographic approach and the discovery of audiovisual works enable pupils to discover images and sounds with an aesthetic sense, but also to develop their artistic sensibility and creativity. **My cinema class**, supported by the National Cinema Centre, benefits two million pupils each year, from primary school to high school. The **Jean Renoir prize for high school pupils** and the **César des lycéens** invite 4,500 pupils to debate to elect a winning film. Class screenings (film club, Lumni, *Fête du court métrage* [Short Film Festival], Takorama, etc.) are all opportunities for discussion and collective sharing.

The key notions of cinema can be approached with the **L'Atelier cinéma** (The Cinema Workshop) edutainment tool and the **Écris ta série** (Write your series!) challenge promotes screenplay writing.

#### Performing arts

In 2022, many pupils and educational teams celebrated the **400<sup>th</sup> anniversary of Molière** through shows, readings, competitions and other projects. On this occasion, the Ministry affirmed its commitment, alongside the Ministry of Culture, to developing drama practice in schools, by setting up drama clubs in middle schools and high schools. Based on a collective artistic practice, these groups are part of the national programme **À vous de jouer!** (It's your turn!) and aim to strengthen the links between the School, theatres and local companies through sponsorships and partnerships.

### © A DYNAMIC TRAINING POLICY

2022–2023 marks a strong desire to structure the in-service training offer in artistic and cultural education with:

- **seven training actions** included in the National Training Plan covering the fields of media education, music, dance, reading aloud, politics memory, cinema, resource centres for artistic and cultural education;
- full deployment of **the National Higher Institute for artistic and cultural education**, which offers bac +1 and bac +5 training, coordinates the resource centres for artistic and cultural education and produces resources for teachers to enable them to develop artistic and cultural education actions.

# The Culture pass for pupils in middle and high schools

## THREE GOALS

- 1** 100% of pupils in middle and high schools receive the pass
- 2** Pupils who are engaged stakeholders in cultural projects
- 3** An enhanced artistic and cultural educational career



## A COLLECTIVE PART FROM YEAR 9 TO YEAR 13

The **group part\*** enables teachers (middle school and high school) to finance their artistic and cultural education activities in groups and under supervision: visits, shows, concerts, screenings, meetings, conferences, art and science workshops etc., using the **Adage app** to geolocate offers and make bookings.

Year 9 and year 10 middle school students	€25 per pupil
Year 11 high school pupils and vocational pupils	€30 per pupil
Year 12 and year 13 high school pupils	€20 per pupil



A culture specialist is appointed in each middle school and high school: they are the preferred point of contact for teachers participating in the scheme.



## AN INDIVIDUAL PART FOR THOSE AGED 15 TO 18

The **individual part\*\*** can be used by all young people aged 15 to 18, across France, to purchase cultural goods and services: tickets, subscriptions, books, music, digital services, visits, courses, workshops, fine art materials, etc. by downloading the pass **Culture app** (using their EduConnect account to sign up).

Individual part	€20 for every 15-year-old	€30 for every 16-year-old	€30 for every 17-year-old	At age 18, €300 to spend over two years
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Pupils can ask their head teacher for information about this scheme.

\* The budget for the group part is allocated to each contracted public and private educational institution.

\*\* The individual part works in a similar way to the +18 Culture pass.



© Stéphanie Lacombe – MENJ

## 2.6 Giving new impetus to course choice

### KEY POINTS

The fight against school drop-out in 2021–2022, is:

- 84,000 young people interviewed and supported by a national education stakeholder;
- 30,000 young people supported by the mission to combat school drop-out;
- 600 Onisep resources for careers guidance and trade discovery;
- strengthened actions with the regions and economic and association partners to better inform pupils.

### © REDOUBLING EFFORTS AGAINST SCHOOL DROP-OUT

#### Amplify prevention, identification and care actions

Promoting school attachment and perseverance begins in kindergarten and continues throughout schooling. All schools are stepping up their **careful and systematic monitoring of signs of school drop-out**, to quickly offer educational and social remediation (mobilisation of social workers and school health workers, with a view to making an overall assessment of the pupil) by personalising the learning of the most vulnerable pupils.

**Strengthening educational support** also contributes to preventing illiteracy. Actions to combat illiteracy are based on the network of academic contacts in conjunction with the National Agency for the Fight against Illiteracy.

#### Personalise and secure the career of each pupil

In each middle school and high school, the actions of the **school drop-out prevention group** are strengthened to support and personalise the career paths of pupils at risk of school drop-out, according to

their needs. **Personalising career paths** is an essential way to consolidate skills and mobilise the pupil on a training project, in conjunction with the school's partners. The pupil's career path may be weakened during the **primary school-middle school-high school-higher education transitions**. Innovative actions are deployed to guarantee educational continuity and support throughout the training process.

#### 1 young person 1 mentor: mentoring to promote the success of young people

This system is aimed at young people under 30, to help them improve their academic results, advise them and offer them career guidance or help them in the search for an internship, a work-study programme or a first job.

- **108,000 young people** supported in 2021.
- **Target 2022:** amplify this trend, particularly in favour of young people with the most academic, social or economic difficulties, or the most isolated.

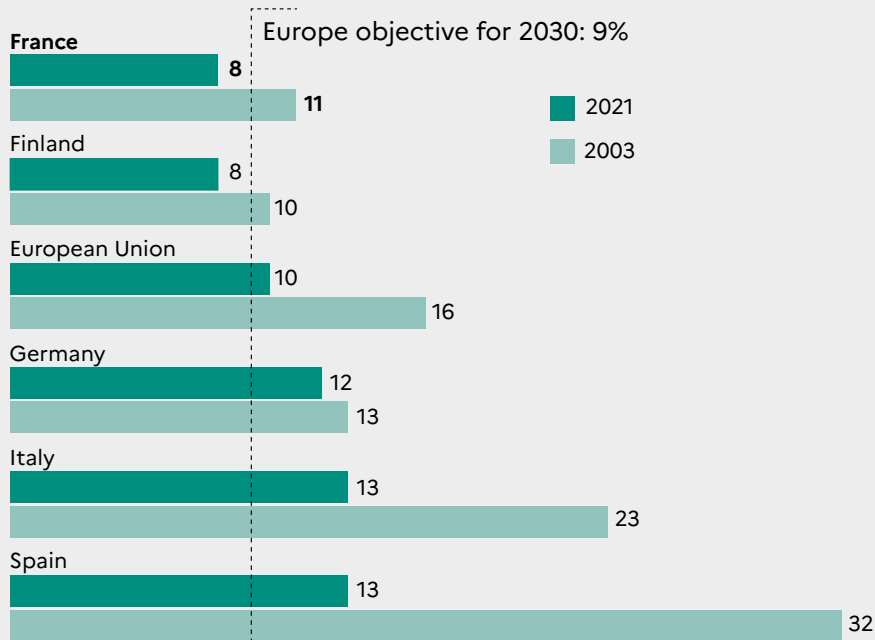
**Reinforce remedial actions**

As part of the network of actors on **platforms for monitoring and supporting school drop-outs (PSAD)**, a large number of solutions for accessing qualifications or employment already exist, it is now a matter of enhancing and developing to enable each young person to build their path to success. In this partnership framework, relying on the **Training qualification employment networks (Foquale)**, the actions are aimed particularly at young people aged 16–18 who are subject to the training obligation. The Ministry’s action is fully in line with

the education and training objectives of the European Union, which aim to reduce the number of drop-outs, and in particular the proportion of young people aged 18 to 24 with few qualifications (holding at most the national diploma) and not enrolled in training, known as the **early school leavers’ rate**.

In France, the rate of early leavers in 2021 was 7.8%. Although this is still too high, it meets the objective set by the European Union of getting below the 9% threshold in 2030 and is below the average for the member countries, which stands at 9.7%.

**The rate of early school leavers in Europe**



Proportion of 18–24 year olds with little or no qualifications and without training, in Europe, in 2003 and in 2021 (in %)

Source: Eurostat, Labour Force Survey 2003 and 2021.

**© CORDÉES DE LA RÉUSSITE: SUPPORTING ALL PUPILS WITH CAREER GUIDANCE**

*Cordées de la Réussite*, revitalised in 2020, provide **continuous support with career guidance, from year 9 to A levels and beyond**, and are a real lever to fight self-censorship and kindle pupils’ academic ambition. The system offers collective support (discovery of professions, immersion in higher education, general culture, methodology, public speaking and development of psychosocial skills), as well as individual support (student

tutoring, mentoring by a professional) thanks to a **partnership between higher education establishments and schools**.

The number and diversity of the higher education establishments involved are among the keys to the success of the system as they make it possible to familiarise beneficiary pupils with a range of the most complete higher education training courses and thus broaden the horizon of possibilities.

Deployed as a priority in establishments in priority education networks, in priority neighbourhoods for urban policy and among vocational and technological high school students, *Cordées de la Réussite* have been **extended to rural areas and/or**

**isolated**, where the ambitions of middle and high school students are often curbed due to their geographical distance.



### **Cordées de la Réussite in figures**

- **In 2020–2021:**
  - **3,800** beneficiary middle schools and high schools, i.e. nearly 40% of schools;
  - **700** higher education establishments mobilised.
- **For 2022–2023:** objective of **200,000** beneficiary pupils.

## © DISCOVER PROFESSIONS UPSTREAM FROM YEAR 8

### **Strengthen trade discovery for more equality and diversity**

Giving everyone the opportunity to build their career through informed choices free from gender, social, territorial or disability determinism meets the fundamental objectives of reducing inequalities and adopting a chosen progressive course choice.

Strengthening knowledge of the economic world is a strong focus. To this end, volunteer middle schools will be able to trial an **Avenir (Future) half-day from year 8 to year 10 as of the start of the 2022 school year**. In this context, pupils will be offered new career discovery activities from year 8 and throughout cycle 4, in conjunction with the regions and its partners.

### **Extend the discovery of jobs in quantity and quality**

A middle school student knows on average fewer than ten occupations at the end of year 10. The aim is to raise awareness and give young people the keys to understanding the world of work and its developments.

Diversified actions will be offered **in the form of internships, company visits, immersions, meetings with professionals** to develop pupils' career orientation skills and broaden their knowledge of the professional world. These actions should make it possible to deconstruct the social and gender stereotypes at work in career choices.

### **Strengthen partnerships**

As part of the **State-regions partnership** relating to information on jobs and training, school heads and teaching teams will be able to rely on all of the resources offered by the regions and partners from the professional and voluntary worlds. The teams will also be able to use the tools developed by **Onisep** to discover jobs and professionals from year 8 onwards. Onisep's **Avenir(s)** programme aims to support the development of skills and the construction of future projects for pupils. Initial trials will be launched from the start of the 2022 school year and the entire programme will be gradually rolled out from 2023 onwards.

## © INSERJEUNES TO PREPARE FOR PROFESSIONAL INTEGRATION

To help young people and their families in their choice of orientation towards vocational training, in school or in apprenticeship, an *Inserjeunes* website – **[www.inserjeunes.education.gouv.fr](http://www.inserjeunes.education.gouv.fr)** – offers **information on establishments and specialties**, via different entries: by profession, by training or by establishment. It provides indicators on the integration of young people leaving vocational high schools and apprentice training centres from vocational training to senior technologist's certificate level. Links to the *Inserjeunes* indicators can also be found on the Parcoursup or Affelnet-lycée platforms.



### **Indicators on the *Inserjeunes* website**

For any training, different indicators are available for the establishments:

- **study continuation rate;**
- **employment rate.**

For example, for young people graduating in 2018–2019 from a multi-specialty commercial employee vocational training through school, after two years: 48% are continuing their studies and 52% have left training.



## 2.7 Combining education and leisure during the holidays

### KEY POINTS

- In order to respond to the different situations and needs of children and young people, **Learning Holidays** are based on several mechanisms:
  - success courses;
  - the Open School system;
  - Learning camps.
- **The Open School** mechanism is itself broken down into several operations:
  - Open School;
  - Open truant school;
  - Summer of the pro;
  - My cycling heritage.

### © THE OPEN SCHOOL SYSTEM

#### Open school

From primary school onwards, the Open School system is primarily aimed at young people living in disadvantaged urban and rural areas. Enriched since the summer of 2020 to permit all pupils, from year 2 to year 13, to benefit from extra tutoring, educational and leisure activities during school holidays, it responds to three essential issues:

- **combating school drop-out** by maintaining contact with the school during the crucial period of school holidays and offering a school reinforcement programme for pupils who need it;
- **enabling children who cannot go on holiday** to benefit from educational, cultural, sporting and outdoor activities;
- **developing young people's awareness of contemporary climate and biodiversity issues** through nature discovery activities.

#### Open truant school

Open truant school allows pupils to **go to the sea, the mountains or the countryside and thus enjoy nature**. This immersion

promotes awareness of sustainable development.

Truant stays are organised either directly by the establishment or the community, or by a voluntary partner with experience of stays with accommodation.

#### Summer of the pro

The Summer of the pro scheme targets **vocational high school students wishing to discover a new professional sector as part of a reorientation or discovery of professions**, while benefiting from outings and more fun activities allowing them to enjoy their summer. It also enables middle school students to discover the different trades open to them on their vocational path.

#### My cycling heritage

This operation consists in organising **cycling excursions to discover heritage, whether cultural or natural, tangible or intangible**. It is available locally with the support of sports clubs as well as the touristic and cultural sectors and local authorities.



### The Open School system in figures

- It is offered in nearly **2,000 schools and educational establishments**.
- **More than half** of these schools and establishments are located in priority education areas.
- Up to **120,000 pupils** are concerned.

## © A SCHEME OPEN TO UKRAINIAN REFUGEES

The Learning Holidays scheme has been opened to Ukrainian refugee children, to allow them to combine education and leisure during the summer of 2022.

## © SUCCESS COURSES (STAGES DE RÉUSSITE)

Success courses enable **volunteer pupils to benefit from free tutoring to consolidate their learning and fill in any gaps during holiday periods**. From primary school to high school, pupils are received in small numbers by teachers, three hours a day for five days. The aim is to promote a reassuring and mobilising work environment to consolidate learning and, at the end of the summer holidays, prepare for the start of the new school year. In 2021–2022, **8,020 schools** or public and private establishments organised courses involving **15,576 primary and middle school teachers** for the benefit of more than **150,000 pupils**.

## © LEARNING CAMPS

Learning camps are open to everyone. During the summer of 2022, approximately 4,000 stays were labelled and 101,000 places were opened. The idea is to **provide young people with leisure and learning around culture, sport, sustainable development, etc.** Young people from rural areas and priority urban policy neighbourhoods can benefit from state aid, which represents 80% to 100% of the cost of the stay.



### My cycling heritage in the Lille regional education area

Located in a rural area, **the Pasteur school**, located in Bailleul, offers pupils from year 4, year 5 and year 6 the opportunity to discover local heritage by bike. This project combines physical and sporting activities, artistic and cultural education and education in sustainable development. The school makes bicycles available to pupils and gives them the opportunity to obtain the *Savoir rouler à vélo* (cycling proficiency) certificate. The mornings are devoted to basic lessons in French and mathematics, but in connection with outings and visits in the afternoon to give meaning to the lessons. The discovery of local heritage by bike on less busy routes is organised around themes related to the historical, cultural and recreational environment of the region.

# Learning holidays for all willing students

## GOALS

- 1** Building academic skills
- 2** Having fun, working hard, playing hard, growing
- 3** Meeting new people
- 4** Getting involved in collective projects

## OPEN SCHOOL

- Catch-up lessons are available in the morning and activities in the afternoon in summer 2022

### 1 Open truant school

- ✓ From year 1 to year 12
- ✓ Stays in rural areas
- ✓ Awareness-raising in sustainable development

### 2 My cycling heritage

- ✓ From year 1 to year 12
- ✓ Day trips and longer stays
- ✓ Discovering the local heritage

### 3 Summer of the pro

- ✓ For vocational high school students
- ✓ At the pupil's school or at another school with the appropriate technical facilities
- ✓ Finding out about careers or new professional sectors

**1,500**

schools and establishments are opening their doors

**120,000**

students can be accommodated

**€27.5 million**

of endowment

## LEARNING CAMPS

- **What are they?**  
Holiday camps recognised for the quality of their educational activities.
- **Who organises them?**  
Community education associations, regional authorities, private organisations, works councils.
- **What activities?**  
Games, adventures, leisure and learning about culture, sport and sustainable development, etc.

### Who can take part?

School students from 3 to 17 years old, mainly from priority neighbourhoods in cities or rural areas.

**4,000**

certified holiday camps for summer 2022

**101,000**

open places on offer

**€40 million**

allocated in 2022, enabling 80,000 children to go on holiday

## SUCCESS COURSES

During the 2021–2022 school year:

**8,020**

public and private schools have organised training courses

**15,576**

primary and secondary teachers have taken action









### 3. HELPING TO GROW UP AND FLOURISH



## 3.1 Ensuring pupil health

### KEY POINTS

- Lifestyle habits adopted during childhood and adolescence, the environment and the school climate have a key long-term impact on health. The health of pupils has a significant impact on their academic success. In this context, national education is deploying the **health-promoting school approach**.
- While taking special needs into account, developing physical activity and combating obesity remain priorities; **well-being and mental health**, including developing psychosocial skills, ensuring screen use is reasonable and promoting sufficient and quality sleep are all growing concerns.

### 🕒 THE HEALTH-PROMOTING SCHOOL APPROACH

#### An increasing momentum in the regional education authorities

The health-promoting school approach (education, prevention, protection) is a **global and positive approach to health** implemented in the continuity of previously initiated prevention policies, in particular the health education career path. It aims to improve the coordination of health promotion actions, improve the environmental conditions of schooling and encourage behaviour conducive to pupils' health. It contributes to strengthening pupils' ability to make healthy choices, in particular by developing their psychosocial skills. This approach, which has been **deployed since 2020**, structures the Ministry's ambitions in terms of school health for this new year.

#### An approach that values the involvement of all stakeholders

The health-promoting school approach is based on the mobilisation of the entire educational community, in particular pupils who can get involved by becoming **health ambassadors**, thus promoting prevention. National education is also hosting the first **Édusanté-certified establishments**, promoting the commitment of educational teams and the quality and structuring of health promotion projects.

### 🕒 IMPROVED MONITORING OF PUPILS' HEALTH

#### Health monitoring throughout schooling

National education health staff contribute to monitoring the health of pupils throughout their schooling: monitoring of the medical visit at 3 to 4 years old carried out by maternal and child protection, medical visits and compulsory screening for 6<sup>th</sup> and 12<sup>th</sup> years, etc. The monitoring framework was reviewed at the start of the school year in September 2021 to include **systematic screening for intra-family sexual violence**. Each pupil can, at their request or that of the educational team, benefit from a consultation at any time to meet their particular health needs. Pupils will be able to benefit from **preventive prescriptions** from national education doctors, reimbursed by the primary health insurance funds from the start of the school year, for example for a check-up and a speech therapy follow-up. Finally, school attendance by children born from 2018 onwards is subject to the boosters of the **eleven compulsory vaccines**.

#### Support for the fight against excess weight and obesity

**Education in food and taste** is one of the subjects most invested in by schools in the field of health promotion. It addresses food in all its dimensions –

nutritional, sensory, environmental and cultural. By promoting the acquisition of **healthy lifestyle habits and food consumption practices**, it contributes to the fight against excess weight and obesity, two of the main causes of the onset of non-communicable diseases (diabetes, cardiovascular diseases, etc.). Pupils who need it will be able, from the end of 2022 onwards, to benefit from **coverage of the costs of the appropriate care prescribed** by national education doctors, in conjunction with the National Fund for Health Insurance.



### Continued mobilisation of healthcare professionals during the crisis

National education nurses and doctors have been specifically mobilised since 2020 to **support crisis management and health measures**. They also intervened to explain and help pupils to understand the issues surrounding vaccination.



### A trial on health system education

Making young people better acquainted with the functioning of the health system and combating the non-take-up of healthcare services by young adults is a public health issue. A **health system education module** was tested with high school students, with the National Health Insurance Fund and the National School of Social Security, to help young people to follow their procedures more independently.

### Caring for and guiding pupils in distress

Epidemiological surveillance and the main national studies have highlighted a deterioration in the mental health of the French population, including the youngest, in particular since the start of the health crisis. Despite a gradual return to the situation prior to the crisis, the educational institution remains mobilised and relies on **tools to help identify symptoms of stress or psychological distress** among pupils.

## 🕒 PROMOTION OF WELL-BEING AND MENTAL HEALTH

### Creating a supportive and responsive environment

**Mental health** and the **promotion of well-being** are an essential component of pupil health and success. As such, they constitute a major focus of the health-promoting school approach. The challenges for the school institution are to offer a living environment that promotes individual and collective constructive development, and to fight against stigmatisation and any other form of discrimination or violence. Mental health will thus be **at the heart of the training of academic executives** involved in health topics in 2022–2023.

### Working on vulnerabilities: addictions, screens and sleep

Preventing addictive behaviour, ensuring screen use is reasonable and promoting sufficient, quality sleep are determining factors in terms of the correct development, health and well-being of children and adolescents. National education carries out actions in these three fields. Thus, in 20 years, **preventive actions aimed at young smokers** have contributed to halving the daily consumption of tobacco by those under 16 years of age. In order to fight against the overexposure of young people to screens, the national education system relies on the development of pupils' digital skills and on **actions to raise awareness of the importance of ensuring screen use is reasonable**. It also promotes **the importance of sleep**: today, 30% of children and 70% of teenagers lack sleep, which affects their well-being and their academic success.

# Create a protective community with

## pHARe

### ⊙ WHAT IS pHARe?

The first scheme in France to prevent bullying between pupils.

### ⊙ FOR WHOM?

For all pupils from year 2 to year 10.

### ⊙ WHAT DOES pHARe DO?

- Educates to prevent bullying.
- Trains a safeguarding community of professionals and members of staff.
- Intervenes effectively in response to instances of bullying.

### ⊙ WHERE AND WHEN?

In 100% of primary schools and publicly-funded middle schools at the start of the 2022 school year.

### ⊙ HOW?

- Involves staff and pupils.
- Brings parents and partners together.
- Mobilises democratic bodies in education, and the health, citizenship and environmental education committee.
- Provides professionals with a dedicated digital platform.
- Monitors the impact of these actions.



### WHAT COMMITMENTS DOES A pHARe PRIMARY OR MIDDLE SCHOOL MAKE?

#### Two-year commitment charter

- Create a resource team of five trained members of staff.
- Formalise a protocol for handling instances of bullying.
- Train a team of pupil ambassadors in every middle school.
- Set up an awareness-raising workshop for families.
- Take part in key events: No to Bullying Award, national No to Bullying Day, Safer Internet Day, etc.
- Organise 10 annual hours of learning from year 2.



## 3.2 Fighting bullying at school

### KEY POINTS

- Tested between 2019 and 2021 in six regional education authorities, the programme to combat bullying at school (pHARe) was extended to the whole of France in September 2021.
- At the start of the 2022 school year, the programme will be deployed in **100% of public primary schools and middle schools in France.**
- **380 academic and departmental contacts** are responsible for monitoring situations of bullying that are reported to them, in conjunction with families and schools.
- **Pupil ambassadors** are present in each school to prevent bullying.

### © pHARe: A DECISIVE STEP IN PREVENTING BULLYING

#### A comprehensive bullying prevention programme

The pHARe programme combines **several concrete measures and tools** to prevent bullying and to intervene if necessary, and provides for **several actions to be implemented throughout the school year:**

- creation and training of resource teams responsible for drafting and implementing a protocol for dealing with situations involving bullying;
- participation in three events held during the year, which are all opportunities to raise pupils' awareness of the phenomenon of bullying and its consequences;
- for all pupils from year 2 to year 10, 10 annual hours of learning must be devoted to the prevention of bullying and the development of psychosocial skills;
- organisation of awareness-raising workshops for families and staff;
- training of a team of pupil anti-bullying ambassadors in each middle school.

**250 supervisors** have been appointed at the regional education authority level to support schools and establishments

in the implementation of pHARe and to organise eight days of training for resource teams (spread over two years).

#### Back to school 2022: a new step in the fight against bullying

Launched in 2019 as part of a plan of innovative measures aimed at better preventing bullying at school, the pHARe programme will be rolled out at the start of the 2022 school year **in all primary schools and public middle schools.** All establishments will have access to the digital platform, which will guide them in the actions to be taken during the school year.

The highlights of the year will revolve around:

- the **national No to Bullying Day**, which will take place on Thursday 10 November 2022;
- the **No to Bullying Award**, which will run from December to May;
- the **Safer Internet Day** which will celebrate its 20<sup>th</sup> year from Tuesday 7 February 2023.

High school pupils also actively participate in prevention actions, in particular the No to Bullying Award and the **high school pupil ambassadors**, scheme, which consists in training a team of volunteer pupils to deal with the issue of bullying in the school environment

(identification of the phenomenon, role of witnesses, reporting channels, etc.). In 2021–2022, more than 20,000 ambassadors were trained in this way: there should be more than 40,000 this year.



### The 2022 No to Bullying Award

The No to Bullying Award saw an unprecedented increase in participation for its 9<sup>th</sup> occasion: **1,854 projects** were submitted throughout France (including overseas) and **more than 70,000 pupils** were involved in the competition. New for 2022, a **special sexist and sexual harassment prize** was awarded to a middle school in Nice for the production of a “Why share when you can delete?” poster. The 10<sup>th</sup> occasion should benefit from the same momentum thanks to the entry into the pHARe programme of all pupils from year 2 to year 10.

## © GREATER SYNERGY TO MANAGE SITUATIONS BETTER

The pHARe programme must make it possible to detect situations involving intimidation and bullying as early as possible. At the same time, the Ministry of National Education and Youth is strengthening its reporting channels.

- Operated by the Ile-de-France school association for parents and educators, the **30 20 phone number** is intended for reporting situations of bullying. When no listener is available, the call switches directly to the dedicated telephone line of the caller’s regional education area.
- Operated by the e-Enfance association, the **30 18** line is dedicated to digital violence. Since April 2022, calls concerning situations of cyberbullying targeting pupils have been forwarded to national education, in the same way as reports made to 30 20. It is then the bullying contacts who take charge of the situations.

Finally, the Ministry works with other stakeholders such as the **Defender of Rights** and the association **France Victimes** to improve the management of

bullying situations that are not reported to 30 20 or 30 18. It also joined the public interest group **Action against cybermalice** to prevent situations of online violence. These phone numbers are widely distributed to pupils and their families by posting and, for the youngest, by writing in the correspondence book. Beyond knowledge of these mechanisms, the challenge is to facilitate their effective use by pupils.

## © NEW TOOLS AGAINST CYBERBULLYING

### An operational response to combat cyberbullying

Faced with the constant increase in cyberbullying, the Ministry of National Education and Youth created a prevention unit.

Its mission is to:

- develop partnerships with Web giants and other partners;
- monitor the various social networks in order to detect any online bullying phenomena and limit their scope;
- support the regional education authorities in resolving this type of situation by setting up crisis management support tools (vade mecum, training, etc.).

### A strengthened legislative framework

In order to combat cyberbullying on social networks more effectively, the **Law of 2 March 2022 aimed at combating bullying at school** provides for the seizure and confiscation of mobile phones and computers that have been used to bully a pupil.

These provisions reinforce existing mechanisms, in particular the law of 7 October 2016, which creates the offence of “revenge pornography” (dissemination without consent of words or images of a sexual nature taken in a public or private place). The penalties are two years imprisonment and a fine of €60,000.

At European level, the **DSA regulation on digital services** (for Digital Services Act) was voted through on 5 July 2022 by the European Parliament. It introduces new obligations aimed at forcing digital platforms to improve their moderation (removal of hateful, racist or discriminatory remarks, child sexual abuse images, etc.). This regulation must now be formally adopted by the Council of the European Union in September 2022, before coming into force from 2023 onwards.



### A law aimed at combating school bullying

Law No. 2022–299 of 2 March 2022, aimed at combating school bullying stipulates that **“public and private schools and higher education establishments as well as the network of university works shall take appropriate measures to combat bullying in school and university settings”**.

In particular, it provides for:

- the creation of a specific offence of school bullying;
- sentences of up to ten years in prison and a fine of €150,000 in the event of suicide or attempted suicide by the bullied victim;
- the possibility for the judge to order a course to raise awareness of the risks associated with school bullying;
- in-service training in the prevention, detection and management of school and university bullying for national education staff;
- the mention in the school project or the establishment project of the guidelines for the prevention, detection and handling of bullying acts.



# Tackling cyberbullying at school

26 November  
**2013**

Circular on preventing and handling cyberviolence between pupils.

7 October  
**2016**

Promulgation of the law establishing the notion of cyberbullying and the offence of "revenge pornography" (dissemination without consent of words or images of sexual nature taken in a public or private place). **Prescribed penalties: Two years' imprisonment and a €60,000 fine.**

3 August  
**2018**

Ban on pupils using mobile phones except for educational purposes or in places where the internal rules and regulations expressly authorise it.

**2023**

The Digital Services Act (DSA) for establishing a body of rules designed to hold digital platforms accountable and to tackle the dissemination of illegal or harmful content or illegal products (racist attacks, child pornography images, misinformation, sale of drugs or counterfeit goods, etc.).



## CREATION OF A CYBER UNIT at the Ministry of National Education and Youth

### 5 MISSIONS

- To respond to questions about cyberbullying and cyberviolence.
- To develop ties with Web giants and other partners.
- To monitor the various social networks to detect and prevent any action resulting in bullying.
- To support the regional education authorities regarding the problem of cyberbullying, by introducing tools to help with crisis management and tackling the phenomenon (handbook, training courses, etc.).
- To transmit all useful information to the academic specialists in bullying.

## 3018

A toll-free national  
number for victims  
of digital violence

Available Monday to Friday from 09.00 a.m. to 8.00 p.m. and Saturdays from 09.00 a.m. to 06.00 p.m. (calls are free). Pupils may also download the 3018 app to save and send screenshots showing the cyberbullying of which they are the target.

**3018 is run by the non-profit association e-Enfance.**



© Stéphanie Lacombe – MENJ

## 3.3 Encouraging physical activity

### KEY POINTS

- Playing sports in schools helps pupils grow and develop. It promotes their good health, well-being and success, and nurtures their commitment through the values it upholds.
- In 2022–2023, ambitious measures will strengthen sports practice at primary and middle schools.

### 🕒 30 MINUTES OF DAILY PHYSICAL ACTIVITY IN ALL SCHOOLS

#### A widespread measure at the start of the school year

Daily physical activity contributes to well-being and health, which are fundamental conditions for learning well. National education is thus committed, in collaboration with Paris 2024 and the sports movement, to ensuring that each pupil benefits from at least 30 minutes of daily physical activity in primary school. This is complementary to the three hours of physical education and sports (EPS), a compulsory teaching discipline. As part of the national sport-health strategy, this measure reaffirms the role of schools in promoting health through physical activity.

#### A practice adapted to each school

These 30 minutes of daily physical activity are **varied and adapted to the context of each school**: divided or combined over the different school times, in connection with teaching times, etc. Playtime can be used to encourage children to exercise more and to prevent a sedentary lifestyle through playing. **This measure can be deployed in**

**partnership with local authorities** as part of a coming together with the school sports movement and sports clubs affiliated with approved federations that have signed an agreement. The partners are working on the co-construction of

appropriate educational content. They also support the educational teams in their implementation of this content with equipment and/or a training offer (in school time or outside school time) and mobilise their club networks.

#### Trial of two more hours of sport each week in middle school

The objective is to facilitate willing pupils' access to sports activities in extracurricular time, by organising adapted timetables and strengthening relations with sports clubs.

In 2022–2023, this ambition gives rise to **a trial that will begin at the end of the October holidays throughout the region**, with one department per regional education area on a voluntary basis. Implementation of the trial is intended to be flexible, adapted to the environment of the establishment and in connection with the establishment project within which the physical education and sports project is essential (see sheet 1.5).



## © AN AMBITIOUS ROADMAP FOR SPORT-EDUCATION

In relation to the 2024 Olympic and Paralympic Games, national education has a great ambition for the development of sports practice among young people. **Eight priorities have been defined and are the structuring axes for the year to come.**

- Acquiring essential knowledge: in primary, the **Know how to swim (*Savoir nager*)** and **Know how to ride a bike (*Savoir rouler à vélo*)** measures involve the continuity of a strong and joint commitment by stakeholders in school and sport at the regional, departmental and local levels, relying on local authorities and in partnership with the voluntary sector.
- **Increasing physical activity time** for young people: school sports sections and sports excellence sections contribute to including daily physical activity in the lives of pupils in and outside school hours by strengthening the links between the schools and their environment. These two systems make it possible to forge close links with the world of sport to facilitate the academic success of athletic pupils.
- Extending specialised education **physical education, sports practices and culture in general high school.**
- Strengthening the **vocational sports sector** within the vocational path.
- **Developing physical education and sports practice** for young people with disabilities.
- Supporting **educational alliances** in priority regions.
- Adjusting the education of **high-level athletes.**
- Paying special attention to the **accessibility of sports equipment.**





# 4. RECOGNISING AND RAISING THE STATUS OF NATIONAL EDUCATION STAFF



## 4.1 More recognition for Ministry professions

### KEY POINTS

- A number of measures for improving pay and working conditions apply to all staff working in national education in 2022 or, more specifically, based on their professional bodies and tasks.
- These measures will continue based on the consultations that will start in the autumn by means of several priority objectives for raising pay in the education professions, with teaching as the top priority.

In 2022 the Ministry of National Education and Youth continued to build on the work carried out with the social partners in 2020 and 2021. The aim was to improve the pay conditions and employment terms of its staff, and to make the various professions in the Ministry more attractive. **This resulted in a number of practical measures that took effect during the course of this current year 2022.**

### © MEASURES ON BEHALF OF ALL STAFF MEMBERS

In general terms, **career paths have been improved for all staff.**

The measures taken to facilitate career progress will continue in 2022:

- the promotion rate to the *hors classe* (senior pay grade) for teachers will be maintained;
- the conditions for accessing the *classe exceptionnelle* (highest pay grade) will be extended for teachers and equivalent staff in 2022;
- there will be a significant rise in promotion rates for category B and C staff.

Similarly, in 2022 the Ministry introduced an employer contribution to **health insurance costs** for all eligible public sector workers (€15/month from 1 January 2022, i.e. €180/year). Lastly, in common with all civil servants, staff working in national education have benefited from

the **increase in the index point** for the civil service since 1 July 2022.

### © MEASURES IN FAVOUR OF TEACHING AND EDUCATIONAL STAFF

#### Improving entry to the profession

The aim of improving the early careers of teachers was underlined with the **increase in the *prime d'attractivité***. This incentive, which is designed to boost the appeal of the profession, was introduced on **1 February 2022**, and has been paid since May 2021. It awards better pay to young teachers and facilitates the development of teachers at the start of their careers

#### Teachers' pay at the beginning of their careers

The **net monthly** pay of teachers at the beginning of their careers has increased from:

- €1,700 in 2020
- to almost €1,869 as of 1 February 2022, including the *prime d'attractivité* incentive and the IT equipment allowance
- and will henceforth be **€1,926** following the increase in the index point in July.





and in mid-career. There has been an increase in the annual amounts of this *prime d'attractivité*, and the number of employees benefiting from it has been extended: in 2022 it will be paid to 58% of teaching and educational staff. In addition, the **IT equipment allowance** created in 2021 (€176 gross per year) was awarded to 900,000 public sector workers in 2022.

**More recognition for specific tasks**

Teaching staff who perform certain specific functions were awarded an **increase in their special-duty allowances in 2022**. This applies to educational advisers, lifelong learning advisers, head teachers, teachers in prisons, and national education tutors and psychologists working in the specialised field of education, development and advice regarding educational and professional guidance.

**Support for trainee staff** has been increased by means of a new allowance created from the start of the 2022 school year, set at €1,200 for full-time pupil-facing trainees.

**© SPECIAL CONSIDERATION FOR SEN ASSISTANTS AND TEACHING ASSISTANTS**

Special educational needs assistants for pupils with disabilities **benefited from the creation of a new salary scale** in September 2021, giving greater clarity and improving career paths. The pay for taking up their duties (“bottom of the salary scale”) has been increased.

From **1 September 2022**, teaching assistants **will be awarded open-ended contracts** after six years of exercising their functions under the conditions provided for by decree, as well as a 10-point rise in their pay index on transiting to an open-ended contract. In addition, teaching assistants have been allowed to work overtime since 1 January 2022.

**© UPGRADING THE STATUS OF SUPERVISORY FUNCTIONS**

Supervisory staff – **i.e. area inspectors** (schools inspectors, regional school inspectors and national education inspectors) **and school leaders** have had a pay increase via compensation or index-related measures. Accordingly, after inspection staff were

enrolled in the compensation scheme, including duties, constraints, expertise and professional commitment, on 1 January 2022, it led to an increase in their compensation scheme. The reconciliation of the salary scales of the two inspection bodies, now both culminating in the highest pay scale (*Hors échelle B Bis*), has also substantially improved their career development. Similarly, since January 2021, managerial staff have benefited from the increase in their compensation scheme based on a multi-year schedule.

**Allowance for responsibilities and results**

Since January 2021, managerial staff have benefited from a two-part responsibility and results allowance:

- a **“function” part** linked to the category of educational institution and the post held (head teacher or deputy);
- a **“results” part** linked to the new appraisal process for these middle managers.

**© BETTER RECOGNITION OF ADMINISTRATIVE FUNCTIONS CONTRIBUTING TO SCHOOL LIFE AND HEALTH**

**A multi-year plan to reclassify the administrative sector**, i.e. staff working primarily in academic services and educational institutions, has been initiated and will continue. The aim of this plan is to improve recognition of the tasks carried out by the Ministry’s administrative staff. Staff in this sector also benefited from certain compensation and index-related rises.

Following on from school doctors, social workers and technical advisers in 2021, **nursing staff** received a pay rise in 2022, set by the Decree of 23 December 2021, based on the pay scale resulting from the *Ségur de la Santé* (a consultation of stakeholders in the French healthcare system).



## 4.2 Improving working conditions and career paths for staff

### KEY POINTS

The Ministry of National Education and Youth is implementing new measures designed to:

- attract fresh talent to work in national education;
- better fulfil the aspirations of its staff by encouraging mobility and valuing skills;
- improve working conditions through its housing and travel policies.

### ◎ ATTRACTING TALENT AND MAKING RECRUITMENT PROFILES MORE DIVERSE

The Ministry is keen to attract all talents who are interested in its professions and who convey a sense of purpose and values. The intended aim is to diversify profiles for two reasons: to recruit young graduates from higher education and **to offer attractive second careers to people wanting to work in national education.** Accordingly, priority objectives have been set to improve the rules for incorporating prior length of service on appointment (so-called “classification rules”) for individuals who have previously worked in the private sector. A new measure was introduced in 2022 **to extend the qualifying time for prior length of service by up to two-thirds** for successful candidates in the third-phase recruitment exams (“troisième concours”) for teaching staff, senior education advisers and psychologists in national education. **The priority objectives aimed at improving the classification rules will continue so that they also apply to successful candidates in the external and internal competitive exams.**

### ◎ ENCOURAGING PROFESSIONAL AND GEOGRAPHICAL MOBILITY

#### Diversified career paths and recognised skills

Several measures have been taken to diversify the career paths of staff who already work in the Ministry. Two decrees published on 20 June 2022 increased mobility **opportunities for primary school teachers and teachers working in vocational high schools** so that:

- school teachers can perform their duties in higher education establishments;
- teachers in vocational high schools can work in middle schools, general and technical high schools and higher education establishments.

#### Internal mobility is facilitated and given better support.

Geographical mobility also takes greater account of the career paths and skills of teachers through the **expansion of special-skills posts** at national level and in regional education areas. In 2022, for the second year, **an annual redeployment of technical and teaching staff** was organised in addition to the transfers occurring during the remainder of the year. Revision of the management guidelines has led to an improvement in this consultation about mobility with staff representatives.



### An example of internal mobility: the Passerelle scheme

This scheme has been introduced for teachers and equivalent staff who are keen to diversify their career paths **by joining the professional body of administrative officers.** Accordingly, in September 2022, **110 teaching and educational staff and psychologists** will be welcomed into the professional body of administrative officers. They will also receive 10 weeks of training delivered by the Regional Administration Institutes.

This scheme sets the standard for supporting a second career in the Ministry of National Education and Youth.

### Trialling recruitment for special-skills posts (*postes à profil*)

A trial for hiring for special-skills posts based on a national employment pool **was launched this year in primary education** in addition to the existing schemes. The aim is to better identify and acknowledge the value of specific skills that meet special requirements. The trial, which affected 244 positions, was based on publishing job descriptions that motivated teachers could apply for. The positions on offer were posts that called for specific skills relating to a school's future plans, posts for people with specific needs or geographically remote posts.

**70% of the 244 positions (i.e. 168) were filled by teachers with specific skills** which, without this scheme, would not have been given prominence by the institution.

The 2022 trial also focused on **increasing the number of special-skills posts offered in secondary education**, particularly posts in remote geographical areas that regional education authorities have difficulty filling, or which relate to special teaching. The trial will continue in 2023.

## 🎯 STRENGTHENING THE STAFF HOUSING POLICY

Since 2017 the Ministry has delegated credits to the regional education authorities of Créteil, Versailles, Amiens and Lille, which were used to reserve 460 social and intermediate housing units for staff working in the Ministry.

**Actions to improve housing have been stepped up over the last few years.** The matching credit contribution included in the 2022 Finance Act has helped to develop the ministerial housing policy, leading to the proposal of **400 additional staff housing units** for the years ahead. Moreover, the negotiation of national partnerships with lessors across the country and the conclusion of academic agreements will provide **200 social housing units** for staff. Lastly, **200 temporary housing units** will be offered to trainee staff in the regional education areas hosting the highest numbers, to help them settle in more easily in the context of the **new 2022 school year.**

### Préau: improving the day-to-day lives of all staff members

*Préau* is a national association created in 2021 to improve the day-to-day lives of all staff of the Ministry of National Education, Youth and Sport, whether serving or retired. Staff of the two ministries can join *Préau* free of charge, thereby benefiting, together with their relatives (spouses and children), from special rates for numerous cultural, leisure, sports and tourist services, as well as commercial advantages.

## © IMPROVING THE REIMBURSEMENT OF TRAVEL EXPENSES

An inter-departmental measure for a **10% increase in mileage allowances** for public servants has been effective since 1 January 2022.

This measure has been supplemented in order to cover public sector workers who do not benefit from the scheme. As a result, trainee teaching and educational

staff and substitute staff with a high degree of mobility saw an **increase in their allowances as of 1 January 2022**. Likewise, **as of 1 September 2022, contracted work-study students** will receive an annual gross allowance of **€700** as part of a master's degree in teaching, education and training. This is intended to offset the cost of travelling between their training location and their placement school or educational institution.

## 4.3 Improving training for all educational staff

### KEY POINTS

The lifelong learning of national education and youth affairs staff is a priority.

— **30 new lifelong learning academies** are tasked with organising training for all staff.

— **30 training programmes** have been designed that match staff requirements as closely as possible in order to:

- enable career-long professional and personal development;
- Offer all staff members local training and personalised support.

### ◎ SETTING UP EASILY ACCESSIBLE TRAINING THAT IS ATTUNED TO STAFF NEEDS

In the past, training was compartmentalised between the various programmes on offer and was difficult to access: staff could not benefit from it to the extent that they needed it. In line with the deep-rooted transformation of local HR management that began in each regional education authority in 2018, **Lifelong learning academies are now charged with steering and running the academic training policy** under the responsibility of a director who reports to the chief education officer.



24 lifelong learning academies were opened in 2022.

### ◎ OFFERING TRAINING MODULES TAILORED TO INDIVIDUAL NEEDS

This involves creating a training package for a staff category or inter-category, which is:

- **adapted to the professional needs** of every member of staff working in national education;
- **local**: it is rolled out across the entire region;
- **able to be activated** at any time of year.
- **associated with a qualification** so that the new skills acquired are recognised. Lifelong learning academies are also accessible remotely via each regional education authority website so that the offer is easy to understand and users are ensured effective communication and quality service.

### ◎ COORDINATING THE PARTNERS

The **pool of trainers** can be diversified by developing new partnerships:

- the closer ties with **the National Higher**

Institute of Teaching and Education mean that it is possible to build a coherent learning continuum between initial and lifelong learning;

- Réseau Canopé's participation on the school committee ensures that training packages are coherent and coordinated.

## © PROFESSIONALISING TRAINING STAKEHOLDERS

Lifelong learning academies make it possible to **strengthen the training of trainers**:

- Thanks to the multi-year training pathway dedicated to educational engineers, which will be continued this year.
- By creating closer ties between training and innovation together with better links to research.

## © ASSESSING THE ACTIONS UNDERTAKEN

In order to ensure constant improvement and to meet the needs of staff, a **quality approach** is incorporated into the plans of the lifelong learning academies. This applies equally to setting up the school, managing the change and rolling out the training programme. This involves an integrative approach ranging from needs analysis to assessing training courses.

## © 2022–2025 LIFELONG LEARNING MASTERPLAN

The 2022–2025 lifelong learning masterplan for staff working in national education has three objectives:

- **staff training and support;**
- **local training;**
- **personalisation** of career paths.

The plan is implemented by the lifelong learning academies and assessed according to common criteria at national and regional level.

It is organised around six key axes that are broken down into training themes and priorities.

### 6 goals for lifelong learning

1. To epitomise and transmit the values of the French Republic and the general principles of education.
2. To support and train school and teaching teams in order to enhance professional practices and promote academic success for everyone.
3. To steer the implementation of youth, commitment and sports policies at regional level.
4. To support the professional development of all public sector workers and work groups by transforming HR and training policies.
5. To support supervisors in fulfilling their responsibilities.
6. To consolidate knowledge, skills and uses of digital technology.



# Transforming the lifelong learning of staff with the lifelong learning academies

The creation of the lifelong learning academies represents the fulfilment of Commitment No. 12 of the *Grenelle de l'Éducation* (Education round table), namely "Facilitating access to lifelong learning leading to qualifications"

## TRAINING COURSES TAILORED TO INDIVIDUAL NEEDS

- ✓ **Courses are personalised** to meet specific (individual or group) requirements so that everyone can participate in building their training course
- ✓ **They are local**, since they are deployed nationwide, as close as possible to the work environment of staff
- ✓ **They can be activated** at any time of the year and throughout one's career
- ✓ **They are cross-cutting** to create a common professional culture
- ✓ **They lead to qualifications** associated with universities, higher national institutes of teaching and education, lifelong learning institutes, etc., so that new skills are recognised and valued

## TRAINING COURSES FOR ALL STAFF

- ✓ **Teachers** (primary and secondary education, newly qualified, contracted) **and other educational staff** (senior school administrators, teaching assistants, SEN assistants, etc.)
- ✓ **Supervisory staff**
- ✓ **Administrative, technical, social and health staff**
- ✓ **Youth and sports staff**
- ✓ **Group training programmes** can be organised on a wider scale than the school (in particular at pool level) in order to create a network dynamic



## DIVERSE TRAINING METHODS

- ✓ **An online training package:** self-study courses or webinars
- ✓ **Blended training courses** linking face-to-face and remote training
- ✓ **Group training programmes locally or in regional groups:** constellations, practice analysis, study lessons, etc.

### SCHEDULE



#### January to June 2022

Lifelong learning academies opened and gradual roll-out of the first training courses



#### September 2022

New lifelong learning academies open and academic courses organised based on the new methods



## 4.4 Progressing towards equality and diversity

### KEY POINTS

- **June 2022:** the Ministry of National Education and Youth obtained the professional Gender-Equality and Diversity in the Workplace certification labels issued by Afnor (the French national organisation for standardisation) for a period of four years jointly with the Ministry of Higher Education and Research and the Ministry of Sports and the Olympic and Paralympic Games.
- These certification labels underline the **commitment of the three ministries to promote gender equality and tackle all forms of discrimination.**
- An action plan based on five key priority areas has been implemented to **change behaviour and develop HR management.**

### ⊙ A RECOGNISED COMMITMENT TO PROMOTING EQUALITY AND DIVERSITY

In June 2022, the Ministry of National Education and Youth obtained the **Gender Equality and Diversity in the Workplace certification labels** jointly with the Ministry of Higher Education and Research and the Ministry of Sports and the Olympic and Paralympic Games. These two labels are issued by Afnor acting on the proposal of specialised committees consisting of representatives of the state, employers and employees. Awarded every four years, they are audited every two years (via a monitoring and renewal audit) in the interests of continuous improvement. These certification labels **recognise the commitment of the three ministries** to policies promoting gender equality and the prevention of all forms of discrimination. They also reflect the **quality of the actions** implemented on behalf of staff.

### ⊙ A JOINT ACTION PLAN

The Ministry's commitment to equality and diversity is formalised particularly in the National action plan for gender equality in the workplace, which is common to the three ministries and covers the period 2021–2023. This action plan was the subject of **an extensive consultation with the trade unions** and was adopted in December 2020.

#### Five key priorities

Five priority areas have been defined to **change behaviours and develop HR management:**

- strengthening the governance of equality policies;
- enabling equal access to professions and professional responsibilities;
- preventing and tackling pay gaps and discrepancies in career development;
- offering better support for maternity leave, parenthood and a healthy work-life balance;
- preventing and tackling discrimination, violence, psychological bullying, sexual harassment and sexism.



### Measures for staff

Procedures and tools have been developed via a proactive policy to guarantee gender equality and combat discrimination. These principles are disseminated to all national education and youth affairs staff in every field for which they are responsible.

Managers are now automatically given **training in equality and tackling discrimination** and a *Guide to good practices for recruitment, reception and integration without discrimination* has been drawn up and widely distributed. The measures in the action plan are applied at national level **as well as locally**, with the regions adopting their own action plans based on the national plan.

### Actions on behalf of pupils

The measures for staff are interlinked with the **actions intended for pupils:**

- the policy for promoting equality between boys and girls and equal opportunities;
- the policy for integrating pupils with disabilities;
- the policy for supporting the education of non-French- or English-speaking pupils;
- The policy for tackling sexism, racism, antisemitism, homophobia, transphobia and – more broadly – all forms of non-acceptance and violence.

### ◎ SEVERAL KEY EVENTS IN 2022 AND 2023

Obtaining the Equality-Diversity certification labels acts as an encouragement to continue and build on the commitment of all, throughout 2022 and 2023, to develop venues devoted to learning and spaces where equality and diversity are day-to-day experiences. This commitment will be marked every year by several key events: **25 November** (International Day for the Elimination of Violence against Women), **8 March** (International Women's Day), **21 March** (International Day for the Elimination of Racial Discrimination) and **17 May** (International Day Against Homophobia, Transphobia and Biphobia).



## 4.5 Strengthening local human resources management

### KEY POINTS

- The 30 regional education authorities are committed to offer a **more qualitative and personalised form of human resources management (HRM)** in line with the **30 HR roadmaps** – fully-fledged action plans – designed to improve and strengthen relations between institutions and their staff.
- **400 human resources directors (HRDs) and local HR advisers** distributed across the whole region provide personalised local support in addition to that of the managers of local education authority services, school leaders or inspectors. The variety of profiles responds to the diversity of staff requests.

### © AN HR ROADMAP IN EVERY REGIONAL EDUCATION AUTHORITY

Each regional education authority drafted and implemented an HR roadmap in May 2021 **in order to listen to staff better, keep them better informed, guide them better and better meet their expectations.** These HR roadmaps consolidate and embody the objective pursued by the chief education officers to:

- **bring** the educational institution closer to its staff;
- **acknowledge the value of the HR managers** who, working in the regional and departmental services, ensure the administrative follow-up of staff;
- thus **strengthen** the establishment of a **local HR management structure shared by all supervision and support stakeholders** (school leaders, head teachers, assistant managers, inspection staff, administrative, social and health staff, directors and local HR advisers).

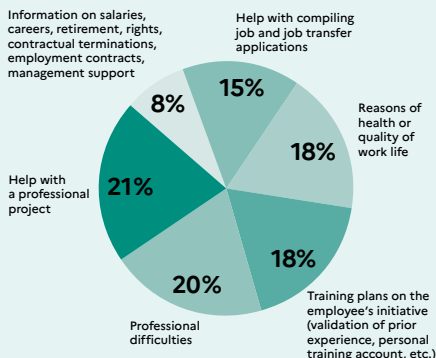
### A public education service more in touch with its staff

The HR roadmaps rolled out from the 2021–2022 academic year have led to personalised support practices for all staff and made it possible to work concretely on:

### 30,000 requests a year

The 400 local HR advisers and HRDs respond to 30,000 requests a year:

- 85% come from **teachers** (37% in primary education and 48% in secondary), 9% from administrative, technical, social and health staff and 4% from supervisory staff.
- 60% come from staff aged **between 40 and 50.**



- improving **relations between the institution and its staff**;
- supporting **career paths** and recognising the value of skills while enhancing the feeling of belonging to the institution and work groups;
- prioritising **well-being, quality and working conditions**;
- protecting and supporting staff within the framework of **Schools of the Republic**, in order to guarantee that learning takes place in an untroubled environment, to preserve the neutrality of the national education system and to enable staff to perform their duties.

### Prioritising well-being and quality of work life (QWL)

QWL and communication plans have been introduced in all regional education areas, in order to **develop internal communication and staff relations**. The following contribute to this culture of quality of work life:

- induction guides;
- more personalised induction days for the various members of staff joining a regional education area;
- dedicated pages on regional education authorities websites aimed at presenting the region and the services offered;
- HR newsletters highlighting the various national education and youth affairs professions.

## 🎯 AN HR ACTION AND SUPPORT PLAN IN EVERY REGIONAL EDUCATION AUTHORITY

### To make the teaching profession more attractive

As part of the continuing implementation of HR roadmaps, the challenge today is to help **make the teaching profession more attractive**, above and beyond the body of national education professions.

With this in mind, the General Directorate of Human Resources is continuing its mission to **help regional education authorities develop their human resources management (HRM) action plans** by means of dedicated seminars, monthly webinars with regional human resources directors (HRDs) and missions to support the monitoring of HR transformations in regional education authorities. Priority is also given to receiving all new staff, recruitment procedures, lifelong learning and career and mobility support, as well as to assessing practices and feedback.

### To encourage local relationships with staff

Spaces dedicated to the user experience have been introduced in the regional education areas, such as the committees for monitoring support schemes and schemes for personalising the management of staff in order to create even closer ties between institutions and their staff.

Similarly, **direct communication with every member of staff** is the preferred option, in order to strengthen the expression of needs regarding professional development and quality of work life.



### The Colibris platform

In all regional education areas, the *Colibris* (digital space) platform enables:

- **staff** of the Ministry to carry out administrative formalities electronically, to talk to a manager and to be informed of the progress of their administrative formality;
- **managers** to offer expedited formalities.

This may apply to **staff redeployment** or the **additional social security benefit**.

**In Lyon, 200 administrative formalities** have thus been rolled out.



# 5. ENGAGING IN CONTEMPORARY CHALLENGES





## 5.1 Mobilising for the ecological transition

### KEY POINTS

- Because of global warming, the ecological transition is a **priority for the Ministry**.
- **250,000 eco-delegates** are elected every year in middle school and high school classes.
- **10,000 schools and educational establishments** boast the **E3D certification label** for a sustainable development approach.

### © EDUCATION FOR SUSTAINABLE DEVELOPMENT: A KEY MISSION IN SCHOOLS

Climate change, pollution and the massive loss of biodiversity are urgent challenges that are already having visible and acute consequences on our day-to-day lives. As a result, it is more necessary than ever to step up the education of younger generations. Education for Sustainable Development (ESD) is one of the **school missions included in the Education Code**. It is based on school curriculums and educational projects involving pupils.

The Climate and Resilience Act of 22 August 2021 strengthens the position of ESD as a form of education that cuts **across curriculums in all subject areas from nursery school to year 13 in every educational career path** (general, technological and professional). The Minister has referred the issue to the Conseil Supérieur des Programmes (the Board of Governors for the Curriculum) so that ESD permeates all disciplines to an even greater degree and supplements pupils' training.

The law of August 2021 also extends the tasks of the Health and Citizenship Education Committees, which become **Health, Citizenship and Environmental Education Committees**. This alignment will strengthen the synergies between health and sustainable development by, for example, linking education to food and awareness-raising regarding

sustainable, perennial and local agriculture.

Academic leaders are invited to **strengthen the management of the ESD policy at every level**: with establishment ESD specialists, for example, or heads of ESD academic missions.

The national training programme this year includes **three training courses**

#### Some EDD key events for 2022–2023

- **16 September 2022:** Seventh anniversary of the Sustainable Development Goals
- **18 September to 8 October 2022:** European Sustainable Development Week
- **7 to 17 October 2022:** Science fair on the theme of *Le climat, on en parle ?* (Shall we talk about climate?)
- **13 October 2022:** National Resilience Day (inaugural event)
- **26 and 27 January 2023:** Resource Forum for Education in Sustainable Development
- **22 March 2023:** World Water Day
- **5 June 2023:** World Environment Day
- **8 June 2023:** World Oceans Day

designed for inspection staff, trainers and managerial staff:

- the Resource Forum for Education in Sustainable Development;
- ESD: progressive construction of knowledge and skills throughout schooling;
- ESD and digital technology: a new area of investigation for ESD that will raise awareness regarding digital sobriety with a view towards a ministerial strategy for responsible digital technology.

## 🕒 BUILDINGS, SCHOOL SERVICES AND EDUCATION: SUPPORTING THE ECOLOGICAL TRANSITION

In order to support the educational community and local and regional authorities, the Ministry distributed a set of guides entitled Building up schools (*Bâtir l'école*) in June 2022 for **school buildings that are more suited to contemporary challenges**, including the ecological transition – which is also one of the work priorities in the Plan *Marseille en Grand* and the Schools of the Future scheme.

The **2019 and 2020 ESD circulars** call on education establishments to set the standard for the ecological transition: primary schools, middle schools and high schools are continuing their actions to this end.

### E3D certification label

The E3D certification label (for schools or educational establishments that adopt a sustainable development method) recognises a global approach to promoting sustainable development, rooted both in the way an institution is managed and in its educational actions.

- **7,700** schools and establishments awarded the certification label in September 2021.
- **Nearly 10,000** schools and educational establishments were awarded the certification label in September 2022, in accordance with the goal set in 2019.

This involves:

- ensuring the sustainability of the already-numerous educational projects being led by the **eco-delegates** in particular;
- schools and establishments focusing their plans on the ecological and energy transition, in particular via the **E3D certification label**.

To reinforce this momentum, a **guide to ecological sobriety for schools and other educational establishments** will gather advice and tools before the end of 2022. This work will bring together the services of the Ministry, experts in state public institutions, and regional authorities.

## 🕒 COMMITTING TO THE ECOLOGICAL TRANSITION AND SUSTAINABLE DEVELOPMENT

### The active role of eco-delegates

**Eco-delegates** have been elected at every middle school and high school class since the beginning of the 2020 school year (and are recommended from year 5–year 6 classes). They play a vital role in awareness-raising and training all pupils, with the support of the educational community and in collaboration with external partners (non-profit associations, local government, scientific experts, etc.). For two years – and in spite of the health crisis – the eco-delegate scheme has been rolled out on a large scale.

The **achievements** are **many and various**: biodiversity protection, revegetation and redevelopment of school yards, reuse and eco-solidarity actions, waste sorting, tackling food waste, reducing energy consumption, etc.

### Tools and resources for getting involved

Tools accessible on *Éduscol* have been made available to class eco-delegates: **guides** written up with the Ecological Transition Agency for middle school and high school eco-delegates, as well as a Ministry guide dedicated specifically to school pupils and teachers.

Eco-delegates have also taken seats in the local **high school representative bodies** (councils for high school life), academic bodies (Academic councils for high school life) and nationwide bodies (National council for high school life), where sustainability issues are one of the priorities for the year 2022–2023.

There are tools to help pupils learn about **all of the forms of commitment**

on offer, such as the leaflet *Je, tu, ils, elles s'engagent* (I, you, they commit) and the booklet *Pour l'égalité, mon CVC/ CVL s'engage* (My middle or high school life council is standing up for equality). A **Guide to School Democracy** has been published to help staff support pupil involvement more effectively; it can be consulted on *Éduscol*.

### Dedicated time

**Commitment weeks will take place from 12 September to 1 October 2022.** This involves three weeks during form time or half-day open-door events to:

- highlight all forms of commitment;
- strengthen the middle school – high school link with the arrival of high school life councils members in year 10 classes and middle school life council sessions.
- Organising meetings between non-profit associations (local and national), the Civic Service Agency and the National Universal Service (SNU).

**School Democracy Week will take place from 3 to 8 October 2022.** This is dedicated to electing all pupil, parent and staff delegates.

### 2022 national winners of the eco-delegate action award

- This award was created by the Ministry in 2020 to encourage and acknowledge the value of the actions of eco-delegates.
- The **second year** in 2022 was a great success: **214 establishments took part and there were 61 regional winners**, with a large number of high-quality projects that often combined ecology and solidarity.
- Awards:
  - Primary school winner: École Roger Salengro in Lewarde (Lille regional education area)
  - Middle school winner: Collège Émile Zola in Prahecq (Poitiers regional education area)
  - High school winner: Lycée Professionnel Anne Veaute in Castres (Toulouse regional education area)
  - Jury special mention: the Franco-German high school in Freiburg im Breisgau, Germany
- The **third year of the award** will be launched in October 2022.







## 5.2 Society in the making: transmitting the values of the Republic

### KEY POINTS

- Citizenship training for pupils helps to consolidate the principles and values of the French Republic, encourages democratic participation and increases confidence in the institutions.
- The Ministry supports its staff when faced with violations of the principles and values of the French Republic: reporting these violations protects pupils and adults in the education community.
- National Universal Service (SNU) makes the values of the French Republic come to life, helps discover the meaning of commitment and develops active citizenship.
- Automatic training of all Ministry staff in secularism and the values of the Republic will continue at the start of the 2022 school year.

### 🕒 STAFF BETTER TRAINED IN TRANSMITTING THE VALUES OF THE FRENCH REPUBLIC

Secularism and the values of the Republic have been included as a national priority in the masterplan for lifelong learning and rolled out in the national training curriculum. The section entitled *Laïcité – Valeurs de la République* (Secularism – Values of the Republic) provides for the training of all staff in post over a period of four years. This endeavour has made it possible to train 130,000 public sector workers across all of the regional education areas. This year, the aim is to intensify the current momentum in order to **train over 300,000 members of staff**. These developments are supplemented by the new oral test for the competitive exams for hiring teachers, publication of the Decree on the compulsory continuum of learning and the introduction of a 36-hour module from the start of the school year as part of the master's degree in teaching, education and training professions.

### 🕒 TRANSMITTING THE PRINCIPLES AND VALUES OF THE FRENCH REPUBLIC

#### Continuing to strengthen moral and civic education

New resources designed for primary and middle school teachers are available and will be published throughout the first quarter; these can be used to tackle major themes such as **secularism and freedom of expression** or **equality and diversity, commitment, justice and the law**.

#### Consolidating pupils' legal and institutional culture

New resources and educational actions such as the competitive exam *Découvrons notre constitution* (**Let's discover our constitution**) give pupils the opportunity to understand how public authorities are organised and the various standards underlying the principles and values of the French Republic. A proposal issued by the Justice General Estates (États Généraux de la Justice) for a *passport d'éducation au droit* (**law education passport**), trialled during the year, should enable all pupils to learn about and exercise their rights in a more concrete fashion so they can understand their full magnitude in a democratic state.



### Educational actions based on understanding and defending the principles and values of the French Republic

- In addition to the work performed throughout the school year, several key events imbue the learning with a sense of purpose:

- **Journée de la laïcité à l'école (Secularism in Schools Day)**  
9 December;

- **Journée de la mémoire des génocides et de la prévention des crimes contre l'humanité (Remembrance day for genocides and for the prevention of crimes against humanity)**  
27 January;

- **Journée des mémoires de la traite négrière, de l'esclavage et leurs abolitions (Remembrance day for the slave trade and slavery and their abolition)**  
10 May;

- **Semaine d'éducation et d'actions contre le racisme et l'antisémitisme (Education and action against racism and antisemitism day)**  
around 21 March.

- The same goes for remembrance competitive exams such as the **Concours national de la résistance et de la déportation (National resistance and deportation exam)** or the **Flamme de l'égalité (Flame of Equality)**, in which participation is encouraged.

## 🕒 RESPONDING TO ALL VIOLATIONS OF THE VALUES OF THE FRENCH REPUBLIC

### The Valeurs de la République (Values of the Republic) academic teams

In addition to the national system to which the *Conseil des Sages de la Laïcité* (Council of elders on secularism) contributes in particular, the Values of the Republic academic teams, which are responsible for supporting all staff in the event of violation of the values of the French Republic, have been reinforced.

**In the field, 500 staff** (including 100 departmental specialists for primary education) have now been deployed.

### Resources for the teaching teams

The handbooks *Laïcité à l'École* (*Secularism at school*) and *Agir contre le racisme et l'antisémitisme* (*Taking action against racism and antisemitism*) provide school and institution teams with **legal answers and advice for proposing actions**.

### The *Faits établissement* (Establishment facts) app

The Ministry closely monitors reports submitted via the *Faits établissement* app, used to increase **fact gathering and requests for advice** from head teachers and school leaders.

### Constant vigilance against separatist behaviour

The state tackles all forms of separatism operating in all aspects of a child's life at school, as well as religious sects.

## 🕒 THE NATIONAL UNIVERSAL SERVICE: A CULTURE OF CITIZEN PARTICIPATION AND COMMITMENT

The main objective of the National Universal Service (SNU) is to **boost national cohesion and resilience together with youth commitment and civic participation**. Organised in three phases, the SNU hosts volunteers aged 15 to 17 at team-building retreats (first phase), where they specifically address:

- **Republican values and principles**  
A range of issues regarding the nation, the state, the national anthem, national symbols and the French language, as well as questions about participating in democratic life, gender equality, the ecological transition and solidarity – national or international – are addressed in concrete terms throughout the team-building retreats.
- **Principles of national defence, security and resilience**

The **Journée défense et citoyenneté (Defence and citizenship day)** is incorporated into the team-building retreat, when it is called the **Journée défense et mémoire (Defence and Remembrance Day)**. Volunteers taking part in the day devoted to internal security are encouraged to adopt appropriate behaviour when faced with various risks, particularly road traffic hazards.

- **Commitment**  
Every young volunteer is called on to **find**

a form of commitment that suits them and through which they will feel useful, with special consideration given to the challenges of the ecological and solidarity transition. This involves re-inventing ways of living together, working, producing and consuming.

### Keeping commitment alive: the long mission and general interest SNU

At the end of the **team-building retreat** (first phase of the SNU), every volunteer young person undertakes a **general interest mission** (second phase of the SNU) in the following areas: health, solidarity, education, culture, sport, the environment, sustainable development, citizenship, etc.

**The goal is that, before the age of 25, each volunteer young person commits to a longer mission of at least three months (third phase of the SNU),** which may take different forms (Civic Service, European Solidarity Corps, Civic Reserve, military reserve, etc.).

## © CIVIC SERVICE: STRENGTHENING NATIONAL COHESION AND ENGAGING

The Civic Service offers young people aged 16 to 25 (30 if they have a disability) the opportunity to engage and give their time to the community and others in support of solidarity and sustainable causes in France or abroad. Since 2010, over 600,000 volunteers have performed a Civic Service mission. In 2021, the Civic Service welcomed **over 145,000 volunteers into more than 10,400 approved bodies.**

## © MEDIA AND INFORMATION LITERACY

The media and information literacy (MIL) of all pupils contributes to the development of **responsible citizenship in a society marked by the proliferation and acceleration of information flows.**

It contributes to the learning of critical thinking, an essential tool for acting in an enlightened manner and for seeking, receiving, producing and disseminating information via increasingly diverse forms of media.

The spread of media and information literacy is reflected in enhanced management via **the creation of primary and secondary education MIL academic units** that bring all the stakeholders together: the *Centre pour l'éducation aux médias et à l'information* (Centre for media and information literacy), the *Délégation académique au numérique* (Digital technology academic delegation), the *Délégation académique aux arts et à la culture* (Arts and culture academic delegation), inspection staff, etc. A new handbook is intended for teachers at every level and across all disciplines, as well as for teaching teams and supervisory staff.

Finally, media and information literacy draws on educational actions in conjunction with non-profit association partners, such as the *Jets d'Encre* charity. These may focus on **developing internet radios in middle schools** or the **Press and Media Week in Schools led by the Centre for media and information literacy, which reaches 4.5 million pupils every year.** These actions help pupils understand different concepts and allow them to meet professionals.



## 5.3 Tackling crises

### KEY POINTS

During the 2021–2022 school year, schools demonstrated their capacity for resilience and to pursue their public service mission in spite of the difficult health context.

— **Health crisis:**

- a health protocol was published for the school year in July 2022;
- educational continuity plans were updated in every school and educational establishment.

— **Displaced pupils from Ukraine were received and given schooling:**

- nearly 19,000 pupils enrolled in France since 24 February 2022;
- Ukraine unit set up in every regional education area from 4 March 2022

### © PLANNING FOR EDUCATIONAL CONTINUITY DURING UNFORESEEN CRISES

#### Building on the experience acquired during the health crisis

Since the start of the 2020–2021 school year, head teachers and school leaders have been invited to draw up an **educational continuity plan** to adapt to changes in the health situation. From September 2022 onwards, there are plans for every school and establishment to update the document based on the experience of the previous two years.

**It must be possible to activate this plan at any time of the year**, when collective or targeted measures require schools or other establishments to be closed (or to have limited access). The goal is to ensure that pupil learning continues by implementing **distance learning or blended learning**.

#### Strengthening digital practices

The use of digital technology has been vital for guaranteeing educational continuity and the introduction of blended learning. To ensure that learning continues, teachers have been able to rely on digital workspaces on the one hand, and virtual classes on the other. This increased use of digital technology has intensified the deployment of digital workspaces, particularly in primary education, in conjunction with the local and regional authorities.

**At the start of the 2021–2022 school year:**

- **19,000 schools benefited from a digital workspace, up 12% compared to the start of the 2020 school year.**
- Almost all public high schools and 90% of publicly-funded schools had a digital workspace in secondary education.



### A new virtual-classroom solution

Access to *Mes classes virtuelles* (My virtual classes) service, provided by Cned (French institution for distance learning), came to an end in July 2022.

**A new virtual classroom service is available on the [apps.education.fr](https://apps.education.fr) platform.**

**This solution is accessible to all teachers with their usual academic username and password.** For pupils, the service is accessible from a recent internet browser and does not require any installation: simply click on the link provided by the teacher and follow the steps shown on the screen. New features are offered, such as **video streaming** or the potential for a teacher to have **several virtual classrooms**.

This new service, rolled out by the Directorate of Digital Technology for Education, is hosted on the cloud infrastructure of a French operator in line with the digital sovereignty strategy.

### Relying on a health framework adapted to the circulation of the virus

The health framework for the next school year has been drawn up in close collaboration with the health authorities. It is designed to **enable face-to-face teaching, appropriate protection and greater consistency with the health measures adopted for the general public.**

This health framework, published in mid-July 2022, includes several levels of proportionate measures:

- **base level;**
- **level 1 (green);**
- **level 2 (orange);**
- **level 3 (red).**

The base level consists in applying the general recommendations issued by the Ministry of Health and Prevention. The level applicable at the start of the new teaching year and during the school year will be the responsibility of the national authorities and may apply to the entire region or only part of it. It will be based on a situation analysis that is qualitative (type and characteristics of the variants) and quantitative (particularly the situation in hospitals). A **10-day implementation timeline** will be respected.

### © ENSURING THE SECURITY OF ESTABLISHMENTS

Given that schools and other educational establishments may be the target of attacks, security is a priority for the Ministry of National Education and Youth. This vigilance means following every security stance adopted by the **Vigipirate plan** (France's security alert system) and close collaboration with prefectures, internal security forces and local and

regional authorities. The Ministry has a continuous monitoring unit together with a crisis centre that can be activated at any time.

Every primary, middle and high school is also actively involved in ensuring the security of the educational community by means of a **Special attack and intrusion security plan**. The aim of this plan, which is tested on an annual basis prior to the Christmas holidays, is to help pupils and staff take ownership of the appropriate behaviour, to assess the level of security in conjunction with the local and regional authorities and to check the automatic responses with the security forces.

The Ministry is also continuing with the **national training** on prevention and crisis management for staff.

### © FACING THE CRISIS IN UKRAINE

#### Organising the induction of pupils into establishments

On 4 March 2022, a unit dedicated to receiving and schooling displaced pupils from Ukraine was set up in the Ministry and in every regional education area. The aim is to send all children arriving in France to school as soon as possible – regardless of their nationality or personal circumstances – so that they can benefit from a safe, reassuring environment in which to continue to learn and to thrive. Thanks to the special efforts of staff everywhere, **almost 19,000 pupils from Ukraine received schooling in France from 24 February until the end of the school year.** Schools and educational establishments have also implemented solidarity actions on behalf of Ukraine and displaced persons.

### **Sending pupils to school and supporting them**

Wherever feasible, pupils arriving from Ukraine have been enrolled as near as possible to the location of their accommodation. The arrangements for managing the **enhanced learning of French**, usually implemented for non-French- or English-speaking pupils, have been put into place. In addition, Cned has made available its online training course in French as a foreign language. Furthermore, an independent learning course has been published so that staff can prepare to receive children arriving from conflict zones. Lastly, teachers have been able to draw on resources to discuss the crisis in Ukraine with pupils.

### **Maintaining links with Ukrainian teaching**

The Ukrainian Ministry of Education has made electronic textbooks available, together with a platform for educational continuity for secondary education, so that pupils who so desire can maintain a link with their language and culture. In addition, **virtual classes in Ukrainian language and culture** have been offered to pupils on a voluntary basis, coordinated by Cned. Run by refugee teachers hired by the regional education authorities, these classes have been held during extracurricular time and have so far included 300 pupils from year 2 to year 13. Last of all, France has donated 20 telepresence robots to the Ukrainian Ministry so that sick children who have been received in health facilities in France can also maintain this link.

# School year 2022–2023 Protocol and operating framework

The decision as to the level to be applied can cover **all or part of the country**. This will be based on a **qualitative analysis** (nature and characteristics of the variants) and a **quantitative analysis** (notably the status of hospitals) of the situation. If the protocol is strengthened during the year, a timescale of **10 days** will be sought for its implementation.

	BASE	LEVEL 1	LEVEL 2	LEVEL 3
Reception policy	<ul style="list-style-type: none"> <li>In-person classes in primary schools</li> <li>In-person classes in middle schools (<i>collèges</i>)</li> <li>In-person classes in high schools (<i>lycées</i>)</li> </ul>	<ul style="list-style-type: none"> <li>In-person classes in primary school</li> <li>In-person classes in middle schools (<i>collèges</i>)</li> <li>In-person classes in high schools (<i>lycées</i>)</li> </ul>	<ul style="list-style-type: none"> <li>In-person classes in primary school</li> <li>In-person classes in middle schools (<i>collèges</i>)</li> <li>In-person classes in high schools (<i>lycées</i>)</li> </ul>	<ul style="list-style-type: none"> <li>In-person classes in primary school</li> <li>In-person classes in middle schools (<i>collèges</i>)</li> <li><b>Combination of in-person classes and distance learning in high schools, depending on local circumstances</b></li> </ul>
Health protocol	<ul style="list-style-type: none"> <li>General recommendations decreed by the French Ministry for Health and Prevention</li> </ul>	<ul style="list-style-type: none"> <li>Follow the rules on ventilation and hand washing</li> <li>Mask wearing: apply the rules for the general population (rules in place for adults and children in public spaces and in other establishments open to the public)</li> <li>No mandatory restrictions on social mixing</li> <li>Disinfect the most frequently touched surfaces once a day and the cafeteria tables after each service.</li> </ul>	<ul style="list-style-type: none"> <li>Follow the rules on ventilation and hand washing</li> <li>Mask wearing: apply the rules for the general population (rules in place for adults and children in public spaces and in other establishments open to the public)</li> <li><b>Mandatory restrictions on social mixing by school year</b></li> <li>Disinfect the most frequently touched surfaces <b>several times a day</b> and the cafeteria tables after each service</li> </ul>	<ul style="list-style-type: none"> <li>Follow the rules on ventilation and hand washing</li> <li>Mask wearing: apply the rules for the general population (rules in place for adults and children in public spaces and in other establishments open to the public)</li> <li>Mandatory restrictions on social mixing by school year <b>and by class during lunch times at primary schools</b></li> <li>Disinfect the most frequently touched surfaces several times a day and, if possible, the cafeteria tables <b>after each service</b></li> </ul>
Physical and sporting activities	<ul style="list-style-type: none"> <li>No restrictions</li> </ul>	<ul style="list-style-type: none"> <li>No restrictions on practising physical and sporting activities</li> </ul>	<ul style="list-style-type: none"> <li>Physical and sporting activities are permitted both indoors and outdoors. <b>For indoor sports, an appropriate distance should be maintained</b></li> </ul>	<ul style="list-style-type: none"> <li>Physical and sporting activities are permitted outdoors. For indoor sports, <b>only low-intensity activities</b> compatible with social distancing are permitted</li> </ul>
Contact tracing protocol	<p>For all levels, apply the rules set by the health authorities.</p>			







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