Eurybase
The Information Database on Education Systems in Europe

The Education System in France

2007/08
1. Political, Social and Economic Background and Trends
1.1. Historical Overview
1.2. Main executive and legislative bodies
1.2.1. Jurisdiction distribution at national level
1.2.2. Distribution of responsibilities within local government
1.3. Religions
1.4. Official and Minority Languages
1.5. Demographic Situation
1.6. Economic Situation
1.7. Statistics
1.7.1. Religious community distribution
1.7.2. Employment and unemployment
2. General Organisation of the Education System and Administration of Education
2.1. Historical overview
2.1.1. Creation of a central administration and académies
2.1.2. Creation of compulsory, free and secular National education
2.1.3. The separation of Church and State
2.2. Ongoing Debates and future developments
2.3. Fundamental Principles and Basic Legislation
2.4. General Structure and Defining Moments in Educational Guidance
2.5. Compulsory Education
2.6. General Administration
2.6.1. General administration at national level
2.6.1.1. Administrative school education organisation
2.6.1.2. Administrative higher education organisation
2.6.2. General administration at regional level
2.6.2.1. General administration at primary and secondary education levels
2.6.2.2. Regional administration at higher education level
2.6.3. General administration at local level
2.6.3.1. Local administration at primary education level
2.6.3.2. Local administration at secondary education level
2.6.4. Educational institutions, administration and management
2.6.4.1. Educational institutions, administration and management at primary level
2.6.4.1.1. Function and role of the head teacher
2.6.4.1.2. School council
2.6.4.2. Educational institutions, administration and management at secondary level
2.6.4.2.1. Function of the head of the institution
2.6.4.2.2. Principle of autonomy of EPLES
2.6.4.3. Educational institutions, administration and management at higher level
2.7. Internal and External Consultation
2.7.1. Internal consultation
2.7.2. Consultation involving players in society at large
2.7.2.1. Consultations involving external players from society at national level
2.7.2.2. Consultations involving players in society at large at regional level
2.7.2.3. Consultations involving players in society at large at departmental level
2.8. Methods of Financing Education
2.8.1. Expenses borne by the region
2.8.2. Expenses borne by the département
2.8.3. Expenses borne by the municipality
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8.4. Budget Coordonné de l’Enseignement Supérieur (BCES or Coordinated budget of Higher Education)</td>
<td>33</td>
</tr>
<tr>
<td>2.9. Statistics</td>
<td>33</td>
</tr>
<tr>
<td>3. Pre-primary Education</td>
<td>34</td>
</tr>
<tr>
<td>3.1. Historical Overview</td>
<td>35</td>
</tr>
<tr>
<td>3.2. Ongoing Debates and future developments</td>
<td>36</td>
</tr>
<tr>
<td>3.3. Specific Legislative Framework</td>
<td>36</td>
</tr>
<tr>
<td>3.4. General Objectives</td>
<td>36</td>
</tr>
<tr>
<td>3.5. Geographical Accessibility</td>
<td>37</td>
</tr>
<tr>
<td>3.6. Admission Requirements and Choice of Institution/Centre</td>
<td>37</td>
</tr>
<tr>
<td>3.6.1. Admission age</td>
<td>37</td>
</tr>
<tr>
<td>3.6.2. Registration methods</td>
<td>38</td>
</tr>
<tr>
<td>3.7. Financial Support for Pupils’ Families</td>
<td>38</td>
</tr>
<tr>
<td>3.8. Age Levels and Grouping of Children</td>
<td>38</td>
</tr>
<tr>
<td>3.9. Organisation of Time</td>
<td>38</td>
</tr>
<tr>
<td>3.9.1. Organisation of the year</td>
<td>39</td>
</tr>
<tr>
<td>3.9.2. Weekly and daily timetables</td>
<td>39</td>
</tr>
<tr>
<td>3.10. Curriculum, Types of Activity, Number of Hours</td>
<td>39</td>
</tr>
<tr>
<td>3.11. Teaching Methods and Materials</td>
<td>39</td>
</tr>
<tr>
<td>3.12. Evaluation of Children</td>
<td>40</td>
</tr>
<tr>
<td>3.13. Support Facilities</td>
<td>40</td>
</tr>
<tr>
<td>3.14. Private Sector Provision</td>
<td>41</td>
</tr>
<tr>
<td>3.15. Organisational Variations and Alternative Structures</td>
<td>42</td>
</tr>
<tr>
<td>3.16. Statistics</td>
<td>42</td>
</tr>
<tr>
<td>4. Primary Education</td>
<td>43</td>
</tr>
<tr>
<td>4.1. Historical Overview</td>
<td>44</td>
</tr>
<tr>
<td>4.2. Ongoing Debates and future developments</td>
<td>44</td>
</tr>
<tr>
<td>4.3. Specific Legislative Framework</td>
<td>45</td>
</tr>
<tr>
<td>4.4. General Objectives</td>
<td>45</td>
</tr>
<tr>
<td>4.5. Geographical Accessibility</td>
<td>46</td>
</tr>
<tr>
<td>4.5.1. Public primary school &quot;map&quot;</td>
<td>46</td>
</tr>
<tr>
<td>4.5.1.1. Opening and closing down of school(s) or classes</td>
<td>46</td>
</tr>
<tr>
<td>4.5.1.2. The case of school groupings</td>
<td>47</td>
</tr>
<tr>
<td>4.5.2. School Transport</td>
<td>47</td>
</tr>
<tr>
<td>4.5.3. Rural School</td>
<td>48</td>
</tr>
<tr>
<td>4.6. Admission Requirements and Choice of School</td>
<td>48</td>
</tr>
<tr>
<td>4.7. Financial Support for Pupils’ Families</td>
<td>49</td>
</tr>
<tr>
<td>4.8. Age Levels and Grouping of Pupils</td>
<td>49</td>
</tr>
<tr>
<td>4.9. Organisation of School Time</td>
<td>50</td>
</tr>
<tr>
<td>4.9.1. Organisation of the School Year</td>
<td>50</td>
</tr>
<tr>
<td>4.9.2. Weekly and Daily Timetable</td>
<td>51</td>
</tr>
<tr>
<td>4.10. Curriculum, Subjects, Number of Hours</td>
<td>52</td>
</tr>
<tr>
<td>4.10.1. Subjects and number of hours</td>
<td>52</td>
</tr>
<tr>
<td>4.10.1.1. Timetable for Cycle 2 (Fundamental learning cycle)</td>
<td>52</td>
</tr>
<tr>
<td>4.10.1.2. Timetable for Cycle 3 (in-depth learning cycle)</td>
<td>53</td>
</tr>
<tr>
<td>4.10.2. Study Programme</td>
<td>53</td>
</tr>
<tr>
<td>4.11. Teaching Methods and Materials</td>
<td>57</td>
</tr>
<tr>
<td>4.12. Pupil Assessment</td>
<td>57</td>
</tr>
<tr>
<td>4.13. Progression of Pupils</td>
<td>58</td>
</tr>
<tr>
<td>4.14. Certification</td>
<td>58</td>
</tr>
</tbody>
</table>
8.2.3. Specific Legislative Framework
8.2.3.1. First-level teachers
8.2.3.2. Second level
8.2.3.3. Tertiary education
8.2.4. Planning Policy
8.2.4.1. Primary education
8.2.4.2. Secondary education
8.2.4.3. Higher education
8.2.5. Entry to the Profession
8.2.5.1. First-level teachers
8.2.5.2. Second level
8.2.5.3. Higher education
8.2.6. Professional Status
8.2.6.1. Primary education
8.2.6.2. Secondary education
8.2.6.3. Higher education
8.2.7. Replacement Measures
8.2.7.1. Primary education teachers
8.2.7.2. Secondary education
8.2.7.3. Higher education
8.2.8. Supporting Measures for Teachers
8.2.8.1. Support measures for primary and secondary education teachers
8.2.8.2. Support measures for higher education teachers
8.2.9. Evaluation of Teachers
8.2.9.1. Primary education
8.2.9.2. Secondary education
8.2.9.3. Evaluation of higher education teachers
8.2.10. Continuing training
8.2.10.1. Primary and secondary education teachers
8.2.10.2. Continuing training for higher education teachers
8.2.11. Salaries
8.2.11.1. Primary and secondary education teachers
8.2.11.1.1. Basic salary for primary and secondary education teachers
8.2.11.1.2. Family benefits for primary and secondary education teachers
8.2.11.2. Remuneration of higher education teachers
8.2.11.2.1. Basic salary for higher education teachers
8.2.11.2.2. Additional allowances and remunerations for higher education teachers
8.2.11.2.3. Family benefits for higher education teachers
8.2.12. Working schedule and holidays
8.2.12.1. Primary education teachers
8.2.12.2. Working schedule and holidays for secondary education teachers
8.2.12.3. Organisation of work and holidays for teachers in tertiary education
8.2.13. Promotion, advancement
8.2.13.1. Primary and secondary education teachers
8.2.13.2. Promotion and advancement of higher education teachers
8.2.14. Transfers
8.2.14.1. Transfers of first and second-level teachers
8.2.14.2. Transfer of higher education teachers
8.2.15. Dismissal

Eurybase - France - (2007/08)
8.2.16. Retirement and pensions

8.3. Administrative and/or management staff in education institutions

8.3.1. Primary education
8.3.2. Secondary education
8.3.3. Higher education

8.4. Staff involved in Monitoring Educational Quality

8.5. Educational Staff responsible for Support and Guidance

8.6. Other personnel in the education system

8.7. Statistics

8.7.1. Primary education
8.7.2. Secondary education
8.7.3. Higher education

9. Evaluation of education institutions and the education system

9.1. Historical Overview
9.2. Ongoing debates and future developments

9.3. Administrative and legislative framework

9.3.1. Administrative and legislative framework of assessments on regional, provincial and local levels
9.3.2. Administrative and legislative framework of assessment on national or EC levels

9.3.2.1. Administrative and legislative framework of assessment on national or EC levels. School education (primary and secondary).
9.3.2.2. Administrative and legislative framework of assessment on national or EC levels. Higher education

9.4. Evaluation of Schools/Institutions

9.4.1. Internal evaluation
9.4.1.1. Internal evaluation of school institutions
9.4.1.2. Internal evaluation for higher level

9.4.2. External evaluation

9.4.2.1. External evaluation on regional, provincial and local levels
9.4.2.2. External evaluation on national and EC levels

9.4.2.2.1. External evaluation at national or European level. Primary and secondary education
9.4.2.2.2. External evaluation at national or European level. Higher education

9.4.2.2.3. External evaluation of private technical higher education institutions and institutions under the authority of a Chamber of Commerce

9.5. Evaluation of the Education System

9.5.1. Evaluation of primary and secondary education and teaching
9.5.2. Evaluation of school education and teaching in higher education

9.6. Research into Education linked to Evaluation of the Education System

9.7. Statistics

10. Special Educational Support

10.1. Historical Overview

10.2. Ongoing debates and future developments

10.2.1. Ongoing debates and future developments. Primary and secondary education
10.2.2. Ongoing debates and future developments. Higher education

10.3. Definition and diagnostic of the target group

10.4. Financial Support for Pupils’ Families

10.4.1. Education allowance for disabled children (AEEH)
10.4.2. Parental presence allowance
10.4.3. Disability card
10.5. Special Provision within Mainstream Education
10.5.1. Processes preventing pupils from dropping out
10.5.2. Priority education
10.5.3. Educational measures for disabled pupils
10.5.4. Disabled students in higher education
10.5.5. Specific legislative framework
10.5.6. General/concrete Objectives
10.5.7. Specific Support Measures
10.6. Separate Special Provision
10.6.1. Specific Legislative Framework
10.6.2. General/concrete Objectives
10.6.3. Geographical Accessibility
10.6.4. Admission requirements and choice of institution
10.6.4.1. Conditions for admission and selection of the institution in the school adaptation and integration sector or medico-social sector
10.6.4.2. Conditions for admission and selection of the institution in the health sector
10.6.4.3. Conditions for admission and selection of the institution in the socio-educational sector
10.6.5. Age levels and grouping of pupils
10.6.6. Organisation of the school year
10.6.7. Curriculum, subjects
10.6.8. Teaching methods and materials
10.6.9. Progression of pupils
10.6.10. Educational/vocational guidance and links between education and employment
10.6.11. Certification
10.6.12. Private Education
10.7. Special measures for the benefit of immigrant children/pupils and those from ethnic minorities
10.7.1. Historical overview
10.7.2. Ongoing debates and future developments
10.7.3. Legislative framework
10.7.4. Evaluation and posting
10.7.5. Enrolment, follow-up and schooling terms for foreign nationality pupils
10.7.6. Schooling of travelling children and children from non-sedentary families
10.8. Statistics
10.8.1. Statistical data – disabled pupils
10.8.2. Statistical data – disabled students
10.8.2.1. Universities
10.8.2.2. Higher technician sections (STS) and preparatory classes for grandes écoles (CPGE)
10.8.2.3. Teachers’ training university institutions (IUFM)
10.8.2.4. Engineering schools
10.8.3. Statistical data- foreign pupils and students
11. The European and International Dimension in Education
11.1. Historical Overview
11.2. Ongoing Debates and future developments
Glossary
Legislation
| Institutions | 254 |
| Bibliography  | 257 |
1. Political, Social and Economic Background and Trends

France is often said to be the typical example of a Nation-state. This is quite a rare historical and geographical outcome in the world, which corresponds to a situation where the three main elements making up a country identity – the territory, the State and the people – merge into one entity.

Indeed, citizens must identify themselves with a sufficiently stable and continuous area and political system, in this event the Republic, in order to arrive at this stage. This state of affairs is the result of a long construction process which continued to be perfected up until the 5th Republic.

Institutions: The French Documentation

1.1. Historical Overview

In this section, we have tried to provide a brief presentation of France's history from the time of its foundation until the present day. We believe this is relevant for a better understanding of the State’s evolution.

France derives its name from the Franks. The military and political successes of this Germanic people and the conversion of its king, Clovis, to Christianity in 496 enabled western Franks to take over most of Gaul. The greatest expansion of the kingdom of the Franks (regnum francorum in Latin), unified by the first Carolingians, occurred under Charlemagne, who was crowned "Emperor of the Franks and Romans" in Rome by the Pope in 800. However it was almost half a century later before Francie, a term initially referring to the territories of the original kingdom of the Franks, gave birth to France. The Strasbourg oaths, in 842, and the Verdun treaty in 843, completed the distinction between the territories which were to become France and Germany.

The French Revolution, which broke out in 1789, is the event in French History which marks the turning point between the "modern Era" (the Renaissance period and "Age of Enlightenment") and the "contemporary Era". Subsequently, throughout the 19th century, France was subject to instability, with several political regimes in succession, i.e.:

- The Empire of Napoleon I (1804-1815);
- The Restoration (restored Monarchy: Louis XVIII then Charles X);
- The July Monarchy (put in place by the Revolution of 27, 28 and 29 July 1830, also known as "the Three Glorious Days"), which corresponds with the reign of Louis-Philippe, the "Citizen King", from 1830 to 1848;
- The Second Republic, proclaimed on 25 February 1848, abolished following Louis-Napoleon Bonaparte's coup on 2 December 1851;
- The Second Empire of Louis-Napoleon Bonaparte, self-proclaimed Napoleon III (January 1852 – 4 September 1870);
- The Third Republic, proclaimed on 4 September 1870.

The First World War (1914 – 1918) is a pivotal element in French History, at the end of which France was victorious but weakened by the human, financial and material sacrifices incurred during the war. The economic crisis resulting from the 1929 Wall Street crash did not affect France as much as other countries.

The war against Germany’s Third Reich broke out in September 1939. Following the German troop invasion of June 1940, a new government was constituted, led by Marshal Pétain, who requested an armistice, concluded on 25 June. General de Gaulle, who had left for London, was opposed to this armistice: on 18 June, on British radio (BBC), he launched his famous call to the French people, encouraging them to carry on fighting. Pétain’s government moved to Vichy, abolished the Republic and tried to collaborate with Germany. France remained occupied, partially at first and then completely from November 1942.
The Provisional Government of the French Republic (GPRF), constituted in 1944 and made up of Gaullists, Christian Democrats, socialists and communists, gave way to the Fourth Republic in 1946, established by a new constitution approved by referendum. This period is at the root of the famous "Thirty Glorious Years" of economic expansion.

The strong desire of European leaders for peace and co-operation after the war resulted in the signing of the "Euratom" treaty on 25 March 1957 in Rome by Germany, France, Italy, the Netherlands, Belgium and Luxembourg, as well as the treaty establishing the European Economic Community (EEC), which is the origin of the current European Union. These treaties also reflect the increased desire of European countries to measure up to the major economic powers (the USSR and the USA), illustrated by the creation, in 1950-1951, of the ECSC (European Coal and Steel Community), initiated by Jean Monnet, the "father of Europe".

On 28 May 1958, following serious insurrectionary demonstrations which started on 13 May in Algeria, the Pflimlin government was overthrown. The President of the Republic, René Coty, asked General de Gaulle to lead the country in order to avoid a potential civil war. De Gaulle became President of the Council in June 1958, obtained full powers and took charge of drawing up a Constitution, which was to become that of the Fifth Republic, adopted by referendum on 28 September 1958. He was elected President of the Republic in December of that year and re-elected – this time by universal suffrage following a constitutional reform adopted by referendum in 1962 – in 1965.

The "May 68 events", originally a student protest movement which extended to the entire working population and led to an almost general strike, united left-wing parties. General de Gaulle was obliged to dissolve the National Assembly and organise new elections. Thanks to a major pro-de Gaulle demonstration of one million people on the Champs-Élysées, he was able to resume control of the situation, and the elections of June 1968 resulted in a comprehensive victory for the reigning Gaullist majority. In the meantime, the "Grenelle agreements" between the government, employers and trade unions, provided for the implementation of important measures in favour of employees.

Charles de Gaulle's successors at the helm of France were Gaullist Georges Pompidou (1969-1974), then Valéry Giscard d'Estaing (elected in 1974), who came from the independent and liberal Right, socialist François Mitterrand (elected in 1981; re-elected in 1988), and neo-Gaullist Jacques Chirac (elected in 1995; re-elected in 2002). In 2000, the reduction in the presidential term to five years was adopted by referendum: Jacques Chirac’s second term expired in May 2007.

**1.2. Main executive and legislative bodies**

The main executive and legislative institutions at international level are: the President of the Republic, the Government and the Parliament made up of the National Assembly and the Senate.

**1.2.1. Jurisdiction distribution at national level**

The President of the Republic, keystone to the institutions, is elected for a five-year term by universal suffrage and by winning absolute majority of the votes cast. He appoints the Prime minister and, on proposal of the latter, the other members of the government.

As head of the government, the Prime minister answers both to the President of the Republic and the National Assembly. The latter have the power to remove him from office, notably by a majority of the 577 members of parliament voting and adopting a motion of censure.

In the words of the Constitution, "the government decides and leads the Nation's policy". However, in practice, the President of the Republic is the true leader of the executive, despite the fact that he cannot engage his political responsibility in front of the National Assembly, which in turn cannot remove him from office.

The Parliament includes the National Assembly and the Senate. Members of parliament are elected by direct universal suffrage, by a two round majority vote for a single constituency member (there are
There are currently 577 constituencies.

There are 331 senators in total and they are elected by indirect universal suffrage at the level of the \textit{département}, by an electoral college made up of members of parliament, departmental councillors and town councillors (number varies according to the size of the municipality). They are elected for six years.

The political parties currently represented in Parliament are: Union for a Popular Movement (UMP, the most represented party); Socialist Party (PS); Union for French Democracy (UDF), which gave birth to the new Democratic Movement (MoDem) Party in 2007; Green Party; French Communist Party (PCF); Left Radical Party (PRG); Citizen and Republican Movement (MRC); Rally for France (RPF); Movement for French Independence and Sovereignty (MPF); National Front (FN).

There are other political movements but they are not represented in Parliament: Workers’ Struggle (LO); Revolutionary Communist League (LCR); Workers’ party (PT); Hunting Fishing Nature and Traditions (CPNT); Citizenship Action Participation for the 21st century (CAPU); National Republican Movement (MNR)

The \textbf{1958 Constitution} determines an area of law (article 34), that is to say the jurisdiction of the legislator (the Parliament), and a regulatory area (article 37) relating to the executive power, that is to say the government. In terms of education, only the "fundamental principles of education" are an area of law: thus, only two major framework laws have been voted by the Parliament over the past twenty years (1989 and 2005), setting out the main principles and objectives of the education system. But, within this defined general framework, it is the government's responsibility to define and implement the education policy and the Parliament only intervenes to approve the ministry of National Education’s annual budget.

Institutions: Government Portal

\textbf{1.2.2. Distribution of responsibilities within local government}

Metropolitan France is divided into twenty-two regions, each a group of two to eight \textit{départements}. The 1972 law named them public institutions. The decentralisation laws from 1982 to 1983 noticeably increased the role of local governments. Furthermore, the last decentralisation law relating to local freedoms and responsibilities, promulgated on 13 August 2004, lists the different jurisdictions devolved to the local governments (regions, départements and municipality groups) resulting in the constitutional reform relating to the decentralised organisation of the Republic adopted by the Parliament on 17 March 2003. The text makes provisions for financing these responsibilities by using tax funds transferred to the local governments (from 11 to 13 billion euros). It organises the State service transfer (more than 130,000 civil servants), made necessary by the transfer of competences and defines the individual guarantees given to the EPLE officers (\textit{Etablissements publics locaux d'enseignement} 6.3.), who will have the choice of either integrating the Local civil service, within specific employment frameworks, or keeping their status as State civil servants.

There are a number of measures concerning the national educational system. Article 76 created a \textit{Conseil Territorial de l'éducation nationale} (article L.239-1 of the \textit{Code de l'éducation}), an advisory body presided by the minister and composed of State, regional, departmental and municipal representatives as well as representatives from the public institutions for inter-municipal cooperation. This committee can be consulted on any question relative to the local governments in the educational area.

\textbf{The region}

The law of 2 March 1982 gives the regions full local government status and since 1986 has at its disposal an assembly elected by direct universal suffrage, entitled "Regional Council".

The State regional services are the responsibility of the regional \textit{préfet} – with the exception of those of the National education, which remain under the authority of the \textit{recteur de l'académie}, whose territory corresponds more or less to that of the region.
Regional councillors are elected for six years. They elect a president, who is the head of the regional executive. He prepares and implements the council's decisions.

The region has the general responsibility of promoting the economic, social, health, cultural and scientific development of the territory. Since the laws of 1982 and 2004, it is specifically responsible for the registration, restoration, accommodation and general and technical maintenance in the collèges and the lycées. It is also in charge of recruiting and managing the professional staff, workmen and service providers carrying out their duties in the collèges and lycées. The region is responsible for the organisation of the information centres and points for vocational training and apprenticeships, as well as advice on consolidating the experience acquired (VAE, see 5.17.2.).

The département

France has 96 metropolitan départements and 4 overseas départements and territories (which concurrently have the status of region: Guadeloupe, French Guyana, Martinique, Reunion Island). The département is both:

- A decentralised local government with an assembly elected by the population on its territory: the general council. The general councillors are elected for six years by direct universal suffrage. They elect a president who, since 1982, represents the département's executive body.
- A State administrative constituency, directed by a civil servant appointed by the government: the préfet whose role has been markedly decreased since the executive power transfer from the départements to the presidents of the general councils. He does however retain the important responsibilities. He is notably the government’s political representative in the département; as such, he ensures that laws are applied and plays a role of government informer; in addition, he has legislative control over the actions of the départements and the municipalities: he can call on an administrative tribunal and ask for a decision to be cancelled if he believes it to be illegal.

The département has a number of responsibilities, notably school transport and the maintenance and construction of collèges. Responsibilities have been increased in the application of the decentralisation law of 13 August 2004, especially in terms of school transport whose full or part organisation they have been entrusted by agreement.

The municipality

The municipality is a local authority made up of a territory and a population, which self-governs thanks to a body elected by direct universal suffrage: the municipal council.

Members of the municipal council are elected for six years. They elect a mayor who is both head of the municipal executive and a State agent.

"The municipal council deals by deliberation with municipal matters". It specifically ensures the construction, maintenance and administrative control of pre-elementary and elementary schools. However, the decision-making power which it holds in terms of creating schools or classes is accompanied by the need to obtain the State representative's agreement, that is to say the department préfet, insofar as it is the State which decides of the setting up of teaching posts. There are therefore consultation procedures between the State and the municipalities, in view of jointly establishing proper investment planning and teaching posts from the educational needs noted for short and medium terms.

The municipal council is responsible for each of the municipality’s state schools.

Legislation: Loi de décentralisation du 22/07/1983
Legislation: Loi relative aux libertés et responsabilités locales

1.3. Religions

The status of religion in France is defined in the 1905 law on the separation of Church and State. Inspired by three principles – republican unity, the respect of pluralism of philosophical and religious traditions as well as the freedom of conscience – the Church/State relationship in France has been redefined as follows:
The State knows of the Churches (religions), without "recognising" them: it knows of their existence in civil society, without making a judgement on their spiritual or philosophical value. The legislative equality of the different faiths is recognised. The State guarantees the opportunity for each individual to be able to "disengage" from its community of origin or member community. The State gives indirect financial help to the different religious groups. This can be seen in a number of ways: tax deductions on voluntary gifts to cultural associations (and to other associations); subsidies given to religious, philosophical and other kinds of associations due to the social benefit of activities led by these associations; maintenance of religious buildings (already standing in 1905) legally owned by the public authorities, and put at the free disposal of religious groups; the existence of a specific social security regime for clerics, monks and nuns. The freedom of thought and religion is fully recognised as well as the participation of religious institutions and groups with religious or philosophical reference in the public debate. In this frame of mind, members of diverse religious groups take part in certain advisory committees (national research ethics committee in life and medical sciences for example) or take part in conciliation missions (New Caledonia in 1989 for example). However, neither religious authorities nor groups can pretend to have any control over society or a privileged status in the name of a transcendent reference.

There is no religious confessional public education system. As detailed in the constitution's 1st article, the principal of secularism, which expresses the values of respect, dialog and tolerance, is at the heart of the French republican identity. To preserve the application of this principal and to guard against the growing risk of community clashes at the heart of the same educational institutions, a law was passed in 2004 forbidding pupils to wear extremely visible signs of religious belonging in an educational institution.

Legislation: Loi encadrant, en application du principe de laïcité, le port de signes et de tenues manifestant une appartenance religieuse dans les écoles, collèges et lycées publics

Bibliography: Histoire de la laïcité

1.4. Official and Minority Languages

The official language is French and this also applies to the education sector. However the eleven regional languages (Breton, Catalan, Corsican, Basque, the regional languages of Alsace, Creole, Gallo, Occitan – Langue d’Oc, Tahitian, the Melanesian languages, and the regional languages of the Mosellan countries) are sometimes used in some parts of France. Considered as elements of national culture and heritage, certain regions teach these languages optionally from maternelle (pre-school) to university.

The law of 11 January 1951 (the provisions of which were adopted under articles L 121-1, L 311-14, L 311-11 of the education code) has opened up the opportunity for regional language teaching in the regions where these languages are spoken. One of the priorities of the framework and programme law for the future of schools of 23/04/2005 is to ensure that young French people have command of at least one foreign language. Article 20 details that regional language and culture can be taught throughout schooling according to the methods defined by the State and the local governments. The regulatory and educational legislation was subject to renovation, notably with circular 2001-166 of 5 September 2001 relative to the development of the teaching of regional languages and cultures in school, collège and lycée, and the order of 12 May 2003 and circular 2003-090 of 5 June 2003, with regard to the bilingual teaching of regional languages on a parity basis in schools and the "regional languages" sections of collèges and lycées.

In primary school, teaching can be given in the form of beginner's classes (1 to 3 hours per week) or bilingual classes (where the regional language is both the language taught and the teaching language).

In some "collèges", optional 1 hour classes in regional culture and language from 6ème to 3ème can be offered. This teaching can be proposed as early as the 4ème class, within the framework of the obligatory 2nd modern language or optional class. Moreover, regional language sections can be set up to continue the bilingual education received in primary school. These sections offer regional language
and culture classes for a minimum of three hours a week as well as teaching one or two subjects in the regional language.

In the "lycées", regional languages can be chosen as the 2nd or 3rd modern language and as compulsory or optional classes.

Legislation: Décret n°2005-1011

1.5. Demographic Situation

The total surface area of France is 549,000 km². As of 1st January 2008, the French population (mainland and overseas départements) was estimated at 63.8 million. To date, French overseas authorities (French Polynesia, New Caledonia, Mayotte, Saint Pierre and Miquelon and Wallis and Futuna) accounted for a population of approximately 720,000. Therefore the total population of French territories amounts to 64.5 million.

In 2007, there were 783,500 births in mainland France and 33,000 in overseas départements. Despite a decrease compared with 2006, the number of births remains higher than in the past 25 years. As in previous years, the number of women aged 20 to 40 continued to diminish (~ 0.4% compared with 2006 and ~0.3% per year in the last 10 years). This age category accounts for 95% of the births. However, the number of births in mainland France and overseas départements continued to increase among mothers of over 35 years old: 172,650 in 2007, i.e. 2,300 more than in 2006.

In 2006, the number of births outside marriage continued to rise, a sharp increase compared with the previous year (50.5% of all births compared with 48.4%) and are now the majority for the first time. This proportion did not exceed 40% ten years ago.

In the last decade, the share of children born of a foreign national mother has increased: 9.6% in 1997, 12.6% in 2006. In light of the temporary 2007 data, this proportion is estimated at 12.4%.

There were 526,500 deaths in 2007, i.e. 4,600 less than in 2006. Under the mortality conditions currently observed in each age category, a boy born in 2007 would live 77.5 years and a girl 84.4 years, i.e. 7 years longer. In 10 years, life expectancy improved by 3 years for men and 2 years for women. In 2006, France topped the list of European Union countries in terms of women’s life expectancy: only French women can expect to live more than 84 years on average. Men’s situation is slightly less favourable, as their life expectancy at birth is approximately the average of the former EU-15.

260,000 weddings were celebrated in mainland France in 2007 and 6,500 in overseas départements, i.e. 14,400 less than in 2006. Therefore the 2005 increase appears to have been an exception and the decrease observed between 2001 and 2004 continues.

In 2006, the proportion of mixed couples, i.e. couples in which one of the spouses is a foreign national, continued to drop: one in seven marriages compared with one in six in 2003 at its highest level. However, it was less than one in ten in 1996. The couples in which both spouses are foreign nationals represented 3% of the marriages in 2006; this proportion has been stable since 2003.

The ratio of civil solidarity pacts (pacs), i.e. contracts entered into by two persons over 18, of different or same gender to formalise their life together, is still increasing compared with marriage. In the first three quarters of 2007, nearly 73,000 pacs were signed, i.e. almost as many as the entire year 2006 (77,362). This increase is continuing at the same rate as the previous year (+25% per year). Pacs break-up rate is the same as in 2006: at the end of the third quarter of 2007, 13% of the Pacs entered into since 1999 were dissolved. The share of homosexual couples amongst Pacs holders is becoming a minority: from 25% in 2002, it has gone down to 7% in 2006. In 2007, an estimated 90,000 Pacs were entered into by heterosexual couples, i.e. the equivalent of one in three marriages.

Source: Insee, Première no. 1170, January 2008

Institutions: National Institute of Statistics and Economic Studies (INSEE)
1.6. Economic Situation

In 2005, public administration expenses (APU), including the State, amounted to 919.7 billion Euros, i.e. 53.8% of the GDP. Social protection, healthcare, general services and education represent 80.7% of total public expenditure. The main expenditure item (42.2% i.e. 387.7 billion Euros) is devoted to social protection: pension, unemployment, family, ostracism, handicap, dependency risks. Slightly behind general public services, public funding allocated to education constitutes the fourth expenditure item of public administrations (11.5% of their total expenses). A little over two thirds (69.4%) of these expenses are the payment by the government of teachers’ salaries. The remaining part is shared between local administrations in charge of the maintenance of schools, collèges, lycées (28.7%) and universities and grandes écoles (6.9%), classified as other central administration organisations.

In addition, in 2005, household consumption expenditure rose by 2.1%, the prices being equal to those of the previous year, following a 2.3% increase in 2004. The growth rate remained significant despite a moderate evolution of purchasing power. Information technology and communication goods and services are still very attractive to consumers. The increase in automobile purchases is the result of the good performance of foreign cars. Healthcare expenses payable by households are steadily increasing. The progression in food and clothing consumption remains moderate. The volume of energy expenses was hardly affected by the considerable price increase and only decreased slightly.

Source: Insee Première no.1102 - September 2006

Bibliography: L’économie française

Institutions: National Institute of Statistics and Economic Studies (INSEE)

1.7. Statistics

Institutions: National Institute of Statistics and Economic Studies (INSEE)

1.7.1. Religious community distribution

The French State does not take a census of the religious affiliation of citizens.

A survey carried out in April 2007 by TNS Sofres for EPIQ (Survey of Daily Newspapers) gives some indication of the religion declared by these citizens:

- 69% of the French population claim that they are religious, i.e.:
  - Catholics: 59%
  - Muslims: 3%
  - Protestants: 2%
  - Jews: 1%
  - Buddhists: 1%
  - Other religion: 1%
  - Their own religion: 2%

The Catholic religion is more often cited as the age of those surveyed increases: 44% of 15-34 year-olds compared with 75% for those over 60. The opposite trend is observed with regard to the Muslim religion, albeit less markedly so: 8% of 15-34 year-olds, 3% of 35-59 year-olds and less than 1% of those over 60. Certain regions such as Lorraine (76%), Auvergne (72%), Nord-Pas-de-Calais (64%), Aquitaine and Midi-Pyrénées (64% each) have more Catholics than the average observed over the entire territory, whereas 17% of Alsace residents claim to be protestants (compared with 2% for the entire territory) and 7% of Île-de-France residents claim they are Muslims (compared with 3% on average).
The level of religious practice seems fairly low. Only 2% of those who consider themselves religious go to mass, cult or religious services several times a week, 8% once a week and 7% once or twice a month, i.e. a total of 17% with a regular practice. The vast majority only go occasionally, for major holidays (23%), only for ceremonies (53%) or never (6%).

### 1.7.2. Employment and unemployment

As per the beginning of 2005, according to census surveys, the ordinary household population of mainland France accounted for a working population of 28.2 million, of which 24.9 million people were employed and 3.3 million were declared unemployed. According to census surveys, the persons considered as unemployed are those reported as such (whether or not registered with the ANPE, French National Employment Agency) and who have not otherwise declared that they are not seeking employment. The persons reported as "studying", "retired or pre-retired", "homemaker" or "in another situation" but who have also declared that they are seeking employment, are also considered as unemployed. This definition of unemployment is broader than that of the International Labour Office, which requires stricter control over availability to work and the reality of the job searching approach of the person surveyed.

**Table 1:** Ordinary household population of 15 +* per type of activity, as per beginning of 2005

<table>
<thead>
<tr>
<th></th>
<th>Employed working population</th>
<th>Declared unemployed persons</th>
<th>Undergoing initial education</th>
<th>Other non working population</th>
<th>Total</th>
<th>Rate of activity** (in %)</th>
<th>Rate of employment** (in %)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Women</strong></td>
<td>11,612.4</td>
<td>1,771.1</td>
<td>2,201.6</td>
<td>9,675.2</td>
<td>25,260.2</td>
<td>67.5</td>
<td>58.6</td>
</tr>
<tr>
<td><strong>Men</strong></td>
<td>13,302.2</td>
<td>1,518.8</td>
<td>1,967.6</td>
<td>6,241.5</td>
<td>23,030.1</td>
<td>77.2</td>
<td>69.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24,914.6</td>
<td>3,289.8</td>
<td>4,169.2</td>
<td>15,916.7</td>
<td>48,290.3</td>
<td>72.3</td>
<td>63.8</td>
</tr>
</tbody>
</table>

* * Age as of last birthday at the time of the surveys.

** * Calculated on the 15 to 64 year-old population only.

Source: Annual census surveys of 2004, 2005 and 2006, Insee
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15-29 years old</td>
<td>22.3%</td>
<td>19.8%</td>
<td>16.9%</td>
<td>17.4%</td>
<td>19.4%</td>
<td>18.5%</td>
</tr>
<tr>
<td>30-39 years old</td>
<td>14.6%</td>
<td>13.6%</td>
<td>9.1%</td>
<td>9.0%</td>
<td>11.6%</td>
<td>11.2%</td>
</tr>
<tr>
<td>40-49 years old</td>
<td>11.1%</td>
<td>10.4%</td>
<td>7.9%</td>
<td>7.2%</td>
<td>9.4%</td>
<td>8.7%</td>
</tr>
<tr>
<td>50-59 years old</td>
<td>12.0%</td>
<td>9.6%</td>
<td>9.9%</td>
<td>8.0%</td>
<td>10.8%</td>
<td>8.7%</td>
</tr>
<tr>
<td>60 years old and more</td>
<td>7.2%</td>
<td>8.0%</td>
<td>5.9%</td>
<td>7.7%</td>
<td>6.6%</td>
<td>7.9%</td>
</tr>
</tbody>
</table>

### Level of qualification

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>None or CEP</td>
<td>21.9%</td>
<td>20.9%</td>
<td>17.8%</td>
<td>16.9%</td>
<td>19.7%</td>
<td>18.7%</td>
</tr>
<tr>
<td>BEPC, Brevet</td>
<td>16.2%</td>
<td>14.9%</td>
<td>12.2%</td>
<td>12.4%</td>
<td>14.3%</td>
<td>13.7%</td>
</tr>
<tr>
<td>CAP, BEP</td>
<td>16.6%</td>
<td>14.6%</td>
<td>9.9%</td>
<td>9.3%</td>
<td>12.5%</td>
<td>11.4%</td>
</tr>
<tr>
<td>Baccalauréat</td>
<td>13.3%</td>
<td>12.6%</td>
<td>9.3%</td>
<td>9.3%</td>
<td>11.3%</td>
<td>11.0%</td>
</tr>
<tr>
<td>&quot;Bac+2&quot; level of qualification</td>
<td>8.0%</td>
<td>7.6%</td>
<td>6.9%</td>
<td>7.2%</td>
<td>7.5%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Level of qualification &gt; &quot;Bac+2&quot;</td>
<td>8.2%</td>
<td>8.2%</td>
<td>5.7%</td>
<td>6.6%</td>
<td>6.8%</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

### Nationality

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>14.3%</td>
<td>12.5%</td>
<td>10.0%</td>
<td>9.7%</td>
<td>12.0%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Foreigners</td>
<td>27.6%</td>
<td>27.5%</td>
<td>21.1%</td>
<td>18.7%</td>
<td>23.6%</td>
<td>22.4%</td>
</tr>
<tr>
<td>Total</td>
<td>15.0%</td>
<td>13.2%</td>
<td>10.8%</td>
<td>10.2%</td>
<td>12.7%</td>
<td>11.7%</td>
</tr>
</tbody>
</table>

2. General Organisation of the Education System and Administration of Education

The historical development of the way the educational system is organised has seen three major developments: the birth of a central administration, the setting-up of an administrative National Education organisation and the separation of Church and State.

2.1. Historical overview

The historical development of the way the educational system is organised has seen three major developments: the birth of a central administration, the setting-up of an administrative National Education organisation and the separation of Church and State.

2.1.1. Creation of a central administration and académies

It is the Imperial university organisation, created by Napoleon 1st's decree on 17 March 1808, which gave birth to a true educational administration. Resulting from the Jacobian conception which dictates that Education, must, for the most part, depend on the State, it establishes a state monopole on the organisation of education (appointment of all posts, teacher assessments, authorisation to open new schools, distribution of scholarships).

Its management was entrusted to a civil servant: the grand maître or head master, who cumulated his post, from 1824 onwards, with that the newly created Minister for ecclesiastical matters and Public education. Appointed State minister in February 1828, the new University grand maître was seen as the prime minister of Public education.

Then, through different systems, the post of Minister evolves with an increasing amount of responsibilities. His title changes in 1932 to Minister for National education. Since 1945, the post has been subject to a number of reforms which constitute the current organisation.

Napoleon 1st divided the Imperial University into constituencies which have in time become académies. During the 19th century, their number noticeably increased. There are thirty at the present time: 26 metropolitan académies and four overseas. From 1962, there has been an attempt to harmonise academic delimitations with regional action constituencies and the territory and region of 23 académies coincide. Despite trying to reconcile the region, the académie remains an administrative constituency of the National Education, directed by a recteur.

A function created by an imperial decree in 1808, at the same time as the University's creation, the recteur's role has not increase continuously throughout the 19th century, under the combined effects of public education development and various reforms which have affected the general organisation of the National education administration and its relations with State authorities in the region and the département. Thus the recteur who, in the past, played an essentially representative role, saw his post gradually transformed into that of an administrator and school education manager, and more specifically in secondary education.

2.1.2. Creation of compulsory, free and secular National education

Holders of all powers (President of the Republic, Chamber of Members of Parliament, Senate) from 1879 onwards, the Republicans, at the instigation of Minister Jules Ferry, created a compulsory, free and secular National education system for children from 6 to 13 years old. The schools are dependant
on the municipalities, which build them and maintain them. The State determines school curricula (see 5.14.1.) and provides for the recruitment and training of teachers.

Bibliography: L'Ecole unique en France

2.1.3. The separation of Church and State

Secularism is one of the three general principles of public education in France. It is based on the Napoleonic concordat of 1801 and the separation law of Church and State in 1905. School must be neutral and nondenominational. For example, religion does not constitute a teaching subject, teachers do not have the right to talk of their personal beliefs and all religious propaganda is banned within the school establishment.

The law 2004-228 of 15 March 2004 stipulates that "in state schools, collèges and lycées, pupils are forbidden to wear signs or clothes which conspicuously show any religious affiliation."

Secularism does not forbid the presence of chaplaincies in school establishments (decree on religious teaching and chaplaincies in state education, no. 88-112 of 24 April 1988). In the three departments Haut-Rhin, Bas-Rhin and Moselle, linked to the German empire from 1870 to 1919, French legislation before 1870 and German legislation have been maintained in some areas, notably concerning relations between school and Church. The State pays the ministers of the three religions recognised by the concordat of 1801 (Catholic, Protestant, Hebrew), and religious education is an integral part of teaching in state institutions.

2.2. Ongoing Debates and future developments

The Prime Minister has confirmed his desire to reform school and university.

The university reform is based on two principal objectives: ensure that 50% of each age category obtains a higher education qualification and transform universities into centres of excellence. Two other priorities complete this project: the improvement in students’ living and studying conditions and the investment of at least 3% of the GDP in research. The new law of 10 August 2007, the linchpin of university reform, enhances the multi-annual agreement between the State and universities (see 2.6.1.2.). This agreement is a genuine contract of agreed objectives and resources, with an evaluation every four years. For 2008, universities will be allocated an additional one billion Euros, i.e. an 8% increase or the equivalent of an extra 400 Euros per student. By 2012, a total of five billion Euros will be devoted to university. (see more in 6.2.)

With regard to school, the government intends to reinforce educational freedom by relaxing the carte scolaire (school map) and standardising personalised educational support. In this respect, 2007-2008 constitutes a new step towards more equity. The common foundation of knowledge and skills (see 5.4.) is fully applicable: educational programmes will be adapted to allow for the proper implementation of the seven skills of the common foundation; the teaching of reading skills, grammar and calculus will be reinforced and improved; evaluations in CE1 (second year in primary school) and CM2 (final year before collège) classes will help teachers plan for the support of pupils experiencing difficulty; in June 2008, for the first time, the national brevet qualification, taken at the end of lower secondary school, will enable the evaluation of the acquisition of the common foundation; the new teachers training system will be instigated, with a preparation genuinely focused on alternating courses (see 6.18.).

Legislation: 19th of december decree
Legislation: Decree n°2006-830 relative to the common foundation of knowledge and skills (socle commun)
Legislation: Law for equal opportunities
Legislation: Loi relative aux libertés et responsabilités locales

Bibliography: Pour la réussite de tous les élèves
2.3. Fundamental Principles and Basic Legislation

French public education is based on three mainstays:
- Secularism;
- Compulsory education to 16 years of age;
- A free public service.

The fundamental principles of the French education system are presented in the CODE DE L'ÉDUCATION:

Article L111-1

"Education is the first national priority. The Educational public service is designed and organised following the needs and requirements of pupils and students. It contributes the equal opportunities. Everyone is guaranteed the right to education in order to enable them to develop their personality, to increase their level of initial and continuous education, to fit into social and professional life and to exercise their citizenship"

The main principles which organise the general National Education policy are defined in the framework and programming law of 23/04/2005 (B.O. n°18 of 5 May 2005).

Other legislative provisions guarantee equal opportunities for the success of all pupils, notably:
- The planning law of 18 January 2005 regarding social cohesion;
- The law of 11 February 2005 for equal rights and opportunities, participation and citizenship of disabled persons;
- The law of 31 March 2006 for equal opportunities;

The decree of 28 July 2006 relative to parents, parents’ associations and amending the regulatory section of the Education code.

Legislation: Loi d'orientation de l'enseignement supérieur
Legislation: Guidance Law and Programme for the Future of Schools
Legislation: Loi d'orientation sur l'éducation
Legislation: Law for equal opportunities
Legislation: Loi relative à l'éducation

Bibliography: Les parents d'élèves et l'Ecole

2.4. General Structure and Defining Moments in Educational Guidance
Organisation of the education system in France, 2007/08

Primary school, collège, first year of lycée: such are the educational stages of every young French person. Those who wish to continue secondary education go to lycée and take the baccalauréat examination (see 5.17.).

Pre-school education

More widely known as école maternelle, is optional and free for all children, French and foreign, aged from 2 to 6 years old. Nevertheless 2 year olds are only admitted according to the number of available places (nearly 26.1% of 2 year olds are registered in pre-school). From 3 years old, all children are welcome (they were only 36% in 1960).

A proper educational curriculum has been implemented since 1995, with "precise objectives and structured teaching". The educational programmes of 2002, still in force, acknowledge the crucial role that pre-school plays in preparing schoolchildren for life in elementary school.

Primary schooling

Primary schooling is compulsory and free for all children 6 years and upwards.

This stage in schooling will take an average of five years to complete, that is to say up to 11 years of age. This can be extended in case of difficulties (repeated class) or reduced for high potential pupils (skipped class), depending on the pupils’ level of knowledge. These five years are divided into two cycles: the core education cycle starting in the second year (“Grande Section”) of école maternelle, and which carries on throughout the two first years of primary school: cours préparatoire (CP) and cours élémentaire 1ère année (CE1); then the practice cycle which includes the three following years: cours élémentaire 2e année (CE2), cours moyen 1ère année (CM1) and cours moyen 2e année (CM2).

Secondary education
The collège admits all pupils having finished primary schools and at 12 years old at the latest. Schooling last four years and corresponds to the classes of 6ème, 5ème, 4ème and 3ème.

The college is organised into three pedagogical cycles:

Observation and adaptation cycle, that is to say the class of 6ème, a transition between primary school and collège.

The middle cycle, which corresponds to the classes of 5ème and 4ème, - the vocational guidance cycle in 3ème prepares pupils for the following general, technological and vocational education.

After the class of 3ème, pupils will go on to general and technological lycées or vocational lycées.

General and technological lycées prepare pupils in three years (classes of seconde, première and terminale) to sit a general baccalauréat, a technological baccalauréat or a brevet de technicien (vocational training certificate).

Studies are organised in two cycles: the determining cycle (general and technological seconde class) and the final cycle (première and terminale classes).

Pupils having obtained a brevet de technicien can enter into working life or continue their studies in higher education vocational sections or in a University Institute of Technology (IUT or the equivalent of polytechnics).

The general or technological baccalauréat, taken at the end of terminale, gives access to higher education studies. It is divided into different options (see 5.11.) and includes compulsory written and spoken examinations and optional examinations.

The vocational lycée combines general education with a good level of specialised technical knowledge. Secondary vocational training, primarily organised in view of practicing a profession, can also give access to higher education studies.

Secondary vocational training is marked by the award of:

- Certificat d’Aptitude Professionnelle (CAP or vocational training qualification)
- Brevet d’études professionnelles (BEP or certificate of technical education),
- Baccalauréat professionnel (BP or a vocational baccalauréat)

2.5. Compulsory Education

Compulsory education is provided for in article L131-1 of the code de l’éducation.

Article L131-8 and articles R131-5 to R131-10 and R131-19 of the code de l’éducation detail the methods of this control, more largely explained by decree n°2004-054 on 23 March 2004.

Education is compulsory for children of both sexes, French and foreign, aged six to sixteen years old. It can be given either by state or private institutions or schools, or in families by one or both parents, or any person of their choice. Article 11 of the framework and programme law for the future of schools from 23/04/2005 which completes article L. 131-2 of the code de l’éducation adds that a distance learning public service has been set up notably to ensure education for children who cannot be educated in school or in a school institution.

When a child is temporarily absent from school, the persons responsible must immediately inform the head teacher (primary education) or head of the institution (secondary education) of the reasons of this absence.

The school institution is the first port of call for preventing, pin-pointing and treating absences. From the moment when the absence has been pin-pointed, the family is contacted as quickly as possibly in order to know the reasons for this absence. A relation of trust, based on dialog, must then be instigated. When dialog with a family has broken down and regular attendance has not been restored, the head teacher or the head of the establishment transfers the child’s file to the inspecteur d’académie (responsible for and representing the State for a given educational constituency). The latter can entrust social services the care of carrying out necessary additional steps in favour of the
pupil. The inspecteur d'académie sends a warning to the people responsible for the child and reminds
them of the penal sanctions to which they are liable for (article R 624-7 of the penal code) when,
despite the head of the educational institution’s invitation, they have not communicated the reasons for
the child’s absence or have given inexact reasons for the absence or yet again in the event of the child
having missed class without a legitimate reason or valid excuse for at least four half-days in the month.
He then calls a meeting with them during which proposals liable to reinstate the child’s regular
attendance are formulated. If he finds it useful, the inspecteur d’académie can offer the persons
present at this meeting to take part in a parental responsibility support module.

Legislation: Décret du 18/02/1966 sur le contrôle de l'obligation scolaire
Legislation: Reception and protection of the childhood
Legislation: Ordonnance du 6/01/1959

2.6. General Administration

The French education system has been historically extremely centralised. By deciding to transfer to the
local government a certain number of powers and responsibilities up until then exercised by the State,
France has since 1982 committed to an important decentralisation programme which has deeply
modified the respective areas of responsibility of the State public administrations and the local
governments.

However, the State retains an important role. It remains guarantor of the public service’s proper
operation and of educational coherence. As such, it continues to define pedagogical framework and
educational curricula, and it continues to ensure, as in the past, recruitment, training and management
of the teaching staff in public education, which admits more than 80% of the pupils. It also ensures the
training and management of teachers in private education under contract and assumes the operating
costs of private institutions within this framework.

Each local government has more specific responsibility for a certain type of educational institution: the
municipality is responsible for the schools; the department for the collèges and the region for the
lycées. Since the decentralisation law of 13 August 2004, the départements have become owners and
are responsible for the operation of the collèges and the regions of the lycées (articles 79 and article
84).

2.6.1. General administration at national level

The State defines the pedagogical frameworks and teaching programmes and ensures staff
recruitment, training and management; it allocates the necessary teacher and administrative personnel
posts in public education as well as in private education under contract.

The ministry for national Education sets the school holiday dates in each of metropolitan France’s
three zones (see 4.9.). The calendar is set out on the basis of 316 constructive half-days in the school
year.

Following the 2007 presidential election, the administration of the education and training system is in
the hands of two ministries: the Ministry for Education and the Ministry for Higher Education and
Research.

To prepare and implement his policies, the Minister for Education is assisted by:
- general audits: Inspection Générale de l’Éducation Nationale (IGEN) and Inspection Générale de
  l'Administration de l'Éducation Nationale et de la Recherche (IGAENR)
- a group of departments, services and offices that make up the central administration of its
  ministry; and
- associated and independent organisations (higher education council, etc.)

To carry out his duties, the Minister for Higher Education and Research has authority over the
Department for Higher Education, the Department for Research and Innovation, the Libraries
Department, the Delegation for Internet Use and the Cabinet Bureau.

Together with the Minister for Education, the Minister for Higher Education and Research has authority over the general secretariat mentioned in article 1 of the aforementioned Decree of 17 May 2006, the Inspection Générale de l'Administration de l'Education Nationale et de la Recherche (IGAENR), the education ombudsman and the senior civil servant for defence and security.

To carry out his duties, he has at his disposal the Department for School Education as required. He can call on the Inspection Générale de l'Éducation Nationale (IGEN), the Media Development Office and the Office for the Modernisation of the State.

In accordance with statutory provisions, the Minister for Higher Education and Research ensures the supervision of public institutions relating to its responsibilities.

Institutions: Ministry of National Education

**2.6.1. Administrative school education organisation**

The minister for National education ensures the management of all school education departments and disposes for this of a certain number of powers:

- Regulatory power used by the means of orders detailed in circulars, instructions, department memos;
- Power of appointing most posts, by delegation of the Prime minister; he delegates this power to the recteurs for posts relating to certain categories of personnel;
- Hierarchical power over his subordinates who must carry out his orders;
- Disciplinary power over civil servants and his ministry officers;
- Organising power to engage expenses within the framework of the budget of his department.

The minister has the possibility of delegating his signature to immediate colleagues and a certain number of senior officials within his ministry. It is nevertheless important to note that this delegation of powers does not confer to the latter decision-making powers in the minister's name.

**2.6.1.2. Administrative higher education organisation**

Only all of the teaching given by state institutions and scientific, cultural and professional institutions (universities, schools and institutes outside of university, IUFM, French schools abroad and large institutions) come under the remit of the ministry for higher education. Since 1968, these institutions benefit from pedagogical, scientific, administrative and financial autonomy. Redefined in 1984 by the "Savary" law, autonomy (see 6.) is exercised within the framework of national rules and regulations in terms of higher education and a contractual policy with the State. As such, the State retains its essential responsibilities: it defines curricula, validates national diplomas, the distribution of teaching and teaching-research posts, the evaluation of research programmes with an increasing participation of foreign experts, notably European, and lastly the coordination of the university map.

The law of 26 January 1984 integrates for the first time the notion of contract in the areas of higher education. First limited to the research sector, the contractual policy has widened, in 1989, to all aspects of the institution’s life and has progressively come into general use in all public higher education institutions.

Detailed and re-launched in 1998, this policy is at the heart of the dialog between the State and higher education institutions. It enables institutions to assert their identity whilst respecting a coherent national policy. It gives a concrete expression to the wish to build a new control mode for higher Education nationale policy based on autonomy and institutions assuming more responsibility.

The contract signed between the institution and the State is unique, negotiated and signed on the basis of an institution project describing its strategic development choices over four years. The contractual negotiation is piloted by the general directorate for higher education which coordinates the action of the associate central administrative directorates. Indeed, it is inscribed in the relations between the State and the institutions in a multi-annual framework, ensuring visibility on the medium
term and orienting the administration’s annual decisions.

The objective of law no. 2007-1199 of 10 August 2007 relative to university freedom and responsibilities (Journal Officiel of 11 August 2007), representing the foundation of the higher education reform to be implemented over five years, is the in-depth reform of universities. Furthermore, universities will be entrusted with new responsibilities and competences as well as diversified funding sources, notably via the creation of foundations. Similarly, steering will be reinforced by contractual relationships with the State and the monitoring Committee. The State will have the possibility of transferring full ownership of the furnishings and property to the universities.

2.6.2. General administration at regional level

The administration on the regional level is an "academic" administration or rectorat.

The académie is managed by a recteur, a senior official chosen amongst academics holder of a "State doctorate". The recteur is appointed by the President of the Republic, by a decree taken by the council of ministers. Representing the minister for National education in the academy, he is in charge of the Education public service in his constituency and also has power as regards private education under contract. The powers he has cover all levels of education (primary, secondary and higher).

The recteur uses his functions in all of the services which constitute the rectorat structure. These services are generally organised around two types of functions: those which ensure logistical functions within the rectorat and take part in the tasks of other departments, and those which ensure management functions in the sector determined by the educational administration.

In other words, the recteur is assisted by civil servants who ensure the supervision of services or control of the school system. His closest colleagues are the "general secretary" and the "cabinet manager" who take part directly in the management and the administration of the academic constituency. His other colleagues have essentially advisory, management and inspectorate functions. Among them, the academic delegate for the initial and continuous professional development (DAFPIC or délégué académique à la formation professionnelle initiale et continue) who is in charge of managing and directing the GRETA network (see 7.). He researches all complementarities and synergies between the initial training, including apprenticeship and professional development, leading projects in areas such as the validation of experience (see 5.17.2.), technological platforms, school-business relations and partnerships with economic players.

The role of academic general administration can be apprehended for the different levels from skills and powers given to the recteur for each one of these. In order to do this, it is important to separate his responsibilities as representative of the minister and responsibilities giving him decision-making powers.

2.6.2.1. General administration at primary and secondary education levels

As representative of the minister, the recteur must ensure that his decisions are carried out as well as all legislative and legal measures relative to education implemented. This executive role is accompanied by a duty to inform the minister of the situation in his académie and of the way the various measures taken have been received.

The decision-making powers of the recteur can be used in terms of primary education, secondary education, continuing education, private education, and management of certain categories of teaching and non-teaching personnel.

For the organisation of primary education, he distributes posts throughout the départements. For the organisation of the secondary education, he takes part in the study of a scheme forecasting training and investments, determines the pedagogical structure of secondary school institutions and controls their operation, approves construction pedagogical curricula, security measures and allocates certain types of educational equipment.
For continuing education, he defines and carries out academic policy, organises and controls institutional groups (Greta). For private education, he is in charge of signing "association contracts" (see 3.14.) and carries out pedagogical controls.

2.6.2.2. Regional administration at higher education level

The role of academic administration or rectorat in higher education is linked to the responsibilities of the recteur: on the one hand, representative of the minister for Higher education, on the other hand, "University chancellor".

As representative of the minister for Higher education, the recteur uses his hierarchical and administrative functions of supervision, management and leadership with higher education institutions. He ensures the distribution and the application of ministerial directives and in return keeps the minister informed of the operation of the institutions. In addition, the framework law of 1968, a law confirmed in that point by the law of 1984, charges him of the coordination both between the different universities of a same académie and between higher education and the other types of education.

The recteur also has a certain number of powers of his own in the following areas: management of a part of the teaching staff, carrying out investments financed on State credit and pupil grants.

As chancellor of the Universities, the recteur takes on a specific mission of intervention and control of autonomous institutions, determined by the 1968 law and modified in 1984. In virtue of the latter, the recteur, represented within the administration council of the institutions, can call upon an administrative tribunal to request cancellation of decisions med by institution authorities which appear to him to be illegal.

Finally, in each academy, the recteur is the president and representative of the chancellerie, institution in charge of managing the property and the joint charges that some higher education institutions give him. As such, the recteur is the official with the power to authorise the chancellery's expenses and takings.

2.6.3. General administration at local level

The local level corresponds to the departmental level. France counts 96 metropolitan départements and 4 overseas départements (Guadeloupe, Martinique, Guyana, Reunion). The St Pierre and Miquelon territory also has an education service.

General administration at a departmental level is called departmental administration or "académie inspection". It is directed by an inspecteur d'académie appointed by decree of the president of the republic on proposal of the minister for National Education. His competences are used on all educational levels with the exception of higher education.

The inspecteur d'académie, head of the National education departmental services is doubly subordinate: to the préfet (head of the département) and the recteur, from which he receives his directives. His closest colleagues are the assistant inspecteur d'académie, who takes part in all decisions taken by his superior and the general secretary, head of administrative services, who has authority on all administration services of the academic inspection.

In addition, the inspecteur d'académie is assisted by various civil servants taking on the role of his technical advisers, for example the inspecteur de l'Education nationale (IEN or national education inspectors).

The role of the inspecteur d'académie can be looked at on educational levels (primary and secondary) following the responsibilities given to the inspecteur d'académie for each one.
2.6.3.1. Local administration at primary education level

The inspecteur de l'Education nationale has two types of function: administrative functions and pedagogical functions.

His administrative responsibilities give him the decision-making power for opening and closing down classes as well as the introduction of primary teaching posts (instituteurs and professeurs des écoles). He also has powers in terms of school staff management and has the power of inspecting schools. Finally his role is particularly important in the preparation of each school year and in defining the department’s school network.

His pedagogical responsibilities give him the role of primary education leader, by organising innovative experiences in all areas and an information role with the teachers and directeurs d'école (see their function in 2.6.4.1.1.). Finally, he ensures the adaptation of class timetables, of schedules and of the application of regulatory instructions.

Legislation: Décret du 11/07/1979 donnant compétence aux inspecteurs d'académie sur l'implantation des emplois d'instituteurs
Legislation: Décret du 24/02/1989 relatif aux directeurs d'écoles

2.6.3.2. Local administration at secondary education level

Since 1987, the role of the inspecteur d'académie for this level of education is extensive, in particular for the lower secondary education (collèges). It nevertheless remains less important than in primary education.

His administrative responsibilities give him the role of planning and taking charge of the institutions (controlling the institution operation) as well as the organisation of school life (participation in the provisional scheme of training and investments, organisation of examinations and awarding of diplomas, school attendance).

His pedagogical responsibilities are the same in primary education (see 2.6.3.1.).

Common to lower and upper secondary education, the functions of the inspecteur d'académie are nevertheless different between the two levels of education from the point of view of the degree of responsibility which is given to him. Whereas his responsibilities are established for lower secondary education, his role is more often advisory for higher secondary education.

2.6.4. Educational institutions, administration and management

It is the local governments and the State which share general responsibilities in terms of management and institution management. Each local government is in charge of the institutions corresponding to a level of education: the municipalities are in charge of primary schools, the departments are in charge of the collèges (lower secondary education) and the regions that of the lycées (higher secondary education). As such, they insure the construction, reconstruction, extension, important repairs, equipment and operation. Remains at the charge of the State, on the one hand, educational expenses and personal expenses coming under its own areas of responsibility (article 75 of the law of 13 August 2004 relating to local freedoms and responsibilities) and on the other hand, the organisation of establishments, timetables, and teaching curriculum.

2.6.4.1. Educational institutions, administration and management at primary level

Institutions for this level of education are called "écoles maternelles" (or "pre-elementary") and primary schools (or "elementary").
In the daily management of the "écoles maternelles et élémentaires", three important roles should be mentioned:

That of the directeur d'école or head teacher whose functions have been specifically detailed in 2.6.4.1.1.

That of the School Council: present in each "école maternelle et élémentaire" since 1976, it is made up of school teachers, elected parent representatives, the mayor of the municipality or the municipal councillor in charge of school matters. Since 1990, a decree details that is has to be consulted on all of the conditions of material and financial operation in the school, the use of school premises, the school's own regulations, the organisation of the school week and notably the organisation of school time and finally the organisation of additional educational, sports and cultural activities;

That of the inspecteur de l'Éducation nationale (IEN): in charge of the constituency, he ensures good administrative operation and ensures that the national educational directives have been applied. He also has the right to sit in on School council meetings.

2.6.4.1.1. Function and role of the head teacher

In accordance with amended decree 89-122, the position of head teacher includes educational and administrative responsibilities, as well as responsibilities in terms of relationship with the school’s institutional partners and parents. In this respect, the head teacher benefits – depending on the size and classification of the school – from reduced teaching hours, support in the execution of their duties and extra remuneration. As specified by two circulars signed in 1980 and 1992, head teachers are exempt from all teaching duties if they are in charge of more than 13 primary classes (elementary education – approximate age 6 to 12) or more than 12 pre-school classes (pre-elementary education – approximate age 3 to 6). They are partially exempt if they are in charge of 10 to 13 primary classes or 9 to 12 pre-school classes. Finally, a teaching exemption of 4 days per month is allocated when head teachers have 6 to 9 primary classes or 6 to 8 pre-school classes under their care (this threshold has been reduced to 5 classes).

Head teachers are also responsible for teacher co-ordination and the supervision of the educational team.

The education Code (L.411-1) defines the status of the head teacher. Pre-schools, elementary schools and specialised schools are not, regulatory and legally speaking, "institutions". Teachers or professeurs des écoles in charge of running the school have a specific function: they are not heads of institution or authoritative officers. Hierarchical documents are not authorised by them. The hierarchical superior to deputy teachers and professeurs des écoles is not the head teacher but the national Education inspector of the constituency (IEN).

A new article L. 311-3-1, inserted after article L.311-1 of the Code de l’Éducation by the new framework and programme law for the future of the school on 23/04/2005 (Art. 16) adds that at any moment in compulsory schooling, if it appears that a student risks not acquiring the knowledge and skills essential to the end of the cycle, the head teacher or the head of the institution (collège and lycée) must propose to the parents or legal tutor of the pupil to set up jointly a "personalised programme for educational success" (PPRE). PPREs are put in place to benefit the pupils who do not meet the requirements of the common foundation (see 5.4.). This is a personalised project which details the type of aid given during school hours as well as, if required, that proposed to the family outside of school hours. The PPRE enables the regular evaluation of the pupil’s progress. Support continuity is ensured by the joint creation of a "skills record book" by educational teams and inspectorate bodies. This tool follows the curriculum of each pupil from primary school and enables each pupil to be familiar with their initial level and the objectives they must set themselves to acquire the common knowledge foundation.

Legislation: Décret du 24/02/1989 relatif aux directeurs d'écoles
2.6.4.1.2. School council

If the curriculum, the major educational orientations as well as the skills to acquire by the students for each cycle are defined nationally, each school only disposes of a certain margin for manoeuvre in defining the strategies which appear to be most appropriate for attaining national objectives. This part of initiative can be translated by the elaboration of a projet d’école by the school council which defines the concrete methods of setting up cycles, specific actions which need to be organised according to the needs of the children and the resources of the environment as well as the peri-educational activities generally organised in partnership with the local authorities, associations and outside contributors.

2.6.4.2. Educational institutions, administration and management at secondary level

Collèges, general and technological lycées and vocational lycées are établissements publics locaux d’enseignement (EPLE or local state education institutions) with a moral character and financial autonomy. They are created by decree of the State representative (préfet de département for the collèges, préfet de région for the lycées) on proposal of the relevant territorial authority.

The administration and management policy of collèges and lycées is defined by the "school project" created by each EPLE. As well as the pedagogical objectives identified, consistent with the national objectives in terms of education, the institution’s project also specifies curricular and extra-curricular activities and, in this respect, defines the institution’s policy with regard to accommodating and informing the parents, guidance, document management policy, interaction with the economic, cultural and social environment, European and international outlook, healthcare and citizenship education.

A certain number of staff and administrative and pedagogical authorities take part in the daily management of the institutions. Other than the head of the institution (see specific role in 2.6.4.2.1.), the monitoring of the institution is ensured by:

- The assistant principal in the collèges and the assistant proviseur in the lycées who, other than in a crisis asking for the intervention of a higher authority, are the only people able to stand in for the head of the institution if necessary;
- The educational adviser or main educational adviser, who organises, by including the boarding school teachers and supervisors, the life of pupils at all times they are not looked after by the teachers;
- The librarian who is responsible for the documentary resource centre;
- The careers advisor which fulfils his functions in the centre d’information et d’orientation (CIO or information and advice centre) of the school district and in the establishments of this district. He participates in the continuous observation of the pupils and works towards the preparation of their educational and professional choice;
- A nurse who only holds a permanent post in the largest institutions. When the institution is lacking, it is up to the head of establishment to take any measure and any decision if needed;
- The social worker who is in charge of many secondary institutions (the current standards are for one social worker for a sector of 2,000 pupils) whose role is to help and advise the young people in certain difficulties (family or social problems, etc.)
- The educational assistant who fulfils the missions of supervision, monitoring the pupils, help in admission and schooling of handicapped pupils, including in extra-curricular activities. He is recruiting to assist the education team including school time. The educational assistants can carry out their functions in the institution which has recruited them, in one or more other institutions as well as, taking into account the needs thought out by the administrative authorities, in one or more schools. In this last event, the heads of institution can take part in the recruitment procedure. Educational assistants are recruited by contract of a maximum length of three years, renewable in the limit of a total length of six years. The education assistant plan is destined to benefit in priority scholarship-receiving pupils;
- The career advisor – psychologist (COP), under the authority of the manager of the centre d’information et d’orientation (CIO) which he comes under. He transmits information to pupils and their families. He contributes to the continuous monitoring of the pupils as well the implementation of the conditions for their success at school. He takes part in the elaboration as well as the realisation of school, university and professional projects of pupils and students in initial education in order to satisfy to the right of those interested in advice and information on
education and professions. Other than this priority mission, he takes part in the action of the CIO in favour of young people who, once out of the compulsory education system, have not attained the first level of recognised qualification, and in favour of other audiences, notably adults. The COP can be posted in various ministry departments for National Education and in the public institutions which come under their remit:

- The school bursar who is in charge of the financial management, receives cheques for the canteen, buys supplies, or replaces obsolete equipment;

The school administration advisor can be given the responsibility: of the division of a rectorat, an academic service, administrative departments of an academic inspectorate or a decentralised department of the ministry for youth and sports, or those of a public institution with a scientific, cultural and professional character or of a public institution of the ministers for National education, for Higher education or Youth and Sports and the financial and accounting management of certain groups of local public education institutions of under the minister in charge of National Education. They are obligatorily posted in the headquarters of the accounting office. They normally fulfil the functions of an accounting officer of all the institutions and of administrator of the affected institution.

Next to the personnel, three administrative and educational authorities take part in the daily management of the institution, i.e.:

- The Administration council whose attributions have been defined between 1985 and 1990. It constitutes the deliberative and advisory body of the institution. As such, he manages the current affairs of the institution, votes on the interior rules and regulations of the institution and adopts the institution budget. Since 2004, by ministerial decree, the measures relative to the election of the parental representatives have been modified and those relative to the representation of the pupils at the administration council of the EPLEs. In view of taking account of the sociological changes having intervened in the life of the families of these last decades, each pupil's parent becomes a voter and eligible to the administration council. The new decree tends to unify and simplify the different methods of representing students at these authorities. Finally, he introduces the possibility of proxy voting for pupils whose education takes place outside of the institution;

- The Conseil de la vie lycéenne (CVL or lycée life council). It regroups 10 lycée pupils and 10 adults representing staff and pupil's parents. The CVL is consulted and formulates proposals in the following areas: general principles for organisation of studies, elaboration of an "institutional project" (see 2.6.4.2.), elaboration or modification of interior regulations, organisation of school time, general methods of organisation for personal work and pupil support, information linked to course and career advice, hygiene, health and safety, setting up of areas for lycée life, organisation of sports, cultural and peri-educational activities; training of pupil representatives and conditions of use of lycée funds. The advice, proposals and reports of the CVL are transmitted to the administration council.

- The Permanent committee. Made up of representatives of the institution's administration and personnel, parents, pupils, the municipality and the department, it is in charge of answering questions submitted for examination by the administration council. It is obligatorily convened for questions regarding pedagogical and educational files.

- The Disciplinary council. Chaired by the head of the institution, it is empowered to pass all disciplinary measures against pupils (warning, reprimand, temporary or definitive expulsion). These measures can be accompanied by a total or partial suspension.

- The pedagogical Council. It is chaired by the head of the institution and made up of at least one class teacher from each level of education, at least one teacher per subject and a principal educational adviser. The pedagogical Council aims at encouraging consultation between teachers, notably to enhance teaching co-ordination. They prepare the pedagogical section of the "school project".

- The healthcare and citizenship education Committee. This is a study, observation and advisory authority, in charge of contributing to citizenship education, designing the violence prevention plan, proposing initiatives to help parents experiencing difficulties and fight against ostracism, and defining a programme of healthcare and sex education and prevention of behaviour at risk.

www.eurydice.org
2.6.4.2.1. Function of the head of the institution

In the collèges and the lycées, the head of the institution called "principal" in the collèges and "proviseur" in the lycées, is a National education civil servant, recruited by examination and who disposes of administrative, educational and pedagogical responsibilities defined in 1985, 1990, 2001 and 2004.

A) Administrative responsibilities

The head of the institution is both the executive body and the State representative within the institution. He intervenes in the administrative process at the end of the hierarchical chain. He is in charge of setting up and carrying out the decisions taken by the minister or, through delegation, by the recteur or the inspecteur d’académie, manager of the departmental services of the National education.

As the executive body, he represents the institution in all of the acts of civil life, he has full authority over the personnel recruited by the institution and, without the status of State civil servant, he authorises the takings and expenses of the establishment. He carries out the deliberations of the administration council and notably the budget adopted by the latter, he signs all contracts and conventions in the name of the institution, authorised by the administration council.

He is empowered to sign the "contract of objectives" with the academic authority, which constitutes a communication tool as well as the opportunity for the head of the institution to highlight the characteristics of their institution. In line with the "school project" (see 2.6.4.2.) adopted by the administration Council, the contract of objectives defines, with regard to the annual academic performance programme, a small number of targets to be met (three to five), focused on pupils’ results, based on national and academic guidelines; it is combined with indicators to help in assessing the achievement of the objectives.

B) Educational responsibilities

Any action of the head of the institution, through his place at the heart of the school community, concerns pupils for whom he ensures administrative management (registration, absences and outings, respect of compulsory education, scholarships, etc.) and pedagogical management (knowledge testing, school results, career advice). He is directly responsible for setting up training and information for class prefects. He encourages and manages the socio-educational centre, the sports association, the projets d’action éducative (PAE or educational action projects), the support structures to fight against smoking, alcohol and drugs, etc.

C) Pedagogical responsibilities

The head of the institution is the manager and the coordinator of the pedagogical activity of the institution.

He organises specific national policy actions, develops the documentation and information centre audience, sets up information in view career advice, experimental research groups and establishes relations with the professional sectors.

He puts together teams of teachers, chooses class teachers, implements timetables and constitutes class lists.

2.6.4.2.2. Principle of autonomy of EPLES

Since 1985 the collèges and lycées have gained their autonomy as far as the pedagogical and educational organisation of the institution are concerned (choice of pupil distribution methods, choice of subjects specific to the institution, opening of institution to its surrounding environment, definition of additional training and continuous training actions for young people and adults) and the organisation of school time and extracurricular time (use of grants for teaching time put at the disposal of the institution whilst respecting the obligations resulting from regulatory schedules, optional activities for pupils which contribute to education action organised at the initiative of the institution).
The administration council makes up the authority within which this school autonomy can be fulfilled, through the elaboration and the adoption of the projet d'établissement.

Legislation: Decree n° 2005-1145

2.6.4.3. Educational institutions, administration and management at higher level

According to the 1984 law on higher education, each component of the university has the power to determine its status and its structures. The statutory bodies include:

- The Administration council, which determines the institutional policy, votes the budget, approves the accounts, decides on the job distribution, approves agreements and conventions signed by the president of the university;
- The Scientific council which makes proposals to the Administration council research policy frameworks, and which is consulted on initial and continuous training programmes, on programmes and research contracts, on projects for creating or modifying establishment diplomas;
- The Council for studies and university life which makes proposals to the administration council on the frameworks of initial and continuous education, university works, student life and work conditions, libraries and documentation centres which can instruct authorisation requests and projects for new sectors.

These three councils include elected teacher, researcher, student, administrative, technical, worker and department personnel representatives as well as outside personalities.

The university president is elected by all of the members of the three councils; he directs the university and chairs the councils; he approves takings and expenses; he has full authority on all personnel, appoints juries, and is also responsible for keeping order.

It is at the heart of these three councils and in particular of the administration council that the institution’s autonomy is exercised. The latter covers the three following areas:

- Administrative autonomy: the university is managed by a president who is elected for five years by all of the establishment councils; the unités de formation et de recherche (UFR or training and research units) which compose it are also managed by an elected manager;
- Financial autonomy: the establishment manages the budgetary grants which have been allocated by the State, as well as its own resources;
- Pedagogical and scientific autonomy: the university, in respect of the set national framework for each discipline and by a ministerial decree determines curricula, contents, pedagogical methods and materials and methods of knowledge testing.

In the spirit of the 1984 law, the minister for higher education has introduced since 1989 a new relational mode with the higher education institutions, which translates into signing four-year contracts with the institutions. The objective of this contractual policy is both to give a true content to university autonomy and to allow the State to fully exert its impulse and coherence making responsibilities. Each institution defines a development project answering both to national objectives and to local training needs. This project, covering all institution activities, is addressed to the relevant ministry departments then negotiated with these departments. The outcome of the discussion is in the signing of a contract which details the axis of development of the institution supported by the State and sets the amount of financial help brought by the contract.

The other bodies making up the administration of higher education institutions are as follows:

- The Health and Safety Committee, which is not a joint authority, is in charge of providing the administration Council with propositions with a view to promoting safety education and contributing to the improvement in health and safety conditions;
- The joint institution Committee, which is created by the head of the institution to which it is attached. It can be common to several institutions, in which case it is created jointly by the relevant heads of institutions. Each joint institution committee draws up their own set of rules and regulations derived from standard regulations created after consulting with the joint ministerial technical Committee (see 2.7.2.1.).
2.7. Internal and External Consultation

The distribution of responsibilities is structured around a territorial administrative decoupage and not according to the educational levels; there are therefore no meetings as such between the different levels of education.

2.7.1. Internal consultation

The State looks to mobilise all educational partners and players to reach the objective of socially inserting all pupils and encouraging the success of children and young people, prioritising the most disadvantaged of them. That is why the ministries concerned have wanted to mark their common wish for action in terms of global with the implementation of the Contrats Educatifs Locaux (CEL or Local Education Contracts). The CELs result from the wish to plan for children and young people’s education in full. These contracts have been put in place to make coherent all of the elements, school peri- and extracurricular. It is a case of taking on education in its entirety, with all partners involved with what is from now on defined as a shared mission: families, State (and in particular teachers), the association milieu, local authorities, aiming for true educational continuity. The Contrats Educatifs Locaux aim to implement an educational project designed for the different partners involved in children and young people’s education (teachers, parents, associations, mps…) and to gather all of the finances in a coherent way: local authorities, ministries for National education, Sports, Culture, the Town, the Caisse d’Allocations Familiales (Family Allowance Fund), Action and support funds for integration and the fight against discrimination.

The CEL’s main audiences are children and teenagers from pre-school to primary school, collège and lycée, in general as well as vocational education across the country, giving priority to urban or rural zones in difficulty in order to contribute to the equal opportunities and on as wide and coherent sectors as possible.

A local management group, the translation of a widened educational community, is in charge of implementing the CEL. This group nominates a coordinator, elaborates a project and validates it. It is in charge of monitoring and evaluating all registered actions.

The coordinator has an essential role in making the project come alive by:
- Initiating and maintaining relations between the different partners,
- Giving dynamics to actions,
- Mobilising the means available in and around the territory,
- Evaluating the actions and anticipating developments.

A departmental management group addresses projects to all partners concerned: local government, State services and institutions, associations. It validates projects, ensures their finance and controls their implementation.

Signed for a length of three years (renewable), the Contrats Educatifs Locaux detail:
- The activities;
- Their localisation and their conditions of use in school premises;
- Staff provisioning;
- Finances.

A groupe de suivi interministériel (GSI), made up of representatives of the ministry for national education, the ministry for higher education and research, the ministry for youth, sports and associations, the ministry for culture and communication, the ministry for employment, work and social cohesion, as well as representatives of local government and various organisations (union federations, parent teacher associations, CNAF…), is in charge of ensuring national monitoring of this measure, to evaluate the link with departmental management groups and to establish a yearly report.
2.7.2. Consultation involving players in society at large

There are a large number of advisory committees which get together according to their level of representation: national, regional, departmental.

2.7.2.1. Consultations involving external players from society at national level

Evaluation Agency for research and higher education (AERES)

Set up on 21 March 2007, the evaluation agency for research and higher education (AERES) was created by the programme law of 18 April 2006 for research. It includes a chairman, an agency Council made up of 25 members, 3 directors and 1 secretary general. The AERES assesses, within an increasingly competitive context, the quality of institutions, research units and higher education courses.

Haut Conseil de l'éducation (HCE or High Council for Education)

The High Council for Education (HCE) made up of nine members, appointed by the highest State authorities, provides recommendations and makes propositions upon the request of the minister in charge of national Education, with regard to issues relative to pedagogy, programmes, means of evaluating pupils' knowledge, the organisation and results of the educational system as well as teachers' training. It defined, among other things, the content of the "common foundation of knowledge and skills" (see 5.4.) which all pupils must acquire by the age of sixteen, and drew up the "manual of specifications" (see 8.1.4.1.) for the training provided in teacher training colleges (I.U.F.M.).

Haut Conseil pour l'éducation artistique et culturelle (HCEAC or High Council for artistic and cultural education)

Created by decree no. 2005-1289 of 17 October 2005, the HCEAC is presided over by the Minister in charge of Culture and the Minister in charge of national Education. It includes nineteen members, four of which represent the State, three represent territorial authorities and twelve qualified personalities. They are appointed for three years.

The main objective of the HCEAC is to promote all actions likely to support artistic and cultural education in the broad sense of the term:
- promote access for each child to art and culture in all its forms,
- enhance sensitivity and personal judgment with a view to developing critical thinking skills,
- pass on the foundations of a genuine humanistic culture capable of opening the mind to a variety of art subjects and schools of thought.

Conseil Supérieur de l'Education (CSE or Higher Council for Education)

Presided by the minister in charge of national education or his representative, the Higher Council for Education is made up of ninety five members representing public education staff (48 members), users, that is to say parents, pupils, students (19 members), and finally, the local government, peri-educational associations and educational interest groups (28 members).

The Higher Council for Education is consulted on questions of national interest relative to teaching or education, whatever the ministerial department involved. These can be questions relating to state and private primary, secondary and technical institutions; statutory questions relative to the staff of public or private institutions under contract; questions relative to curricula, examinations, deliverance of diplomas and education.

Conseil National de l'Enseignement Supérieur et de la Recherche (CNESER or National Council for Higher Education and Research)

For higher education, the Conseil National de l'Enseignement Supérieur et de la Recherche (CNESER) is made up of 61 members representing the staff (29), students (11) as well as the "major national interests, notably educational, cultural, economic and social interests (21)". It gives advice to the Minister for National Education on the main frameworks relating to higher education: reform projects, training organisation, distribution of grants between the establishments, etc.
Moreover, the university president conference brings together all university presidents and scientific, cultural and professional state institutions which come under the ministry for national education. It studies all questions relating to these teaching establishments, presents proposals to the minister and gives its opinion on submitted questions.

**Conseil territorial de l’éducation (Territorial council for education)**

It is chaired by the minister for National Education and is made up of 36 members. Other than its president, 17 representatives of the State central services and decentralised services including 2 recteurs and a préfet and 18 representatives of local authorities that are the regions, departments, municipalities and public establishments of the inter-municipal cooperation. The first are appointed by the regions of France association, the second by the départements of France association and the third by the mayors of France association. The minister for National Education can invite to take part in the debates, in an advisory capacity, representatives (10) nominated by the union organisations representing the staff, representatives (3) appointed by the pupil parent organisations and a representative appointed by the national council for lycée life.

The Conseil territorial de l’éducation nationale (territorial council for national education) has a very broad mission and can be consulted for any questions relating to local government in the educational domain.

It meets at least once a year and give advice and recommendations aimed at the State services and the local governments concerned by the National Education public service.

**Conference of university presidents (CPU)**

Chaired by the minister in charge of national education, the CPU groups together all university presidents, heads of écoles normales supérieures and several major institutions. It examines all issues relative to these institutions and provides recommendations on the issues raised by the minister.

**Conference of the heads of engineering schools and training**

It groups together all those in charge of public higher education institutions and schools authorised to award the qualification of engineer and under the authority of the minister in charge of higher education. The minister in charge of higher education is, by right, the president of this conference. It examines the issues relevant to all engineering schools as defined in article D. 233-7 of the Education Code. It can present the wishes and projects relative to these issues to the minister in charge of higher education. In addition, the conference is encouraged to provide justified recommendations on issues raised by the minister in charge of higher education.

**National teacher training evaluation committee**

Created by decree no. 2007-643 of 30 April 2007, this commission is made up of 21 members in charge of assessing the training plans established by the institutions as part of the contractual policy.

**Higher Committee for education, economy and employment**

It is made up of 41 members appointed by the minister in charge of national Education: representatives of professional organisations, central administration and public authority directors, qualified individuals selected for their expertise in terms of education, economy and employment. The Higher Committee for education, economy and employment, placed under the authority of the minister in charge of education and higher education, is responsible for examining the links between the entire educational system, the economy and employment, and shedding light on the decisions made by the different stakeholders in charge of these respective sectors.

**National Council of lycée pupils (CNVL)**

Chaired by the minister or their representative, the CNVL comprises 30 representatives of lycée pupils elected within each academic council of lycée pupils, and the three elected members of the CSE. The CNVL is a structure enabling lycée pupils’ representatives to be kept informed and to communicate with the ministry in charge of national Education.

**Joint authorities**

Joint authorities are made up of an equal number of administration and staff representatives. The administration representatives are appointed by ministerial decree. These members of staff are either
nominated by the most representative union organisations (joint technical committees), or elected by their peers (national joint administrative commissions).

There are two types of joint authorities: on the one hand, the Comités techniques paritaires (CTP or joint technical committees) who are consulted on questions relating mainly to the organisation and operation of ministry services or public institutions which come under its remit, as well as on problems relating to staff training and on the changes made to their statutory rules; on the other hand, the Commissions administratives paritaires nationales (CAPN or national joint administrative commissions) which exists for each staff body and which are obligatorily consulted during management operations concerning the staff they represent (promotion, transfer).

Commissions professionnelles consultatives (CPC or advisory professional committees)

Qualified to answer questions relative to vocational education, there are made up of public authority, employer and craftsmen, employee and personality representatives chosen for their particular responsibilities.

There are currently twenty Commissions professionnelles consultatives and they each represent a large sector of activity. They have the mission to formulate, advise and make proposals concerning the adaptation of training for existing professions and jobs and to their development prospects and concerning the programmes of this training and the rules of examinations which follow.

The coordination of activities between the different committees is ensured by the Comité interprofessionnel consultatif (CIC or Advisory inter-professional committee). Chaired by the minister, this committee brings together notably the presidents and the vice-presidents of the twenty commissions.

Observatoire national de la Lecture (ONL or national research institute for reading)

Created by the order of 7 June 1996, the National Research Institute for Reading is an independent organisation, under the authority of the ministry in charge of national Education. It has the vocation to gather and exploit available scientific data in order to understand the learning process, the improvement of reading and pedagogical practices, to study the problems encountered by children in this learning curve, encourage the exchange of information and experiences between the scientific partners, the professionals and the parents, to analyse the pedagogical practices and to gather information on measures and experiments in progress, to formulate recommendations to help improve initial and continuous teacher training, to prevent illiteracy and to develop diversification of adapted pedagogical practices.

Observatoire de la laïcité (Research institute for secularity)

The Observatoire de la laïcité, created by decree no. 2007-425 of 25 March 2007, helps the Government carry out its action aimed at enforcing the secularity principle in public services. In this respect, it collects data, produces and orders analyses, studies and research in order to enlighten public authorities with regards to secularity.

It can be consulted by the Prime Minister or the ministers on draft legislation or regulations.

2.7.2.2. Consultations involving players in society at large at regional level

The bodies which exist at regional level inform and advise the recteur.

Conseil académique de l’Education nationale (academic council for National education)

Depending on the nature of the matters examined, this council is chaired by the regional préfet or by the president of the regional council. It is made up of MP, staff and user representatives. It is responsible for school and higher education.

The Conseil académique de l’Education nationale gives advice on all areas relative to the organisation and the operation of the public education service in the académie, and notably on the provisional scheme of training; the provisional programme for investment relative to the lycées and special education institutions; the annual list for constructions and extensions of lycées and collèges; the general pedagogical structure of lycées; the framework of academic training programmes for adults;
and finally, the general methods of allocation of resources given to the lycées and special education institutions.

**Commission régionale des bourses du second degré (regional committee for secondary education scholarships)**

Chaired by the *recteur*, it is made up of staff and parent representatives from state and private education, as well as local MPs.

This committee is responsible for taking decisions regarding requests presented by the departmental committee and examining the requests presented as appeals.

**Conseil académique de la vie lycéenne (Academic council for lycée life)**

Chaired by the *recteur*, this council has been established in 1991. It formulates opinions on questions relating to school life and school work in the lycées and the établissements régionaux d’enseignement adapté (EREA or adapted regional teaching institutes). It includes a maximum of forty members of which at least half are *lycée* students or pupils of the EREAs, members of the pupil prefect councils. It includes National Education representatives appointed by the *recteur*, the regional councillors, and possibly local authorities, parent and association, peri-educational, cultural or economic world representatives.

**Comité académique des oeuvres sociales (academic committee for social work)**

Created in 1963, it has the role of pointing out to the administration National education staff needs in the social sector, studying the measures destined to inform these members of staff of social measures and proposing measures needed to encourage the development and the coordination of social action in the académie.

**Commissions administratives paritaires académiques (Academic joint administrative committees)**

Besides the *recteur*, the *Commissions administratives paritaires académiques* are qualified to answer questions regarding the different categories of staff under the minister for National education. They notably give their opinion in terms of transfers, promotions, appointments to permanent posts, assessment and disciplinary sanctions. When it involves national management staff, the academic joint administrative commissions prepare the works of the national joint administrative commissions.

**Comités techniques paritaires académiques (academic joint technical committees)**

Each academic CTP is composed of twenty entitled members and twenty supply members representing the administration, and the staff, nominated on proposal of union organisations of civil servants representing the staff. Its responsibilities include all the questions relating to the organisation of administrative services and first and second degree teaching and training establishments. For questions relating to health and safety at work as well a medical prevention in the civil service, the CTP are assisted by health and safety committees (see below).

**Commission technique d'orientation et de reclassement professionnel (COTOREP or guidance and professional redeployment technical committee)**

They are notably qualified to appreciate the aptitude of people with an infirmity leading to a rate of permanent incapacity of less than 80% when they are candidates to posts in management, inspection, teaching, education, monitoring, information and educational guidance in the institutions or services under the minister for National Education. The decisions of this committee are liable for appeal in front the departmental committee for handicapped people at the "rectorat" headquarters.

**Conseil académique consultatif de la formation continue (Advisory academic council for continuing education)**

Chaired by the *recteur*, this council is made up of representatives of the ministry for National education and representatives of the union organisation which are the most representative of the National education staff. It aims to encourage staff under the ministry for National education to take charge of missions that befall them in adult continuing education.

**Commissions académiques des langues vivantes étrangères (Academic committee of modern languages)**
A committee for modern languages teaching has been set up in each academy. Its missions are to ensure the diversity in language choice, the coherence and the continuity of languages paths on offer and the distribution of information on languages on offer within institutions, MPs, parents...

Academic Council of educational associations complementary to public education (CAAECEP)

This academic council is chaired by the recteur or their representative. It is made up of:

- 5 representatives of the authorised associations,
- 3 representatives of the organisations representing management, educational and teaching staff,
- 3 representatives of the organisations representing parents,
- 2 representatives of the ministry in charge of national Education,
- 1 representative of the ministry in charge of youth and sports.

It offers recommendations on accreditation requests made by associations working on a local, departmental or academic level, and on accreditation withdrawal propositions.

It also examines the evaluation results of the activities complementary to public education carried out within the academy.

The academic Appeal Committee of pupils’ disciplinary councils

Chaired by the recteur or their representative, it is made up of one inspecteur d’académie, one head of institution, one teaching staff representative and two parents representatives, appointed for 2 years by the recteur or their representative.

Any decision made by the disciplinary Council can be appealed within 8 days of its notification. This non-suspensive appeal can be made by the pupil’s legal representative (their family most of the time), the pupils themselves if they are of legal age, or the head of the institution. The recteur makes the decision after consulting with the academic appeal Committee, within one month of receipt of the action.

Instituted under the authority of each recteur, this committee is made up of:

- Three to five representatives of the administration, including the person responsible for health and safety issues, who is also the committee secretary,
- Five to nine personnel representatives. Their number is set depending on the importance of the staff or the nature of occupational risks. In any case, this number must exceed by at least two that of the representatives of the administration,
- The health and safety doctor.

The role of this committee is to promote, supervise and assess the initiatives aimed at improving the health and safety conditions of the staff in the workplace by instituting concrete and constructive social dialogue. It must contribute to enhancing staff security in the workplace.

2.7.2.3. Consultations involving players in society at large at departmental level

Deliberative bodies have been created, on a departmental level, to assist the inspecteur d’académie. Some are chaired by the préfet, others by the académie inspector.

Conseil départemental de l’Education nationale (National Education departmental council)

This advisory council has tripartite representation: ten representations of local authorities, ten representatives of the staff from départements and teaching and training institutions, ten use representatives. It gives advice on questions relating to the organisation and the operation of educational public services in the département and notably in the distribution between the relevant municipalities – for lack of agreement between them – expenses concerning écoles maternelles et élémentaires; the distribution of teaching posts; the pedagogic structure of the collèges; the methods of attributions of resources (jobs, grants in credit or nature, accommodation allowance given to teachers); the organisation and the operation of school transport; general methods of allocation of allowances aimed at colleges, as well as the provisional programme of investment concerning them.

Comité départemental de la formation professionnelle et de la promotion sociale (Departmental committee for professional training and social promotion)
This committee includes fifty-two members: representatives of departmental administration, teaching staff, teaching and training institutions, industrial, commercial, crafts and agricultural professions, institutions and organisation intervening in the area of employment and professional training.

It has the vocation of ensuring the distribution of professional development resources; it gives its advice on the creation or the withdrawal of institution and vocational teaching sections; it is also consulted for recognition of professional training given by private establishments.

**Commission administrative paritaire départementale (Departmental joint administrative committee)**

Presided by the *inspecteur d’académie* and including representatives of staff, it is qualified to answer questions on everything relating to the management of *professeurs des écoles* and questions touching on the organisation of administrative services and teaching and training institutions for primary and secondary education.

**Comité technique paritaire départemental (Departmental joint technical committee)**

Like the academic CTP and in an analogue way, the departmental CTP is made up of twenty entitled members and twenty supply members. It notably gives advice on the organisation of the start of the school year and the distribution of jobs in schools.

**Commission départementale des bourses (Departmental committee for scholarships)**

Under the presidency of the *inspecteur d’académie*, it is made up of members appointed by the *recteur* : representatives of the state teaching sector, parent teacher organisations, a head of a secondary institution, a departmental inspector, a general councillor, a mayor, the president of the departmental office of ex-servicemen, and as an advisor, the departmental director for direct contributions and the manager of agricultural services.

It gives advice on the attribution of scholarships to secondary school children: acceptance or rejection of requests, amount and time limit of the scholarship given. The final decision is taken by the *recteur*; in the event of a rejection, there is also a possibility for appeal with the regional committee for scholarships which chairs at *académie* level.

**Conseil départemental d’orientation (Departmental council for course and career guidance)**

Chaired by the *inspecteur d’académie*, it is made up of representatives from various educational levels, parents, school health doctor, an *inspecteur de l’Éducation nationale* in charge of information and career and course guidance, a career and course advisor psychologist, an *Éducation nationale* inspector in charge of primary schools and heads of institution. It reports on course and career guidance and allocation of pupils; it examines the incidences of allocations of the département’s carte scolaire (school map).

**Comité des droits et autonomie des personnes handicapées (CDAPH)**

CDAPHs were created by the law no. 2005-102 of 11 February 2005 for "equal rights and opportunities, participation and citizenship of disabled persons". They are a result of the merger between the guidance and professional redeployment technical committees (COTOREP) and special education departmental committees (CDES).

CDAPHs are empowered to:

- Give their opinion on the guidance of disabled persons and the measures guaranteeing their admission into a school, professional and social environment;
- Identify the institutions or services meeting the requirements of the child or adolescent, or likely to help in the rehabilitation, education, redeployment and accommodation of disabled adults;
- Allocate the disabled child education allowance to children or adolescents, and possibly its supplement,
- Allocate the disability card (CIN),
- Allocate the disabled adult allowance (AAH) and income support,
- Allocate compensation benefits,
- Acknowledge the status of the disabled worker (RQTH),
- Decide on the support of disabled persons over sixty living in accommodation designed for adult disabled persons.
Comité départemental des oeuvres sociales (Social welfare departmental committee)

Chair by the inspecteur d’académie, it includes a head of a secondary institution, an inspecteur de l’Éducation nationale, representatives of civil servant federations and of the Mutuelle générale de l’Éducation nationale.

They give advice on measures aimed at developing social action for National Education personnel, and inform the latter of all social measures which concern them.

Other departmental committees

There are also departmental committees to examine appeals against decisions taken on a child repeating a year or course guidance, to decide on the allocation of exemption for boarding school fees for children in regional adapted education institutions or to examine problems relative to teaching immigrant children.

2.8. Methods of Financing Education

See numbers in 2.9.

Over 80% of the national Education expenditure is funded by the State (ministry in charge of national Education, other ministries, territorial authorities). Families and businesses also contribute to funding education.

The allocation of certain resources necessary for the creation and running of schools, collèges and lycées is the exclusive responsibility of the minister or their representatives: in particular, the training, posting and remuneration of the teaching staff are under the responsibility of the State. So-called pedagogical expenses are also its responsibility, i.e. computer equipment, specialised electronic equipment, audiovisual equipment and the equipment necessary for the teaching of technology.

Higher education remains under the authority of the State, even if the regions may participate in the funding of universities.

Legislation: Loi du 13/07/1983 relative aux droits et obligations des fonctionnaires
Legislation: Loi relative aux libertés et responsabilités locales

2.8.1. Expenses borne by the region

The region is entitled, since the law of 13 August 2004 relative to local liberties and responsibilities, to become the owner of public lycées, special education institutions and maritime professional lycées, either automatically for the institutions which the region has constructed or reconstructed, or with the agreement of the municipalities, groups of municipalities or départements which were the previous owners. It is responsible for the construction, reconstruction, extension, major repairs, equipment and running. It is notably in charge of recruitment and management as well as the remuneration of the non teaching staff of these institutions.

In addition, the region participates in the funding of a significant portion of universities.

Finally, it defines and implements the regional apprenticeship and vocational training policy for young people and adults seeking employment or new professional guidance.

2.8.2. Expenses borne by the département

The département, since the law of 13 August 2004 relative to local liberties and responsibilities, is the owner of public collèges established within its territory, either automatically when these collèges previously belonged to the State, or with the agreement of the municipalities or groups of municipalities...
if they were the previous owners.

It is responsible for the construction, reconstruction, extension, major repairs, equipment and running of the collèges. It is notably in charge of recruitment and management as well as the remuneration of the non teaching staff of the collèges.

2.8.3. Expenses borne by the municipality

The municipality is in charge of pre-schools and elementary schools established within its territory. It is the owner of these institutions and is in charge of their construction, reconstruction, extension, major repairs, equipment and running.

2.8.4. Budget Coordonné de l’Enseignement Supérieur (BCES or Coordinated budget of Higher Education)

Because of its purpose and inter-ministerial nature, the coordinated budget of higher education (BCES) provides a comprehensive overview of the resources allocated by the State to higher education courses, and constitutes a tool for genuine national coordination.

The BCES helps measure the overall financial support granted by national authorities to higher education, as it combines the funding provided by the initial law of finance in the budgets of the various ministries. It notably integrates the funding that the national Education account does not take into consideration (for example the grants allocated by the ministry in charge of social affairs to French students abroad: the BCES considers these grants as higher education expenses, whereas the national Education account ignores them as they do not represent an expense on French territory).

In presenting their priorities and the resources allocated, each ministry involved is displaying its will for a more efficient credit management and takes part in the objectives of the organic law no. 2001-692 of 1st August 2001 relating to the laws of finance (see 2.6.1.).

The field of the BCES is that of all post-baccalauréat state or private education, if they benefit from State funds, whether in basic learning, continuous vocational training or specialised or applied training (including, in principle, the State officer training schools) as well as the sections of higher technicians and preparatory classes for the grandes écoles (STS-CPGE).

2.9. Statistics

The 2008 draft budget of national education allocates 58.28 billion Euros to school education, i.e. 22% of the State’s budget (+1.32% on 2007). This draft budget, designed to control public spending and modernise the management of the education system, should enable the improvement of the way pupils are catered for, notably those experiencing most difficulty, as well as teachers’ working and remuneration conditions.

In addition, the 2008 draft budget for higher education and research plans a 1.8 billion Euro increase, a 7.8% rise on 2007 (23.9 billion Euros), in order to finance five priorities: support university autonomy, encourage student success, improve researchers’ environment, raise the profile of project-based research and boost private research.

Bibliography: Repères et références statistiques sur les enseignements, la formation et la recherche

Institutions: National Center for Educational Documentation
Institutions: National Institute of Statistics and Economic Studies (INSEE)
3. Pre-primary Education

Organisation of the education system in France, 2007/08

"Pre-elementary" education, according to the term used in France, corresponds to the first cycle of schooling, called "basic learning cycle". It is part of primary education, the first degree of the French education system. Pre-primary education is given in an école maternelle, which admits children from 2 years old onwards, depending on the number of available places. Without being compulsory, it is frequented by most children from 3 years old upwards. It contributes to the development, from the youngest age, of the child’s capacities. Through its pedagogical action, it ensures the first cognitive and relational steps in learning.

At pre-school, the pedagogical team, made up of teachers and specialised teachers, are separate from the educational team, which is made up of individuals who have the education responsibility of a pupil or a group of pupils. The educational team is made up of the school head teacher, one or a number of the teachers and parents concerned (the role and place of parents in school as well as the regulatory aspect of their involvement are defined by the decree of 28 July 2006, relative to parents and parents’ associations), the staff from the réseau d’aides spécialisées aux élèves en difficulté (RASED or network of specialised help for children in difficulty), the doctor, the school nurse and the social worker. The teachers are helped in their work by Agents territoriaux spécialisés d’école maternelle (ATSEM or Specialised Territorial Agents for Pre-School), recruited by the local authorities and having received specific training (for example: Certificat d’Aptitude Professionnelle or Vocational Training Certificate, specialised in “early childhood”).

A few characteristic traits of école maternelle can be distinguished:
- They belong to the public service, which guarantees a presence on all of the territory as well as the similar type of operation;
It is an integral part of the education system, which is the basic educational core and is therefore under the full responsibility of the ministry in charge of National education;

- It is secular and free when in state education (around 98.7% of children are educated in public pre-schools in metropolitan France + DOM);
- It is supervised by teachers who received the same training as those in compulsory elementary school (see 8.1.4.1.);
- It implements structured learning and has a specific pedagogical vocation, including discoveries, games and various stimuli.

It runs in coordination with other public services: the school health service and the réseaux d’aides spécialisées aux élèves en difficulté (RASED) which constitute a link with the health and social services.

There are institutions which welcome children aged 2 years old and less (before école maternelle), but the two detailed below are the main ones:

**Crèches** which are managed by the departments (Directions départementales des Affaires sanitaires et sociales – DDASS or Departmental Directorate for Health and Social Affairs), the municipalities and the Social Work offices, the Caisse d’Allocations Familiales (CAF or Family Allowance Office) or associations. One type of crèche is the mini-crèche which welcomes children under the same conditions. Children’s day nurseries and crèches (admit children who need medical care, 24/7) are temporary welcome facilities.

Qualified assistants who look after children at home after having received approval from the resident Departmental General Council for three years. They follow employment adaptation training which is organised by the service of Protection Maternelle Infantile (PMI or Maternal and Infantile Protection).

**Legislation:** Décret du 6/09/1990 sur l’organisation et le fonctionnement des écoles maternelles et élémentaires

**Institutions:** Ministry of National Education

### 3.1. Historical Overview

In 1771 in the Vosges regions, children of 4 to 7 years were looked after by the "knitting schools" of pastor Oberlin. The "operators of early childhood" taught them to spin, knit, tear shreds, cut up paper, read the alphabet, calligraphy, sing, learn off by heart, mental arithmetic, natural history and the bible story...

In 1826, "asylum halls" were created in Paris on the initiative of mayor Cochin, for a mostly social purpose. In 1836, there were one hundred of these institutions, catering for four thousand children. In 1837, regulations were set: children were admitted from the age of 2 to 6 years old in these free institutions. The primary aim of the "asylum rooms" was to teach children good habits in terms of order, cleanliness, mutual regard preparing them for an "honest, decent and Christian life". The children’s intelligence was gradually developed without wearing it out with too sustained an application.

With Pauline Kergomard as a driving force, asylum halls were transformed into "écoles maternelles" (pre-schools) in 1881, thus creating the backbone of the education system. This school for very young children became an institution where children can fully blossom, exercising their physical, intellectual and moral capabilities. In 1881, Minister Jules Ferry appointed Pauline Kergomard general inspector of pre-schools.

In 1910 was created, in each department, a pre-school inspectorate entrusted to the female members of staff. The inspectors played a decisive role in the progress of pedagogy in pre-school.

In 1920, children were led to carry out physical exercise, breathing exercises, games, graduated movement accompanied by singing.

During the 1960s, pre-schools were getting large; the number of children attending increased.
In 1977, male teachers could teach in pre-school which no longer constituted an area reserved to females. Already in 1972, female inspectors started to see male inspectors trained for various missions: either elementary school, or specialised education or college.

3.2. Ongoing Debates and future developments

The ministry in charge of national Education has been particularly focused, in the last few years, on improving command of the French language, in particular in setting up a new teaching organisation and a new curriculum, on all school levels. Having a command of the language constitutes quite specifically a school and college priority.

Looking after younger and younger children, pre-school has made spoken language the major axis of its activities. Indeed, when starting their first year of school, little ones can often only produce very short sequences of words and only dispose of a very limited vocabulary. When they leave pre-school, they can construct complex sentences and articulate these amongst themselves to tell a story, describe an object or explain a phenomenon. They are ready to learn how to read. This course certainly has a lot to do with the extremely fast psychological development which characterises these early years, but it has even more to do with attentive adults helping in all activities bringing language into play.

3.3. Specific Legislative Framework

Measures have been set up in order to improve the admission and the welcome reserved for young children and their families.

Framework law on education (10 July 1989)

The law details in article 2 that: "every child has to be admitted, at the age of three, to an école maternelle (pre-school) or an infant class the closest possible to their home, if their family so wishes. Looking after 2 year old children is extended as a priority to the schools located in social disadvantaged environments, whether in urban, rural or mountain zones".

The agreement protocol relating to young children (20 September 1990)

It was signed by the State minister, minister for national education, youth and sports and the minister for solidarity, health and social protection as well as the State secretary in charge of families.

The protocol underlines that early childhood, from 0 to 6 years, is a determining period in a child’s development and is often a sensitive time for families, notably in the most disadvantaged milieus. It translates into the will to ensure a continuous educational action in relation to these young children, the complementary nature between the different ministerial actions which have to coordinate their policies and encourage active parental participation in order to implement them.

Framework and programme law for the future of schools of 23 April 2005

Article 23 stipulates that the pre-school’s educative mission is to include a first approach to the tools of basic knowledge, prepare children for the core education given by elementary school and teach them the principle of life in society.

3.4. General Objectives

The major objective of pre-school is to provide a successful school experience for every child.

Pre-school constitutes the educational foundation on which learning skills are based and developed, to be subsequently standardised in primary school. Children develop their basic knowledge by means of
games, action, autonomous research and sensory experience, following their very own course.

Furthermore, pre-school has a dual responsibility. It must successfully complete the basic learning cycle while engaging all pupils without exception in this initial fundamental learning stage in order to start reading. Basic learning enables children to discover that learning is now an integral part of their lives.

Finally, pre-school evaluates and identifies children experiencing educational difficulties to facilitate the adaptation of activities to the common and specific needs of each pupil in the next schooling phase.

Bibliography: Pour une scolarisation réussi des tout-petits

3.5. Geographical Accessibility

Nearly all children from 3 to 6 years old (the figures are around 97-100% depending on the départements) are today educated in pre-school and ¼ of 2 to 3 year olds as well.

Early education benefits all social groups. However going to school at 2 years old allows for a certain educational and linguistic compensation which makes learning easier for children who have not benefited from an advantaged environment. There is however large geographical inequality. Since the beginning of the 1990s, the rate of schooling of two year old children remains around 25%. At the start of the 2006 school year, it comes in at 22.9% (for the metropolitan France and the DOM), but varies greatly from one department to another. These differences are sometimes due to cultural contexts, to the geographical distribution of collective education structures for young children and to the choices of education policy of the inspecteur d'académie. In the lead are Lille and Rennes, with a schooling rate for two-year old children of 54.9% and 54.6%. At the bottom are Strasbourg (7.7%) and in particular Paris (6.2%, where even three year-olds have difficulties finding a place in school), with the highest number of crèches.

Legislation: Loi n°2003-339

Bibliography: Repères et références statistiques sur les enseignements, la formation et la recherche

3.6. Admission Requirements and Choice of Institution/Centre

As far as pre-schools and elementary schools are concerned, it is the mayor who defines the school sector by municipal decree. Some municipalities are not divided into sectors. The inspecteur d'académie allocates school teaching posts in schools.

3.6.1. Admission age

The age of admission for pre-school has been set since the end of the 19th century. It is reiterated in the Law of 10 July 1989 which details that all children must be able to be educated, from the age of 3, in a pre-school. The children remain at pre-school until the age of 6, when compulsory school begins at elementary school.

The circular from 20 July 1992, completes the decree of 6 September 1990 and details that two year old children at the time of the start of the school year, whose health and physiological and psychological maturity is compatible with collective life in a school setting, can be admitted within the limit of available places in pre-school. An effort is carried out to ensure this admission process as a priority in socially disadvantaged urban, rural or mountain zones, and in specific in the priority education zones. Exceptionally, children reaching the age of two, before the start of the school year and the 31 December of that calendar year, can be admitted under the same conditions.
3.6.2. Registration methods

Registering a child in pre-school is not compulsory. It is carried out on parental request.

You first have to contact the town hall to find out the area’s sector school. The file for the town hall should contain the following documents:

- Official family record book or birth certificate;
- Proof of address;
- A document vouching for the child’s compulsory vaccinations (diphtheria, tetanus, polio, BCG) or a document vouching for a contraindication;
- Proof of parental guardian authority.

The mayor then delivers an inscription certificate indicating the school where the child is to be registered.

The documents needed for final registration are:

- Official family record book or birth certificate;
- Registration certificate given by the town hall;
- Document vouching for the compulsory vaccinations;
- A doctor’s certificate vouching for the state of health and physiological and psychological maturity of the child who is to be compatible with life in a school setting.

If the child does not change school, registration does not have to be carried out every year.

3.7. Financial Support for Pupils' Families

There are no scholarships available in pre-school education, but parents can obtain help from the health and social action at the town hall.

3.8. Age Levels and Grouping of Children

The grouping of pupils according to their level has been a part of the organization of school in long term cycles since 1989. Pre-school corresponds to the first school cycle, said to be “basic learning” and at the start of the second cycle said to be for “fundamental learning”. The setting up of multi-annual cycles has answered the need to better adapt the school to the child: the objectives to reach are no longer fixed per school year, but for a period of three years, pupils having the opportunity to progress at different rhythms.

As a general rule, children are grouped in age groups in three sections: the "small section" (2-3 to 4 years old), the "medium section" (4 to 5 years old) and the "big section" (5 to 6 years old). This distribution can vary in order to take into account each child, his/her maturity and the skills he/she has acquired. The pedagogical team, in agreement with the parents, can decide to place the child in the section that best answers their needs, even if it does not correspond exactly to their age.

3.9. Organisation of Time

The school year begins in early September until the end of June or early July.

The most often pre-schools organise the start of the school year in a staggered way for the children coming into pre-school for the first time (at three years old or before); this is a way of encouraging their integration into a collective educational setting, without confronting them from the start to big groups of children.
3.9.1. Organisation of the year

The organisation of school time depends on the school calendar drafted by the ministry for national education. The 2007-2008 school year officially started on Monday 3 September 2007 and is to end on Thursday 3 July 2008 (see also 4.9).

3.9.2. Weekly and daily timetables

The weekly length of schooling is set at 26 hours, with a maximum of 6 hours per day. It is not structured around the distribution of subjects with strict limits and schedules. The teacher organises the day’s activities in an autonomous way respecting both the needs of the children and the skills which need to be acquired and which are defined by the different national programmes for each cycle.

3.10. Curriculum, Types of Activity, Number of Hours

Pre-school education contributes to children’s overall development and prepares them for elementary school (primary education). Games play an important part, which does not preclude discipline and effort and helps to explore life settings, action in or on the nearby world, imitating others, inventing new gestures, communicating in all its dimensions, looking at oneself which encourages observation and reflection, discovering the riches of imaginary worlds… It is the starting point of a number of didactic situations offered by the teacher. It carries on towards more structured education which remains to be no less fun.

It is the responsibility of the team of teachers to ensure that their pupils, throughout their schooling, explore a large variety of situations and cultural worlds along with the use of various tools and instruments. There is room for digital supports in pre-school, alongside toys, games, play areas or books.

In addition, pre-school teaching programmes, defined by the new 2007 national programmes, involve the following five major activity domains:

- **Language at the heart of the learning process**: focus is on oral usage but children begin to understand how the alphabetical code works and how it facilitates reading or writing; in the "big section", pre-school enables children to start learning a new foreign or regional language;
- **Living together** to learn how to experience freedom of action and develop new relationships with schoolmates and adults alike; school life also creates every opportunity to facilitate the development of verbal communication skills;
- **Act and express themselves with their body** to broaden their experience of environments and areas helping children to enhance their self-awareness and develop physical abilities;
- **Discover the world** to try out intellectual work tools in order to understand and describe, quantify, classify or arrange reality;
- **Sensitivity, creation, imagination** to experience the pleasure of creation and establish the foundations of a common culture.

**Bibliography:** Pour une scolarisation réussi des tout-petits

3.11. Teaching Methods and Materials

In pre-school pedagogy, activities involving the exploration of your environment, manipulation and games have a preponderant place. Teachers observe precisely the behaviour and the achievement of the children to help them and adjust their demands on knowledge acquired and needs of everyone. The teacher is completely free to choose the teaching methodology and the pedagogical equipment
(toys, educational games, books, audio-visual material, etc.).

There is no State control for the publication of school books. The State sets the national programme of pedagogical contents for all levels and publishers freely put together the pedagogical material according to this programme.

There is no national policy regarding supplies for this level of education.

3.12. Evaluation of Children

The teacher or the pedagogical team is responsible for the regular assessment of the children’s knowledge, which is based in pre-school on attentive observation of the children. The Teacher council determines the progression of a pupil in each cycle. In order to keep the parents informed of their child’s situation, a school record book is put together for each child, in which are written the results of precise assessments and indications of their knowledge.

3.13. Support Facilities

The responsibilities of pre-school are shared between the pedagogical team (class, safety and hygiene during school time, break times, school outings) and the municipality (infrastructures, supplies, crèches, leisure centres, food).

The decisions regarding school life are taken by the three following authorities:

1) The school council. (Decree no.76-1301 on 28 December 1976, Organisation of the dialog between pre-school and elementary school (teacher council, school council) Art. 17 –modified by decrees no. 80-906 on 19 November 1980 and 85-502 on 13 May 1985)) includes:
   - The director of the school, president;
   - The mayor and the municipal councillor in charge of School affairs;
   - Teaching staff (professeurs des écoles and teachers) for each school class;
   - Representatives of parents in equal numbers to those of the school’s classes, elected according to the methods fixed by decree of the minister for National education. These representatives constitute at the heart of the school council the "Parents’ committee" provided for in article 14 of the law no. 75-620 on 11 July 1975; The role and place of parents in school are defined by a new decree (of 28 July 2006). The publication of this decree is considered as an important step in the construction of a dialogue between the parents and the School, to ensure success for all pupils – principal objective of the framework law of 23 April 2005.
   - The departmental delegate for Education in charge of visiting the school.

The school council chairs for a year and validly so until the renewal intervention of its members. It gets together at least once a trimester and compulsorily a fortnight following the proclamation of the election results, on an agenda sent to members of the council at least eight days before the date of the meeting. In addition, it can also be brought together at the request of the school director, the mayor or the two thirds of its members.

The following take part as consultants in the school council for relevant matters:
   - Staff taking part in preventative actions and psycho pedagogical help, as well as doctors in charge of school medical check-ups, school nurses, social workers and specialised pre-school territorial agents (pre-elementary);
   - In addition when medical or paramedical staff takes part in handicapped children integration actions, the president can, following advice from the Council, invite one or more of these people to associate themselves to the Council’s actions;
   - Foreign teachers teaching, in school facilities, classes in their language and national culture to foreign pupils of the school;
   - If the need arises, teachers in charge of regional language and culture classes;
The persons in charge of additional activities provided for in article 26 of the law no. 83-663 on 22 July 1983(1); Representative of post- and peri-school actions for questions relating to school life. The president following advice from the council can invite one or more people whose consultation is judged useful in accordance with the agenda.

2) **The teacher council**, made up of all of the school’s teachers. It discusses the organisation of the service. They get together once every trimester.

3) **The cycle teacher council** is made up of all of the teachers in a cycle. It elaborates the cycle project, and draws conclusions from the children’s progression in the acquisition of various skills defined for this cycle.

Each school has to elaborate a school project which combines local needs and national curriculum objectives. There is, for example the theme of the school opening up onto the environment, the respect of rhythms of the child. It is the parents’ responsibility in the school council to bring their help to formulating the child’s needs.

**The pedagogical team is made up of:**
- Teachers (*instituteurs and professeurs des écoles*): in principle, one per class;
- **The school head teacher**: in most schools, he ensures this function in addition to his teaching function;
- Staff from réseaux d’aides aux élèves en difficulté (RASED).

### 3.14. Private Sector Provision

The private education ratio has been stable for twenty years – out of 2,613,120 pre-elementary education pupils, 323,792 attend a private institution.

Private education (pre-school + primary school) in France is nearly 97% catholic. The choice of private education by families follows very diverse motives: admission facilities, religious, cultural or social facilities, research of a pedagogical structure adapted to the profile of a child.

The legislation of the private sector is largely defined by the Debré law of 31 December 1959, which provided for the signing of contracts – simple or association contracts, between the State and private education institutions, notably denominational.

The "association contract" is signed between the private institution and the State. The institution must provide education according to public education rules and programmes. The teachers of these institutions are recruited by an examination, following the same procedures as those of the public sector. Since 1995, the teachers of private collèges and lycées under contract are trained in IUFM colleges and recruited following an examination called CAFEP (similar to the CAPES or CAPLP, see 8.1.4.1.).

The "simple contract" for primary or specialised schools complies with the principles of public education, but the rules are more flexible. Classes must be operational for at least 5 years and premises must meet health and safety requirements. The institution under a simple contract must then organise the teaching of basic subjects referring to the programmes and schedules of public education. Teachers are appointed by the private authority and considered as employees under private law, but remunerated by the State.

The private sector regroups for the most part institutions under contract, and more specifically under association contract. The share of private education not under contract only represents 0.3% of pre-school to terminale classes.

As far as pre-school is concerned the proportion of private pupils is stable in 2004 (12.6%). These levels have been maintained in 2005 and 2006.
3.15. Organisational Variations and Alternative Structures

Very dense in the urban zones, the network of pre-schools has developed in the countryside in specific ways. Four organisational variants can be distinguished.

**Infant sections**

"Infant sections" are sections integrated into elementary schools, which welcome 5 year old children. In certain cases, when the admission capacities and the pedagogical organisation enable it, 4 year old children can, with the agreement of the inspecteur de l'Education nationale, be admitted.

**Inter-municipal pre-school**

Inter-municipal pre-school is a solution which consists, for various municipalities, in combining efforts in order to gather together the number of children needed to open a pre-school. The class then created can be regroup children in a chosen municipality, independently from elementary classes, that is to say in a pedagogical grouping by age group. This choice implies a transport service for most children. Inter-municipal pre-school is the most frequently used solution.

In sparse and dispersed habitat zones (rural or mountain zones), pre-schools or infant classes benefit from the collaboration of équipes mobiles d’animation et de liaison académique (EMALA or mobile management and academic liaison teams).

A professeurs des écoles or a teacher, in a truck equipped with audiovisual equipment and pedagogical documentation (games library, book library, picture collection, and computer equipment), does regular rounds in small isolated schools in the sector on which it is posted.

3.16. Statistics

As of the beginning of the 2007 school year, 2,551,000 children were enrolled in pre-primary education, i.e. 27,400 pupils less than in 2006. As in previous years, the reasons for this trend were mostly related to demographics: the number of pupils in pre-primary education is closely linked with the number of births. The French birth-rate was down from 2001 to 2003 and has again increased since 2004. Thus, the current generation of 3 year-olds (born in 2004) is smaller than that of 6 year-olds (born in 2001), who enrol in CP classes in primary school.

The decreasing number of births results in a 1.1% drop in the number of pre-primary pupils. This decrease in the number of pre-primary pupils affected all age categories with the exception of 3 year old pupils (born in 2004), up by 4,900 (i.e. +0.6%). The number of 4 year-olds is down 6,700 (i.e. -0.8%) and that of 5 year-olds is down 11,200 (i.e. -1.4%) compared with the previous year.

Furthermore, the priority given to the older children in pre-school affects the schooling rate of 2 year-olds: the number of 2 year old pupils is down by 7.9% (i.e. 14,400 pupils). Thus, in mainland France and overseas départements, the schooling rate of 2 year-olds was 20.9% at the beginning of the 2007 school year, compared with 23% at the beginning of the 2006 school year.

The proportion of pupils enrolled in private pre-primary institutions remains stable, although a 0.5% decrease was observed (-1,700 pupils), less significant than in the public sector.

*Source: Note d'information 08.01/January, MEN-DEPP*

See also Chapter 4 ; 4.18.

Bibliography: Repères et références statistiques sur les enseignements, la formation et la recherche
4. Primary Education

Organisation of the education system in France, 2007/08

Primary teaching (elementary school) is part of primary education in France. This is the beginning of compulsory education. Elementary school consists of:

- The "basic learning skills" cycle, or Cycle 2:
  - It begins in the Grande Section of nursery school, which provides a transition between nursery school (pre-elementary school) and primary school (elementary school); furthermore, it includes:
    - The cours préparatoire (CP),
    - The cours élémentaire - first year (CE1).

- The "skills development" cycle or Cycle 3, which includes:
  - The cours élémentaire - second year (CE2),
  - The cours moyen - first year (CM1),
  - The cours moyen - second year (CM2).

During the "basic learning skills" cycle, elementary skills are developed (speaking, writing and counting) which form the basis of a successful learning process. The "skills development" cycle transforms these skills into intellectual tools which enable the pupil to improve his mind and to acquire his first sense of autonomy.

Each of the cycles ends with a national assessment which enables teachers, as well as families, to take stock of these skills. See 4.12.

Institutions: Ministry of National Education
4.1. Historical Overview

From the beginning of the 19th century to the end of the 1870s, primary education, which was still not compulsory, was slowly developing in France. There were both state-run primary schools and private schools (mainly belonging to teaching congregations of the Catholic Church) at that time. The influence of the Catholic Church with regard to education remained predominant and, in accordance with the provisions of the Falloux law (1850), its control even extended to public education.

The Republicans, who, from 1879, retained full political power as regards Third Republic institutions, held great ambitions for the field of education: they wanted, in particular, to make primary education compulsory for all children and to make state primary education free and secular, liberated from the supervision of the Catholic Church which was too involved with conservatism and monarchist power. From 1879 to 1885, Jules Ferry who was at one time Minister of State Education and then head of government (or both at the same time) carried through this programme and founded state education by developing public secular education at all levels. In 1881, free primary education was established, followed by the adoption of compulsory education in 1882 for all children between 6 and 13 years old.

Compulsory schooling was gradually extended to 14 years old in 1936 and 16 years old in 1959. In the sixties, secondary education (in colleges) became accessible to all pupils from the age of 11. Elementary school therefore lost its terminale classes (final study years) (classes de fin d'études and cours supérieurs for pupils aged between approximately 11 and 13 years old) and it no longer awarded final certificates; the certificat d'études primaires (final primary education certificate) had for many years been the examination which marked the successful conclusion of compulsory education.

The beginning of the 80s was marked by new structural reforms, particularly with regard to zones d'éducation prioritaires "priority education zones" or "ZEP"s aimed at providing greater support to schools with the most problems. The 1989 framework law set out a new policy to find a democratic response to the "standardization" of education. It also introduces the school project, organization into cycles, assessments, better articulation between nursery school and elementary school, a reduction in the numbers of pupils repeating a year and, finally, it recommended that all pupils receive a qualification at the end of their compulsory education.

A new framework and programme law for the future of school was voted upon and officially published on 24 April 2005. It defines the basic principles of the general education policy, notably mastering reading skills in school, defining a common foundation of knowledge and skills, enhancing the teaching of modern foreign languages, reviving priority education, developing apprenticeships, reinforcing the right to schooling for disabled pupils and redefining the content of the teachers' initial training. Performance management and management through performance are used as powerful tools to help all pupils succeed.

4.2. Ongoing Debates and future developments

The "school map" (see 4.5.) represents the posting of pupils according to their place of residence. At the beginning of the 2007 school year, more pupils will be able to enrol in an institution outside their area, within the limit of available positions. The reform is not aimed at challenging the general rule enabling the families to enrol their children in the institution nearest their home. The eventual removal of the school map will be a progressive process so as not to disrupt the institutions. In addition, it will be accompanied by the implementation of regulation tools designed to ensure genuine social diversity in schools.

Furthermore, two versions of the individual skills book, which is meant to accompany pupils from the CE1 class to the end of compulsory education when it is then given to the pupils, are being tested during the 2007-2008 school year, by virtue of decree no. 2007-860 of 14 May 2007.

The individual skills book, on the one hand, includes the validation status of the common foundation of knowledge and skills (see 5.4.) for each of the stages:
at the end of the fundamental learning cycle for subjects relating to the command of the French language, principal elements in mathematics and social and civic skills;  
at the end of primary school and at the end of collège or compulsory schooling for each of the seven skills stipulated in the common foundation of knowledge and skills.

On the other hand, the individual book includes the certificates from a list defined by order of the minister in charge of national Education.

Finally, as of the beginning of the 2008-2009 school year, an actual reform of the primary school system will be implemented. It will involve a new organisation of school time during the day, week and year. Teaching will now be provided Monday to Friday and no longer on Saturday morning. With this new weekly organisation, compulsory weekly education will be reduced from 26 to 24 hours, i.e. a total of 864 teaching hours per year. These two hours will be devoted to the personalised support of pupils experiencing difficulties or to small working groups. This involves a substantial modification of the schedule of primary school teachers, which will now consist of 24 hours per week taught in class groups and 108 hours per annum dedicated to the direct support of pupils experiencing difficulties (60 hours), team work, to relationships with families or involvement in the personalised schooling project (PPS) of a disabled pupil (24 hours), educational coordination and training (18 hours) as well as school council meetings (6 hours). CM1 and CM2 pupils who, despite the personalised support and educational care to be implemented next year, continue to experience learning difficulties may be offered a refresher course during school holidays.

4.3. Specific Legislative Framework

It is within the framework outlined by the 1989 framework law on education that, in 1990, the rules relating to the organization and functioning of nursery and elementary schools were determined. Articles 24, 25 and 26 of the "Framework and Programme Law for the Future of School" dated 23 April 2005 supplement these plans of action.

The order of 4 April 2007, JO of 7-4-2007 (NOR MENE0750379A), adapts primary school programmes to the common foundation of knowledge and skills. These new programmes and schedules replace those of 2002 and are applicable as of the beginning of the 2007 school year. Reading, writing (essay or copy) and mental arithmetic must be practiced on a daily basis. The time devoted to grammar is increased during the in-depth learning cycle. In addition, two ministerial circulars relate to the acquisition of vocabulary in primary school and the teaching of calculus. The circular of 7 March 2007 on the teaching of calculus stipulates in particular the teaching of four operations in cycle 2 and at least 15 minutes each day dedicated to mental arithmetic in primary school.

The circular of 16 March 2007 on the acquisition of vocabulary is part of the implementation of the common foundation of knowledge and skills.

Finally, the order of 25 July 2007 on foreign and regional language programmes for primary school implements the European framework of reference for languages. These programmes, relating to regional languages as well as German, English, Arabic, Chinese, Spanish, Italian, Portuguese and Russian, are applicable as of the beginning of the 2007 school year.

Legislation: Learning of reading  
Legislation: Décret n°2005-1011  
Legislation: Guidance Law and Programme for the Future of Schools

4.4. General Objectives

As a melting pot for equal opportunity, school fulfils this role even more so when it builds a shared common culture; this means, first of all, acquiring an essential preliminary common store of knowledge i.e. the mastery of basic skills: reading, writing and counting – a simple yet demanding priority which, further down the line, enables college to fulfil its role. As a melting pot for the elaboration of responsible
and united citizenship, school must encourage the building of shared values by making these values known, understood and practised.

The national programmes were revised in 2007 without affecting the permanent requirements of the Republican school system, in order to take into account the demands of the common foundation (see 5.4.). The new programmes redefine the bases of a primary school culture which, through the full range of learning programmes within the School, provides all pupils with equal opportunities and a successful integration into French society.

The primary objective assigned to the school system is to leave no child behind.

In addition, to fully integrate these objectives, primary school has reinforced requirements balancing memory and creativity, rigour and imagination, attention and autonomy development, respect of the rules and spirit of initiative.

4.5. Geographical Accessibility

The establishment of the "school map" is included in the preparation for the start of the new school year.

The primary school map consists mainly in preparing the beginning of the new school year and the anticipated management of jobs and staff, given the slight change in primary teaching (100% full time education, high rate of pre-school education and density of the school network).

4.5.1. Public primary school "map"

The preparation of the primary school "map" has gradually become an essential part of the public debate on schools. The establishment of the primary school map must ensure, on a national, academic, departmental and local level, the fairness, transparency and dialogue which we have a right to expect from such a great public service. The purpose of the school map is to constitute a "reference tool" for all players in the education community and for school partners, making way for initiatives and locally negotiated adaptations as long as they do not go against regulations.

As of the beginning of the 2007 school year, more pupils will be able to enrol in an institution outside their area, within the limits of available positions (see more in 4.2.).

4.5.1.1. Opening and closing down of school(s) or classes

The opening of a class or a school is in fact the result of equal use of Government and municipality skills: on the one hand, its creation and its setting up by the local council, i.e. the choice of location, construction, suitability or planning of premises for education and, on the other, the appointment of corresponding teaching posts by the inspecteur d'académie. These two decisions may be taken simultaneously or separately.

Plans for the creation and setting up of classes or schools drawn up by local authorities are sent to the préfet for his opinion. He consults with the inspecteur d'académie, who is in charge of the appointment or elimination of posts, in relation to the proposed projects. Once the préfet has given his opinion, the municipalities come to a decision and inform him of this decision. The inspecteur d'académie is also informed immediately.

No decision made by the municipality is necessary for the opening of a class as long as this opening involves the allocation of a new post when premises are available and as long as no municipal decision has been taken to close these premises down. This is the most frequent case. The decision of the préfet which may be used to back up the inspecteur d'académie's decision must be received before a school is closed down (cf. interdepartmental circular dated 25 August 1995 relating to the closing down of state elementary and nursery school property).
Even though the Council of State judged (CE n° 87 522 Minister of Education/municipality of Meilhan-sur-Garonne 28 October 1992) that, legally, the consultation of the municipality prior to any decision to withdraw a post was not obligatory, this consultation seems absolutely essential in order to ensure that the educative offer corresponds satisfactorily to the needs of the population.

4.5.1.2. The case of school groupings

1) The grouping of schools from several municipalities - RPI (regroupements pédagogiques intercommunaux – inter-municipal educational groupings)

Legally, municipalities have the right to group together in order to set up and maintain a school, but the grouping of pupils from several municipalities in one school is only imposed upon the municipalities concerned when they are situated at least three kilometres away and when one of the municipalities has at least fifteen pupils (Article L. 212-2 of the Education Code). In other cases, the agreement of the municipality is required.

Inter-municipal educational groupings (RPI) may depend on établissements publics de coopération intercommunale – inter-municipal cooperation public bodies (EPCI).

There are two kinds of RPI:
- Dispersed RPIs: each school groups together pupils from several municipalities according to their level of education and it maintains its legal status and its school management;
- Concentrated RPIs: all pupils from the municipalities in question are taught in the school belonging to one of the municipalities.

2) School networks

Several schools, from one single municipality or several municipalities, whether they belong to an inter-municipal educational grouping or not, may also be grouped together in networks which are flexible systems enabling facilities and equipment to be grouped together and joint projects to be implemented. These networks, which may lean on an inter-municipal cooperation public body, are generally without repercussions on the educational structure of the schools included in them.

3) The merging of schools within a municipality

This consists of merging two schools into a single structure or grouping pupils from two schools into one of the two structures. Elementary schools or nursery schools may be merged or even a nursery school can be merged with an elementary school.

The merging of the two schools means that one of them must be closed and, if necessary, a change made in the organization of the classes resulting from this merging.

4.5.2. School Transport

School transport is:
- **Organized by the municipalities** or the départements in order to serve, principally, the educational establishments. If no transport is organized in the municipality and the parents are obliged to use their own vehicles to transport their children to school, they may be able to obtain a personal grant towards transport costs.
- **Scheduled transport** (bus services, SNCF (trains), RATP (buses, underground trains). For these types of transport, the school provides, upon request, in June, a form to be filled in. This form is used to obtain a reduced rate season ticket from the transport companies.

All school children in state or private schools under contract (primary and secondary, up to the sixth form) who live at a certain distance from the establishment are entitled to a season ticket. No mileage restrictions exist for pupils in advanced learning classes or adapted general and vocational teaching classes (SEGPA). The season ticket provides a significant reduction on the cost of school transport and may be free of charge depending on the amount which local authorities contribute. This reduction applies to return journeys on school days.

www.eurydice.org
4.5.3. Rural School

The French rural environment has four main features:

- A continuing drift from the land and the arrival of a new reverse flow, sometimes described as an urban exodus or "re-ruralization" with, on the whole, a negative effect on the rural community;
- The development of alternating migrations which today concerns more than a quarter of the working population;
- A huge increase in the socio-economic heterogeneousness of this environment, with fewer and fewer agricultural activities, and more multiple activities, and with both well-off couples and poor families;
- A very noticeable change in behaviour and demands on the part of households who resort more and more to arbitration between proximity and quality or diversity of services offered, for example – this has significant repercussions on education strategies.

24% of primary school pupils are currently enrolled in predominantly rural areas.

Rural schools have developed a number of strategies to break away from isolation or to open up, such as:

- Network teaching (see 4.5.1.)
- Resorting to *Technologies d’Information et de Communication Educatives* (Educative Information and Communication Technology or TICE), sometimes more advanced and more in-depth than their urban counterparts;
- Development of medium- or long-term partnerships with outside partners: nature reserves, associations, etc.

4.6. Admission Requirements and Choice of School

All children of 6 years old begin by imperative primary school: there are no requirements with regards to maturity. On the other hand, children going to nursery school and who, according to their teachers, are in a great deal of difficulty, may be held back for a year in nursery school once their cases have been examined by a special committee. This committee takes into account the opinion of the school, parents, a psychological examination of the child and, if necessary, the opinion of doctors or specialists who have some dealings with the child (speech therapist, counsellor, psychotherapist, etc.). There are very few cases in which the child is kept back (mostly handicapped children).

If the child is a pupil of his local nursery school, this school often takes care of transferring the file. In other cases, the admission requirements are the same for elementary school and nursery school (see Section 3.6. in Chapter 3).

School sectors for nursery and elementary schools are determined by municipalities. In order to know where to register a child for school, parents should contact the mayor of the municipality in which they live or, in Paris and other big towns which are divided into arrondissements, they should contact the town hall of the arrondissement in which they reside. In municipalities with several schools, the child must go to the school situated in the sector determined by local bye-laws.

If parents wish to send their child to a school outside their sector, they must, within the municipality in which they reside, send a request to the mayor of the municipality for dispensation from the school sector or, in a different municipality from the municipality in which they reside, send a request to the mayor of the municipality of the desired school who can, in certain cases, render the child’s admission subject to the authorization of the mayor of the municipality in which the parents reside.
4.7. Financial Support for Pupils' Families

In state schools, education is free; in private schools, parents have to pay school fees. In addition, parents pay for the following:

- In all cases: insurance costs, after-school care and school meals. School insurance is not compulsory. It is, however, highly recommended and becomes compulsory when the pupils take part in optional activities. As far as school meals and after-school care are concerned, municipalities may apply a sliding scale of charges depending on the families' income;
- In some cases, costs of individual school supplies, including books, when the municipality does not pay for them.

Direct financial allowances and indirect financial allowances exist.

Direct financial allowances are:

- The new school year allowance (ARS, €272.57 as of September 2007) paid to each child between the ages of 6 and 16, and in some cases up to 18 years old, upon presentation of proof of schooling or apprenticeship;
- A financial allowance paid by the "Family Allowance" authority to families whose resources do not exceed a certain ceiling;
- School transport grants paid in certain rural areas by territorial authorities.

The following are considered as indirect financial allowances: free school manuals and free individual supplies, paid for by municipalities.

As at the pre-elementary level, there are no Government Education grants for pupils in elementary school. However, it is possible to obtain aid from certain municipalities and, under certain conditions, the State pays a school attendance grant to children who have the right to a school allowance.

Direct costs paid by families for their children in elementary school are as follows:

- Canteen: approximately 60 € per month in state schools and 100 € per month in private schools. Municipalities pay for a portion of canteen expenses for meals taken by children in state schools. The full cost of school meals taken by children in private schools is paid by their parents, and, in this case, there is very little difference in costs per region or per school. The price of the canteen sometimes exceeds the price of schooling.
- After-school care or supervised studies – 15 € to 23 € per month. Many parents use the morning care centre if it exists or the evening care centre, which is often on offer. In primary schools, the care centre is replaced by supervised studies.
- Extracurricular activities: on an average, 76 € to 90 € per year and per activity. They replace supervised studies or the care-centre. Municipalities can sometimes cover a portion of the bill; sometimes, they simply provide the associations with supervisors or teachers or, sometimes, school premises.

4.8. Age Levels and Grouping of Pupils

The grouping of pupils according to their level has been a part of the organization of school in long term cycles since 1989. Elementary school covers the "basic learning" cycle which, beginning in nursery school, continues over the two first years of elementary school and the "skills development" cycle which takes place over the last three years of elementary school. The setting up of these cycles has met the concern for adapting teaching to the learning rhythms of pupils. In this perspective, variations in teaching organization may be introduced in order to implement a teaching method best adapted to the success of each pupil. Three types of organization can be envisaged:

- The distribution into group-classes according to age: in this case, the teacher must fully assume the heterogeneity of his class which must be managed in the same way as a class of several levels according to skills already acquired and the needs of the children. This method of organization involves strong coordination and team work among teachers of the same cycle in order to ensure the continuity needed for the education and the regularly assessed progression of the pupils in this cycle and, if necessary, in order to plan an extension or a reduction in the
4.9. Organisation of School Time

In France, Article L. 521-1 of the Education Code determines the principles applied to drafting the school holiday calendar: it determines the length of the school year to "at least 36 weeks, divided into five working periods, of equal lengths, separated by four periods of class holidays" and stipulates that the school holiday calendar for primary and secondary schools be decided by the Minister of Education for a period of three years. It also provides for certain adaptations "according to local situations".

The académies are divided into three holiday zones (A,B,C).

- Zone A includes the académies of Caen, Clermont-Ferrand, Grenoble, Lyon, Montpellier, Nancy-Metz, Nantes, Rennes, Toulouse
- Zone B includes the académies of Aix-Marseille, Amiens, Besançon, Dijon, Lille, Limoges, Nice, Orleans-Tours, Poitiers, Reims, Rouen, Strasbourg
- Zone C includes the académies of Bordeaux, Créteil, Paris and Versailles

4.9.1. Organisation of the School Year

<table>
<thead>
<tr>
<th>2007-2008 SCHOOL YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>ZONE A</td>
</tr>
<tr>
<td>ZONE B</td>
</tr>
<tr>
<td>ZONE C</td>
</tr>
<tr>
<td>Teachers’ start date (*)</td>
</tr>
<tr>
<td>Pupils’ start date</td>
</tr>
<tr>
<td>All Saints holidays</td>
</tr>
<tr>
<td>Christmas holidays</td>
</tr>
<tr>
<td>Winter holidays</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Spring holidays</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Start of summer holidays (**)</td>
</tr>
</tbody>
</table>

Source: ministry of national Education

(*) Two half-days (or equivalent), taken outside teaching hours before the All Saints holidays, will be devoted to prolong the discussion initiated on the day before the start of the school year.

(**) The teachers due to participate in examination-related operations will be available for service until the exam termination date stipulated in the memorandum establishing the schedule of the session.
Holidays start after class, pupils go back to school in the morning of the day indicated.

When it starts on a Wednesday, the pupils who have no class that day are on holiday on the Tuesday after class and go back to school on the Thursday.

These "official" dates may be changed, with the beginning of school years being brought forward, the start of Summer holidays pushed back or a reduction in the length of short holidays when a flexible school week is in operation. Furthermore, in the French overseas départements and in Corsica, recteurs are entitled to adjust this calendar.

The **4-day week**: this arrangement, discussed at a local level, results in working 12 extra days taken from holiday periods. Its implementation depends on the decision of both the municipality and the school.

### 4.9.2. Weekly and Daily Timetable

There is a total of 936 hours of teaching in a primary-level school year, spread out over thirty-six 26-hour weeks. The 36 weeks are divided over five work periods, which alternate with holiday periods. A three-year calendar is planned by the Minister of National Education. France is divided into three zones, each containing several académies (see 4.9.).

There is a maximum of 26 hours of teaching in a school week, spread out over a maximum of 9 half-days. A school day may not exceed 6 hours and is generally broken down into morning and afternoon sessions with a break in between. Exceptions to the rule can be made, however. Any modifications must be submitted to the inspecteur d’académie, director of departmental services for national education, who sends out the information and coordinates with organisers of cultural, athletic and social activities and authorities in charge, at his level, of religious education.

The tables below present the typical schedules used to organise the school week.

<table>
<thead>
<tr>
<th>School hours</th>
<th>Extra-curricular hours</th>
</tr>
</thead>
</table>

**Typical school day: case 1**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 a.m.</td>
<td>8:30</td>
<td>9:00</td>
<td>11:30</td>
<td>12:00 p.m.</td>
<td>1:00</td>
<td>1:30</td>
</tr>
<tr>
<td>1*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*cases 1, 2 or 3 – typical schedule*
The most common exceptions to the typical organisation of the school schedule are the four-day week (Monday, Tuesday, Thursday, Friday) and the transfer of Saturday-morning classes to Wednesday morning.

Another common alternative is one that actually exceeds the 26-hour week by organising the school week into nine 3-hour half-days, for a total of 27 hours, with one free Saturday every third week (27h + 27h + 24h).

All exceptions are granted by ministerial order. The order sets the number of hours allotted for the teaching of the various subject areas. Each group of subjects is allotted a minimum and maximum number of teaching hours, which allows the teachers to adapt their lessons to each pupil’s level, rate of learning and eventual difficulties.

The mayor of each commune is responsible for determining the opening and closing hours of the schools. Classes generally start between 8:00 a.m. and 9:00 a.m. and end between 4:00 p.m. and 5:00 p.m. (before study hall). The midday break is either 1.5 hours or 2 hours long.

### 4.10. Curriculum, Subjects, Number of Hours

Primary school provides pupils with basic elements and tools of knowledge: oral and written expression, reading, mathematics. It enables them to exercise and develop their intelligence, sensitivity and manual, physical and artistic capabilities. School enables pupils to develop their awareness of time, space, objects of the modern world and their own bodies. It allows for the gradual acquisition of methodological knowledge and prepares pupils for their education collège under the right conditions.

Legislation: National programmes for primary school
Legislation: Programme et horaires d’enseignement de l’école primaire

Bibliography: Qu’apprend-on à l’école élémentaire?

#### 4.10.1. Subjects and number of hours

#### 4.10.1.1. Timetable for Cycle 2 (Fundamental learning cycle)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Minimum time</th>
<th>Maximum time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Command of the language and French language (1)</td>
<td>9 hrs</td>
<td>10 h (11 hrs in CP class)</td>
</tr>
<tr>
<td>Living together</td>
<td>0 hr 30 (weekly discussion)</td>
<td></td>
</tr>
<tr>
<td>Mathematics (2)</td>
<td>5 hrs</td>
<td>6 hrs</td>
</tr>
<tr>
<td>Discover the world</td>
<td>3 hrs</td>
<td>3 hrs 30</td>
</tr>
<tr>
<td>Modern foreign language (in CE1 class)</td>
<td></td>
<td>1 hr 30</td>
</tr>
<tr>
<td>Artistic education</td>
<td>3 hrs</td>
<td></td>
</tr>
<tr>
<td>Physical education and sport</td>
<td>3 hrs</td>
<td></td>
</tr>
</tbody>
</table>

(1) Reading and writing (essay or copy) must be practiced every day for 2 hrs 30; these daily reading and writing activities are implemented in different disciplines, therefore the time devoted to them is included in the timetable of these disciplines.

(2) Mental arithmetic must be practiced every day for at least 15 minutes.
### 4.10.1.2. Timetable for Cycle 3 (in-depth learning cycle)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Subject matter</th>
<th>Minimum time</th>
<th>Maximum time</th>
<th>Time spent on the domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>French language, literary education and the humanities</td>
<td>Literature (speaking, reading, writing)</td>
<td>3 hrs 30</td>
<td>4 hrs 30</td>
<td>12 hrs</td>
</tr>
<tr>
<td></td>
<td>Language study (grammar)</td>
<td>2 hr 30</td>
<td>3 hrs 30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern foreign language</td>
<td>1 hr 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>History and geography</td>
<td>3 hrs</td>
<td>3 hrs 30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Living together (a set debate)</td>
<td>0 hr 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific education</td>
<td>Mathematics (1)</td>
<td>5 hrs</td>
<td>5 hrs 30</td>
<td>8 hrs</td>
</tr>
<tr>
<td></td>
<td>Experimental science and technology</td>
<td>2 hrs 30</td>
<td>3 hrs</td>
<td></td>
</tr>
<tr>
<td>Artistic education</td>
<td>Musical education</td>
<td>3 hrs</td>
<td>3 hrs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual arts</td>
<td>3 hrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical education and sports</td>
<td></td>
<td>3 hrs</td>
<td>3 hrs</td>
<td></td>
</tr>
<tr>
<td>Associated fields</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Command of the language and French language (2)</td>
<td>13 hours divided up into all disciplines, with 2 hours a day for reading and writing activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civic Education</td>
<td>1 hour divided up into all disciplines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>½ hour for weekly debate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) Mental arithmetic must be practiced every day for at least 15 minutes.

(2) Reading and writing (essay or copy) must be practiced every day for 2 hrs; these daily reading and writing activities are implemented in different disciplines, therefore the time devoted to them is included in the timetable of these disciplines.

### 4.10.2. Study Programme

#### 1) Fundamental learning cycle (CP, CE1)

Cycle 2, the fundamental learning cycle, is extremely important with regard to the acquisition of the bases making up the common foundation of knowledge and skills (see 5.4.) that the school system must help all pupils acquire.

**Command of the language and French language**

In CP and CE1 classes, teachers continue the work on oral language (listening and speaking skills) initiated in pre-school. The work carried out on the acquisition of phonological and phonemic awareness and on the progressive understanding of the alphabetical principle continues in the CP class for the pupils who have not fully understood it. It constitutes the foundation of the learning of the alphabetical code, which should be systematically studied from the beginning of the CP year. The teaching of reading and writing is the primary objective of the CP class, pursued in the CE1 class and then in cycle 3.

The programme relative to the "command of the language and French language" relates to four main areas of activity:
• Command of the oral language
  ○ The command of oral language, pre-school’s main area of activity, is the focus of sustained attention throughout the fundamental learning cycle. It is reinforced in multiple communication exercises. In all classroom activities, the teacher focuses on extending the vocabulary.

• Reading
  ○ Learning how to read is learning how to carry out two very different activities: the identification of written words and the understanding of their meaning in their verbal (texts) and non-verbal contexts (text supports, communication situation). Both reading aspects must be taught. The help of a quality textbook is a key success factor in this endeavour. The simultaneous use of children’s literature, facilitated by the teachers repeatedly reading aloud, is also necessary and remains the only way to develop the understanding of complex texts.

• Writing texts
  ○ Writing and reading are closely linked in all activities of the fundamental learning cycle. However, specific moments should be devoted to activities enabling pupils to acquire, before the end of the cycle, the ability to write a short but structured text in an autonomous manner, whether a narrative or explanatory text.

• Language study (grammar)
  ○ In primary school, the teaching of grammar aims at providing pupils with a better command of the French language in order to facilitate writing, produce structured texts and understand written documents. It is also aimed at developing pupils’ curiosity about the language by encouraging them to examine written documents as objects that can be described and raising their awareness of the fact that the language is a system which can be analysed.

Living together

The programme of the "living together" discipline must help pupils understand the rules enabling a harmonious social life. It is based on three main activities:

Continue to develop one’s personality within the school community;

Understand one’s position within the group;

Go beyond the school’s horizon, by focusing on basic road safety rules, respect of the environment and the feeling of belonging to a national community.

Mathematics

The objective of the "Mathematics" programme, by proposing a structured study of the numbers, shapes, magnitudes and measurements, is to mark the pupils’ actual entry into the world of mathematics. The understanding of the numbers, notably in the form of digits (decimal notation) and mental arithmetic in all its forms (memorised results, calculations) constitute priority objectives. Basic mathematical notions, perceived as efficient solutions to problems, are identified and studied with a view to solving new problems.

In cycle 2, pupils must realise that solving a problem does not mean immediately finding the calculations necessary to answer the question.

The "Mathematics" programme relates to:
  • the processing of numerical data: pupils learn the meaning of numbers and operations via the resolution of several major problem categories;
  • the knowledge of natural integers;
  • arithmetic;
  • study of the notions of magnitude and measurements (length, weight, volume, time etc.).

Discovering the world

"Discovering the world" is a teaching discipline consolidating the pupil’s reasoning skills by applying them to a broader experience base. Pupils are therefore aware of the permanent nature of matter and distinct criteria for living and non-living organisms. They learn about the rational use of technical objects.
The main activities of the programme for the "Discovering the world" discipline are:

- Discover new, increasingly distant areas;
- Learn the rational use of instruments structuring and measuring time;
- Improve the understanding of complex natural and physical phenomena;
- Understand certain body characteristics in order to introduce hygiene rules;
- Distinguish between living and non-living organisms;
- Perceive the diversity of living organisms;
- Observe and use objects and materials;
- Learn the rational use of ICTs.

Modern languages

The objective of the "Modern languages" programme is to make pupils realise that people speak several languages in their community and across the national territory.

The third year of the fundamental learning cycle constitutes the first stage in a linguistic career which will continue beyond school and during which pupils will acquire the ability to communicate in at least two languages other than French.

In primary school, the teaching of the language initiated in the CE1 class must enable pupils to acquire the A1 level (introduction/discovery) on the scale of the European framework of reference for languages of the Council of Europe at the end of cycle 3. In CE1 class, the teaching of a language has mainly three objectives:

- Develop the behaviour necessary for pupils to learn modern languages (curiosity, listening skills, attention, information retention, self-confidence in the use of another language);
- Train the ear to the melody and accent of a new language;
- Instil knowledge and skills, mostly verbal, in this language.

Based on the teaching of French, the teaching of a modern language takes into account, in the objectives and methodology used, the age of the pupils, their cognitive capabilities, their interests and working habits. Modern language skills include knowledge, the ability to use this knowledge in concrete situations and a general attitude including openness to others. The command of modern languages is acquired via regular practice and memory stimulation. Five types of language activities make this possible: the understanding of the spoken word; oral expression, oral interaction, the understanding of the written word and written expression.

Artistic education

"Artistic education" in primary school develops the pupils’ ability to express themselves and create based on a structured practice; it enhances pupils’ autonomy and personality and allows for a better balance of the different forms of intelligence and sensitivity.

Artistic education approaches work on inter-discipline connections and, in return, give access to the elaborate symbolic forms which are key to many forms of knowledge studied in school. In conjunction with the other disciplines, it provides artistic references which contribute to developing the "humanistic culture".

Artistic education is provided either within the school itself or in other, more suitable cultural areas when the educational project stipulates the use of environmental resources. It is always the responsibility of the teachers.

The programme includes visual arts (drawing, plastic compositions, images, study of works of art etc.) and musical education (voice and songs, listening skills, realisation of musical projects etc.).

Physical education and sport

As in pre-school, in the fundamental learning cycle, the teaching of "Physical education and sport" aims at:

- developing the skills and resources required for motor activities;
- giving access to the cultural heritage embodied by the different physical, sporting and artistic practices, universal social activities;
- the acquisition of skills and knowledge in order to be more familiar with one’s body, respect it and keep it healthy.
In this respect, physical education and sport provides an original contribution to self-transformation and personal development expressed in body-related activities. Physiological and psychological development enters a new stage at age six or seven, largely opening up experience and the range of areas explored. The child’s “motor memory” is made up of basic motor actions developed from a very early age: locomotion (or movement), balance (stabilised attitudes), manipulations, object throwing and catching. These actions, which are the foundation of all gestures, are used in the various physical, sporting and artistic activities, in different forms and with different meanings. At the beginning of cycle 2, the foundations of this memory are established and allow children to adapt to more complex environments, to act and express themselves with their body in a more complex manner.

During this cycle, these motor actions will be perfected in terms of form, speed of execution, accuracy and strength.

2) In-depth learning cycle (CE2, CM1, CM2)

Cycle 3 is the opportunity to reinforce the grasp of each discipline. Its primary objective is to enable each pupil to acquire the intellectual instruments so that they can benefit from the teaching provided in collège.

In this perspective, school programmes for cycle 3 of primary education are based on major disciplines: literary and human education, scientific education, artistic education and physical education and sport, around which the teaching is structured.

**Literary and human education**

The command of language and French language constitutes the primary aspect of "literary and human education". It should be the priority of each cycle 3 teacher. No pupil should leave primary school without a minimum assurance in mastering oral and written French, which enables them to be sufficiently autonomous in their work in collège. This pivotal part of the programme consists of two types of timetables: normal timetable and cross-over timetable. The former corresponds with disciplines – speaking, writing, reading – while the second type involves all teaching disciplines and is based on the teaching of literature, French language study (grammar) and "living together", the weekly period spent in "set debate" being a very productive opportunity to educate someone in the use of speech.

Civic education is another major aspect of education. It is during their last years of primary school that pupils truly learn how to build relationships of mutual respect and thoughtful cooperation with their schoolmates and teachers, leading to an initial awareness of civic values.

Furthermore, the teaching related to literary and human education constitutes the foundations of a culture necessary for all pupils. The command of the language, in particular the written language, requires the study of French language and grammar to understand its logic and learn its rules. Modern languages are taught in such a way as to help with learning how the French language functions. The entire programme is based on the exploration of communication situations encountered in ordinary situations of the pupil’s life, both inside and outside school, as stipulated by the Common European framework of reference for languages. The learning of a foreign language can also consolidate the work on the French language.

History and geography help the pupil build up an initial knowledge of historic time and the diversity of space transformed by human activity. The knowledge provided by these disciplines is a solid support for civic education. More generally speaking, the comparison with different societies in time and space must enable pupils to develop a strong identity, simultaneously self-assured and open to others.

**Scientific education**

Another important element of primary school programmes lies in the domain devoted to basic scientific education. In mathematics, while the command of the main calculation elements remains a major objective of cycle 3, the essential part of the programme resides in the pragmatic orientation of mathematics teaching focused on problem solving. The science and technology programme is resolutely focused on an experimental approach. The knowledge offered is better assimilated when it arises from questions which are raised during experiments, observations and measurements. This teaching also deals with the major ethical problems of our time of which children are particularly aware (sustainable development, environment or health).
Artistic education

In cycle 3, artistic education focuses on sensitive intelligence developed exclusively by actual practice. As in the previous cycles, it tackles two major disciplines, visual arts and music, completed by theatre, poetry, in connection with the literature programme, and dance, in connection with the physical education and sport programme. Voice training is at the heart of musical as well as theatre and poetry activities. Drawing remains a significant part of the visual arts activities and can also lead to photography or cinema. The structured discovery of major works of art, constituting a common culture and open to European heritage, is another major aspect of this programme. All pupils must familiarise themselves with the works which, as pointed out in the supporting documents, constitute a common reference culture.

Physical education and sport

The objective of physical education and sport, in cycle 3 as in previous cycles, is to build and transform a person. Nevertheless, the development of the capacity and resources needed for motor activities, at this age, takes on a new dimension.

Finally, in cycle 3 as in previous cycles, information and communication technologies (ICT) are ordinary tools of daily work which, in the same capacity as the command of language and French language, cannot be exercised without direction. At the end of this cycle, pupils must be sufficiently familiar with their different functions to have acquired the skills validated by level 1 of the Brevet Informatique et Internet (B2i école).

4.11. Teaching Methods and Materials

Whereas national programmes and instructions are compulsory for all teachers and for all schools, the choice of teaching methods is primarily based on the initiative and the responsibility of those teachers. They can use "specialized teaching methods, adapted to the rhythms, difficulties and diversity of the children" and set up "activity teaching".

4.12. Pupil Assessment

Continual and periodic assessments are organized by the teacher or teachers during each cycle in order to test the pupils’ knowledge. This results in the creation of a “school record book” describing the primary education curriculum of the pupil and recording the skills acquired with a view to collège enrolment. This record book is used to keep parents regularly informed of the progress of their children and to organise information exchanges between primary and secondary education teachers, in order to ensure teaching continuity.

The national diagnostic evaluation protocols were thoroughly implemented in the school system (CE1 and CM2) for the first time during the 2007-2008 school year. The primary purpose of these protocols is to facilitate the implementation of the aid to be potentially provided to pupils in French and mathematics. Thus, the teaching teams have new tools to adapt their teaching methods and help identify the pupils who are likely to fall short of the objectives defined by the common foundation and who must therefore benefit from a personalised educational success programme (PPRE). Pupils can only improve their chances of acquiring the knowledge, skills and attitudes required by each aspect of the common foundation by means of varied aid systems adapted to individual needs.

In addition, as the CM2 class is the final year of primary education, it is urgent to immediately provide all the help required by the pupils who may not have a sufficient command of the skills needed in the second stage of the common foundation by the end of the school year. The primary objective of the national diagnostic evaluation protocol and supporting booklet is to facilitate the identification of these pupils and help analyse their difficulties. The CM2 evaluation protocol was carried out for the first time in September 2007 as part of an experiment managed by the General Directorate for school education. The conclusions of this experiment will result in potential adjustments before the 2008 version.
The "skills record book" guarantees the continuity of the action. It enables the pupils, their parents or legal representatives as well as teachers to follow the progressive validation of the knowledge and skills of the "common foundation". Two versions of the skills record book, which is meant to follow pupils from the CE1 class until the end of compulsory schooling, are being tested during the 2007-2008 school year.

4.13. Progression of Pupils

The progression of a child in each cycle is determined on proposal of the teacher by the cycle teacher council, made up of teachers of relevant cycle classes. After having examined the situation of each child, the council of cycle teachers formulates its advice concerning the child’s passage from cycle to cycle and the length of time spent by the child in each cycle: the latter can be prolonged and reduced by a year according to the learning rhythm of the child.

The directeur d'école informs the parents of the proposals made. The parents can then challenge these within a time limit of 15 days, by putting together an appeal to the inspecteur d'académie, manager of the National education departmental services, who will take the final decision.

Elementary school has seen a quite a regular core of pupils taking the year again over the past forty years. Carried throughout the 1970s and the 1980s by the generalisation of pre-school, this development has continued with the implementation of a cycle policy in school, which explicitly plans that the length of time spent by a pupil in all of the fundamental learning cycles and continuing education cannot, in principle, be prolonged for more than one year. The cycle policy introduces more suppleness in the management of school organisation and enables the teacher to better respond, in time, to the progress and knowledge difference of the pupils they receive.

In primary education, the proportion of pupils behind in class has been decreased between 1960 and 1980 from 52% to 37%, and it has been halved since. The decrease of the number of pupils going into cours moyen 2ème année (CM2) two years behind is more spectacular still. The proportion has been divided by 10 in two decades: currently 1%, against 12.5% at the start of the 1980s.

4.14. Certification

There is no exam marking the end of primary school and determining progression into the next class and the orientation of the lower secondary education. All students have the right to go straight into 6ème, except in the event of the relevant teacher objecting. At the age of 12, all pupils must leave primary school education and must then be registered in a collège, whatever their level may be. There is no document certifying the end of their primary schooling.

4.15. Educational Guidance

Appropriate pedagogies, specialised help and adapted teaching are set up to help answer the needs of pupils in difficulty or who are ill. Depending on the problem in hand and its degree of difficulty, these interventions can be carried out by the pupil’s class teachers, by specialised teachers or by specialists outside of the school. They can take place during all or part of the school week. They result, if need be, in education or adaptation grants being handed out when the children follow extra classes or additional rehabilitation paid for by the family.

For children who have just arrived, that is to say children who have not been educated in France the previous school year, there are also classes d'initiation (CLIN or basic learning classes) or cours de rattrapage intégré (CRI or integrated remedial classes). The CLIN welcome either pupils who do not speak French, or pupils who do but have recently arrived from aboard and whose common characteristic is not being able to command the French language to a sufficient degree to be able to
follow ordinary classes at the education level corresponding to their age and their knowledge. The objective of these classes is to allow full insertion of pupils into the normal curriculum and this as quickly as possible, in other words following a year of education or two years maximum for children who have arrived in the middle of the school year. Finally these classes, which include an additional dose of French in the schedule, have to operate with open structures and have to consequently propose common classes with the other pupils, notably starting with arts teaching, technology, physical and sports education. The *cours de rattrapage intégré* (CRI) regroup pupils educated in ordinary classes for approximately 7 to 8 hours of French classes within the framework of a normal weekly schedule.

The reader is asked to consult chapter 10, for any questions relating to special education given to children for who serious handicaps makes implementing specific pedagogical practices essential.

### 4.16. Private Education

In its judgement of 23 November 1977, the French Constitutional Council considered that teaching freedom was part of the fundamental principles recognised by the laws of the Republic.

Three fundamental laws define the legal status of private education institutions: the Goblet law of 30 October 1886 relative to primary education; the Falloux law of 15 March 1850 on secondary education; the Astier law of 25 July 1919 on technical education.

Law no. 59-1557 of 31 December 1959, known as "Debré law", defined the current relationships between the State and private education institutions, instituting a certain balance. The law does not recognise "private institutions" as such, only a plurality of institutions.

The rules governing the creation of a private education institution are the same as for primary and secondary institutions. French people or residents of the member states of the European Union or European Economic Area have a duty to register the creation of a private institution with the relevant authorities. Other foreign nationals must obtain an authorisation, issued on the basis of the opinion of the Academic Council of national Education.

Furthermore, all private institutions, regardless of the nature of their relationship with the State, are subject to inspection procedures:

- The inspection of private institutions not under contract with the State is limited to the certificates required of principals and teachers, schooling obligation, compulsory education, compliance with public order and morality, health and social promotion. The inspection of the content of compulsory education was reinforced by the law no. 98-1165 of 18 December 1998.
- The inspection is more comprehensive for institutions under contract: it relates to the compliance with education programmes and schedules as well as strict compliance with pupils' freedom of conscience. Teachers are also subject to educational grading. Private institutions under contract are also submitted to financial and administrative control.

All private education institutions can obtain public funds under the conditions stipulated by law. Nevertheless, certain provisions are applicable to all private education institutions: local authorities are not entitled to finance private schools. *Départements* and regions are authorised to grant premises and/or a limited subsidy respectively to *collèges* and general education classes of *lycées*.

For private education institutions under contract, according to law no. 59-1557 of 31 December 1959, the State is responsible for the payment of the teaching staff, social security and tax charges incumbent upon the employer as well as teachers' initial and continuing training expenses. Local authorities participate in the practical functioning of the classes under contract in the form of lump sums. For secondary education institutions under association contracts, financial contribution of *départements* and regions is compulsory.

Finally, private education institutions (from pre-school to post-*baccalauréat*) cater for over 2 million pupils, i.e. 17% of the total, in an equal proportion: 13% of pupils in primary education and approximately 21% in secondary education.
The number of private institutions in the primary and secondary sectors represents, on average, 13% of the total number of institutions: 13% of primary schools are private, while 40% of the lycées are private institutions. The 10,000 private institutions employ 130,000 teachers (see also 3.14.

4.17. Organisational Variations and Alternative Structures

As for pre-elementary education, the organisation of elementary education poses specific problems in rural zones. Various types of pedagogical groups are set up:

- The dispersed pedagogical regrouping: the different levels of education are distributed amongst the municipal schools in question;
- The concentrated pedagogical regrouping: all pupils of a number of municipalities are regrouped in a school of a municipality chosen because of the quality of its facilities, of the surrounding populations and its localisation;
- Mixed pedagogical regrouping: the two preceding approaches can be combined and thus constitute a semi-dispersed or semi-concentrated regrouping.

On the other hand, there is also a Centre national d’enseignement à distance (CNED or National distance learning centre) which gives out education based on modern communication technologies, notably aimed at the basic learning school population which is unable to follow education in institutions.

Institutions: The National Centre for Distance Learning (CNED)

4.18. Statistics

The increasing number of primary school pupils was confirmed at the beginning of the 2007 school year, as 4,047,300 pupils were enrolled in CP to CM2 classes, i.e. 30,400 more (+0.8%) than in 2006. These figures were up 1.4% in 2006 and 1% in 2005.

Private education accounted for 901,600 pupils at the beginning of the 2007 school year, i.e. 13.6% of the pupils enrolled in primary education in metropolitan France and overseas départements (table 5). This proportion has remained roughly unchanged for several years (13.5% in 2006 and 13.6% in 2005 and 2004). As in previous years, the number of children enrolled in the private sector was slightly up: 0.2% (2,000 pupils more) while it remained stable in the public sector.

The number of pupils in both public and private primary education is up, respectively by 0.8% (+26,400 pupils) and 0.7% (+4,000 pupils).

In addition, the number of schools has been regularly decreasing for many years. In 1999, there were 59,242 schools compared with 56,158 in 2005 and 55,329 today (49,928 public and 5,401 private schools). These schools break down into 17,213 pre-schools and 38,116 primary schools. This year, the decrease only affects public schools (-0.7% between 2006 and 2007) while the number of private schools was up 0.4% for the same period.

Source: Note d’information 08.01/January; MEN, DEPP

Bibliography: Repères et références statistiques sur les enseignements, la formation et la recherche
5. Secondary and post-secondary non-Tertiary Education

Organisation of the education system in France, 2007/08

<table>
<thead>
<tr>
<th>ISCED 0</th>
<th>ISCED 1</th>
<th>ISCED 2</th>
<th>ISCED 3</th>
<th>ISCED 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)</td>
<td>Primary – ISCED 1</td>
<td>Lower secondary general – ISCED 2 (including pre-vocational)</td>
<td>Upper secondary general – ISCED 3</td>
<td>Post-secondary non-tertiary – ISCED 4</td>
</tr>
<tr>
<td></td>
<td>Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)</td>
<td>Lower secondary vocational – ISCED 2</td>
<td>Upper secondary vocational – ISCED 3</td>
<td>Tertiary education – ISCED 5A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tertiary education – ISCED 5B</td>
</tr>
</tbody>
</table>

Allocation to the ISCED levels:
- ISCED 0
- ISCED 1
- ISCED 2

- Compulsory full-time education
- Compulsory part-time education
- Part-time or combined school and workplace courses
- Additional year
- Compulsory work experience + its duration
- Study abroad

Source: Eurydice.

Secondary education takes place over a seven-year period, from sixième to terminale. It is broken down into two levels: lower secondary education (4 years), called collège, and upper secondary education (3 or 4 years), called lycée.

Collège is divided into three cycles: 1) the observation and adaptation cycle, 2) the cycle that aims to deepen pupils’ knowledge and work skills, and 3) the vocational guidance cycle.

Lycée includes two cycles: 1) the determining cycle and 2) the final cycle.

Institutions: Ministry of National Education

5.1. Historical Overview

Secondary education had been exclusively masculine from the start: once again, Jules Ferry can be cited as playing a key role in bringing change to the system, creating secondary public education for girls through the law of 21 December 1880 (called the Camille Sée law). However, secondary education remained very elitist for a considerable period of time, reserved to a small number of girls generally of high social standing.
Between the two World Wars, several reforms were undertaken that served to “democratise” the school system: definition of the status of technical education (Astier law of 27 July 1919), extension of free education to the secondary level, extension of mandatory education to the age of 14 and most importantly, in 1936, the Jean Zay reform harmonised education at the primary level, where all children were accepted, with secondary school education.

These efforts were carried out under the Fourth Republic (1946-1958), but it was only with the arrival of the Fifth Republic, starting in 1960, that secondary education truly became democratic, as the upper age for mandatory education was increased from 14 to 16 years of age, as decided in 1959 and really put into application in 1967.

The Berthoin reform (January 1959) not only increased the upper age for mandatory education, but also reorganised second-level education. Though it did not attempt to create the “école unique” (one school) envisioned by the post-WWII Langevin-Wallon project, the reform did seek to decompartmentalise education and make secondary education accessible to a greater number of children. Faced with the “explosion scolaire” (huge increase in school enrolment) provoked by society’s increasing demand for education and demographic growth, the Fouchet ministry created in 1963 a new type of secondary-education establishment for children aged 11-12 known as the collège.

The last step in the democratisation process was the Haby law of 11 July 1975, which created the “one collège” for all children graduating from elementary school, thus constituting what has become the basic framework of lower secondary education in France.

In addition, efforts to renovate and develop technological and professional training programmes began in 1985 with the modernisation of training curricula, development of relations between schools and companies through in-company educational activities, increase in the number of twin-cities partnerships and creation of the professional baccalauréat. The five-year law on work, employment and professional training of 1993 acknowledged that national education has the responsibility of assisting pupils in the transition to professional life. Article 54 of the 1993 law states that “all young people have the right, regardless of the level of education achieved, to professional training before leaving the school system.”

Finally, following the implementation of the framework and programme law for the future of schools of 23.04.05 and in order to facilitate the creation of apprenticeship training units (UFA) in EPLEs (Etablissements publics locaux d’enseignement – collèges and lycées), a decree specific to this type of structure was issued in September 2005. The decree precedes a supporting document to be published presenting the different forms that the apprenticeship training units can take in EPLEs.

### 5.2. Ongoing Debates and future developments

A reflection on the organisation of lycée education is being carried out in 2008: it relates, among other things, to the balance between the different courses, the role of guidance and the improvement of the interaction between secondary and higher education. At the end of this process, which should bring together all stakeholders of the education system (teachers, lycée pupils, pupils’ parents etc.), orientations will be defined to improve the structure of lycée education and adapt it to the demands of 21st century knowledge.

#### 5.2.1. Future developments, lower secondary education

The government wants to reinforce education freedom in school by relaxing the “school map” (see 4.2.) and standardising individual school support.

L’école après les cours (School after class) is a type of educational support from 4.00 to 6.00 p.m. after class, four days a week. This support aims at promoting pupils’ success and personal development while reconciling the academic schedule with the parents’ professional life. Targeting, as of the beginning of the 2007 school year, all priority education collèges (see 10.5.2.), i.e. over 1,119 institutions, this process should be extended to all collèges in 2008 and eventually to all schools.
Educational support will be carried out, depending on its nature, by voluntary and specially
remunerated teachers, educational assistants, local stakeholders or associations.

Furthermore, the ministry in charge of national Education allows pupils to benefit from a modern
foreign language certification, designed in accordance with the common European framework of
reference for languages and issued by an internationally recognised certifying body. Certified pupils’
access to foreign university or the labour market is therefore facilitated. This system, initiated in 2006
with the German certification, was extended to two new languages during the 2007-2008 school year:
English and Spanish.

Finally, two versions of the individual skills book, enabling the progressive validation of the common
foundation of knowledge and skills (see 5.4.), are being tested during the 2007-2008 school year.

5.2.2. Future developments, upper secondary education

This school year was particularly focused on the promotion of vocational education.

The vocational curriculum includes, since its creation in 1985, a baccalauréat with a preparation period
of 4 years after the end of collège, and not three years as is the case for the general or technological
curriculum. In light of the Nation’s objective to help 80% of any generation obtain the baccalauréat and
increasing expectations in terms of vocational qualification, this four-year curriculum is currently limiting
the number of vocational pupils who can reach baccalauréat level. Thus, out of 100 pupils enrolled in
BEP course, only 39 reach vocational baccalauréat level.

To remedy this situation, the ministry in charge of national Education has decided to institute the 3-
year vocational baccalauréat.

5.3. Specific Legislative Framework

Second-degree education is subject to the general measures established by the framework law of
1989, which was completed by the framework and programme law for the future of schools of 23 April
2005. Measures specifically related to the role and operation of collèges were established by the Haby
reform of 1975 and by decree in 1996. The organisation of educational programmes in lycées was

In addition, as part of the policy of decentralisation and distribution of responsibilities between the
State and local government administrations, secondary education institutions were given the status of
local public establishments in 1983. The various measures implied by the change in status in terms of
school planning and funding were clarified in 1985. After the new decentralisation law of 13 August
2004 (see also 1.2.2.) took effect, the départements became owners and operators of the collèges,
and the regions the lycées (article 84).

There are four laws governing the general orientation of professional training.

- **Law of 10 July 1989:** advises expanding in-company internships, reaffirms the goal of 80%
success for a given age group on the baccalauréat exam, as well as the goal of all pupils of a
given age group reaching at least the level of CAP or BEP within the next ten years.
- **Law of 20 December 1993:** five-year law (no. 93-1313) on work, employment and professional
training laying the foundation for opening apprentissage (apprenticeship) sections in school
establishments. Framework and programme law for the future of schools of 23 April 2005:
provides for the development of professional training programmes in EPLEs and establishes the
label "lycée des métiers" (professional lycée) at the legislative level, previously defined by
decree no. 2003-036 of 27 February 2003. Professional training has thus been validated at the
legislative level, binding all establishments operating under the label to respect a national charter
of specifications.
- **The law for equal opportunities of 31 March 2006:** in title I, it adopts measures in favour of
apprenticeship amending the Education code: article L. 337-3 specifies the following: "Fourteen
year-old pupils can be permitted, upon their request and that of their legal representatives, to
follow an alternating course, called "junior apprentice training course". This course includes an
initiation to the trade carried out under the school's authority in a vocational lycée or
apprenticeship training centre, followed by an apprenticeship training course"

These laws have been completed by various ministerial actions dealing with the organisation of
education and secondary education diplomas:
- 25 August 2005: collège programme regarding the teaching of modern foreign languages.
- 10 May 2006: decree no. 2006-533 relative to the grade for everyday school behaviour.
- 22 June 2006: decree no. 2006-730 relative to the allocation procedures of a merit grant.
- 11 July 2006: decree no. 2006-830 relative to the common foundation of knowledge and skills (socle commun) and amending the Education code.

Legislation: Law for equal opportunities
Legislation: Loi d'orientation sur l'éducation
Legislation: Loi du 22/07/1983
Legislation: Loi relative à l'éducation

5.4. General Objectives

Article 9 of the framework and programme law for the future of schools of 23 April 2005 states the
general objective of mandatory education.

Education at the primary and secondary levels must at least guarantee that all students have the
necessary means to acquire a common foundation consisting of basic knowledge and skills crucial to
academic success and further training, to building a personal and professional future, and to creating a
successful life in society.

The common foundation ("socle commun"), instituted by the decree of 11 July 2006, is structured
around seven principles. It constitutes the new reference for the drafting of national educational
programmes. The pupils' command of this foundation will be evaluated regularly. In addition, thanks to
the common foundation, for the first time since Jules Ferry, the content of compulsory education is
officially defined for national Education.

The seven major skills that the school is committed to teaching are as follows:
- **The command of the French language**, considered as the base for all education;
- **The command of a foreign language** to avoid handicaps in the professional world where the
  command of at least one foreign language is becoming essential, and to subsequently promote
  the understanding of other ways of thinking and behaving;
- **The acquisition of a mathematical and scientific culture** which represents a crucial selection and
decision-making tool for everyday life, while developing logical thought and abstract capabilities;
- **The discovery of information technology** to enable young people to acquire a more in-depth
  command of these tools but also to give them a critical appreciation of these new media;
- **The acquisition of a humanistic culture** to provide references and access to the cultural world,
  make pupils understand the universal and essential elements of all human cultures and arouse
  their curiosity and appetite for all forms of artistic expression;
- **Social and civic skills** to teach the pupils how to live together and promote citizenship
  awareness;
- **Autonomy and initiative** to form independent citizens, capable of looking after themselves,
  showing initiative and using their acquired skills in their future professional life.

Legislation: Decree no 2006-830 relative to the common foundation of knowledge and skills (socle commun)
5.4.1. General objectives at the lower education level

Within the framework of the overall objective, the priority objective of collège is, in line with primary school, to help each pupil acquire the knowledge and skills of the common foundation and prepare their orientation. In addition, the subjects taught must enable the development of the logical thought process; the command of all three means of expression: written, oral, imagery; the habit of working on one’s own.

5.4.2. General objectives for the higher education level

At the end of compulsory schooling, the purpose of the education provided in lycées (general and technological education lycées as well as vocational lycées) is to raise the general education level of young people in line with the recommendations of the 2000 Lisbon summit.

The guidance and programme law for the future of School of 23 April 2005 confirms the objectives defined in this domain since the late 1980s: 100% of a given age group with at least a level V qualification corresponding with the certificat d’aptitude professionnel (CAP) and brevet d’études professionnelle (BEP)an ; 80% of a given age group with a level IV qualification corresponding with the baccalauréat in the general, technological or vocational section.

Significant progress was made in reaching these objectives: access rate to level IV soared from 34% in 1980 to nearly 70% in 2006; that of level V increased from 80 to 92% over the same period.

5.4.2.1. General education at the higher secondary level

The need to avoid excessive hierarchy between the different general or technological baccalauréat sections by turning each of these sections into a fully-fledged success path is the common denominator of all lycée reforms carried out since the early 1980s.

The latest reform implemented in 1999-2000, which concerned the general and technological seconde class as well as general sections, did not achieve any significant progress in this domain, as three recurring problems emerged: the drop in the number of pupils and depreciation of the literary curriculum; the overemphasis on the scientific curriculum as the best way to be admitted into the most sought-after higher education courses; the insufficient number of pupils enrolled in industry-related technological sections.

A considerable rehabilitation effort has been made with regard to technological sections since 2005: this effort mostly relates to the “management science and technology” (STG) and “healthcare and social science and technology” (ST2S) tertiary sections. The rehabilitation of the structure and content of these courses aims at improving the possibilities of integrating baccalauréat holders from these sections into higher technological education (advanced technical courses and university institutes of technology).

5.4.2.2. Professional training, higher secondary education level

The goal of professional education is to give young people leaving collège the training that will prepare them to earn a diploma validating their professional qualifications. Pupils are trained in two years for the certificate d’aptitude professionnelle (CAP) and brevet d’études professionnel (BEP) in four years for the professional baccalauréat.

New measures have been taken since 2001 to attract more pupils to professional lycées, which experienced a significant decrease in personnel over the 2000-2001 school year. The measures deal mainly with pupil evaluation and vocational guidance procedures, the development and valuation of methods specific to vocational training programmes and the implementation of citizenship education along with specific measures against violence in schools. The specific actions taken along these lines...
focus on:

- Improving the variety of training programmes offered;
- Strengthening the ties between professional teaching establishments and general and technological establishments;
- Increasing and better communicating information on different professions and their corresponding training programmes;
- Offering new services to pupils during and after their training.

5.5. Types of Institution

5.5.1. Types of institution, lower secondary education level

Teaching establishments at the lower secondary education level are called collèges, which are the only structures that accept students having completed their elementary school education, in which they receive "a secondary education that provides a seamless transition from primary education."

In application of decree no. 96-465 of 29 May 1996 on the organisation of educational programmes, collèges must offer an appropriate response to the diversity of pupils that meets their needs and interests. The response may take the form of various types of activities, as the establishments deem appropriate.

Special learning opportunities are introduced in order to expose the pupils to artistic, linguistic and athletic experiences, among which:

- **classes with special timetables** (dance or music option), which follow the same programme as traditional classes, but with reduced hours to allow the pupils to take special courses at the regional conservatory or music school run by the State;
- **International sections, European or oriental languages sections**, included in certain collèges and lycées, in which a modern foreign language is the subject of a more intense study than in the regular programme and where certain subjects are taught in the chosen language.

The placement of pupils in these classes is a matter for the establishments to decide, depending on whether or not it is believed appropriate to group together pupils who have chosen a given option, while at the same time avoiding the creation of a separate branch of study.

5.5.2. Types of institution, higher secondary level, general and technological education

Establishments that prepare students for a general or technological baccalauréat or a brevet de technicien are called general and technological lycées (LEGT).

These institutions provide three years of study divided into three classes: the general and technological seconde class, common to the pupils aiming for a general or technological baccalauréat, première and terminale classes of each section of the general or technological curriculum.

Certain courses such as the "hotel industry" technological baccalauréat or "musical and dancing techniques" baccalauréat last for three years after a specific seconde class.

In addition, general and technological agricultural lycées, under the authority of the ministry in charge of agriculture, prepare pupils more specifically for certain technological baccalauréat or for the agricultural technician brevet.

The **classes préparatoires aux grandes écoles** (CPGE), or preparatory classes for the Grandes Ecoles, and **sections de techniciens supérieurs** (STS), or advanced technical courses, provide post-baccalauréat education in lycées.
5.5.3. Types of establishments, higher secondary level, professional education

There are two branches of study that lead to initial training for diplomas allowing graduates to begin a professional career immediately:

- **The filière scolaire**, or academic branch, which is under the complete authority of the Ministry of National Education, can be found primarily in vocational lycées (LP), which also involve in-company internships. These lycées provide training that prepares pupils having completed troisième for a certificat d'aptitude professionnelle (CAP) or a brevet d'études professionnelles (BEP), then a professional or technological baccalauréat or a baccalauréat listing a different specialisation. The branches leading to the CAP and BEP prepare pupils for the same level of qualification: qualified worker or employee. The distinction lies in the content of the programmes. The CAP gives practical knowledge in specific sectors and makes it possible to immediately begin practicing a profession. For certain sectors, such as construction, wood, furnishing, hotels, custodial services, handcrafts, artistic professions, etc., the CAP guarantees and attests to the mastery of professional techniques and capacities. In other sectors, however, such as electronics, secretarial work and accounting, a CAP is insufficient. In these cases, additional training is necessary: a CAP can be augmented by another diploma with a mention complémentaire (MC), or additional specialisation, or through a formation complémentaire d'initiative locale (FCIL), or local initiative training programme. The BEP is different in that it teaches higher technological standards in sectors requiring an increased level of technological skills. It allows pupils to continue their studies with the goal of obtaining a professional or technological baccalauréat.

- **Apprentissage**, a programme that divides the pupils' time between school and work under contract. Most learning takes place inside companies, with theoretical studies mainly offered through centres de formation d'apprentis (CFA), or apprenticeship training centres of variable status. While initial training in the school system remains the main objective, through the professional lycées, the Ministry of National Education is encouraging national education establishments to open up to the apprentissage option. Article L115-1 of the work code, which was further developed by law no. 2005-32 of 18 January 2005 on programmes for social cohesion, makes it possible for all lycées to open apprentissage sections or unités de formation par apprentissage (UFA), or apprenticeship training units in close cooperation with economic actors and with the agreement and participation of the region. In both cases, the "head of the educational establishment" is responsible for the programme.

Legislation: Circular n°2005-204
Legislation: Loi quinquennale relative au travail, à l'emploi et à la formation professionnelle
Legislation: Social cohesion program's law

5.5.4. Ambition réussite (Ambition success) lycées

The list of "Ambition réussite" lycées published in the B.O. no. 30 of 30 August 2007 is in line with the policy designed to promote equal opportunity, implemented in the last two years to help pupils living in areas experiencing severe educational and social difficulties.

The objective of the "Ambition Réussite" label is to provide lycée pupils, in general or vocational sections, with new success opportunities. Oriented towards the excellence courses in higher education, these institutions offer extra educational support and access to digital tools. Teachers have additional hours to assist the pupils and help them study for their examinations and prepare for higher education.

The lycée selection is based on projects supported by educational teams in response to a set of specifications issued to the recteurs. The list of "Ambition Réussité" lycées will be published every year.
5.6. Geographical Accessibility

In compliance with decree no. 80-11 of 3 January 1980, public lycées and collèges accept pupils living in their school jurisdiction: sectors for the collèges and districts for the lycées. Decentralised authorities are responsible for defining the conditions for assigning students to the different establishments, given the académies’ authority over their respective areas. The inspecteur d’académie, as director of departmental services of the Ministry of Education, examines any requests for derogation, depending on the availability of the schools. See also 5.2. and 4.2.

Legislation: Loi n°2003-339

5.7. Admission requirements and Choice of School

5.7.1. Admission requirements and choice of establishment - collège

All children who have completed the skills development cycle in elementary school are automatically admitted into collège, by age 12 at the latest. Adapted teaching is organised in collège as part of adapted general and vocational education sections (SEGPA, see more in 10.5.1. and 10.5.2.), for the training of pupils experiencing serious and durable difficulty. Pupils are admitted into these sections by decision of the inspecteur d’académie director of departmental services of the ministry of Education, upon agreement of the parents or legal representative and the opinion of a specially created departmental committee, by order of the minister in charge of national Education. The departmental committee is presided over by the inspecteur d’académie and is made up of members of the inspectorate body, management personnel, teachers, pupils’ parents representatives, the departmental medical examiner, the departmental social worker/advisor, a school psychologist, the director of an information and guidance centre, a guidance counsellor/psychologist, a social welfare worker, a child psychiatrist, appointed according to the conditions defined by order of the minister in charge of education.

There are three ways to register: for pupils coming from public elementary schools, the family has to contact the establishment to which their child was assigned (see sections 3.6.1. and 3.6.2. of Chapter 3) and complete the registration process by choosing to have their child take lunch at home or at school and by deciding which foreign language they want him to study first. Pupils coming from private schools under contract with the State are admitted to 6ème in collège by decision of the inspecteur d’académie, in compliance with the decision taken by the private school. Pupils from private schools not under contract with the State or pupils who have been home-schooled must take an admission test, with the necessary dossiers provided by the department of the inspection académique.

The sectors covered by the different collèges correspond to specific zones, as for the primary schools.

In rural areas, the sector consists of several communes: the commune where the collège is located is called the chef-lieu de secteur, or principal sector. In urban areas, the collège’s sector is often limited to a fraction of the commune. When the sector collège does not offer certain subjects – such as foreign languages – the family can ask for a derogation so they can enrol their child in a collège that does offer the subjects in question. The decision is made by the inspecteur d’académie, who is the director of departmental services of the Ministry of Education.

5.7.2. Admission requirements and choice of establishment – general and technological lycée
Admitting a pupil who has completed 3ème to a general and technological lycée depends on the choice of orientation regarding the type of establishment, taken on consultation with the class council, on the family’s wishes concerning the options and specialisations, and on the assignment made based on the recommendation of a committed chaired by the inspecteur d’académie. The assignment decision takes not only the choice of orientation into account, but also the availability dictated by the carte scolaire (see 4.2.).

The practical steps of the registration process for lycées are similar to those for collèges.

The school district is a geographic area that encompasses several school sectors. In each district, pupils will find general and technological lycées and professional lycées corresponding to their orientation decided upon completion of 3ème.

Pupils coming from collège are generally directed to the lycées in their school district, unless the chosen option or specialisation requires attending a school in another district.

There are some exceptions to the rule of assignment to a district lycée. Lycée sections leading to special training or rare programmes concern several districts. In some cases, they involve a national selection process, which may require the student to be assigned to a different district. The same is true when students living in communes on the border of two different districts run into transport problems.

### 5.7.3. Admission requirements and choice of establishment – professional lycée

The practical steps of the registration process for professional lycées and the choice of school are the same as for the general and technological lycées.

Classes that prepare pupils for a CAP or BEP are open to all pupils after completing the regular 3ème class, or as part of a six-hour "découverte professionnelle", or professional discovery module, or to pupils from a vocational troisième class for pupils not adapted to general education. Pupils who have earned a BEP or CAP, and also pupils who have completed one full year of première, are eligible to prepare for the professional baccalauréat.

### 5.8. Registration and/or Tuition Fees

**The Constitution guarantees all children and adults the right to an education:**

"The Nation guarantees equal access for children and adults to instruction, vocational training and culture. The provision of free, public and secular education at all levels is a duty of the State." (From the Preamble to the Constitution of 27 October 1946 (paragraph 13), reproduced in the Constitution of 1958)

**Article L132-2 of the Education Code states that secondary education is free:**

"Education is free for all pupils attending public lycées and collèges providing secondary-level education, as well as for pupils of preparatory classes for Grandes Ecoles and higher education programmes in secondary public teaching establishments."

With the implementation of the decentralisation law entitled "Law on local freedoms and responsibilities" of 13 August 2004 (see also 1.2.2.) the départements became owners and operators of the collèges, and the regions the lycées (article 84).

**Associations**

Schools call on the families to finance special activities – requests are made on occasion to help fund, for example, school trips and outings or participation in associations that have their head office at the school and offer assistance or activities for the pupils:
• School athletic associations, which organise athletic activities for the pupils outside of the classes themselves. The associations require fees to participate: examples include the Union Nationale du Sport Scolaire (National school athletic union) and the Association du Sport Scolaire et Universitaire (Association for school and university sports).

• Foyers sociaux-éducatifs (socio-educational centres) and maisons des lycéens (activity centres for lycée pupils): secondary education associations offering a variety of services for pupils and sometimes serving as allocation agencies.

Cost of school supplies

School supplies make up more than half of school expenditures in collège, about 40% in lycée, in all surveys. School supplies and books are also where schools end up spending more money than the families.

Neither the legislation on local government administrations cited above nor legislation on EPLEs establish any obligation in terms of paying for school supplies. The Haby law of 1975 states that school books are paid for by the State (since the 1977 school year) in public collèges and private collèges under contract, and this is true for all pupils, whether on scholarship or not, and regardless of their family’s income.

School books and provisions for lycée pupils

Pupils of general and technical lycées and professional lycées are responsible for obtaining all of their individual supplies: school books (free in some regions), safety equipment, notebooks, tool kits, clothing, etc. The average cost of these supplies is high:

• **lycée school books**: depending on the branch of study and level, a collection of books can cost from 130 to 170 euros;

• **Professional lycée school books**: the average cost of books in professional lycées is lower than in general and technical lycées, but it varies depending on the situation. The cost is (depending on the sections of CAP, BEP, or professional baccalauréat) slightly higher in tertiary sections than in industry-related sections (where sometimes there are no school books);

• **Provisions**: in technological and professional branches of study, depending on their specialisation, pupils must buy special clothing (uniforms, coveralls, etc.), safety equipment (shoes, etc.), tools (tools used by carpenters, construction workers, cooks, hairdressers, etc.). The costs vary considerably and are usually lower in tertiary branches, whereas they are high in the majority of industry-related sectors, with the hotel-restaurant sector ranked highest (easily 250 to 400 euros).

In secondary education, demi-pension and internat constitute a service annexe d’hébergement, or additional boarding and/or meal provision services (Art. L 421-16 of the Education Code, which restates articles 15 and 16 of the law of 22 July 1983 on the distribution of responsibilities between the communes, départements, regions and the State, cited previously). The operating conditions for these services are set forth by the decree of 4 September 1985, later modified by the decree of 6 October 2000 (Journal Officiel of 13 October). The result of the articles and decrees is that families and the State are entirely responsible for paying for these services. The State handles only the salaries of the administrative, management and educational personnel, whereas the families share the cost of salaries for caregivers, manual workers and service staff as well as general operating costs with the State. Investment expenses are handled by local government administrations. Family contributions are set every year by decree of the Ministry of Education. They have not changed over time and remain at 22.5% of internat or demi-pension costs set by the school’s board of directors when meals are prepared by the service annexe d’hébergement, and remain at 10% of internat or demi-pension costs when meals are prepared by another service provider.

Testing fees

Since 2000, tests have been free at all levels of primary and secondary education: CAPI, BEP, diplôme national du brevet, baccalauréat. All registration fees have been eliminated.

Fees are charged at the post-baccalauréat level and for Grandes Ecoles entry exams, under various forms (processing fees, for example).
5.9. Financial Support for Pupils

As is true for the other levels of education, there are both direct and indirect sources of financial aid at the secondary level.

5.9.1. Direct financial aid

Families with children in collège or lycée are eligible for the following types of financial aid, under certain conditions:

Family allowances

Families with children up to the age of 18 (if not already employed) who meet the conditions set by the caisses d’allocation familiales (CAF), or family allowances fund, are eligible for certain family allocations. These allocations can be extended to the age of 20 for students or incapacitated persons in apprenticeship programmes or professional internships, provided that they do not receive monthly remuneration of more than 55% of minimum wage (gross minimum wage = 1,280.07 Euros/month in 2007, based on 35 legal working hours per week).

Allowance for the new school year (ARS)

This allowance is distributed by the family allowances fund, based on the family’s income, for pupils in compulsory education (aged 6 to 16) as well as pupils aged 16 to 18 upon presentation of a school enrolment certificate. This allowance amounted to 272.57 Euros per child per year for the 2006-2007 school year (compared with 268.01 Euros in 2006).

5.9.1.1. National scholarships

Collège scholarships

All pupils attending a public collège or private collège under contract who are dependents in families that meet certain income conditions are eligible for collège scholarships. The scholarships are given out for one school year, depending on income conditions related to the family’s financial obligations.

Collège scholarships are paid out either by the school itself, for public school pupils, or by the authorities of the académie, for private school pupils. The annual amount, calculated based on three rates according to family charges and resources, is as follows:

- rate 1: €76.62 per year, i.e. €25.54 per quarter
- rate 2: €212.25 per year, i.e. €70.75 per quarter
- rate 3: €331.47 per year, i.e. €110.49 per quarter

Lycée scholarships

Lycée scholarships were started in 1959, then modified in 1971 and 1973, and are awarded to pupils enrolled in lycées and regional adapted education institutions (EREA) based on criteria taking into account primarily the family’s income as declared on tax statements. The scholarships are paid out to parents with modest incomes, regardless of their children’s school results or whether they attend a public or private lycée. The amount of the scholarship is determined based on a system of parts unitaires, or unit shares, the amount of which is set on a yearly basis by ministerial decree.

The unit share amounted to €41.52 at the beginning of the 2007 school year. Unit shares are paid in three instalments.

Specific unit shares or bonuses exist in addition to the scholarship for certain education levels:

- **Bonus for enrolment in seconde, première and terminale class**: granted to pupils enrolled in one of these classes, it is paid once along with the first scholarship instalment. It amounts to €217.06. Pupils repeating a year are not eligible.
Equipment bonus: 341.71 euros, paid once along with the first scholarship instalment, for pupils in their first year of certain specialisations of the CAP, BEP, technological baccalauréat or technician certificate.

Qualification bonus: €435.84 Euros, paid in three instalments to pupils with scholarships:
- In their first or second year of a two-year CAP or BEP,
- Enrolled in the third year of a three-year CAP, after the cinquième class,
- Preparing for a CAP, after the troisième class,
- Or a qualification or training programme in addition to the diploma already obtained.

Boarding school bonus: this bonus is granted to all pupils with a national scholarship enrolled in a boarding school. The boarding school bonus, with a flat-rate amount of €234.93, is strictly linked to the status of the scholarship pupil. Families do not have to complete a specific application as this bonus is automatically granted to boarding school pupils with a scholarship. It is subject to the same management rules as scholarships. The bonus is paid in three instalments by deduction from the boarding fees.

Merit scholarship

They are given to collège pupils graduating to seconde who obtained excellent results on the brevet and who meet the conditions for obtaining a lycée scholarship. The scholarship is awarded only if the students continue their education to the baccalauréat level while maintaining good results. Should they fail to meet these conditions, the payments can be suspended by the departmental committee.

In an effort to enhance the promotion of justice and social integration, 100,000 public and private education lycée pupils have benefited from a merit grant in the 2006-2007 school year, compared with 28,500 previously. Moreover, the amount of these grants has been increased to 800 Euros. This also applies to 3,000 pupils in agricultural education.

5.9.1.2. Special aid

Funds have been set up in collèges and lycées to help families going through difficult periods handle expenses for school supplies and activities.

A collège fund was established starting in 1995 to help pay for collège-related expenses. The aid can take the form of a direct financial contribution or another form (coverage of demi-pension or internat costs, various school supplies, etc.). Available funds have been divided between the different collèges based on economic and social criteria. The heads of institutions decide on the allocation of this type of aid to the families.

There is also a special fund for lycées.

Since the 1991 finance law was passed, special educational funds have been made available to lycées to help pupils struggling with exceptional difficulties. The aid can take the form of direct financial contributions or other forms to help reduce school expenditures (school books, various school supplies, work clothes, professional tools, athletic equipment, or coverage of demi-pension or internat costs).

A special school canteen fund has been set up since 1997, allowing pupils (in collège, lycée or special secondary education programmes) from disadvantaged areas to take their lunch in the school canteen. The funds are controlled by the recteurs for the lycées and by the inspecteur d’académie for the collèges.

Among numerous specific aids are departmental and municipal grants, instituted in 1951. These are grants awarded locally, under certain conditions, by départements or municipalités, to certain pupils whose request has been turned down due to family resources being slightly above the thresholds stipulated by the ministry of national Education.
5.9.2. Indirect financial aid

Indirect financial aid comes in the form of a reduction on principle, or loans of school books. A "reduction on principle" is a reduction of tuition costs granted for internat and demi-pension programmes if at least three children from the same family attend a secondary public teaching establishment. The reduction is 20% for three children, 30% for four and 40% for five. At six or more, the children are admitted for free.

The donation or loaning of school books is another form of indirect financial aid. At the primary school level, the cost of school books is usually covered by the communes.

At the secondary school level, the schools loan books free of charge to pupils in collège, SEGPAs, and technological 4ème and 3ème classes in professional lycées.

While almost all regions have chosen to provide school books free of charge to pupils in the lycées, or to contribute to funding for school books, some have chosen the indirect aid route: credits given to establishments or purchase of school books for the establishment, which then loan them to the pupils.

5.10. Age Levels and Grouping of Pupils

5.10.1. Age Levels and Grouping of Pupils- collège

Education in collège lasts four years and corresponds to the 6ème, 5ème, 4ème and 3ème classes.

The decree of 29 May 1996 defined the current pedagogical organisation of the collège system, which is based on three cycles. Thus, 6ème corresponds to the "adaptation cycle" at the secondary level, 5ème and 4ème to the "middle cycle" and 3ème to the "vocational guidance" cycle.

The division (class) is the term used to designate and number the pedagogical structures in which the pupils are enrolled. The head teacher of the school places each pupil in one and only one division. The average number of pupils per division in 2006 was 23.6 in the public and private sector.

5.10.2. Age Levels and Grouping of Pupils – general and technological lycée

There are three years at the higher secondary education level: seconde, première and terminale.

Seconde corresponds to the "determining cycle" that teaches both general and technological courses. Over the course of the year, the pupils have to choose between several series of study and specialise in a certain number of subject areas. Première and terminale correspond to the "final cycle" that prepares pupils for the baccalauréat. The pupils are divided into different classes depending on the series or subjects in which they chose to specialise. The courses are no longer the same for all the pupils, but are designed to reinforce their knowledge and skills in the chosen series (see 5.11.).

Each level corresponds to a typical age group, which is actually much more flexible in practice: the average age is 15-16 in seconde, 16-17 in première and 17-18 in terminale.

The average size of the divisions is 27.8 pupils. Seconde ("determining cycle") classes have the most pupils, with an average of 31 pupils per class.
5.10.3. Age Levels and Grouping of Pupils – professional lycée

Professional education is organised into multi-annual cycles that define two levels of training, corresponding to two levels of qualification.

The first level of training corresponds to the “determining cycle” in general and technological lycées and includes classes that prepare pupils for the CAP in two years, and professional seconde and terminale classes in two years for the BEP.

The second level of training corresponds to the final cycle of professional education and includes professional première and terminale classes in preparation for the professional baccalauréat.

5.11. Specialisation of Studies

Pupils enrol in upper secondary education with a varying specialisation level depending on the branch selected (general, technological or vocational).

The general and technological lycée has two branches: the general or technological branch. Its purpose is to prepare pupils to continue their studies in general or technological higher education (universities, higher technician sections, university institutes of technology, preparatory classes for grandes écoles).

The general branch is subdivided into three series: the literary series, the economic and social series and the science series. Within each series, pupils can choose different profiles depending on the choice of specialty disciplines:

- In the literary series (L series), the main profiles are: "literature – modern languages", "French and Latin", "French-arts", "French-mathematics";
- In the economic and social series (ES series), the two main profiles are: "Economic and social sciences" and "economic sciences-mathematics";
- In the science series (S series), the profiles are as follows: "mathematics", "experimental sciences" (physics-chemistry or life and earth sciences), "engineering sciences", "biology-ecology" (prepared in agricultural lycées).

The technological branch is subdivided into seven series: some of them include several specialisations corresponding with major industrial or service sectors.

There are three series in the general branch:

- the literary series (L series), with the following profiles: "literature – modern languages", "French and Latin", "French-arts", "French-mathematics";
- the economic and social series (ES series), with two main profiles: "Economic and social sciences" and "economic sciences-mathematics";
- the science series (S series), with the following profiles: "mathematics", "experimental sciences" (physics-chemistry or life and earth sciences), "engineering sciences", "biology-ecology" (prepared in agricultural lycées).

There are eight series in the technological branch:

- Management science and technology (STG);
- Industry-related science and technology (STI);
- Laboratory science and technology (STL);
- Medico-social science (SMS), replaced by the ST2S series (healthcare and social science and technology) in the première class as of the 2007-2008 school year and in the terminale class as of the 2008-2009 school year;
- Music and dance techniques (TMD);
- Food industry science and technology (STPA);
- Agricultural and life science and technology (baccalauréat prepared in lycées under the authority of the ministry of agriculture);
- Hotel management.
There are also courses to prepare for the brevet de technicien (BT, technician certificate) which qualifies the pupil as a technician specialised in a specific area. The programme includes mandatory general courses (French, introduction to the contemporary world, a modern foreign language, mathematics, physical and athletic education), courses specific to the specific area of specialisation, and technological and professional courses. After obtaining the brevet de technicien, the pupils can either:

- Begin a career and accept positions available in their field of specialisation;
- Continue their studies, primarily in superior technician sections of the chosen specialisation, or in an IUT.

The specialisations in each branch of professional secondary education vary from one diploma to another.

In addition, there are around 250 CAP specialisations in the agricultural, industry, business and service sectors. In the industry sector, for example, pupils can choose to specialise in electrical installation, definition of industrial products, and auto maintenance. In the business and service sectors, there are specialisations in the restaurant business, sales and company representation, and artistic professions. Finally, in the agricultural sector, there are specialisations in the operation and maintenance of agricultural equipment, computer-integrated wood manufacturing, etc.

There are around 40 different specialisations for the BEP, grouped into major activity sectors: agriculture, manufacturing in the fields of chemistry, physics and biology, health and social affairs, services, etc.

There are around 50 specialisations for the professional baccalauréat, grouped into major activity sectors like those of the BEP.

### 5.12. Organisation of School Time

See 4.9. Chapter 4

#### 5.12.1. Organisation of the school year

See 4.9.1. Chapter 4

#### 5.12.2. Daily and weekly timetables

In collège, in the sixième class, pupils must take a minimum of 23 hours and a maximum of 24 hours of class per week. In addition to the regular schedule, each pupil must take at least two hours of individual study support per week, which is time dedicated to individual work and to putting into practice the working methods taught in secondary school. Furthermore, as stipulated by the framework law of 2005, personalised educational success programmes (PPRE) are proposed to pupils experiencing difficulty with regard to the common foundation of knowledge and skills. In the "middle cycle" (quatrième and troisième), in addition to the minimum 23 hours of required study, each pupil must take a mandatory second modern foreign language option in 4ème and may choose to take one or two more options. A new feature of the "collège for all" system is that each student must have at least 10 hours a year of vie de classe, or class life, courses.

Weekly schedule at the higher secondary education level: from 27 to 32 hours of class. The daily schedule is organised into 55-minute classes with a 5-minute break between.

The head of the establishment may, if deemed necessary, make changes to the pupils’ schedules in accordance with the principles of school time organisation defined by the school’s board of directors. The changes can only be implemented if they respect the class times defined in the teaching
programme for each subject area and each level of education.

In all branches of study, professional training is divided into general courses, technological courses and in-company apprentissage programmes.

The number of hours for professional training programmes in schools, which prepare pupils for brevets d’études professionnelles and professional baccalauréats, was redefined in 2000.

Pupils are allowed to work a maximum of 35 hours a week and 8 hours a day. To preserve the quality of the training programmes, the reduction of hours in the weekly schedule was offset by the increase in the apprentissage period.

5.13. Curriculum, Subjects, Number of Hours

Bibliography: Qu’apprend-on au collège?

5.13.1. Curriculum, subjects and number of hours in collège

The adaptation cycle (sixième class) is a consolidation class, catering for pupils coming from different primary schools. The subjects taught are French, mathematics, one modern foreign language, history-geography-civic education, science and techniques, artistic education and physical and sports education. The common culture in collège has two major components: the teaching of modern foreign languages and technology. The teaching of technology in sixième classes (first year in collège) is defined by the programme published in the Bulletin Officiel no. 3 of 20 January 2005. This teaching is in line with the education provided in pre-primary school under the headings "Discovering the world" and "Experimental science and technology" of the basic learning cycle and in-depth cycle (elementary school). The teaching of technology includes, among other things, the use of new information and communication technologies (ICT), which constitutes a crucial success factor in the pursuit of education. At each educational level, the various national education players are requested to reinforce the resources and processes implemented in order to continue extending the use of ICTs. A project to review the B2i in school and collège and create a B.2.i. for the lycée/C.F.A. (see certificates in 5.17.1.) was carried out in 2005-2006 with the participation of teachers. The idea was to ensure continuity, notably at primary school level, by improving development and coherence from primary school to collège and onto lycée.

This was reflected in the definition of five domains common to all three levels (B2i – school; B2i-collège and B2i-lycée/CFA):

- Mastering an IT working environment
- Adopting a responsible attitude
- Creating, producing, processing, exploiting data
- Being informed using documentation
- Communicating, exchanging

In light of the evolution in the use of ICTs by young people, domain 2 (adopting a responsible attitude) was subject to special attention, notably in the definition of the common foundation (see 5.4.).

In the "middle cycle", the same mandatory general courses are taught in cinquième and in quatrième, with the same organisation of time. Physics and chemistry is introduced in cinquième, as well as the second modern foreign language in quatrième class. Little by little, pupils are given an increasing number of options: Latin, regional language or vocational discovery.

In addition, the new foreign language programmes in collège, designed in accordance with the common European framework, are divided into two levels:

- Level 1 (published on 25 August 2005) and applicable from the beginning of the 2006 school year. Its aim is to achieve level A2 (intermediate or standard elementary user) of the common European Framework of reference for languages (CECRL). It covers two academic years and corresponds to sixième and cinquième classes for the language begun in primary school, and
quatrième and troisième classes for the language begun in collège;
- Level 2 specifies the expected levels at the end of collège and describes the skills to be acquired in order to attain these levels. The expected levels at the end of collège are as follows:
- B1 level (independent user, threshold level) of the CECRL for the language started in primary school;
- A2 level for the language started in collège.

New mathematics, physics-chemistry and life and earth science programmes are also defined by the order of 6 April 2007, effective as of the beginning of the 2007-2008 school year for sixième, cinquième and quatrième classes, and as of the beginning of the 2008-2009 school year for the troisième class. This corresponds with the implementation of the common foundation of knowledge and skills. Their primary objective is the acquisition of a scientific culture contributing to a global and coherent representation of the world at the end of collège. Pupils must be capable of providing simple yet coherent responses to questions relating to the unity and diversity of the world. Experimental science and mathematics, to the same extent as other disciplines, help develop pupils’ reasoning skills, thereby encouraging them to adopt a reasoned attitude towards the information provided by the media. The major subjects tackled are the environment, health and safety.

The vocational guidance cycle (troisième class, i.e. final year in collège) offers the same compulsory education as the previous cycles. The "vocational guidance cycle" is now divided into:
- Mandatory courses, the goal of which is to ensure that all pupils have acquired common foundation of knowledge and skills;
- Electives courses, to better reflect the diversity of the pupils and their needs.

The "Science and techniques" foundation is divided into three independent subjects: Life and Earth sciences, Physics-chemistry and Technology.

Two choices are on offer for the vocational discovery course since the 2005 school year:
- The optional choice of a 3 hour vocational discovery period, aimed at providing pupils with an initial glance at the professional world. It must be proposed to all pupils like any other optional subject proposed in troisième class. Its continuous evaluation is taken into account in the awarding of the national brevet qualification;
- The 6 hour vocational discovery module designed more specifically for voluntary pupils experiencing difficulties, motivated in the pursuit of their education after the troisième class. It is also taken into account for the brevet.

In addition, the decree of 24 August 2005 relative to aid and support systems for pupil success in collège stipulates a vocational observation module for all pupils in troisième class.

A) "Adaptation cycle": sixième class

Each division is allotted the following number of hours:

<table>
<thead>
<tr>
<th>Subject</th>
<th>5hrs or 4hrs30mn + 30mn in ½ groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>4hrs</td>
</tr>
<tr>
<td>First modern foreign language</td>
<td>4hrs</td>
</tr>
<tr>
<td>History-geography-civic education</td>
<td>3hrs</td>
</tr>
<tr>
<td>Life and earth sciences</td>
<td>1hr30mn</td>
</tr>
<tr>
<td>Arts (plastic arts, music education)</td>
<td>1hr+1hr=2hrs</td>
</tr>
<tr>
<td>Technology</td>
<td>1hr30mn</td>
</tr>
<tr>
<td>Physical and athletic education</td>
<td>4hrs</td>
</tr>
<tr>
<td>Student assistance and monitoring of individual work</td>
<td>2hrs</td>
</tr>
<tr>
<td>TOTAL</td>
<td>28 hrs</td>
</tr>
</tbody>
</table>

The reform of collèges, begun in September 2002, increased the number of teaching hours attributed to each division in 6ème from 26 to 28 hours per week, with pupil schedules limited to 24 hours.
maximum.
This allows for smaller groups to be formed, especially in the scientific subjects and helps improve the management of pupil diversity. There are plans to allow additional hours, organised into modules, to deal with pupils who are struggling. These additional hours will be attributed by authorities of the académie based on the characteristics of the establishment and its projet d’établissement.

B) "Middle cycle": cinquième and quatrième classes

The weekly schedule is as follows:

<table>
<thead>
<tr>
<th>MANDATORY GENERAL COURSES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>4 to 5 hrs</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3hrs30mn to 4hrs30mn</td>
</tr>
<tr>
<td>First modern foreign language</td>
<td>3 to 4 hrs</td>
</tr>
<tr>
<td>History-geography-civic education</td>
<td>3 to 4hrs</td>
</tr>
<tr>
<td>Life and earth sciences</td>
<td>1hr30mn to 2hrs30mn</td>
</tr>
<tr>
<td>Physics-chemistry</td>
<td>1hr30mn to 2hrs30mn</td>
</tr>
<tr>
<td>Technology</td>
<td>1hr30mnto 2hrs</td>
</tr>
<tr>
<td>Arts (plastic arts, music education)</td>
<td>1 to 2hrs each</td>
</tr>
<tr>
<td>Physical and athletic education</td>
<td>3 to 4hrs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory</td>
<td></td>
</tr>
<tr>
<td>Second modern language (foreign or regional)</td>
<td>3hrs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cinquième</td>
<td>Quatrième</td>
</tr>
<tr>
<td>Latin</td>
<td>2hrs</td>
</tr>
<tr>
<td>Regional language*</td>
<td>-</td>
</tr>
</tbody>
</table>

* This option can be proposed to pupils who chose to take a foreign language as their mandatory second language.

In the middle cycle, each college has 25 hours and 30 minutes per week per division in 5ème and 28 hours and 30 minutes a week per division in 4ème in which to organize the mandatory general courses, including the "discovery itineraries." An additional allocation can enable institutions to meet the requirements of pupils experiencing serious schooling difficulties.

C) "Vocational guidance cycle": troisième class

The timetables applicable to the 2005-2006 school year are defined by the ministerial order of 2 July 2004 (JO of 6 July 2004, BO no. 28 of 15 July 2004)
### Number of hours

<table>
<thead>
<tr>
<th>Mandatory courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>4h30mn</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4h</td>
</tr>
<tr>
<td>Modern foreign language</td>
<td>3h</td>
</tr>
<tr>
<td>History-geography-civic education</td>
<td>3h30mn</td>
</tr>
<tr>
<td>Life and Earth sciences</td>
<td>1h30mn</td>
</tr>
<tr>
<td>Physics-chemistry</td>
<td>2h</td>
</tr>
<tr>
<td>Technology</td>
<td>2h</td>
</tr>
<tr>
<td>Art courses:</td>
<td></td>
</tr>
<tr>
<td>- Plastic arts,</td>
<td>1h</td>
</tr>
<tr>
<td>- Music education</td>
<td>1h</td>
</tr>
<tr>
<td>Physical and athletic education</td>
<td>3h</td>
</tr>
<tr>
<td>Modern language 2 (foreign or regional) LV2</td>
<td>3h</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional discovery or Modern language 2 (regional or foreign) (2) or Ancient language (Latin, Greek) (3)</td>
<td>3h or 6h (1)</td>
</tr>
<tr>
<td>&quot;Class life&quot; course</td>
<td>10h per year</td>
</tr>
</tbody>
</table>

(1) The professional discovery module can be increased to 6 hours. In that case, the pupils do not take the mandatory LV2 course.

(2) Modern foreign or regional language:
- regional LV2 for pupils who chose a foreign LV2 as their mandatory language;
- foreign LV2 for pupils who chose a regional LV2 as their mandatory language.

(3) Depending on the collège (pupil capacity and schedule organisation), some pupils may take both Latin and Greek.

### 5.13.2. Curriculum, subjects and number of hours in general and technological lycées

Study programmes are defined for the "determining cycle" (seconde class) and "final cycle" (première and terminale classes).

The general and technological seconde class corresponds with the "determining cycle", designed to prepare pupils in the choice of a series leading up to the baccalauréat (see 5.11.). The programme includes courses taken by all pupils (French, History-geography, Modern language 1, Mathematics, Physics-chemistry, Life and earth sciences, Physical education and sport, Civic, legal and social education), two "determining courses" chosen by the pupils and possibly another optional course. Determining courses provide pupils with a basic approach to certain disciplines, without committing them to their choice. There is a very broad range of general or technological disciplines: modern foreign language 2 and 3, Latin, Greek, arts, economic and social sciences, physical and computer measurements, initiation to engineering sciences, management and communication information systems, medico-social sciences, design etc.
The general and technological seconde class is characterised by the wide variety of pupils catered for. This heterogeneity can be a source of difficulty for many pupils, as demonstrated by the persistence of a high repeating rate at the end of this class (approximately 15%).

This explains the necessity to provide pupils with a type of support taking their needs and diversity into account. This was reflected in the creation, in 1992, of a specific educational approach consisting of 2 aspects:

- the "modules" (three hours per week) involving all pupils in an initiation to the work methods specific to the lycée;
- individual support (two hours per week) reserved for pupils experiencing the most difficulty.

This individual support is designed for seconde pupils: it mostly relates to French and mathematics without however excluding the other disciplines. Teaching is provided in groups of eight pupils at the most in order to guarantee a genuinely personalised support.

The content of the programmes of the final cycle depends on the series and branch selected by the pupils. Certain disciplines are common to all series: French, Philosophy, Modern languages, History-geography, Physical education and sport; in addition to these disciplines, certain subjects are specific to each series such as mathematics, physical sciences and technological disciplines in the scientific and technological series.

In première classes of the general series, the "Travaux personnels encadrés" (TPE - individual school projects) are mostly aimed at developing pupils' autonomy and initiative in the research and processing of documents with a view to producing a written and oral presentation which is part of an early baccalauréat examination. Therefore they constitute a good preparation for higher education.

### 5.13.2.1. Number of hours in general and technological seconde classes

The number of hours per week were established by the following ministerial orders:

- Order of 19 June 2000, Bulletin Officiel no. 29 of 27 July 2000, which made some modifications to the timetable (French and mathematics).
- Order of 27 June 2001, Bulletin Officiel no. 31 of 30 August 2001, which made modifications to certain points of the aforementioned orders (art studios and new designations for technological determining courses).
- Order of 13 May 2003, Bulletin Officiel no. 24 of 12 June 2003, which introduced a course on circus performance art and made certain changes to the timetable.

<table>
<thead>
<tr>
<th>General mandatory courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>4hrs30mn (o/w 30mn of &quot;module**&quot;)</td>
</tr>
<tr>
<td>History-geography</td>
<td>3hrs30mn (o/w 30mn of &quot;module**&quot;)</td>
</tr>
<tr>
<td>Modern language 1</td>
<td>3hrs (o/w 1hr of &quot;module**&quot;)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4hrs (o/w 1hr of &quot;module**&quot;)</td>
</tr>
<tr>
<td>Physics-chemistry</td>
<td>3hrs30mn (o/w 1hr30mn, class split into two groups)</td>
</tr>
<tr>
<td>Life and Earth sciences (SVT) (a)</td>
<td>2hrs (o/w 1hr30mn, class split into two groups)</td>
</tr>
<tr>
<td>Physical and athletic education (EPS)</td>
<td>2hrs</td>
</tr>
<tr>
<td>Civic, legal and social education</td>
<td>30mn, class split into two groups</td>
</tr>
<tr>
<td>Personalised assistance (b)</td>
<td>2hrs</td>
</tr>
<tr>
<td>Class life course</td>
<td>10hrs per year</td>
</tr>
</tbody>
</table>
### Determining courses, choice of 2:

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern language 2 (c)</td>
<td>2hrs30mn (o/w 30mn, class split into two groups)</td>
</tr>
<tr>
<td>Modern language 3 (c)</td>
<td>2hrs30mn (o/w 30mn, class split into two groups)</td>
</tr>
<tr>
<td>Language and culture of the Antiquity – Latin (d)</td>
<td>3hrs</td>
</tr>
<tr>
<td>Language and culture of the Antiquity – Greek (d)</td>
<td>3hrs</td>
</tr>
<tr>
<td>Arts (e)</td>
<td>3hrs; 6hrs for circus performance arts</td>
</tr>
<tr>
<td>Economic and social sciences (SES)</td>
<td>2hrs30mn (o/w 30mn, class split into two groups)</td>
</tr>
<tr>
<td>Management and communication information systems (IGC)</td>
<td>3hrs (o/w 2hrs, class split into two groups)</td>
</tr>
<tr>
<td>Scientific measurement and information systems (MPI)</td>
<td>3hrs, class split into two groups</td>
</tr>
<tr>
<td>Introduction to Engineering Sciences (ISI)</td>
<td>3hrs, class split into two groups</td>
</tr>
<tr>
<td>Computerized production systems (ISP)</td>
<td>3hrs, class split into two groups</td>
</tr>
<tr>
<td>Laboratory physics and chemistry (PCL)</td>
<td>3hrs, class split into two groups</td>
</tr>
<tr>
<td>Laboratory and paramedical biology (BLP)</td>
<td>3hrs, class split into two groups</td>
</tr>
<tr>
<td>Medico-social sciences (SMS)</td>
<td>3hrs, class split into two groups</td>
</tr>
<tr>
<td>Physical and athletic education (EPS)</td>
<td>5hrs, (o/w 1hr, class split into two groups)</td>
</tr>
<tr>
<td>Ecology, Agronomy, Our Land and Citizenship-(EATC) (f)</td>
<td>4hrs30mn (o/w 3hrs30mn, class split into two groups)</td>
</tr>
<tr>
<td>Product design</td>
<td>5hrs, class split into two groups</td>
</tr>
<tr>
<td>Cultural approach to design</td>
<td>3hrs, class split into two groups</td>
</tr>
<tr>
<td>Individual support</td>
<td>2 hrs per week</td>
</tr>
<tr>
<td>Computer skills workshop</td>
<td>18hrs per year</td>
</tr>
<tr>
<td>Artistic expression workshop</td>
<td>72hrs per year</td>
</tr>
<tr>
<td>Social and cultural practices (f)</td>
<td>72hrs per year</td>
</tr>
</tbody>
</table>
Electives, choice of 1:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern language 2 (LV2) (c)</td>
<td>2hrs30mn</td>
<td>(o/w 30mn, class split into two groups)</td>
</tr>
<tr>
<td>Modern language 3 (LV3) (c)</td>
<td>2hrs30mn</td>
<td>(o/w 30mn, class split into two groups)</td>
</tr>
<tr>
<td>Latin (d)</td>
<td>3hrs</td>
<td></td>
</tr>
<tr>
<td>Greek (d)</td>
<td>3hrs</td>
<td></td>
</tr>
<tr>
<td>Physical and athletic education (g)</td>
<td>3hrs</td>
<td></td>
</tr>
<tr>
<td>Arts (e')</td>
<td>3hrs</td>
<td></td>
</tr>
<tr>
<td>Equitation and equine studies (f)</td>
<td>3hrs</td>
<td></td>
</tr>
<tr>
<td>Professional practices (f)</td>
<td>3hrs</td>
<td></td>
</tr>
</tbody>
</table>

(a) Pupils who chose to take two technological determining courses (ISI + ISP, ISI + MPI, MPI + PLC, MPI + BLP, BLP + PCL, product design + cultural approach to design) can be excused from taking SVT courses. However, they can take them if proposed by the institution.

(b) One hour of French and one hour of mathematics.

(c) Modern foreign or regional language.

(d) Latin and Greek can be started in seconde.

(e) Choice between: circus performance arts, plastic arts, film-audiovisual arts, art history, music history, dramatic arts or dance. (e’) Choice between: circus performance arts, plastic arts, film-audiovisual arts, art history, music history, dramatic arts or dance. Pupils may not choose the same artistic course both as a determining course and an elective.

(f) In agricultural lycées.

(g) For pupils not taking the EPS determining course.

In LV 1, LV 2, LV 3, the pupils may have one hour of conversation practice with a language assistant.

* Modules are small teaching groups designed to better meet the needs of pupils, notably in terms of methodology. Groups can be reorganised depending on how well the pupils are progressing. Modules are used for all pupils, whereas personalised assistance is geared towards those in need.

18 hours a year are devoted to ensuring pupils have the necessary skills in using basic computer software programmes (word processing, data entry and processing, resource consultation). The computer skills workshop is not mandatory, nor is it considered an elective. The goal of the workshop is to help pupils become self-sufficient in using the computer software that is necessary for completing their schoolwork in première and terminale.

Pupils also have the possibility of participating in an optional artistic expression workshop. The workshop is a total of 72 hours divided up over the year in terms of the project lead and/or designed by the teacher (or team of teachers).

There are also courses in seconde designed to prepare pupils for a specific diploma, for example the baccalauréat in music and dance technique and certain brevets de technicien.

5.13.2.2. Number of hours, general courses in première and terminale, general and technological lycées

The series of the general branch include:
- courses constituting a common foundation for all pupils in the same series;
- compulsory options for pupils in première classes and specialisation courses in terminale classes. Pupils are free to choose from these courses to enable them, within each series, to adopt a specific profile according to their subsequent orientation project;

www.eurydice.org
individual school projects (TPE) in *première* classes, based on the predominant subjects in each series;
- Optional courses for pupils to broaden their general culture;
- Artistic expression workshops.

Legislation: Organisation and timetables for the “final cycle” of secondary education level preparing pupils for the "baccalauréat général"

### 5.13.2.2.1. Timetable, economic and social series (ES)

The timetable was defined by:
- Ministerial order of 19 June 2000, *Bulletin Officiel* no. 29 of 27 July 2000, which modified the hours of certain subject areas (if you consult the *Bulletin Officiel* online, be sure to scroll down the menu to get to the specified order);
- Ministerial order of 27 June 2001, *Bulletin Officiel* no. 31 of 30 August 2001, which changed the designation of the artistic workshops and introduced the supplementary EPS courses;

<table>
<thead>
<tr>
<th>Mandatory courses</th>
<th>PREMIÈRE</th>
<th>TERMINALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic and social sciences</td>
<td>5hrs, (o/w 1h, class split into two groups)</td>
<td>6hrs (o/w 1h, class split into two groups)</td>
</tr>
<tr>
<td>History and geography</td>
<td>4hrs</td>
<td>4hrs</td>
</tr>
<tr>
<td>French</td>
<td>4hrs</td>
<td>-</td>
</tr>
<tr>
<td>Philosophy</td>
<td>-</td>
<td>4hrs</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3hrs (o/w 30mn, class split into two groups)</td>
<td>4hrs</td>
</tr>
<tr>
<td>Modern language 1 (a)</td>
<td>2hrs30mn (o/w 1h, class split into two groups)</td>
<td>2hrs (o/w 1h, class split into two groups)</td>
</tr>
<tr>
<td>Modern language 2 (a) (b)</td>
<td>2hrs (o/w 1h, class split into two groups)</td>
<td>2hrs (o/w 1h, class split into two groups)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Science education (c)</td>
<td>1hr30mn (o/w 30mn, class split into two groups)</td>
<td>-</td>
</tr>
<tr>
<td>Physical and athletic education (g)</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
<tr>
<td>Civic, legal and social education</td>
<td>30mn, class split into two groups</td>
<td>30mn, class split into two groups</td>
</tr>
<tr>
<td>Guided individual project (e)</td>
<td>2hrs</td>
<td>-</td>
</tr>
<tr>
<td>Class life course</td>
<td>10hrs per year</td>
<td>10hrs per year</td>
</tr>
</tbody>
</table>

**Choice of 1 between:**

<table>
<thead>
<tr>
<th>PREMIÈRE</th>
<th>TERMINALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>2hrs</td>
</tr>
<tr>
<td>Economic and social sciences</td>
<td>2hrs</td>
</tr>
<tr>
<td>Modern language 1 (d)</td>
<td>2hrs</td>
</tr>
<tr>
<td>Modern language 2 (b) (d)</td>
<td>3hrs</td>
</tr>
<tr>
<td>Artistic workshops (f)</td>
<td>72hrs per year</td>
</tr>
</tbody>
</table>

**Electives: 2 maximum**

<table>
<thead>
<tr>
<th>PREMIÈRE</th>
<th>TERMINALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin</td>
<td>3hrs</td>
</tr>
<tr>
<td>Greek</td>
<td>3hrs</td>
</tr>
<tr>
<td>Modern language 3 (a) (b)</td>
<td>3hrs</td>
</tr>
<tr>
<td>Physical and athletic education</td>
<td>3hrs</td>
</tr>
<tr>
<td>Arts (h)</td>
<td>3hrs</td>
</tr>
</tbody>
</table>

(a) One hour of conversation practice with a language assistant can be added.

(b) Modern foreign or regional language.

(c) Life and earth science course.

(d) Course chosen as a supplement to the mandatory course list.

(e) TPE: Travaux personnels encadrés, drawing on the predominant subjects of the series. Two hours in the class schedule corresponding with 2 teaching hours per division.

(f) Optional.

(g) Pupils who wish to continue the EPS determining course from seconde benefit from an additional four hours (o/w 1h, class split into two groups) over the mandatory course load. Pupils who choose this solution may not EPS as an elective. In fact, they can only choose one elective instead of two.

(h) Choice between: circus performance arts, plastic arts, film-audiovisual arts, art history, music history, dramatic arts or dance.
### 5.13.2.2. Timetable, science series

Defined by:
- Ministerial order of 19 June 2000, *Bulletin Officiel* no. 29 of 27 July 2000, which modified the hours of certain subject areas (if you consult the *Bulletin Officiel* online, be sure to scroll down the menu to get to the specified order);
- Ministerial order of 27 June 2001, *Bulletin Officiel* no. 31 of 30 August 2001, which changed the designation of the artistic workshops and introduced the supplementary EPS courses;

<table>
<thead>
<tr>
<th>Mandatory courses</th>
<th>PREMIÈRE</th>
<th>TERMINALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>5hrs, (o/w 1h, class split into two groups)</td>
<td>5hrs30mn (o/w 1h, class split into two groups)</td>
</tr>
<tr>
<td>Physics-chemistry</td>
<td>4hrs30pn (o/w 2h of practical application)</td>
<td>5hrs (o/w 2h, o/w 2h of practical application)</td>
</tr>
<tr>
<td>Life and Earth sciences</td>
<td>4hrs (o/w 2h of practical application)</td>
<td>3hrs30mn (o/w 1h30mn of practical application)</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering sciences</td>
<td>8hrs (o/w 6h of practical application or workshops)</td>
<td>8hrs (o/w 6hrs of practical application or workshops)</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology-ecology (a)</td>
<td>5hrs (o/w 3h of practical application)</td>
<td>5hrs (o/w 3hrs of practical application)</td>
</tr>
<tr>
<td>French</td>
<td>4hrs</td>
<td>-</td>
</tr>
<tr>
<td>Philosophy</td>
<td>-</td>
<td>3hrs (o/w 1h, class split into two groups)</td>
</tr>
<tr>
<td>History and geography</td>
<td>2hrs30mn</td>
<td>2hs30mn (o/w 30mn, class split into two groups)</td>
</tr>
<tr>
<td>Modern language 1 (b)</td>
<td>2hrs (o/w 1h, class split into two groups)</td>
<td>2hrs (o/w 1h, class split into two groups)</td>
</tr>
<tr>
<td>Modern language 2 (b) (c)</td>
<td>2hrs (o/w 1h, class split into two groups)</td>
<td>2hrs (o/w 1h, class split into two groups)</td>
</tr>
<tr>
<td>Agronomy-Our land-Citizenship (a)</td>
<td>3hrs30mn (o/w 2hrs30mn of practical application)</td>
<td>-</td>
</tr>
<tr>
<td>Physical and athletic education (EPS) (h)</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Civic, legal and social education (d)</td>
<td>30mn, class split into two groups</td>
<td>30mn, class split into two groups</td>
</tr>
<tr>
<td>Guided individual project (e)</td>
<td>2hrs</td>
<td>-</td>
</tr>
<tr>
<td>Class life course</td>
<td>10hrs per year</td>
<td>10hrs per year</td>
</tr>
</tbody>
</table>

**Choice of one between(j):**

<table>
<thead>
<tr>
<th>TERMINALE Specialisation courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Physics-chemistry</td>
</tr>
<tr>
<td>Life and Earth sciences</td>
</tr>
<tr>
<td>Agronomy-Our land-Citizenship (a)</td>
</tr>
<tr>
<td>Artistic workshops (f)</td>
</tr>
<tr>
<td>Social and cultural practices (g)</td>
</tr>
</tbody>
</table>

**Electives: 2 maximum**

<table>
<thead>
<tr>
<th>PREMIÈRE</th>
<th>TERMINALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin</td>
<td>3hrs</td>
</tr>
<tr>
<td>Greek</td>
<td>3hrs</td>
</tr>
<tr>
<td>Modern language 3 (a) (b)</td>
<td>3hrs</td>
</tr>
<tr>
<td>Physical and athletic education</td>
<td>3hrs</td>
</tr>
<tr>
<td>Arts (i)</td>
<td>3hrs</td>
</tr>
<tr>
<td>Equitation and equine studies (a)</td>
<td>3hrs</td>
</tr>
</tbody>
</table>

(a) In agricultural lycées.

(b) One hour of conversation practice with a language assistant can be added.

(c) Modern foreign or regional language.

(d) Included in the agronomy-our land-citizenship course.

(e) TPE: *Travaux personnels encadrés*, based on the predominant subjects of the series. Two hours recorded on the schedule that correspond, for the 2000-2001 school year, with two teaching hours per division. For the "engineering sciences", "biology-ecology" and "agronomy-our land-citizenship" courses, the TPE is already included in the timetable. For pupils who chose the 4-hour supplemental EPS course, the TPE can be based on the EPS course.

(f) Optional.

(g) Course taught in general and technological lycées that replaces the artistic workshop.

(h) Pupils who wish to continue the EPS determining course from seconde benefit from an additional four hours (o/w 1h, class split into two groups) over the mandatory course load. Pupils who choose this solution may not EPS as an elective. In fact, they can only choose one elective instead of two.

(i) Choice between: circus performance arts, plastic arts, film-audiovisual arts, art history, music history, dramatic arts or dance.

(j) If "engineering sciences" is chosen as a mandatory option, the choice of a specialisation course is optional.
### 5.13.2.2.3. Timetable, literary series

Defined by:
- Ministerial order of 19 June 2000, *Bulletin Officiel* no. 29 of 27 July 2000, which changed the timetables for certain subject areas (if you consult the *Bulletin Officiel* online, be sure to scroll down the menu to get to the specified order).

<table>
<thead>
<tr>
<th>Mandatory courses</th>
<th>PREMIÈRE</th>
<th>TERMINALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>French and literature</td>
<td>6hrs (o/w 1h, class split into two groups)</td>
<td>-</td>
</tr>
<tr>
<td>Philosophy</td>
<td>-</td>
<td>8hrs</td>
</tr>
<tr>
<td>Literature</td>
<td>-</td>
<td>4hrs</td>
</tr>
<tr>
<td>History and geography</td>
<td>4hrs</td>
<td>4hrs</td>
</tr>
<tr>
<td>Modern language 1 (a)</td>
<td>3hrs30mn (o/w 1h, class split into two groups)</td>
<td>3hrs (o/w 1h, class split into two groups)</td>
</tr>
<tr>
<td>Modern language 2 (a) (b)</td>
<td>2hrs (o/w 1h, class split into two groups)</td>
<td>2hrs (o/w 1h, class split into two groups)</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td>3hrs</td>
<td>3hrs</td>
</tr>
<tr>
<td>Mathematics-computer systems</td>
<td>2hrs (o/w 1h, class split into two groups)</td>
<td>-</td>
</tr>
<tr>
<td>Science education (c)</td>
<td>1hr30mn, class split into two groups</td>
<td>-</td>
</tr>
</tbody>
</table>
Physical and athletic education (EPS) (i) 2hrs 2hrs
Civic, legal and social education 30mn, class split into two groups 30mn, class split into two groups
Guided individual project (g) 2hrs
Class life course 10hrs per year 10hrs per year

Choice of 1 between:

<table>
<thead>
<tr>
<th></th>
<th>PREMIÈRE</th>
<th>TERMINALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin</td>
<td>3hrs</td>
<td>3hrs</td>
</tr>
<tr>
<td>Greek</td>
<td>3hrs</td>
<td>3hrs</td>
</tr>
<tr>
<td>Modern language 1 (d)</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
<tr>
<td>Modern language 2 (b) (d)</td>
<td>3hrs</td>
<td>3hrs</td>
</tr>
<tr>
<td>Modern language 2 (a) (b) (e)</td>
<td>2hrs (o/w 1h, class split into two groups)</td>
<td>2hrs (o/w 1h, class split into two groups)</td>
</tr>
<tr>
<td>Modern language 3 (a) (b)</td>
<td>3hrs</td>
<td>3hrs</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3hrs (starting in the 2003-2004 school year)</td>
<td>3hrs (starting in the 2004-2005 school year)</td>
</tr>
<tr>
<td>Arts (f)</td>
<td>5hrs, (o/w 1h, class split into two groups) 8hrs for circus performance arts</td>
<td>5hrs, (o/w 1h, class split into two groups) 8hrs for circus performance arts</td>
</tr>
<tr>
<td>Artistic workshops (h)</td>
<td>72h per year</td>
<td>72h per year</td>
</tr>
</tbody>
</table>

Electives: 2 maximum

<table>
<thead>
<tr>
<th></th>
<th>PREMIÈRE</th>
<th>TERMINALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin</td>
<td>3hrs</td>
<td>3hrs</td>
</tr>
<tr>
<td>Greek</td>
<td>3hrs</td>
<td>3hrs</td>
</tr>
<tr>
<td>Modern language 3 (a) (b)</td>
<td>3hrs</td>
<td>3hrs</td>
</tr>
<tr>
<td>Physical and athletic education</td>
<td>3hrs</td>
<td>3hrs</td>
</tr>
<tr>
<td>Arts (f')</td>
<td>3hrs</td>
<td>3hrs</td>
</tr>
</tbody>
</table>

Note: The same modern or ancient language course cannot have more than one status on a pupil’s schedule (it can be a mandatory course, choice of mandatory option, specialisation course or elective), with the exception of the supplementary course mentioned in (d).

(a) One hour of conversation practice with a language assistant can be added.
(b) Modern foreign or regional language.
(c) Course in biology and physics-chemistry.
(d) Course chosen as a supplement to the mandatory course list.
(e) For pupils who chose Latin on the mandatory course list.
(f) Choice between: circus performance arts, plastic arts, film-audiovisual arts, art history, music history, dramatic arts or dance.(f') Choice between: plastic arts, film-audiovisual arts, art history, music history, dramatic arts or dance; pupils may take two courses from the same field of arts as their choice of mandatory option or specialisation course and elective.
(g) TPE: Travaux personnels encadrés (TPE) based on the predominant subjects of the series. Two hours on the schedule that correspond with 2 teaching hours per division.

(h) Optional.

(i) Pupils who wish to continue the EPS determining course from seconde benefit from an additional four hours (o/w 1h, class split into two groups) over the mandatory course load. Pupils who choose this solution may not EPS as an elective. In fact, they can only choose one elective instead of two.
5.13.2.3. Timetable for technological courses, première and terminale in general and technological lycées

Note – Given the large variety of specialisations in each of the eight series (see 5.11.) of the technological section at the general and technological lycées, four timetables are shown below representing the four main series. For more detailed information, please refer to the bibliography section of Eurybase.

5.13.2.3.1. Timetable for the Healthcare and social science and technology (ST2S) series

Effective from 2007/2008

<table>
<thead>
<tr>
<th>Mandatory courses</th>
<th>PREMIÈRE</th>
<th>TERMINALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthcare and social science and techniques</td>
<td>3 hrs + (3 hrs of guided study + 3 hrs of practical application)</td>
<td>4 hrs + (3 hrs of guided study + 3 hrs of practical application)</td>
</tr>
<tr>
<td>Human biology and physiology</td>
<td>3 hrs + (1 hr of practical application)</td>
<td>4 hrs + (2 hrs of practical application)</td>
</tr>
<tr>
<td>French</td>
<td>2 hrs + (1 hr of guided study)</td>
<td>-</td>
</tr>
<tr>
<td>Philosophy</td>
<td>-</td>
<td>1 hr + (1 hr of guided study)</td>
</tr>
<tr>
<td>Physics and chemistry</td>
<td>1 hr 30 mn + (1 hr 30 mn of practical application)</td>
<td>2 hrs + (1 hr of practical application)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2 hrs + (1 hr of guided study)</td>
<td>2 hrs 30 mn + (30 mn of guided study)</td>
</tr>
<tr>
<td>Modern language 1</td>
<td>2 hrs (*)</td>
<td>2 hrs (*)</td>
</tr>
<tr>
<td>History and geography</td>
<td>1 hr 30 mn</td>
<td>1 hr 30 mn</td>
</tr>
<tr>
<td>Physical and athletic education (EPS) (***)</td>
<td>2 hrs</td>
<td>2 hrs</td>
</tr>
<tr>
<td>Class life courses</td>
<td>10 hrs per year</td>
<td>10 hrs per year</td>
</tr>
<tr>
<td>Artistic workshop (e)</td>
<td>72 hrs per year</td>
<td>72 hrs per year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern language 2 (foreign or regional)</td>
<td>2 hrs</td>
</tr>
</tbody>
</table>

(*) Timetable for smaller classes favouring the creation of skill groups as mentioned in the decree no. 2005-1011 of 22 August 2005 relative to the organisation of the teaching of modern foreign languages in the education system;

(**) Pupils wishing to continue the Physical and athletic education determining course in seconde class benefit from an additional 4 hours (including one hour in split classes) on top of compulsory hours

5.13.2.3.2. STI series (science and industry-related technologies)

Defined by amended order of 15 September 1993 (special BOEN no. 4 of 23 September 1993).

There are several specialisations in this series, including:

- Mechanical engineering
  - option: integrated automation of production processes
  - option: motorised systems
  - option: metallic structures
  - option: wood and associated materials
  - option: flexible materials
  - option: microtechnique
• Materials engineering
• Electronical engineering
• Electrotechnical engineering
• Civil engineering
• Energy engineering
• Applied arts
## Timetable for electronic engineering specialisation

<table>
<thead>
<tr>
<th>Mandatory courses</th>
<th>PREMIÈRE</th>
<th>TERMINALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction studies (mechanics and construction)</td>
<td>5hrs (o/w 1h of guided study and 2h of practical application) (a)</td>
<td>4hrs30mn (o/w 1h of guided study and 2h of practical application) (a)</td>
</tr>
<tr>
<td></td>
<td>or 5hrs (o/w 4h of guided study and practical application) (b)</td>
<td></td>
</tr>
<tr>
<td>Study of technical systems in industry (electronic systems, automated systems, information systems)</td>
<td>4hrs of practical application and 4hrs of technological activities: work group teaching structure</td>
<td>10hrs (o/w 4h of practical application) and 5hrs of technological activities: work group teaching structure</td>
</tr>
<tr>
<td>Physical science and applied physics</td>
<td>7hrs (o/w 3hrs of practical application)</td>
<td>8hrs (o/w 4hrs of practical application)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3hrs (o/w 1h of guided study)</td>
<td>4hrs (o/w 2h of guided study)</td>
</tr>
<tr>
<td>French</td>
<td>3hrs (o/w 1h of guided study)</td>
<td>-</td>
</tr>
<tr>
<td>Philosophy</td>
<td>-</td>
<td>2hrs (o/w 1h of guided study)</td>
</tr>
<tr>
<td>Modern language 1</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
<tr>
<td>History and geography</td>
<td>2hrs</td>
<td>-</td>
</tr>
<tr>
<td>Physical and athletic education (EPS)</td>
<td>2hrs (c)</td>
<td>2hrs (c)</td>
</tr>
<tr>
<td>Modules (d)</td>
<td>2hrs</td>
<td>-</td>
</tr>
<tr>
<td>Class life courses</td>
<td>10hrs per year</td>
<td>10hrs per year</td>
</tr>
<tr>
<td>Artistic workshop (e)</td>
<td>72hrs per year</td>
<td>72hrs per year</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern language 2 (foreign or regional)</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
<tr>
<td>Physical and athletic education (EPS)</td>
<td>3hrs</td>
<td>3hrs</td>
</tr>
<tr>
<td>Arts (f)</td>
<td>3hrs</td>
<td>3hrs</td>
</tr>
</tbody>
</table>

(i) Class times in parentheses are for classes that are split into two groups

(a) One hour of conversation practice with a language assistant can be added.

(b) Modern foreign or regional language.

(c) Subjects concerned: physics-chemistry and biology (*première*)

(d) Course chosen as a supplement to the mandatory course list.

(e) For pupils who chose Latin on the mandatory course list.

(f) Choice between: circus performance arts, plastic arts, film-audiovisual arts, art history, music history, dramatic arts or dance. Pupils may take two courses from the same field of arts as their choice of mandatory option or specialisation course and elective.

(g) TPE: *Travaux personnels encadrés*, based on the predominant subjects of the series. Two hours on the schedule. For pupils who chose the arts course, the TPE can be based in part on the arts course. For pupils who chose the 4-hour supplemental EPS course, the TPE can be based on the EPS course.

(h) Optional

*www.eurydice.org* 91

(i) Starting in the 2001 school year, pupils who wish to continue the EPS determining course from *seconde* benefit from an additional four hours (o/w 1h, class split into two groups) over the mandatory course load. Pupils who choose this solution may not EPS as an elective. In fact, they can only choose one elective instead.
5.13.2.3.3. STL series (laboratory science and technology)

The STL series offers the following specialisations:
- Laboratory physics and physics of industrial processes
  - option: optics and physics-chemistry
- Laboratory chemistry and chemistry of industrial processes
- Biochemistry-biological engineering

Timetable for the biochemistry-biological engineering specialisation

<table>
<thead>
<tr>
<th>Mandatory courses</th>
<th>PREMIÈRE</th>
<th>TERMINALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry</td>
<td>7hrs o/w 1hr of guided study and 4hr of technological activities (work group teaching structure)</td>
<td>7hrs o/w 4hrs of technological activities (work group teaching structure)</td>
</tr>
<tr>
<td>Microbiology</td>
<td>5hrs or 6hrs of technological activities (work group teaching structure)</td>
<td>6hrs o/w 4hrs of technological activities (work group teaching structure)</td>
</tr>
<tr>
<td>Human biology</td>
<td>-</td>
<td>5hrs30mn o/w 2hrs of technological activities (work group teaching structure) and 30mn of guided study</td>
</tr>
<tr>
<td>Physical science</td>
<td>7hrs o/w 4hrs of technological activities (work group teaching structure)</td>
<td>6hrs o/w 3hrs of technological activities (work group teaching structure)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3hrs o/w 1hr of guided study</td>
<td>2hrs</td>
</tr>
<tr>
<td>French</td>
<td>3hrs o/w 1hr of guided study</td>
<td>-</td>
</tr>
<tr>
<td>Philosophy</td>
<td>2hrs o/w 1hr of guided study</td>
<td>-</td>
</tr>
<tr>
<td>Modern language 1</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
<tr>
<td>History and geography</td>
<td>2hrs</td>
<td>-</td>
</tr>
<tr>
<td>Physical and athletic education (EPS)</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
<tr>
<td>Modules</td>
<td>2hrs</td>
<td></td>
</tr>
<tr>
<td>&quot;Class life&quot; courses</td>
<td>10hrs per year</td>
<td>10hrs per year</td>
</tr>
<tr>
<td>Artistic workshop</td>
<td>72hrs per year</td>
<td>72hrs per year</td>
</tr>
</tbody>
</table>

Electives

| Modern language 2 (foreign or regional) | 2hrs | 2hrs |
| Physical and athletic education (EPS) | 3hrs | 3hrs |
| Arts (*) | 3hrs | 3hrs |

() Class times in parentheses are for classes that are split into two groups

(*) Choice between: plastic arts, film-audiovisual arts, art history, music history, dramatic arts or dance. Pupils may take two courses from the same field of arts as their choice of mandatory option or specialisation course and optional course.

5.13.2.3.4. Timetable for the management science and technology (STG) series

There are two specialities within the STG series:
- Communication;
- Management.
They are divided into four specialities in *terminale* class:
- Human resources communication and management;
- Marketing;
- Business accounting and finance;
- Information system management.

<table>
<thead>
<tr>
<th>Mandatory courses</th>
<th>PREMIÈRE</th>
<th>TERMINALE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>communication management</td>
<td>Human resources communication and management</td>
</tr>
<tr>
<td>Economy-law</td>
<td>3 + (1)</td>
<td>3 + (1)</td>
</tr>
<tr>
<td>Communication and organisation</td>
<td>2 + (3)</td>
<td>1 + (2)</td>
</tr>
<tr>
<td>Information and management</td>
<td>2 + (1)</td>
<td>3 + (2)</td>
</tr>
<tr>
<td>Organisational management</td>
<td>1 + (1)</td>
<td>1 + (1)</td>
</tr>
<tr>
<td>French</td>
<td>2 + (1)</td>
<td>2 + (1)</td>
</tr>
<tr>
<td>Philosophy</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>First and Second Modern language</td>
<td>5 (b)</td>
<td>5(b)</td>
</tr>
<tr>
<td>History and geography</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical and athletic education (EPS) (c)</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>&quot;Class life&quot; course</td>
<td>10 hours</td>
<td></td>
</tr>
<tr>
<td>Artistic workshop (optional)</td>
<td>72 hours</td>
<td></td>
</tr>
<tr>
<td>Human resources communication and management</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Marketing</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Business accounting and finance</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Information system management</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Electives (2 maximum)

<table>
<thead>
<tr>
<th>Elective</th>
<th>2</th>
<th>2</th>
<th>2</th>
<th>2</th>
<th>2</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional languages (a)</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Physical and athletic education (EPS)</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Arts (d)</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

() Class times in parentheses are for classes that are split into two groups;

(a) Second modern foreign language or regional language. The optional choice is reserved for pupils who have not selected the regional language as 2nd compulsory modern foreign language;

(b) These figures are the total of both modern languages; however, the weekly scheduling of a modern language can under no circumstances be less than 2 hours;

(c) Pupils wishing to continue the Physical and athletic education determining course in seconde class benefit from an additional 4 hours (including one hour in split classes) on top of compulsory hours. In this case, the accumulation of these additional hours with the optional EPS course is not authorised. In addition, these pupils can only choose one optional course;

(d) Art: plastic arts or cinema-audiovisual or art history or music or theatre-drama.

5.13.3. Study programmes, subjects and number of hours, professional lycée

The school year is scheduled to last 36 weeks (education code), including class time at school, company internships and the test period in terminale. Class time and company internships are specified in the timetable. Class programmes for the CAP, BEP and professional baccalauréat include mandatory courses and electives. Schools can offer optional activities and courses as specified for each timetable. Pupil schedules must not exceed 8 hours a day and 35 hours a week.

There are 21 timetables that organize the courses over a two-year period:
- 3 for the CAP,
- 9 for the BEP,
- 9 for the professional baccalauréat.

Each diploma specialisation has its own timetable. The number of hours for each course is the number of hours for the cycle or the year. The weekly timetable for each course is given as a general rule, but it can vary over the course of the year as long as the total number of hours for the year is respected. Some courses are taught to a full class and/or in smaller groups. Conditions for splitting a class into two groups (teaching partially provided in full classes and in small groups) vary with the timetables, subject areas and/or professional sectors. Furthermore, pupils in terminale preparing for either the CAP or professional baccalauréat, must do one or more multi-disciplinary professional projects (PPCP) – (see 5.14.2.) B).

Legislation: Organisation and timetables for professional "baccalauréat" at the higher secondary education level

5.13.3.1. Organisation and number of hours in preparation for the CAP

The formation en milieu professionnel (FMP), or in-company training period, can last 12, 14 or 16 weeks, divided into two equal parts over the first and second years. In order to give them the same number of class hours as pupils doing a 12- or 14-week training period, pupils doing a 16-week training period have an additional 30mn per week of French, history-geography and mathematics, plus an additional 1h per week of technological and professional courses. The annual number of hours dedicated to the PPCP (projet pluridisciplinaire à caractère professionnel, or multi-disciplinary professional project) depends on the length of the in-company training period: 90h for 12 weeks, 87h for 14 weeks and 84h for 16 weeks.
## Mandatory courses

<table>
<thead>
<tr>
<th>Course</th>
<th>First year</th>
<th>Second year</th>
</tr>
</thead>
<tbody>
<tr>
<td>French, history-geography (b)</td>
<td>3hrs30 (1hr30+1hr30+0hr30)</td>
<td>3hrs30 (1hr30+1hr30+0hr30)</td>
</tr>
<tr>
<td>Mathematics- sciences (1)</td>
<td>3hrs30 (1hr30+2)</td>
<td>3hrs30 (1hr30+2)</td>
</tr>
<tr>
<td>Modern language</td>
<td>2hrs (1+1)</td>
<td>2hrs (1+1)</td>
</tr>
<tr>
<td>Applied arts and artistic cultures</td>
<td>2hrs (1+1)</td>
<td>1hr30 (1+0hr30)</td>
</tr>
<tr>
<td>Physical and athletic education</td>
<td>2hrs30</td>
<td>2hrs30</td>
</tr>
<tr>
<td>Career and life in society</td>
<td>1hr (0+1)</td>
<td>1hr30 (1+0hr30)</td>
</tr>
<tr>
<td>Technological and professional courses (b)</td>
<td>18hrs (3+13hrs30+1hr30)</td>
<td>18hrs (3+13+2)</td>
</tr>
<tr>
<td>Civic, legal and social education</td>
<td>0hr30 (0+0hr30)</td>
<td>0hr30 (0+0hr30)</td>
</tr>
<tr>
<td>Personalised assistance</td>
<td>1hr</td>
<td>1</td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Elective</th>
<th>First year</th>
<th>Second year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artistic expression workshop</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
<tr>
<td>Physical and athletic education workshop</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
</tbody>
</table>

1. Physical or applied science depending on the specialisation, in compliance with the ministerial order on creation of diplomas
2. Reserved for certain of the division’s pupils, in French and/or mathematics

### Minimum number of hours

The first number corresponds to the full class, the second to smaller groups when the number of pupils is sufficient, and the third to the PPCP. This number is given as an indicator to facilitate the calculation of the overall number of hours. The number refers in no way to the weekly organisation of the course timetable.

This number is given as an indicator to facilitate the calculation of the overall number of hours. The number refers in no way to the weekly organisation of the course timetable.

Legislation: The professional aptitude certificate (CAP)

### 5.13.3.2. Organisation and number of hours in preparation for the BEP and professional baccalauréat

The number of hours varies from one timetable to another to reflect the particularities of the respective professional sectors.

There are five basic timetables:

### 5.13.3.2.1. Production sector
### Mandatory courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Vocational seconde</th>
<th>Vocational terminale</th>
</tr>
</thead>
<tbody>
<tr>
<td>French, history-geography (b)</td>
<td>4hrs (2+1hr30mn+0hr30mn)</td>
<td>3hrs (0hr30mn+2+0hr30mn)</td>
</tr>
<tr>
<td>Mathematics- sciences (1)</td>
<td>4hrs (2+2)</td>
<td>4hrs (2+1hr30mn+0hr30mn)</td>
</tr>
<tr>
<td>Modern language</td>
<td>2hrs (1+1)</td>
<td>2hrs (1+1)</td>
</tr>
<tr>
<td>Career and life in society</td>
<td>1hr (0+1)</td>
<td>1hr (0+1)</td>
</tr>
<tr>
<td>Aesthetic education</td>
<td>1hr</td>
<td>1hr</td>
</tr>
<tr>
<td>Physical and athletic education</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
<tr>
<td>Technological and professional courses</td>
<td>16hrs (3+12hrs30mn+1)</td>
<td>18hrs (4+12+2)</td>
</tr>
<tr>
<td>Civic, legal and social education (d)</td>
<td>0hr30mn (0+0hr30mn)</td>
<td>0hr30 (0+0hr30mn)</td>
</tr>
<tr>
<td>Personalised assistance (c)</td>
<td>1hr</td>
<td>-</td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Vocational seconde</th>
<th>Vocational terminale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artistic expression workshop</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
<tr>
<td>Physical and athletic education workshop</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
</tbody>
</table>

(a) Minimum number of hours

(b) The first number corresponds to the full class, the second to smaller groups when the number of pupils is sufficient, and the third to the PPCP. This number is given as an indicator to facilitate the calculation of the overall number of hours. The number refers in no way to the weekly organisation of the course timetable.

(c) Reserved for certain of the division’s pupils, in French and/or mathematics.

(d) This number is given as an indicator to facilitate the calculation of the overall number of hours. The number refers in no way to the weekly organisation of the course timetable.

(e) Unassigned time is to be attributed to one or more subjects, which does not increase the total number of hours for the course. In fact, the full-class time is reduced, whereas the smaller-group time is increased and used for modules or PPCP.

#### 5.13.3.2.2. Service sectors
### Mandatory courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Vocational seconde</th>
<th>Vocational terminale</th>
</tr>
</thead>
<tbody>
<tr>
<td>French, history-geography</td>
<td>4hrs (3+1)</td>
<td>4hrs (3+0hr30+0hr30) (b)</td>
</tr>
<tr>
<td>Mathematics- physical science (1)</td>
<td>2hrs30 (1hr30+0hr30+0hr30) (b)</td>
<td>2hrs30 (1hr30+0hr30+0hr30) (b)</td>
</tr>
<tr>
<td>Modern language</td>
<td>2hr30 (1hr30+1)</td>
<td>2hrs30 (1hr30+1)</td>
</tr>
<tr>
<td>Career and life in society</td>
<td>1hr (0+1)</td>
<td>1hr (0+1)</td>
</tr>
<tr>
<td>Aesthetic education</td>
<td>1hr</td>
<td>1hr</td>
</tr>
<tr>
<td>Physical and athletic education</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
<tr>
<td>Technological and professional courses</td>
<td>16hrs (10+5+1)</td>
<td>15hrs (9+4hrs30+2)</td>
</tr>
<tr>
<td>Civic, legal and social education (d)</td>
<td>0hr30 (0+0hr30)</td>
<td>0hr30 (0+0hr30)</td>
</tr>
<tr>
<td>Personalised assistance (c)</td>
<td>1hr</td>
<td>-</td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Vocational seconde</th>
<th>Vocational terminale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern language</td>
<td>2hrs (1+1)</td>
<td>2hrs (1+1)</td>
</tr>
<tr>
<td>Artistic expression workshop</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
<tr>
<td>Physical and athletic education workshop</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
</tbody>
</table>

(a) Minimum number of hours.

(b) The first number corresponds to the full class, the second to smaller groups when the number of pupils is sufficient, and the third to the PPCP. This number is given as an indicator to facilitate the calculation of the overall number of hours. The number refers in no way to the weekly organisation of the course timetable.

(c) Reserved for certain of the division’s pupils, in French and/or mathematics.

This number is given as an indicator to facilitate the calculation of the overall number of hours. The number refers in no way to the weekly organisation of the course timetable.

Unassigned time is to be attributed to one or more subjects, which does not increase the total number of hours for the course. In fact, the full-class time is reduced, whereas the smaller-group time is increased and used for modules or PPCP.

### 5.13.3.2.3. BEP: health and social careers
### Mandatory courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Vocational seconde</th>
<th>Vocational terminale</th>
</tr>
</thead>
<tbody>
<tr>
<td>French, history-geography</td>
<td>4hrs (1hr30mn+2+0hr30mn) (b)</td>
<td>4hrs (1hr30mn+2+0hr30mn) (b)</td>
</tr>
<tr>
<td>Applied mathematics – physical science (1)</td>
<td>4hrs30 (2hrs30mn+2)</td>
<td>4hrs30 (2+2+0hr30mn)</td>
</tr>
<tr>
<td>Modern language</td>
<td>2hrs (1+1)</td>
<td>2hrs (1+1)</td>
</tr>
<tr>
<td>Career and life in society</td>
<td>1hr (0+1)</td>
<td>1hr (0+1)</td>
</tr>
<tr>
<td>Aesthetic education</td>
<td>1hr</td>
<td>1hr</td>
</tr>
<tr>
<td>Physical and athletic education</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
<tr>
<td>Technological and professional courses</td>
<td>15hrs (5hrs30mn+8hrs30mn+1) (b)</td>
<td>15hrs (5+8+2) (b)</td>
</tr>
<tr>
<td>Civic, legal and social education</td>
<td>0hr30mn (0+0hr30mn) (d)</td>
<td>0hr30 (0+0hr30mn) (d)</td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Vocational seconde</th>
<th>Vocational terminale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern language (e)</td>
<td>2hrs (1+1)</td>
<td>2hrs (1+1)</td>
</tr>
<tr>
<td>Artistic expression workshop</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
<tr>
<td>Physical and athletic education workshop</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
</tbody>
</table>

(a) Minimum number of hours.

(b) The first number corresponds to the full class, the second to smaller groups when the number of pupils is sufficient, and the third to the PPCP. This number is given as an indicator to facilitate the calculation of the overall number of hours. The number refers in no way to the weekly organisation of the course timetable.

(c) Reserved for certain of the division’s pupils, in French and/or mathematics.

(d) This number is given as an indicator to facilitate the calculation of the overall number of hours. The number refers in no way to the weekly organisation of the course timetable.

(e) Unassigned time is to be attributed to one or more subjects, which does not increase the total number of hours for the course. In fact, the full-class time is reduced, whereas the smaller-group time is increased and used for modules or PPCP.

### 5.13.3.2.4. BEP: hotel and restaurant sectors
### Mandatory courses

<table>
<thead>
<tr>
<th></th>
<th>Vocational seconde</th>
<th>Vocational terminale</th>
</tr>
</thead>
<tbody>
<tr>
<td>French, history-geography</td>
<td>4hrs30 (2hrs30+1hr30+0hr30)</td>
<td>5hrs (3+1hr30mn+0hr30mn)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1hr</td>
<td>1hr30mn (1+0hr30mn)</td>
</tr>
<tr>
<td>Modern language</td>
<td>3hrs (2+1)</td>
<td>3hrs30mn (2+1+0hr30mn)</td>
</tr>
<tr>
<td>Aesthetic education</td>
<td>1hr</td>
<td>1hr</td>
</tr>
<tr>
<td>Physical and athletic education</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
</tbody>
</table>

### Technological and professional education:

<table>
<thead>
<tr>
<th></th>
<th>Vocational seconde</th>
<th>Vocational terminale</th>
</tr>
</thead>
<tbody>
<tr>
<td>kitchen/restaurant techniques</td>
<td>11hrs (0+10hrs30mn+0hr30mn)</td>
<td>11hrs (0+9hrs30mn+1hr30mn)</td>
</tr>
<tr>
<td>professional technology</td>
<td>3hrs</td>
<td>3hrs</td>
</tr>
<tr>
<td>- sciences applied to hygiene and the environment</td>
<td>2hrs</td>
<td>1hr30mn</td>
</tr>
<tr>
<td>- business skills-practical intro to information systems</td>
<td>3hrs (2hrs30mn+0hr30mn)</td>
<td>2hrs30mn (2+0hr30mn)</td>
</tr>
<tr>
<td>Civic, legal and social education (d)</td>
<td>0hr30mn (0+0hr30mn)</td>
<td>0hr30mn (0+0hr30mn)</td>
</tr>
<tr>
<td>Personalized assistance (c)</td>
<td>1hr</td>
<td>-</td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th></th>
<th>Vocational seconde</th>
<th>Vocational terminale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern language</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
<tr>
<td>Artistic expression workshop</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
<tr>
<td>Physical and athletic education workshop</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
<tr>
<td>Guided professional activities</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
</tbody>
</table>

(a) Minimum number of hours.

(b) The first number corresponds to the full class, the second to smaller groups when the number of pupils is sufficient, and the third to the PPCP. This number is given as an indicator to facilitate the calculation of the overall number of hours. The number refers in no way to the weekly organisation of the course timetable.

(c) Reserved for certain of the division’s pupils, in French and/or mathematics.

(d) This number is given as an indicator to facilitate the calculation of the overall number of hours. The number refers in no way to the weekly organisation of the course timetable.

(e) Unassigned time is to be attributed to one or more subjects, which does not increase the total number of hours for the course. In fact, the full-class time is reduced, whereas the smaller-group time is increased and used for modules or PPCP.

**5.13.3.2.5. BEP: food sector**
### Mandatory courses

<table>
<thead>
<tr>
<th></th>
<th>Vocational seconde</th>
<th>Vocational terminale</th>
</tr>
</thead>
<tbody>
<tr>
<td>French, history-geography</td>
<td>4hrs30mn (2hrs30mn+1hr30mn+0hr30mn)</td>
<td>5hrs (3+1hr30mn+0hr30mn) (b)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1hr</td>
<td>1hr30mn (1+0hr30mn)</td>
</tr>
<tr>
<td>Modern language</td>
<td>2hrs30mn (1+1hr30mn)</td>
<td>2hrs30mn (1+1+1hr30mn) (b)</td>
</tr>
<tr>
<td>Aesthetic education</td>
<td>1hr</td>
<td>1hr</td>
</tr>
<tr>
<td>Physical and athletic education</td>
<td>2hrs</td>
<td>2hrs</td>
</tr>
</tbody>
</table>

### Technological and professional education:

- professional practices       | 11hrs30mn (0+11+0hr30mn)                                                          | 11h30mn (0+10+1h30mn)                                                                  |
- professional technology      | 3hrs                                                                               | 2hrs30mn                                                                              |
- sciences applied to hygiene and the environment | 3hrs | 2hrs30mn |
- economic and legal life of the company - marketing | 2hrs30mn (2+0hr30mn) | 2hrs30mn |
Civic, legal and social education (d) | 0hr30mn (0+0hr30mn) | 0hr30mn (0+0hr30mn) |
Personalised assistance (c)         | 1hr                                                                                | -                                                                                     |

### Electives

- Modern language               | 2hrs                                                                               | 2hrs                                                                                   |
- Artistic expression workshop  | 2hrs                                                                               | 2hrs                                                                                   |
- Physical and athletic education workshop | 2hrs | 2hrs |

(a) Minimum number of hours.

(b) The first number corresponds to the full class, the second to smaller groups when the number of pupils is sufficient, and the third to the PPCP. This number is given as an indicator to facilitate the calculation of the overall number of hours. The number refers in no way to the weekly organisation of the course timetable.

(c) Reserved for certain of the division’s pupils, in French and/or mathematics.

(d) This number is given as an indicator to facilitate the calculation of the overall number of hours. The number refers in no way to the weekly organisation of the course timetable.

(e) Unassigned time is to be attributed to one or more subjects, which does not increase the total number of hours for the course. In fact, the full-class time is reduced, whereas the smaller-group time is increased and used for modules or PPCP.

### 5.14. Teaching Methods and Materials
5.14.1. Teaching methods and materials at the lower secondary education level

Teachers in collège are given a considerable amount of free reign when it comes to teaching methods as long as they respect the major objectives of the national education programmes. Article L311-3 of the Education Code provides a definition of school programmes: "The programmes define, for each cycle, the essential knowledge that must be acquired during this cycle as well as the methods which must be assimilated. They constitute the national framework within which teachers structure their teaching, taking into account the learning capability of each pupil." In addition, the programmes are a result of a long creation process, punctuated by drafting, discussion and consultation phases. The content of a programme can only be adopted if it corresponds with all the guidelines defined and takes into consideration the expectations and demands of the different stakeholders of the educational system in the subject concerned. The drafting of a new programme remains the minister's decision, in accordance with ongoing reforms or the necessity to renew old texts. The High Council for Education (see 2.7.2.1.) outlines the major orientations and principles of the new programme, while guaranteeing the scientific validity of the content.

Finally, the use of information and communication technologies is emphasized in educational activities at the collège level. Under the government action programme to bring France into the information age (PAGSI), a brevet informatique et internet (computer and internet certificate B2i has been created to support and validate teaching efforts in this area (see more about the B2i in 5.13.1.).

5.14.2. Teaching methods and materials at the higher secondary education level

Legislation: Circular n°2005-204

5.14.2.1. General and technological lycée

As at the lower secondary level, teaching methods are not imposed at the higher secondary level. Teachers are free to choose the methods they see fit as long as they respect the official programme.

5.14.2.2. Professional lycée

There are two types methods used to prepare pupils for the professional diplomas: formation sous status scolaire, or courses taught in school, and apprentissage training.

School courses

The professional lycée programme is original in that the majority takes place at the school itself. Although the programme involves a mandatory in-company training period, the theory and workshop/lab work in the lycées plays a greater role.

The courses taken at school include an original educational experience – the projet pluridisciplinaire à caractère professionnel (PPCP), or multi-disciplinary professional project. The PPCP gives pupils the opportunity to acquire knowledge and skills by completing a project in a real professional context.

Inspired by the professional projects of higher education and extended to the general and technological branches of study, the PPCP requirement has been introduced in all programmes leading to a CAP, BEP or professional baccalauréat.

Furthermore, the PPCP is an educational tool that takes into account the twofold needs of pupils enrolled in professional lycées:
On the one hand, developing general skills through the acquisition of working methods and teamwork skills, encouraging the use of creativity.

On the other, acquiring part of the skills needed for the diploma, in all subject areas (professional and general courses), through concrete applications.

The PPCP calls on several different subject areas. The project’s professionalism is guaranteed by:

- The degree of technical precision required,
- The nature of the problems to solve, which reflect real problems encountered in professional situations,
- The use of knowledge and skills required to practice a given profession.

The professionalism required in completing the project helps the pupils appreciate the experience as a way to bring the many facets of their training together in one project.

Finally, the PPCP is a team effort, in which pupils and teachers work together and pupils are given personalised guidance.

Apprenticeship training is an entirely different approach from that of school education. The majority of the training takes place in a company, with the rest spent in mandatory courses taught in apprentice training centres (CFA). The apprentices are no longer pupils, but are hired by the company, working under contract, and are thus paid.

5.15. Pupil Assessment

There are two methods of evaluation: diagnostic evaluations and évaluations bilans, or stock-taking evaluations.

The Assessment, Prospects and Performance Directorate (DEPP - Direction de l’Evaluation, de la Prospective et de la Performance) of the Ministry of National Education proposes and implements national evaluation tools.

With the help of national protocols and/or the bank of evaluation aid tools, diagnostic evaluations are created and made available to teachers by the DEPP. The use of the evaluations makes it easier to meet the individual needs of the pupils.

Stock-taking evaluations are the education system’s guidance tools, helping officials in charge of educational policy make decisions at all levels.

These evaluations are not used as diagnostic tools, as are the evaluations for entry into CE2, 6ème and 5ème, but instead seek to provide through their various sections a sort of snapshot of a pupil’s knowledge and skills at key moments of their educational journey: at the end of primary school and the end of collège. They have a very precise objective, which is to objectively compare the results obtained by the educational system to the goals established at important points in the school curriculum (end of primary school and end of collège). Regular use of the evaluations gives educational decision-makers feedback and comparative information over time.

5.15.1. Pupil assessment in lower secondary education

Some time in collège, each pupil is given an evaluation that will guide his future orientation in the school system. The teachers’ council decides on the number of hours per week the pupils must spend doing individual work after school. Pupils must also regularly do work in class or at home that is individually marked and commented by the teacher. In addition, the work is usually corrected in class as well.

There is currently no regulatory framework for the grading system in collège. In practice, pupils are issued a report card each quarter listing a series of marks on their work, which is sent to the parents by the school’s administration. For each subject area, the marks are accompanied by the teacher’s
comments on the pupil’s work and progress. Parents are also given the opportunity to meet and talk with the teachers (especially the professeur principal) and vocational guidance counsellor, in addition to regular parent-teacher conferences.

The results of pupils in 4ème and 3ème are collected on a special school map in view of awarding the national brevet diploma that validates educational achievement at the end of 3ème. The framework law of 23-04-2005 defines, in article 32, the new brevet (see also 5.17.1.). In addition, at the beginning of the 2006/2007 school year, a "grade for everyday school behaviour" for pupils from the sixième to troisième classes is created. The grade for everyday school behaviour is a concrete measure provided by the framework and programme law for the future of Education, reflecting the acquisition and learning of certain values of the Republic (respect for others, respect of the rules). Its objective is to give pupils behavioural references to help them integrate into society and become, once adults, good citizens. It also embodies the link between learning, school life and life in society. This grade for everyday school behaviour, calculated based on quarterly grades obtained in troisième class, is taken into account for the first time for the national brevet qualification in the 2007 session.

5.15.2. Pupil assessment in higher secondary education

5.15.2.1. General and technological lycée

Pupil assessment throughout the year mostly takes the form of written tests, the frequency of which is left to the teachers' discretion. Alongside traditional tests, "mock examinations" are organised during the terminale year in order to train pupils more specifically for baccalauréat examinations. It should however be pointed out that these tests are not systematic or binding.

Families are kept informed of their children's results via the quarterly report card, which contains the results and comments for the different disciplines.

5.15.2.2. Professional lycée

Pupils in professional lycées are evaluated primarily through a combination of final tests and training period controls that take into account the time spent in professional training.

Contrôles en cours de formation (CCF), or training period controls take place in the training establishment or professional environment and validate the same skills and knowledge that are verified by the final test for other candidates. Training period controls are based on evaluation situations determined by the diploma requirements. They are carried out by the trainers themselves and influence the school teachers’ marks, with the final marks decided by panel.

Evaluation of pupils preparing for the CAP and BEP

The professional aptitude certificates (CAP) and professional study certificates (BEP) are awarded on the basis of the results obtained on final tests and/or training period controls (CCF).

- In compliance with modified decree no. 2002-463 of 4 April 2002, the CAP exam can include no more than 7 mandatory exercises.
  - The exam involves three general exercises (French & history-geography, mathematics, and physical & athletic education) and three or four professional exercises.
  - For pupils and apprentices (in apprentice training centres – CFA - or sections d' apprentissage (SA), or apprentissage sections) authorised for CCF, at least four of the mandatory tests (including the three general tests) must by evaluated by CCF. The other exercises are evaluated by final tests or CCF.
  - Individual candidates and apprentices not mentioned above are evaluated by final tests.
- In compliance with modified decree no. 87-851 of 19 October 1987, the BEP exam may contain no more than eight mandatory exercises.
  - The exam involves five general tests (French, mathematics & physical science, history-geography, modern foreign language, and physical & athletic education) and two or three professional tests.

www.eurydice.org
- For pupils and apprentices (in apprentice training centres – CFA - or apprentissage sections – SA) authorised for CCF, the exam is a combination of final tests and CCF.
- For the pupils and apprentices mentioned above, one of the five general tests (physical and athletic education) is automatically evaluated by CCF.

**Individual candidates and apprentices not mentioned above are evaluated by final tests.** The content and duration of the tests are established by the regulatory requirements for each diploma specialisation.

**The exam schedule is set by the recteur and inspecteur d'académie.**

**Evaluation of pupils preparing for the professional baccalauréat**

Each specialisation under the professional *baccalauréat*, designed in close cooperation with members of the professions through professional consulting committees (both management and labour are very particular about the preparation of professional exams), is created by a ministerial order and includes a certain number of annexes: list of professional activities required for the diploma, list of certification requirements, exam regulations and testing procedures. To facilitate the process of certification and validation of acquired skills VAE, (see 5.17.2.), the list of certification requirements is divided into general and professional units, each representing a coherent group of knowledge and skills.

The exam contains one group of tests, involving seven mandatory exercises that can include an unlimited number of sub-exercises:

- Four general tests (French & history-geography, modern language, art education & applied arts, and physical & athletic education),
- Three professional tests (scientific & technical exercises, technology or professional technique, and an exercise reflecting the pupil’s professional training),
- An optional test, chosen by the pupil out of two proposals (usually modern foreign language or hygiene-prevention-rescue).

The choice of language is the same as on the general *baccalauréat*.

The tests involve one or more units that are validated by sub-exercises. The average number of units is eleven, five of which are general.

The evaluation differs in terms of the candidate’s status:

- A combination of final tests given at the end of the training period (at least one) and CCF exercises (at least three) for school candidates in public establishments or private establishments under contract, apprentices in apprentice training centres, and interns in further professional training programmes in public establishments;
- All tests by CCF for candidates in further professional training programmes in qualified public establishments;
- Only final tests for all other candidates.

The diploma is awarded to candidates who obtain an average mark of at least 10/20 on all exercises, with all marks added together and divided by the number of exercises. Special mentions can be earned. Candidates obtaining an average mark of between 8/20 and 10/20 receive a *certificat de fin d’études secondaires*, or certificate of completion of secondary professional studies.

On request, candidates who do not pass the exam may keep for five years the marks of 10/20 or more obtained on tests or units validated by sub-exercises. Those who opted to take the exam over several sessions may postpone the marks under 10/20.

**5.16. Progression of Pupils**

The procedures for graduating from one class to the next in *collège* are defined in decree no. 90-484 of 14 June 1990.
Based on the stock-taking evaluation, the parents on behalf of the pupil or the pupil himself (if legally an adult) request to graduate to the next class or retake the current class. The request is considered by the class council, which takes into account all information provided by its members and recommends the pupil graduate to the next class or retake the current class. When the council’s decision matches the requests, the head of the establishment informs the parents. When they do not, the head of the establishment meets with the pupil’s parents, shares the council’s recommendations and listens to their observations. If the disagreement becomes prolonged, the family may ask to present its case to the appeals committee, chaired by the inspecteur d’académie. The appeals committee makes the final decision, based on the operating methods defined in 1990.

After a year of seconde (first year of lycée), pupils may graduate to the next class in a general or technological series (see 5.11.), or retake the year, or in some rare cases get redirected to a professional lycée.

In the second quarter of the seconde year, the pupil and his parents state the pupil’s provisional orientation plans. The vocational guidance counsellor- psychologists and professeur principal can be asked to assist. In the third quarter, the family turns in a written request for the series the pupil intends to take in première, in order of preference.

These procedures, in combination with the pupil’s school results and other evaluation methods, help the class council make its recommendations for the series offered in première. The head of the establishment has the final say, after consulting with the family in case of disagreement. If the disagreement should become prolonged, the family has the option of appealing under the same conditions that apply to collège.

Furthermore, in the professional lycée, at the end of the "training cycle", pupils who have earned their CAP or BEP and wish to continue their studies rather than begin working immediately have two options: preparing for a professional baccalauréat or a technological baccalauréat. The teachers and class council express their opinion on the decision to continue in school made by the pupil and family, if the pupil is a minor. It is especially important to know the profile of each pupil before making a decision on the pupil’s choice of orientation.

In order to give pupils wishing to enter the technological branch of study every chance of success, the pupils are steered towards adaptation première classes, which help refresh the skills they need before beginning a technological terminale, no matter what their educational background.

Registration in a professional première or an adaptation première are solutions drawn from pupil assignment committees, which take into account both the candidate’s wishes and programme availability.

5.17. Certification

5.17.1. Certification in lower secondary education

Education past the level of troisième (collège) is validated by the national brevet diploma created in 1987.

- It is awarded based on the average of the grades obtained in continuous evaluation and a written examination consisting of 3 tests in French, mathematics and history-geography-civic education:
  - French (coefficient 2)
  - Mathematics (coefficient 2)
  - History-geography-civic education (coefficient 2)
  - Total coefficients: 6

In order to pass the examination, all candidates must obtain a general average of 10 out of 20 for all the results.
For certain candidates, the qualification award procedures will be adapted: disabled pupils; adults in continuing education; pupils in international sections; candidates from bilingual sections (French-regional language) and candidates from agricultural education.

In addition, the framework law of 23 April 2005 gave a new dimension to the national brevet diploma. "The national brevet diploma validates the education acquired after collège or equivalent classes located in other institutions. It attests to the command of knowledge and skills defined in article L. 122-I-1, integrates the results of physical education and sport and takes into account, according to the conditions determined by decree, other courses taken by pupils according to their abilities and interests. It includes a "school behaviour" grade. Honours will be awarded to the pupils who distinguish themselves by the quality of their results.

Merit scholarships, in addition to the schooling aid stipulated in title III of book V, are granted, based on the family’s income and according to the conditions determined by decree, to graduates with honours or other deserving pupils" (Education code, article L332-6).

Since the 2006 session, the national brevet diploma award procedures have included:
- the awarding of honours resulting in merit scholarships for pupils already benefiting from scholarships based on social criteria,
- the consideration of the option and vocational discovery module,
- pupil assessment during the troisième class only.

Since the 2007 session:
- the school behaviour grade is taken into account.

At the 2008 session, the assessment of the command of the common foundation skills is introduced for the first time. Two skills are taken into account for the award of the national brevet diploma to school candidates:
- the awarding of the Computer science and internet brevet (B2i),
- the A2 level of the common European framework of reference in a modern foreign language.

These two skills are now required on top of the average grade obtained between the written tests of the final examination and the continuous evaluation.

### 5.17.2. Certification in higher secondary education

The baccalauréat constitutes the validation of secondary education as well as the first university grade as it is required for higher education.

It was created by the decree of 17 March 1808: it was originally an examination validating general and academic disciplines (Greek, Latin, rhetoric, history, philosophy). Since then, it has undergone many transformations, the most recent ones being the creation in 1968 of the technological baccalauréat and that of the vocational baccalauréat in 1985.

This diversification of the baccalauréat was accompanied by a spectacular increase in the number of graduates, from 15,000 in 1930 to 521,000 in 2007.

Not all baccalauréats have the same purpose. The general baccalauréat and the technological baccalauréat are clearly focused on the pursuit of higher education (university, preparatory classes for grandes écoles, higher technician sections, university institutes of technology etc.), while the vocational baccalauréat is a qualification designed for integration into working life.

The objective of 80% of a given generation reaching baccalauréat level stipulated by the framework law of 1989 is reiterated by the framework and programme law for the future of school of 23 April 2005.

The increasing number of baccalauréat holders within a given generation helps achieve this objective. Since the early 1980s, this proportion has risen from 26% in 1980 to 63.6% in 2007. Amongst this 63.6%, the share of general baccalauréat holders amounted to 34.3%, that of technological baccalauréat holders 16.7% and that of vocational baccalauréat holders 12.6%.
5.17.2.1. General and technological lycée

Courses taken in general and technological lycées are validated by the general or technological baccalauréat examination.

Different tests.

The baccalauréat includes compulsory written and oral tests with different coefficients depending on the series. It also includes optional tests. Tests generally relate to the official programmes of terminale classes of lycées (see 5.13.). The vast majority of the tests are one-off tests sat at the end of the terminale year. Certain tests are organised early on during the première year, such as French or individual school projects (TPE).

A few tests however consist of continuous evaluation, such as physical education and sport (all series), the assessment of experimental ability in physical sciences and life and earth sciences (S series) and oral expression in modern languages as part of the "management science and technology" technological series (STG).

The baccalauréat includes two types of tests:

- Group one tests (written, oral, practical depending on the series). After these tests, the candidates with an average below 8/20 are failed. Those with an average of 10/20 or more are definitely admitted. Those with an average between 8/20 and 10/20 are permitted to sit the so-called group two tests.
- Group two tests, also known as "second chance" tests, relate to two oral tests chosen by the candidate from the written examinations taken early on during the première or terminale year. The candidate is admitted if he/she obtains an average of 10/20 or more in these oral tests.

Special honours of assez bien (AB, fairly good), bien (B, good) and très bien (TB, very good) are awarded to candidates who obtain their baccalauréat, according to the average grade. The rule is as follows: mention AB: average greater than or equal to 12 and lower than 14; mention B: average greater than or equal to 14 and lower than 16; mention TB: average greater than or equal to 16.

During their deliberations, the panels use the school record book to help them assess the candidate: this record book includes, for the two première and terminale years, the average grades per discipline as well as teachers' benchmarked evaluations. The careful examination of this document by the panels is particularly significant when the average grade obtained by a candidate is close to the level which determines a result (authorisation to take group two tests, definitive admission, honours award).

The certificate validating the end of their secondary studies (CFES, or certificat de fin d'études secondaires), created by a decree of 29 September 1962, is awarded to the candidates who have obtained, in both groups of tests, an average of at least 8/20. The CFES is issued by the recteur of the académie where the candidate sat the baccalauréat tests. It does not automatically entitle the candidate to continue with higher education.

Session and jury organisation

It takes months of preparation to organise the baccalauréat, the responsibility of which is incumbent upon, on the one hand, the central administration of the ministry and national education inspectorate bodies and, on the other, the different decentralised services, in particular the rectorats.

The examination is held each year generally from mid-June to early July in one session, organised each year at the dates set by the Minister in charge of national Education. A supplementary session is held in September, under the same conditions, for candidates who were unable to take the examination at the end of the school year in part or in whole for reasons beyond their control, for which proof must be provided.

The panels are put together academically by the recteur. The chairman of each panel is a member of the higher education community, the vice-chairman is a professeur agrégé from the secondary sector. Examiners have to have a certain level of accreditation and teaching experience in terminale classes.

The sovereign nature of the panel guarantees its independence. The decisions of the panel are final. No intervention or appeal can reconvene the panel or modify its decision provided this decision has been made in compliance with the regulations.
Definition and choice of examination papers

The tests handed out to the candidates are the result of a process begun over one year beforehand. The ministry divides the definition of the tests for each discipline for the following year's session between the academies. In each academy, examination departments set up committees in charge of selecting the tests, jointly chaired by a general inspector of national Education and a scholar. The members of these committees are lycée teachers, appointed by the recteur, further to the proposal of the regional pedagogical inspector concerned. The composition and proceedings of these committees are strictly confidential. Each committee draws up several tests. Each test is then submitted separately to two teachers (who have not participated in the committee proceedings) who must sit the test in less time than is awarded to the candidates on the day of the actual examination. These teachers, called "test teachers", give their opinion on the feasibility and relevance of the test and must detect possible errors. If necessary, the tests are amended to take into account the opinion of the test teachers. For each test, the two co-chairs of the committee prepare and communicate a dossier to the recteur of the academy, made up of a test drafted in its final form, the reports of the test teachers and a report by the co-chairs attesting to its compliance with the current regulation and proposing its application. Subsequently, the recteur makes the final choice of tests and their application. The "final version" of the tests is signed by the general inspector and the scholar who chair each committee. The academy in charge of drawing up the test sends it to all other academies. Finally, a few days before the examination, the tests are sent to the examination centres and stored in the principal’s safe (head of the lycée) until the time of the examination.

5.17.2.2. Vocational lycée

The determining cycle for the vocational branch of study is validated by the brevet d'études professionnelles (BEP) or the certificat d'aptitude professionnelle (CAP). These diplomas are awarded to candidates who obtain an average of at least 10/20 on all general and professional subjects on the exam. They validate a professional level of training corresponding to that of a qualified worker and qualified employee depending on the qualification chart established by collective agreement.

The final cycle of the professional branch of study is validated by the professional baccalauréat, a national diploma created by decree no. 85-1267 of 27 November 1985, which recognizes a professional level of training in an acknowledged specialisation and represents the first phase of a university education. It was instituted by article 7 of modified programme law no. 85-1371 of 23 December 1985 on technological and professional education and is governed by modified decree no. 95-663 of 9 May 1995.

The goal of the professional baccalauréat is to train highly qualified workers, technical specialists and employees. It also represents the first phase of a university education, just as the general and technological baccalauréats.

To be eligible to take the exam, candidates (pupils, apprentices, interns in further professional training programmes) must have taken courses preparing them for the exam. The other candidates must have at least three years of professional experience at a level at least equivalent to that of a qualified worker or employee in a profession related to the scope of the diploma to be obtained.

Pupils and apprentices automatically have to take the exam in its entirety, meaning they have to take all the tests in one session, at the end of their school year/training period.

Other candidates, including those in a further professional training programme, may take the exam in stages, only taking certain units at a time.

The professional baccalauréat covers 67 specialisations in the sectors of production - industrial science and techniques (53 specialisations); and services – economy and management (14 specialisations).

The subjects of the professional baccalauréat exam are nationally determined and the schedule is set at the national level. The exam is organised at the académie level or inter-académie level. The panel for each specialisation is headed by a professor-researcher and at least one-third of the panel is composed of members of the profession concerned by the exam.
5.17.2.3. Special cases

Article L335-5 of the education code, instituted after the social modernization law of 17 January 2002, recognizes that engaging in a professional activity gives a person the opportunity to obtain skills and knowledge that have the same value as those obtained in a traditional school setting. Thus, professional activity is considered a legitimate source of knowledge acquisition. The value attributed to this acquired knowledge is validated by the corresponding diploma or the related units of the diploma. This validation des acquis de l’expérience (VAE), or validation of acquired experience, applies to anyone who has practiced a professional activity related to the diploma to be obtained for at least three years. It also applies to all profession-oriented diplomas under the authority of the Ministry of National Education, which are classified as level-III, IV and V according to the designation system for these levels of training: CAP, BT, BEP, BT, BTS, professional baccalauréat, brevets des métiers d’art (BMA), or artistic profession brevets, additional mentions and diplômes de technicien supérieur. In 2006, 8,900 applications for a vocational qualification offered by the ministry of employment were deemed eligible for VAE. Nearly 4,600 candidates were awarded full qualifications, i.e. 44% more than in 2005. 67% of the candidates were applying for CAP-BEP qualifications.

Legislation: Social modernization’s law
Legislation: Loi de programme sur l’enseignement technologique et professionnel

5.18. Educational guidance, education/employment links

The ambition of the French school system is to enable each pupil to develop a personal guidance and vocational integration plan. To this end, the inter-ministerial delegate for guidance defined a national guidance and vocational integration scheme in order to coordinate the State’s actions, notably in the domains of information on trades, school guidance and in higher education institutions.

Institutions: National office for information about the education and the professions

5.18.1. Educational guidance, education/employment links in lower secondary education

Article 8 of the education law of 10 July 1989 states that "the right to guidance counselling and information on education and the professions is part of the right to education.” The parents, or pupil if already an adult, have the choice of options taken in the higher-level class.

The end of the lower secondary level of education is a key point in the pupil’s orientation, which is organised at the end of troisième. Pupils may choose to go on to a general and technological lycée or to enter the full-time professional education branch in a professional lycée.

The decision process is similar to the one described previously. The class council and head of the establishment make a decision regarding the pupil’s orientation: general and technological seconde, professional seconde, or retaking troisième. The families have the choice of options or professional specialisations. The selection of an apprentissage programme is not an orientation decision, but a family choice.

It is not the goal of the diploma awarded at the end of the secondary education level to prepare the pupil to immediately begin working in a profession. As a result, there are no procedures at this level to facilitate access for young people to the employment market, but only information programmes on professions based on the implementation of professional discovery education (see 5.13.1.). This implementation is supported by the development of partnerships with companies, as part of the agreements signed by the minister in charge of national Education. The "Company commitment charter for equal opportunities” completes this process; each collège must develop partnerships with at least two companies representing two different business sectors in order to organise visits, pupil placements or classroom exchanges with the personnel of these companies.
In addition, within the framework of vocational guidance education, information on apprenticeships (see 5.14.2.) B) and trade preparation has been reinforced. Since the enforcement of the law on equal opportunities of 31 March 2006, a "junior apprenticeship" has been instituted for pupils of 14 and over. Pupils who wish to access this curriculum, free to terminate it at any time, benefit from specific support. This support is ensured by the class teacher of the initial education institution, in partnership with professional organisations and businesses. If, when entering apprenticeship, the young person does not master the common foundation of knowledge and skills (see 5.4.), the training provided within the framework of their apprenticeship contract must facilitate its acquisition.

5.18.2. Educational guidance, education/employment links in higher secondary education

In an effort to offer continuous support to young people as they progressively develop their educational and vocational project, several information and guidance actions have been put in place.

A guidance interview is proposed to all première pupils in lycée. Conducted by the professeur principal (head teacher), with help from the guidance counsellor-psychologist if necessary, this interview is designed to inform and above all raise the pupil’s awareness of the different careers available and therefore help them with the choice they will have to make in the terminale class. Thus, lycée pupils benefit, in the terminale class, from the new guidance system based on three elements:

- active guidance: universities can provide young people who envisage pursuing higher education with personalised guidance. Lycée principals and class councils advise pupils before their choices are made;
- implementation at academic level of a single higher education access dossier in order to coordinate and harmonise enrolment schedules while respecting freedom of choice between the different courses available to baccalauréat holders;
- commitment to the personalised monitoring of the pupils opting for university, which may lead to a guidance interview.

The guidance aspect of the "school project" is designed to create the conditions for a dialogue between lycée teachers and university professors in order to enhance shared knowledge of programmes and skills acquired in lycée and of university education demands. It should also be reiterated that decree no. 2005-1037 of 26 August 2005 stipulates that admission into a higher technician section (STS, see 6.10.1.) is automatic for vocational baccalauréat graduates with bien or très bien honours, provided the vocational domain of their baccalauréat matches that of the STS applied for.

5.18.3. Who’s who of educational guidance

There are three main sources of educational and vocational guidance:

5.18.3.1. Centres d’Information et d’Orientation (CIO), or Vocational information and guidance centres

In France, there are 678 CIO and branches under the authority of the Ministry of National Education. They are located throughout the country, with one centre for each recruitment zone of one, two or even three general and technological lycées. The role of CIOs is to:

- Assist the public, giving priority to young pupils and their families.
- Provide information on studies, professional training programmes, qualifications and professions.
- Give personalised guidance (help the person understand himself better, find the information he needs, start working towards a decision...)
- Observe and analyse local developments in the educational system and employment market, and publish summary documents for pupils and teachers.
- Foster communication and the exchange of ideas between the actors of the educational system, parents, young people, local decision-makers and economic authorities.
Each CIO has a base of documents on teaching and the professions that people can consult in terms of their own interests and school level. The CIOs work with the *Office national d’information sur les enseignements et les professions* (National bureau of information on teaching and the professions), which provides them with a large number of documents.

In addition to these traditional document-based resources, over the past ten years or so, the use of information and communication technologies has been developing (information systems, multimedia, Internet access, etc.)

### 5.18.3.2. Académie resources

The *service d’information et d’orientation* (SAIO), or vocational information and guidance department, of each *académie* offers information on vocational guidance: open houses, events, surveys, news, statistics, etc.

### 5.18.3.3. Guidance counsellor-psychologists

In France, there are about 4,500 guidance counsellors-psychologists and CIO directors. They work mainly with pupils in collèges and lycées, young people seeking to enter a profession and university students. They also help adults seeking further education and training. Their goal is to help people develop their guidance plan using different techniques: individual interviews, group discussions, evaluations, etc. They work as individual guidance counsellors and on the pedagogical team of collèges and lycées. They participate directly with young people, CIOs, and institutions of secondary and higher learning. As counsellors, they provide the following services:

- Continuous observation of pupils
- Help in adjusting to school and establishment of conditions for academic success
- Mediation both within and outside of the school system
- Help in building personal training and professional transition projects.

Other responsibilities include doing psychological evaluations and contributing to the observation of district operations and training and education opportunities. Hired based on the comparison of candidates with a license in psychology, guidance counsellor-psychologists must complete a two-year training programme in psychology, sociology, economy and educational sciences that has been validated by a State diploma in vocational counselling-psychology.

### 5.19. Private Education

The legislative framework and organisation of private education at the secondary level are the same for the primary level (see 4.16.).

Based on national forecasts of pupils in secondary education in the 2005 and 2006 school years (information note of 5 April 2005 of the DEPP), the number of private-sector pupils remains stable at around 21% of all enrolled students. The number of pupils is expected to stabilise at 21.6% in the first cycle, 22.1% in the second professional cycle and 21% in the second general and technological cycle.

### 5.20. Organisational Variations and Alternative Structures

For pupils unable to enrol in teaching establishments, the *Centre national d’enseignement à distance* or CNED (National long-distance education centre) allows them to prepare for the professional, general and technological diplomas at all collège and lycée levels.

There are also special study programmes in certain collèges and lycées that offer an original teaching programme specialised in certain fields.
5.20.1. Music courses with special timetables

In adapted-timetable music courses (music option and dance option), the programmes remain the same as those of traditional courses, but the timetable is reduced to allow pupils to take special musical training classes at the regional conservatory or in a music school (run by the State). The timetable is reduced by 4 hours in 6ème and 5ème and by 3h30mn in 4ème and 3ème. The organisation of the timetable is the responsibility of the head of the institution, but no subject must be completely eliminated.

5.20.2. School athletic sections and high-level athletic branches of study

Created in 1974, the athletic studies sections, which are now known as school athletic sections, offer student athletes the structure they need to complete their secondary studies and have the best chances of obtaining a diploma in their field, while at the same time giving them the time to do high-level training and participate in competitions.

School athletic sections participate in regional and local competitions and can lead to higher-level educational sections.

For athletes belonging to or likely to join a national team and participate in competitions with foreign high-level teams, the high-level sports branch of study was established by decree no. 95-244 of 7 November 1995.

Athletes enrolled in these branches of study are registered on the lists of high-level athletes with the Ministry of Youth, Sports and Community Life. They are usually enrolled in secondary establishments close to their place of athletic training.

The daily, weekly, annual and even multi-annual timetables of studies for athletic pupils are organised differently than for regular pupils. Their education is adapted to allow them the chance to succeed both athletically and academically.

5.20.3. Bilingual sections

Bilingual sections (French-German, French-English, French-Spanish, French-Italian, French-Russian and French-Portuguese) are currently available in certain collèges and lycées. Language courses are more intensive in these sections (2h of guided study in addition to the 3h of regular coursework per week) and one of the following courses is taught in the section’s non-French language: plastic arts, music education, physical and athletic education, or technology.

5.20.4. International sections

International sections were designed, among other things, to cater for foreign pupils and facilitate their admission into the French school system. They are also open to French pupils with the skills, primarily linguistic, to participate in this kind of course. The objective of the education provided in these sections is the in-depth practice of a modern language, notably via the use of this language in certain disciplines. Courses are taught by French and foreign teachers, thus representing a unique opportunity for international educational cooperation.

At primary education level, specific courses can relate to all disciplines, provided that the minimum timetable in each discipline is complied with.
The courses become more intensive in secondary education:

- 4 hours of history-geography per week, including 2 hours in a modern foreign language based on a programme developed in cooperation with French authorities and the authorities of the country concerned.
- At least 4 hours of foreign literature per week in addition to the modern foreign language used in the section.

In lycée, international sections are only available in general series.

Certain institutions offer British, American, Arabic, German, Italian, Spanish, Portuguese, Polish, Dutch, Danish, Swedish, Norwegian and Japanese sections.

5.20.5. European sections and Oriental language sections

Created in 1992 in collèges, the objective of European and Oriental sections is to provide secondary-level pupils who wish to participate with the opportunity to reinforce their skills in a European or Oriental language and expose them to the culture of the country or countries where the language is spoken. In addition to the language aspect, the primary ambition of these sections is to stimulate exchanges and partnerships with foreign institutions, raise awareness of the importance of European citizenship and promote an inter-disciplinary approach. In lycée, the teaching programme of European and Oriental language sections offers non-linguistic courses in the language of the section. This programme can be validated by a special mention on the baccalauréat: diploma "section européenne" (European section) or "section de langue orientale" (Oriental language section).

European and Oriental language sections have 4 major characteristics:

- The application, over the first two years, usually starting in quatrième class, of a significantly increased number of hours, with at least two additional hours per week in the chosen language.
- In the following years of secondary education, one non-linguistic subject is taught in the language of the section to help pupils develop their reflection and communication skills: for example, history, geography or economy.
- As part of the "school project" cultural activities and exchanges are offered to the pupils with a view to expanding their knowledge of the civilization of the country or countries where the language is spoken. European and Oriental language sections are open to all categories of pupils who show sufficient interest and ability in learning languages. The programmes are identical to those of other classes of the same level. A recent development of these sections in vocational education has been observed: their number is constantly increasing. These programmes involve an internship in a company located in a European country, the objective of which is to prepare all young people with the skills required by the increasing globalization of the economy and new citizenship issues.

Finally, European sections have included, since the 1995 session of the general and technological baccalauréat and since 2000 for the vocational baccalauréat, a specific mention on the diploma of the candidates who have successfully taken the tests and obtained the grades required. See the two orders of 9 May 2003 published in the Bulletin officiel no. 24 of 12 June 2003 for the general and technological baccalauréat. For the vocational baccalauréat, the applicable regulation is the order of 4 August 2000 (B.O. no. 32 of 14 September 2000 and JO of 12 August 2000) amended by the orders of 9 May 2003 (B.O. no. 24 of 12 June 2003 and JO of 24 May 2005) and order of 22 March 2005 (B.O. no. 16 of 21 April 2005 and JO of 6 April 2005).

Legislation: Loi sur les enseignements artistiques
5.21. Statistics

Key figures on secondary education for the 2007/2008 school year

5.21.1. Pupils

<table>
<thead>
<tr>
<th>Number of pupils in primary and secondary education</th>
<th>5,371,368</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of collège pupils</td>
<td>3,187,955</td>
</tr>
<tr>
<td>Number of lycée pupils</td>
<td>1,470,032</td>
</tr>
<tr>
<td>Number of vocational lycée pupils</td>
<td>713,381</td>
</tr>
</tbody>
</table>

The share of private secondary education was slightly up at the beginning of the 2007 school year (21% in 2007 compared with 20.7% in 2006). In the private sector an increase in the number of collège as well as general and technological lycée pupils was observed (respectively +0.8% and +0.4%) while that of vocational lycées pupils remained stable.

Source: Note d'information 08.02/January, MEN, DEPP

Other types of education

<table>
<thead>
<tr>
<th>Number of apprentices (including CPA)</th>
<th>401,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary agricultural and special health pupils etc.</td>
<td>231,200</td>
</tr>
</tbody>
</table>

5.21.2. Institutions

<table>
<thead>
<tr>
<th>Number of primary schools, collèges and lycées</th>
<th>11,423</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of collèges</td>
<td>7,010</td>
</tr>
<tr>
<td>Number of lycées</td>
<td>2,625</td>
</tr>
<tr>
<td>Including vocational lycées</td>
<td>1,708</td>
</tr>
<tr>
<td>Number of regional adapted education schools</td>
<td>80</td>
</tr>
</tbody>
</table>

Breakdown of schools, collèges and lycées*

<table>
<thead>
<tr>
<th>Public</th>
<th>58,569</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>9,012</td>
</tr>
</tbody>
</table>

* including primary education

Source: official website of the Ministry of National Education, September 2007

Legislation: Loi sur les enseignements artistiques

Bibliography: Repères et références statistiques sur les enseignements, la formation et la recherche
6. Tertiary Education

Organisation of the education system in France, 2007/08

There are four types of programmes in the French tertiary education system:

- University education,
- Preparatory classes for grandes écoles,
- Higher technical education sections,
- Specialised schools or grandes écoles.

These categories can be broken down further into:

- Those which can be accessed directly with a baccalauréat (see 5.17.2.) or an equivalent diploma, involving no pre-entry selection process: university programmes, with the exception of university institutes of technology;
- Those which are accessed through a pre-entry selection process: preparatory classes for grandes écoles (CPGE), higher technical education sections (STS), Instituts Universitaires de Technologie (IUT or University institutes of technology) and specialised schools. Selections are made based on an admissions application. The type of baccalauréat earned and the marks obtained by the pupil in the last two years of lycée are determining factors,
- Those for which the selection process occurs after the student has obtained a licence. This is the case for IUFM (university teacher training institutes) programmes,
- Grandes écoles recruiting by competitive examination following two or three years of preparatory classes (CPGE mostly).

Obtaining the baccalauréat is a pre-requisite to being admitted to an institution of higher education. The baccalauréat is a diploma that acknowledges the successful completion of secondary education and the first level of university studies. This is a very important feature of the French education system, one which has several consequences, particularly with regard to university studies and student
orientation during the premier cycle (first cycle) at university.

"Tertiary education is organised in cycles. The number, nature and duration of the cycles vary depending on the studies pursued. Each cycle has its own objectives and contributes to students’ orientation, general education, acquisition of elements necessary for professional qualification, research, personality development, sense of responsibility, and ability to work both independently and as part of a team. At the end of each cycle, the student receives a national of institutional degree acknowledging the acquisition of specific knowledge, skills, and elements of professional qualification.” (Code of Education, Article L. 612-1).

Bibliography: Le système éducatif en France

Institutions: Superior Education and Research ministry

6.1. Historical Overview

The history of higher education in France dates back to the 12th century, with the creation of the first universities. They were independent institutions with autonomous status and awarded significant privileges. They had the monopoly in the awarding of qualifications and educated those designed to exercise the highest civil and religious responsibilities in society.

During the Revolution (18th century), in order to educate the managing elite crucial to the Nation, the Convention created, by decree of 15 September 1793, the special grandes écoles: the central school of public works (which became one year later the école polytechnique), the arts and crafts conservatory, the school of oriental languages, the school of fine arts etc.

In the early 19th century (10 May 1806), Napoleon I, with the intention of controlling education, created the Imperial University, with a university council (advisory and jurisdictional body). This was a state university benefiting from an educational monopoly and integrated into all institutions. All the teachers had to be members of this university. In the cities, where the academies were installed (27 of them) and headed by a recteur, were the faculties, State organisations directly managed by the central administration, which appointed the deans. The Imperial University was abolished in 1850 by the Falloux law and became the Université de France. The University, a constituted body benefiting from a teaching monopoly, disappeared in 1854 following the division of France into 16 academic constituencies. It was replaced by Faculties, under the authority of recteurs, endowed with a number of powers. Faculty bodies took the name of University in 1896.

Under the 4th Republic (1946-1958), the university was not the governments’ main concern. The university – grandes écoles dualism remained important. On the initiative of industrialists, professors and other Lyon notables, the Ecole Centrale Lyonnaise pour l’Industrie et le Commerce was created in 1957.

In the sixties, the post-war "baby-boom", combined with the increased access of young people to secondary education (obligatory school age was increased to 16) and baccalauréat, resulted in a rise in the number of students.

1968 marked a turning point in the history of higher education. The May events (see also 1.1.) resulted in an important reform which turned universities into genuinely independent and multidisciplinary institutions: the framework law on higher education of 12 November 1968, also known as the Edgar Faure law, created a new type of institution, "public institutions of a scientific and cultural nature" (EPCSC). The former faculties disappeared and were replaced with education and research units (UER). The major principles implemented by this law were autonomy, the participation of all the players in the university community and multidisciplinarity. Nevertheless, higher education remained divided into two separate blocks: grandes écoles, educating the nation’s senior executives and endowed with significant prerogatives, and universities, "UER federations".

The current organisation of higher education is ruled by the code of Education which, while maintaining the major principles of the Faure law, defines objectives to regroup universities and grandes écoles within the same text and promote greater openness of these institutions to the outside world. It confirms the public institution status, now called public institution of a scientific, cultural and
professional nature (EPSCP). More specifically, universities are composed of different elements:
departments, laboratories and research centres.

The pivotal elements in the history of French higher education since the law of 26 January 1984, also
known as Savary law, are as follows:

- Implementation of the contractual policy linking the State and the institutions and providing
  independent higher education institutions with a new and viable content (ministerial circular of 24
  March 1989);
- Creation of European university centres in 1991, currently amounting to 11;
- Construction of the European area for higher education and research, initiated in 1998 in the
  Sorbonne by 4 States (France, Germany, Great Britain and Italy), continued in Bologna in 1999,
  Prague in 2001, Berlin in 2003 and Bergen in 2005; 46 countries are currently involved in the
  process.
- The "U3M" Plan (university of the third millennium) for 2000-2006, which outlined the major
development guidelines for the higher education system within the framework of the State-region
plan;
- The implementation of the European qualification architecture since 2002, known as the LMD
reform (licence-master's degree-doctorate);
- The Pact in favour of research, signed in 2006 and based on the programme law on research of
19 April 2006;

The development of the social policy in favour of students, reflected, among other things, in the sharp
increase in the number of students benefiting from a grant (over 30% of the student population), the
amount of which is from 1,355 Euros/year to 3,661 Euros/year (grants awarded based on social
criteria, see also 6.8).

Legislation: Higher education law n°84-52
Legislation: Loi d'orientation de l'enseignement supérieur

6.2. Ongoing Debates and future developments

In 2007, the minister in charge of higher education launched the reform of higher education due to be
implemented over five years. The project for university, the foundation of which is the law of 10 August
2007 relative to the freedom and responsibilities of universities, will be progressively developed based
on five priorities: success in the licence examination, improvement in students’ living conditions,
modernisation of the material conditions required for the accomplishment of higher education and
university missions as well as an improvement in the career of personnel and the conditions of young
researchers and teacher/researchers.

The new law underlines the importance of the multi-year contract signed between the State and
universities, making it a genuine objective and resource-related contract evaluated every four years.

By virtue of this law, university budgets will benefit from an additional one billion Euros in 2008, i.e. an
8% increase, or the equivalent of 400 Euros more per student. By 2012, a total of five billion Euros
should be allocated to university.

A set of specifications focusing on the work required of universities as part of the reform defines the
criteria assessing the university’s ability to implement the new competences stipulated by law and
make the most of them. These specifications will be completed by an "audit guide" designed for the
auditors conducting university audits.

Furthermore, the main benefits of the law of 10 August 2007 relate to:

- The public service missions of higher education;
- Academic governance;
- Steering;
- New responsibilities and competences of universities;
- The creation of a selection committee for the examination of applications with regard to vacant
teacher/researcher jobs;
The creation of a national Education mediator position.

Finally, the following key points of the new law have caused student unrest during the 2007 academic year:

- **Enrolment fees**: no provision in the law relative to university freedom and responsibilities concerns enrolment fees. This is the responsibility of the State and these fees will continue to be set by order of the minister of higher Education and Research;
- **University selection**: admission into university remains conditional upon the *baccalauréat*. However, the law reinforces the principle of freedom of enrolment in the first cycle, thereby enabling students to enrol in any institution within their local *académie*, while maintaining the guarantee that every student can enrol in the *académie* in which they obtained their *baccalauréat*;
- **University status**: the fact that universities can receive donations from companies or sponsors does not in any way imply their privatisation. Universities will remain the sole decision-maker with regard to the use of these donations;
- **The value of qualifications**: the value of university qualifications will not be affected by the reform: they are and will remain national, determined by the State.

### 6.3. Specific Legislative Framework

The law of 26 January 1984, known as the Savary law, sets out the principles of the current organisation of French higher education, notably integrating, in article 20, the notion of "contract" in the higher education domain. The ministerial circular of 24 March 1989 has enabled the gradual overall implementation of the contractual policy.

The new law of 10 August 2007 relative to the freedom and responsibilities of universities is the pivotal point of the reform, over five years, undertaken by the ministry in charge of higher education (see more in 6.2.).

In addition, the contractual policy has supported the implementation of the main reforms in the higher education system over the last few years:

- It was through contractual negotiations that the LMD system was created and applied to tertiary education and research in Europe. All institutions have redesigned their offering to accommodate the new system by the start of the 2006 school year.
- The entry into force of the new organic law on finance law (LOLF, see 2.6.1.) makes contracts even more important in the relationship between the State and institutions of higher learning.

Other legal decisions enable these institutions to assert their identity while complying with a consistent national policy, for example:

- **Ministerial Decree no. 2002-482 of 8 April 2002** on applying the construction of a European tertiary education system to the French tertiary education system (Journal Officiel of 10 April 2002, Bulletin Officiel of 25 April 2002), modified. The first three articles of the decree have been adopted into code (cf. Article D123-12 to 14: "Construction of a European tertiary education system" of the Code of Education, regulatory section, book 1, title 2, chapter 3, section 3). The objective of the decree is to establish a permanent framework for institutions of tertiary education through new training, in order to smooth the transition from the regulation governing the current organisation of tertiary education and a new organisation, in compliance with the objectives and missions set forth in Articles L. 123-1 to L. 123-9 of the Code of Education and in preparation for the European tertiary education system;
- **Ministerial Order of 23 April 2002** on university studies leading to a licence. The programmes are composed of six semesters, organised by field and offered in both initial and continuing education formats. They are governed by the objectives defined for the following degrees:
  - General university studies degree (DEUG) and licence,
  - Multi-discipline licence,
  - Licence in public administration,
  - University degree in technology (DUT),
  - Diplôme d'études universitaires scientifiques et techniques (DEUST) (university degree in scientific and technical studies),
Vocational licences,
National interpreter/guide degree;
Universities can also create programmes targeting new objectives, either at the licence or intermediate level.
The order of 25 April 2002 on the master’s degree (amended by the Ministerial Order of 30 April 2002) (JO of 27 April and 2 May 2002). The master’s degree is awarded for initial and continuing education programmes with a dual objective:
- prepare students, via doctoral studies, for a research career;
- provide them with a curriculum leading to a high-level qualification and professional integration.
The order of 25 April 2002 on doctoral education. Education in research, innovation and doctoral studies is provided in doctoral schools certified by the minister in charge of higher education as part of the contrat d’établissement. This education, lasting for three years following the national master qualification or based on a similar and acknowledged level, leads to a doctorate following the successful presentation of a thesis;
The decree of 11 May 2005 on the delivery of degrees in the context of an international partnership and the Ministerial Order of 6 January 2005 on international thesis co-supervision, are focused on assisting the construction of the European tertiary education and research system, and on developing international cooperation.
The order of 7 August 2006 on doctorate programmes;
The "framework protocol" of 28 November 2007, signed by the Prime Minister, the minister in charge of higher education and the first vice-president of the Conference of university presidents, with a view to a national contract for university success. This agreement guarantees a 50% increase in university budget in five years, i.e. one billion Euros per year to reach fifteen billion Euros in 2012.

6.4. General Objectives

The establishment of a new system of levels and degrees in tertiary education has provided an opportunity to renew the content of the programmes and continue to strive towards academic excellence in higher education, with of course the goal of maintaining the French system at the highest international standard.

On the one hand, the tertiary education system has to meet the superior qualification standards necessary for our country in a context of life-long education. On the other, it has to ensure that French science and culture have their proper place on the international stage and are transmitted to students throughout the world.

Two more specific objectives are, namely, to improve internal efficiency in the education system by reducing failure rates in licence programmes and to develop access to resources for the purpose of education and research.

In the area of research, these objectives focus not only on the significance of scientific excellence and achieving the top international level, but also improving the economic and social impact of research, building more interest in the field, and developing the capacity to distribute the results and products of research while continuing to make advances.

6.5. Types of Institution

Higher education in France is characterised by a variety of institutions with different objectives, structures and conditions of admission. There are three types of higher education institutions: universities, EPAs, and private institutes and schools of higher education.
6.5.1. Universities

Scientific, cultural and professional institutions (EPCSCP): since the enactment of the 1984 Savary law, there are a total of 82 EPCSCPs, two of which are national polytechnical institutes (INP) in Grenoble, Nancy and Toulouse.

Since 1984, they have been organised into training and research units (UFR). They also include internal institutes and schools such as university institutes of technology (IUT), created in 1966, and professional university institutes (IUP), created in 1994. The IUTs created under the conditions of Article 33 of the Law of 26 January 1984 (Article L 713.9 of the Code of Education) have their own special prerogatives: the director has control of income and expenses and has authority over the entire staff. The institutes can also receive credits or jobs attributed directly by the Minister of Education.

The disciplines taught at each institution are closely related to the decomposition/ recomposition process carried out from 1968-1971.

The largest number of universities is multi-discipline. Often, the universities are institutions created in the last thirty years outside the major university towns. Some of the universities are structured around close pairs of fields such as sciences and health, sciences and arts, medicine and law, law and arts.

About a dozen institutions offer a broader range of disciplines, covering 3 or 4 education sectors.

Another category of university is the Ecole normale supérieure (ENS). There are four in all (Paris, Fontenay/Saint-Cloud, Lyon, and Cachan). ENS are considered to be among the most prestigious of the Grandes écoles. They are under the control of the Ministry of Higher Education. Students attending these schools (known as normaliens), or at least those who are citizens of the European Union, have the status of "civil servants in training" and therefore receive a salary for the duration of their studies (currently four years): the admissions test is a test for recruitment into public service. In exchange, the students sign an agreement to work at least ten years (starting with their first year in school) for State or local administrations or public companies. It should be noted, however, that not all ENS students are normaliens.

Lastly, there are 18 grands établissements, including the Collège de France, Conservatoire national des arts et metiers (National Conservatory of arts and crafts, CNAM), Ecole Centrale des arts et manufactures (ECAM), Ecole des hautes études en sciences sociales (School of advanced social sciences, EHESS), Ecole Nationale des Chartes (ENC), Ecole nationale supérieure des arts et metiers (National school of arts and crafts, ENSAM), Ecole nationale supérieure des sciences de l'information et des bibliothèques (National school of information science and libraries, ENSIB), Ecole pratique des hautes études (EPHE), Institut d'études politiques de Paris (Institute of political education, IEP), Institut physique du globe de Paris (IPG), Observatoire de Paris, Institut national des langues et civilisations orientales (National institute of oriental languages and civilisations,INALCO), Muséum national d'histoire naturelle (National museum of natural history, MNHN), the Palais de la Découverte, Institut national d'histoire de l’art (National institute of art history, INHA), Paris-Dauphine’s Université de technologie en sciences des organisations et de la decision (University of technology in organisational and decision-making sciences), Ecole des hautes études en santé publique (National school of public health, EHESP) and Grenoble’s Institut polytechnique. They are governed by the provisions of book VII of the Education code. These are French higher education institutions mainly recruiting by competitive examination from the pupils of preparatory classes for grandes écoles (CPGE).

University Teacher Training Institutes (IUFM), formerly known as EPA, were integrated into universities, in accordance with the framework and programme law for the future of school of 23 April 2005. As of 1st January 2008, IUFMs are governed by the provisions of article L. 713-9 and are assimilated, for the application of these provisions, with schools integrated into universities (article L 721 of the Education code).

IUFMs located in Corsica, Guadeloupe, French Guyana, Martinique, the Pacific and Strasbourg will be integrated by 1st January 2009 at the latest, for specific procedural reasons.

As previously, IUFMs cater for students who wish to become teachers, trainee teachers in primary and secondary sectors and trainee educational advisers. They also continue to carry out their tasks as part of continuing education.
The education they provide was however redefined by teacher training specifications (order of 19 December 2006) and implementation circular no. 2007-45 of 23 February 2007.

6.5.2. EPA (établissements publics à caractère administratif)

EPAs (public administrative institutions) are very diverse and come under the authority of various ministries. The following are included in this category:

- Scientific grandes écoles come under the authority of the Ministry of Higher Education and Research (e.g. the central school of arts and manufacture, the central school of Lyon, the national superior institute of arts and textile industries, the national superior institute of arts and professions, etc.);
- Superior institutes of military education, which come under the authority of the Ministry of Defence: the army, navy and air force institutes (polytechnical institute, special military institute of Saint-Cyr, the naval school, Salon-de-Provence air force institute, etc.);
- The national institute of administrative studies (ENA), under the authority of the Prime Minister;
- Superior agricultural institutes, which come under the Ministry of Agriculture. Examples include the Paris-Grignon national agronomic institute and the national superior agronomic institutes, which prepare students for various professions in agriculture;
- National veterinary schools, under the supervision of the Ministry of Agriculture;
- Superior institutes of artistic studies (art institutes, national superior conservatories, the national superior institute of decorative arts, national superior institute of high arts, the Louvre institute, the national heritage institute, etc.), which come under the authority of the Ministry of Culture;
- National superior architectural institutes, under the authority of the Ministry of Culture.
- National superior engineering institutes (mining institute, national institute of bridges and roadways, etc.)
- The national centre for technical education in Cachan, under the authority of the Ecole normale supérieure of Cachan, is an EPA under the responsibility of the Minister of National Education and the Minister of Higher Education. The national centre for technical education in Cachan operates the training centre for teachers in technical education, the training centre for inspectors in technical education and two administrative lycée sections by a director or principal, assisted by a management council. It also operates a machine tool test laboratory;
- Political studies institutes in the provinces;
- Institutes of corporate administration (IAE), which provide a link between university education and practical business studies;
- University teacher training institutes (IUFM). Educational framework law of 10 July 1989 created an IUFM for each académie. These IUFMs are public administrative institutes connected to the universities of the académie concerned. In application of the new framework and programme law for the future of school (23 April 2005), IUFMs are gradually integrated into the universities to which they have been attached. Five of them (Limoges, the Reunion, Reims, Versailles, Aix-Marseille) wish to be integrated in 2007. To this end, a consultation process has been set up, combining all the stakeholders (rectorates, IUFM, universities) in order to list all the issues to be dealt with and come out with the best possible solutions. The IUFM is implementing integration guidelines, which will evolve in time;
- Engineering schools (independent EPAs).
- The Institute of higher education for science and technology (IHEST) was created by decree no. 2007-634 of 27 April 2007 and provides the “education and dissemination of scientific culture in society, and the coordination of the public debate on scientific and technological progress and its impact on society”. IHEST is under the authority of the ministers in charge of National Education and higher Education and research.

Besides IUFMs, other EPAs can be connected to an EPCSCP, by decree and at their request, after the national council on higher education and research renders its decision (CNESER, see 2.7.2.1.). They nevertheless retain their legal personality and financial independence (Art. 43 of law 84-52 of 26 January 1984 on higher education).
6.5.3. Private institutions of higher education

There are two types of institutions:

- **Private institutes of higher education.** There are 13 in France (including 5 Catholic institutes), governed by the Law of 12 July 1875 on the freedom of higher education, which offer general university education programmes;
- **Private technical and consular institutes of higher education,** totalling 134 (of which 44 private engineering schools and 90 private and consular superior institutes of business and management). The education dispensed by these State-accredited schools is recognised by the Ministry of Higher Education. The engineering schools are authorised to give students the title of engineer and the schools of business and management are authorised to deliver state-accredited degrees.

6.6. Admission Requirements

The conditions of admission largely depend on the institutions and the degrees offered. One thing all institutions require, however, is the **baccalauréat** or an equivalent diploma.

Access to the different levels of post-**baccalauréat** education offered by institutions under the Ministry of Higher Education and Research – whether universities, institutes or public schools – can also be gained by the professional experience validation system (VAE, for more information, see section 5.17.2.) C). Students with foreign degrees, for example, can benefit from this validation process. Validation is decided by the president of the university or director of the institution, on advisement of a teaching committee.

6.6.1. Admission Requirements for universities

In order to enrol at university, students must have a French **baccalauréat**, or a document considered equivalent, or have passed the tests for the diploma giving access to university studies (DAEU). The DAEU is a national higher education diploma, created in 1994, that has replaced the special university admissions exam (ESEU). The DAEU is delivered by specially accredited universities and is designed for students who interrupted their studies at least two years prior to taking the exam. The diploma is granted after one year of studies sanctioned by passing an individual written and oral exam, which evaluates acquired knowledge and general cultural awareness, on the one hand, and the methods and skills employed by the candidate with respect to the requirements for engaging in tertiary studies, on the other. The DAEU confers the same rights as does the baccalauréat.

However, admission to IUTs (University institutes of technology) is based on an application process involving an interview of baccalauréat-holding candidates.

6.6.2. Admission Requirements for grandes écoles

Public and private institutes and grandes écoles are very diversified, but one thing they do have in common is a rigorous admissions process. Candidates must have their baccalauréat and succeed in passing a high-level test demanding two years of preparation (with the possibility of retaking the test if it is failed the first time and if the student’s case justifies it) in preparatory classes for grandes écoles (CPGE), that are also highly selective.

Students gain entry to preparatory classes with a **baccalauréat** or equivalent diploma, and on the approval of the institution head. Students who are accepted must have a good school record and be able to consistently put in a lot of hard work to handle the heavy load and demands of this kind of teaching programme. There are places reserved for the best technological baccalauréat holders in
these preparatory classes. The level of the programmes in the preparatory classes for grandes écoles (CPGE), which are held in the lycées, corresponds to that of the first cycle of tertiary education. They are broken down into three categories:

- **Economic and business classes** preparing students to take the admissions test for superior institutes of business and management and écoles normales supérieures.
- **Literature classes** preparing students to take the admissions test for écoles normales supérieures, the national institute for the conservation of written heritage, higher institutes of business and management and political studies institutes.
- **Science classes** preparing students to take the admissions test for engineering schools, écoles normales supérieures and national veterinary schools.

Students are not given a diploma on completion of the preparatory classes, however those students who fail their admissions test can be dispensed from taking certain university courses with the approval of the university president. Conventions drawn up between each lycée and a given university make it possible for students to validate their acquired knowledge in order to obtain a first cycle degree.

### 6.7. Registration and/or Tuition fees

"The State provides scientific, cultural and professional institutions with supplies, staff and funds for the purpose of carrying out their educational mission. They may also receive financial resources from legacies, donations and foundations, payment for services, special funds, employer contributions to initial technological and professional training, and various subsidies. They receive registration fees paid by students and auditors. Lastly, they can receive subsidies for operations and supplies from the regions, departments and communes and their groups" (Art. 41 of the law of 26 January 1984).

**Legislation: Higher education law n°84-52**

#### 6.7.1. Registration fees for universities

The amount of the enrolment fees is set each year jointly by the ministry in charge of higher education and the ministry in charge of finance. In the context of the organisation of the European higher education programme, (LMD) tuition fees have been revised and standardised in order to facilitate student orientation. A single fee has been introduced for each course of study: 165 euros for a licence programme, 215 euros for a master's programme and 326 euros for a doctoral programme (rates valid for the 2007/2008 academic year). Engineering and paramedical programmes maintain their own registration fees. For engineering degrees, the annual tuition rate for public institutions of higher education under the authority of the Ministry of Higher Education has been set at 512 euros.

This system allows tuition fees to be paid by semester, a measure that is supported by government aid. Some establishments require additional payments (special fees), which are set by its board of administration. These usually range from 10 €-30 €, but can go as high as 100 € for some services, such as unlimited computer access. Additional fees cover preventive medical costs, athletic and cultural activities, photocopies, and, in some universities, student reception services. A breakdown of fees paid is listed on the student's university card.

The cost of certain special programmes, like the diplôme d'université (DU), is almost entirely paid for by the student, ranging from 80 € to 650 € (rounded figures valid for the 2005/2006 school year) depending on the course of study. These costs are either mandatory or optional depending on the school. Some universities do not charge them.

Universities have no legal right to increase the national registration fees through additional charges. French law gives schools the possibility of requesting additional fees, but specifies that the request must be clearly indicated as optional.
6.7.2. Registration fees for grandes écoles

Public schools under the authority of the Ministry of higher Education and research:

Registration fees vary according to the degree. There may also be additional fees to fund the activities of the Student Office. Schools concerned include university engineering institutions, universities of technology, national engineering schools, national institutes of applied sciences, and the national higher institute of arts and professions (ENSAM).

Public schools under the authority of another ministry:

Tuition is the same as in the other schools, however some require a contribution to cover additional costs. For information purposes, the Ecole nationale des Ponts et Chaussées asks for approximately €300 on top of schooling fees for school co-ordination purposes and the purchase of pedagogical equipment. The national institute of public works charges €160 per student to finance language testing. The grandes écoles not only dispense free education, but also pay their students: the polytechnical institute comes under the authority of the Ministry of Defence, but has one of the hardest admissions tests in France. The écoles normales supérieures also pay their students a salary (for more information, see section 6.5.1.)

6.7.3. Registration fees for private higher education institutions

Private engineering schools

Fees range from 1,500 € to 6,000 € (rounded figures valid for the 2005/2006 school year) depending on the school. Most offer 2-3 year programmes.

Business schools

Registration fees range from 5,500 € to 7,000 € (rounded figures valid for the 2005/2006 school year).

To provide easier access to students from families with modest incomes, private engineering and business schools often have a system designed to lower registration fees or stagger payments. State recognition allows schools to accept students on State-funded scholarships. Some schools offer internal scholarships and loans (which can be paid back ten years after the student's studies are completed, for example), and offer them paid positions at the institution.

Some schools offer programmes that alternate school studies and apprenticeships in companies. Students in these programmes are exempt from tuition fees and receive a small salary of up to 78% of minimum wage (gross minimum wage = as of 1st July 2007, the hourly rate of gross minimum wage amounts to 8.44 Euros, i.e. 1,280.07 Euros/month based on 35 legal working hours per week).

6.8. Financial Support for Students

In France, students benefit from several types of financial aid: scholarships, accommodation and food aid and other financial aids. Since 2001, the proportion of scholarship students in higher education has remained stable at 30%. In 2005, 522,000 students benefited from national education grants (i.e. 1.3% more than in 2004) for a total amount of 1.3 billion Euros. Students benefiting from scholarships based on social criteria represent 95% of supported students.

In September 2007, the minister in charge of higher education presented a "new structure for the funding of student life". This new system, established as part of the "students’ living conditions" project, aims at correcting the injustices and insufficiencies of the current system and recognising students’ merit and international mobility.

With regard to accommodation, public support is provided via the network of university and school related benefits. Several types of accommodation in university residences are available to students:
• Traditional university residences (rooms within a collective structure)
  ○ Furnished individual room (9 m2)
  ○ collective premises: toilet – kitchenette – working rooms
  ○ rent: approximately 150 Euros per month.
  ○ The students occupying these rooms are entitled to the social housing allowance (ALS).
• * Funded residences
  ○ Furnished 21 to 31 m2 studio and one-bedroom apartment
  ○ Kitchenette and toilet in each apartment
  ○ Average rent for a studio is €250/month.
  ○ The students occupying these rooms are entitled to personalised housing benefits (APL).

Foreign students benefiting from grants awarded by the French government (BGF) or foreign governments (BGE) coming from developing countries have priority on the allocation of accommodation managed by the regional centres of university and school related benefits (CROUS) – 20% of foreign students benefit from this type of accommodation.

**With regard to food services**, foreign students, whether or not they benefit from a grant, have the same rights as French students in terms of access to university restaurants, managed by the regional centres of university and school related benefits (CROUS), or social services. For the price of 2.80 Euro for the 2007-2008 academic year, the university restaurant ticket allows students to benefit from a balanced meal in one of the 540 university restaurants or cafeterias managed by the CROUS. For example, over 55 million meals were served in 2006-2007. A significant effort to modernise and rationalise food services has been undertaken in each CROUS to provide students with adapted and diverse formulas, near their places of study.

Institutions: National Center for University and School Works (CNOUS)

### 6.8.1. Scholarships based on social criteria

Students must meet the following conditions in order to qualify for scholarships based on social criteria:

- Registered in a full-time initial tertiary education programme qualified to receive scholarships from the Ministry of Higher Education,
- Under the age of 26 by 1 October of the university school year, for the first scholarship application,
- French nationality, or foreign under certain circumstances.

Scholarships are granted according to the income earned in year n-2, listed as gross income on the tax statement, as well as family expenses (as measured by a national scale).

**Annual rates for the 2007-2008 school year**

<table>
<thead>
<tr>
<th>Scholarships based on social criteria</th>
<th>annual rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>bracket 0 (*)</td>
<td>0 €</td>
</tr>
<tr>
<td>1st bracket</td>
<td>€1,389</td>
</tr>
<tr>
<td>2nd bracket</td>
<td>€2,093</td>
</tr>
<tr>
<td>3rd bracket</td>
<td>€2,682</td>
</tr>
<tr>
<td>4th bracket</td>
<td>€3,269</td>
</tr>
<tr>
<td>5th bracket</td>
<td>€3,753</td>
</tr>
</tbody>
</table>

(*)SCHOLARSHIPS IN BRACKET ZERO: based on the national scale, a "zero" bracket is attributed to certain students. These students are exempt from payment of registration fees in public institutions. They also benefit from a special student allocation.

There are also complementary allowances, subject to specific conditions:
6.8.2. Scholarships based on educational criteria

Merit scholarships

Merit scholarships are attributed to students who obtained the special mention "Très bien" (very good) the first time they take the baccalauréat exam. These students remain eligible for scholarships based on social criteria. They must demonstrate their ability to succeed in the course of study preparing them for the admissions test for the national institute of administration (ENA) or the national institute of magistrature (ENM), the competitive examination taking place at the end of the first year of medical studies or the enrolment examination of a scientific, literary or humanities grande école. They may also be enrolled in a preparatory courses for the ENA admissions test at the political studies institutes in Aix-Marseille, Bordeaux, Grenoble, Montpellier, Lille, Paris, Rennes, Strasbourg and Toulouse. Merit scholarship students make a commitment to finish the programme and take the admissions test.

For the 2007-2008 academic year, 1,450 merit scholarships were awarded and the scholarship amounted to €6,102.

Scholarships based on academic criteria

These scholarships are granted based on a proposal from a university president according to university criteria in addition to social criteria. They go to students preparing for the extended studies degree (DEA), specialised higher studies degree (DESS), enrolled in the 3rd or 4th semesters of a research or professional master’s degree, or preparing for the agrégation exam (students who pass this exam can become professors in lycées or faculties).

For the 2007-2008 academic year, 12,029 scholarships based on academic criteria were awarded, with rates established as follows:

- DEA, DESS, 2nd year in a master course: €4,052.
- Agrégation scholarships: €4,370.

Civil service scholarships

Civil service scholarships are granted to students preparing for certain external administration recruitment exams (admissions test for the national institute of administration or national institute of magistracy, test to become a Category A civil servant, admissions test for army, navy or air force institutes) or for the licence or master’s degree in public administration.

6.8.3. Tertiary studies allocation

Tertiary studies allocations are granted to students who encounter certain difficulties in the course of their school year at university (family break-up, adequately proven financial independence from family, etc.) or who are returning to their studies after the 26 year-old age limit. In order to qualify for a tertiary studies allocation, students must meet the same conditions of nationality and have the required diploma and level of education as necessary for the scholarship based on social criteria.

This allocation can also be given to students enrolled in preparatory courses for the agrégation exam or in a training programme that makes them eligible for a civil service scholarship rather than a tertiary education scholarship.

Tertiary studies allocation decisions are made by a special academic committee.

A total of 11,000 tertiary studies allocations are set aside each year. The amount of the allocation corresponds to one of the brackets of the tertiary education scholarship, with the exception of the
6.8.4. Student settlement allowance (ALINE)

This aid is designed for students benefiting from a grant awarded based on social criteria, to deal with the costs incurred when moving outside the family home for the first time.

The beneficiaries of this allowance must meet several criteria:
- students benefiting from grants awarded on social criteria, scale of "0" to "5", merit grants or student allowance,
- first-time beneficiary of personal accommodation aid – personalised accommodation aid (APL), accommodation allowance of a social nature (ALS) or family accommodation allowance (ALF) – awarded by a family benefits fund.

The amount of this student settlement allowance, paid by the family allowances fund (CAF), is set at 300 Euros per year.

6.8.5. Honour loan

Honour loans are provided to French non-scholarship students. They are interest-free and must be reimbursed at the latest ten years after the completion of studies. The loans are attributed by a special academic committee, within the limit of the funds reserved for this purpose and depending on the student’s social situation.

6.8.6. Reform of the aid system

An overall reform of the scholarship system has been initiated. Certain measures already came into force in January 2008, including the creation of a new scale for scholarships based on social criteria, with an annual rate of €3,921 for the 100,000 most underprivileged scholarship students.

The entire reform, which is aimed at simplifying the aid system, will come into force at the beginning of the 2008 academic year. The principal measures to be implemented are as follows:
- extension of the scholarships based on social criteria to 50,000 additional students;
- creation of an emergency aid fund;
- merit recognition throughout higher education and reinforcement of international mobility support via the eventual creation of 30,000 mobility and merit scholarships;
- finally, a system of preferential rate bank loans for all students will be developed.

6.9. Organisation of the academic year

The beginning and end of the academic year remain respectively 1st October and 30th June as per a 1959 decree. However, universities have, in this regard, a genuine autonomy to organise their educational activities. Generally, holiday dates coincide as much as possible with those of school holidays, as established by the minister in charge of national Education.

University curriculums are organised in semesters. The French academic year is divided into two semesters, breaking down as follows:
- first semester: early October to late January
- second semester: early February to late May

Examination periods are at the end of each semester. The resits are usually held between the 2nd and 3rd week of September.
The decree of 8 April 2002, defining the European higher education area, establishes the credit system and focuses on the construction of the educational offer around flexible curriculums.

Each semester of the licence and master’s curriculum (see 6.10.2.) includes a number of teaching units (UE), to which an ECTS value is allocated (European credit transfer system). The number of ECTSs depends on the importance of the subject in the curriculum considered (number of hours, student workload, personal work). Stages (semester equivalents) are each worth 30 ECTS credits in total.

Legislation: The 8th of April 2002 decree

6.10. Branches of study, specialisation

There are a great number of fields of study in tertiary education. They are broken down into short and long fields, which are determined by the nature of the degrees involved.

6.10.1. Short courses

Duration: two years, corresponding to the first cycle (two years). This primarily includes the industrial, services and paramedics sectors.

The following degrees fall into this category:

University degree in technology (DUT): earned in two years in a University institute of technology (IUT). There are currently 25 specialisations, 15 of which are in the manufacturing sector and 10 in the service sector. The teaching units (UE) acquired by the student can now be cumulated and result in the allocation of European credits (ECTS). The award of the DUT implies the acquisition of 120 credits, with 30 European credits per validated semester.

National degree in specialised technology (DNTS): created in 1994, the DNTS was designed to acknowledge a specialised education in technology, during which students divide their time between coursework and a company traineeship. It corresponds to one year of education following the DUT and specifically meets the requirements of the professional sectors. DNTS (11 in 2005-2006) are disappearing, either gradually transformed into ”vocational licences”, or closed down for lack of students.

Diplôme d’études universitaires scientifiques et techniques (DEUST): two-year degree offering direct access to a professional career. There are increasingly fewer DEUST due to the development of the University institutes of technology (IUT) and the higher technical education sections (STS). Some universities and institutes under the authority of the Ministry of Social Affairs also offer paramedical courses leading to a diplôme d’exercice (professional practice degree) in the following disciplines: speech therapy, orthoptics, audioprosthetics, midwifery, social aid, etc. Some courses are organised jointly with the Ministry of Health: physical therapy/massage, nursing, etc. This qualification is due to disappear with the emergence of the new LMD system of university qualifications.

Brevet de technicien supérieur (BTS): earned through higher technical education sections available in over 2,000 lycées (public, private under contract and private without contract). The BTS is a two-year programme that is more specialised than the DUT programme (see above) and corresponds to very precise fields. BTS specialisations are organised by field: Art and applied arts, Agriculture/agri-food, mechanics, chemistry, electronics, electricity, Services/Tertiary/Commerce... The integration of BTS training courses within the context of the European area for higher education was subject to a consultation with trade unions. Decree no. 2007-540 of 11 April 2007 made the BTS course part of studies leading to the licence qualification and stipulated that the awarding of the qualification requires 120 ECTS credits (see 2.7.2.1.). With the decree no. 2005-1037 of 26 August 2005, new statutory provisions have been made to enrol, by right, pupils and apprentices who have passed the vocational baccalauréat with "bien" or "Très bien" grades that same year, in higher technical sections (STS) (see 5.17.2.). 1,500 to 2,000 baccalauréat holders benefited from this measure at the beginning of the
2006/2007 school year.

- **Vocational licence**, which meets European requirements for an educational programme that issues a degree in line with European labour market standards as well as the demand for new qualifications between the higher technician level and the engineer/executive level. This course has to prepare students to quickly acquire professional qualifications that meet clearly identified needs and industry requirements. Initial training is available to a diverse range of students from STS or IUT courses as well as from the second year of general licence. A choice of differentiated programmes guides students with various educational backgrounds towards the same qualifications. The vocational licence curriculum is one year (or two semesters) following the DUT or BTS = 180 European credits (ECST). It is also available in continuing education, thereby giving working technicians the opportunity to develop their career. It also uses the validation of acquired experience, VAE (see 5.17.2.). At the start of the 2007-2008 school year, over 1,535 vocational licences had been created in all professional sectors, catering for 38,000 students.

6.10.2. Long courses

1) First level: licence

The licence of the three-level system (LMD) replaces the former system of first cycle of university education resulting in the granting of the diplôme d’études universitaires générales (General university diploma, DEUG) achieved in two years and followed by the licence, achieved in one year. University studies leading to licences (LMD) are laid out over six semesters (3 school years). They are organised by field, and are offered in both initial and continuing education formats. Students must complete 180 European credits in order to obtain their licence. At the intermediary level, students can earn various types of national degrees after completing 120 European credits. Among these degrees are the "maîtrise" – qualification awarded to students who have presented a final written report (thesis) and passed the tests at the end of one year of university accessible to the holders of a licence; in the new three-level higher education system, "licence/master’s degree/doctorate", this becomes a qualification for the first year of a master’s preparation (M1).

The programmes operate under the objectives defined for the general university studies degree (DEUG), multi-discipline licences, the licence in public administration, the university degree in technology (DUT), the diplôme d’études universitaires scientifiques et techniques (DEUST) and the national interpreter/guide degree.

Universities can also provide programmes that operate under new objectives, both at the licence and intermediary levels.

2) Second level: master’s degree

The educational offer at master level meets the dual objective of preparing students for research and providing them with a curriculum leading to high-level professional integration. The master’s degree requires 120 credits after the licence, earned over four semesters.

The first 60 credits (M1) can, at the student’s request, lead to the awarding of a national maîtrise qualification at intermediate level.

The final credits lead to the awarding of a national master’s degree.

All universities have committed to implementing the Bologna process and have integrated all their former courses into these new curriculums.

3) Third level: doctorate

The third level demands a high degree of specialisation and research training. Those accepted in the doctorate programme are chosen from candidates who hold a national master’s degree or another master’s degree equivalent qualification, an engineering degree or a degree considered equivalent upon validation of the student’s acquired knowledge.
Upon completion of a master’s degree or a degree recognised as equivalent, students who have demonstrated skills in research can be admitted to PhD programmes in doctoral institutions. Students obtain a doctorate after three to four years of work (defence of a thesis or presentation of a body of work). After obtaining the doctorate, they can register to become accredited to manage their own research projects, a degree that grants its holder the right to begin original high-level research and manage a team of young researchers. The main objective of the degree is to gain access to the body of "university professors”. In accordance with the commitments made in the “Pact in favour of research”, the legislative equivalent of which is the programme law for research no. 2006-450 of 18 April 2006, the doctoral curriculum was renovated after a vast nationwide consultation. Following this reform adopted by the order of 7 August 2006, the doctoral curriculum must provide young doctors with a course of excellence, attractive both nationally and internationally, as well as an improved professional integration. Four major guidelines have been selected: the reaffirmation that doctoral schools are pivotal elements of the French doctoral education offer; the priority given to “quality assurance”; the acknowledgement of the doctorate as "professional research experience" and the reinforcement of processes designed to guarantee doctoral students a course of excellence; access to a doctoral school for all higher education institutions.

In addition, doctoral schools allow for:

- Support and guidance from acknowledged research teams or units;
- Programmes that are useful to managing their own research project and working towards their professional goals;
- International exposure;
- The possibility of doing an internship in a professional environment;
- Post-doctoral follow-up.

In addition to the national degrees recognised by the Minister of Higher Education, universities can also offer degrees under their own responsibility (university or institutional degrees). These degrees remain under the sole responsibility of the universities and institutions. The State does not get involved either in recognising the degrees or monitoring their quality. The schools often have recourse to this solution when they have very specific or temporary needs, and particularly professional needs. However, it is the policy of the Ministry of Higher Education to favour the system of national degrees, which provide students with better guarantees.

In health-related fields, which are also organised into three cycles, the total duration of studies varies depending on the discipline:

- It takes 9 to 11 years to obtain a State degree as a general medical practitioner and specialised medical practitioner;
- 1st and 2nd cycles, lasting for 6 years, are completed by a 3rd specialisation cycle of 3 years for general medical practice, 4 years for medical specialties and 5 years for surgical specialties.
- In dentistry, it takes six years to obtain a State degree in dental surgery or eight years when it is completed by a degree in advanced dental surgery studies (training taken by interns);
- In pharmacy, it takes six years to obtain a State degree as a doctor of pharmacy or 9 years when completed by a degree in specialised studies.

4) Long courses in grandes écoles

Fields of study are highly diversified in the grandes écoles. The main branches are as follows:

- **Technological studies** in scientific grandes écoles or engineering schools that issue engineering degrees upon approval of the Ministry of Higher Education, after consulting with the engineering degrees committee. The duration of engineering studies depends on the level at which the students are admitted: 1st year admission at baccalauréat level or baccalauréat +2 years of studies (in preparatory classes). The level of the qualification awarded is baccalauréat +5 years of higher education (This is the total duration of higher education following the award of the baccalauréat);
- **Literature and sciences.** four-year programmes in écoles normales supérieures (ENS);
- **Business studies** in private and consular business schools. The level of the degree earned and the duration of studies depends on the schools and the level at which the students are admitted: the level of the qualifications ranges from baccalauréat + 3 years of higher education to baccalauréat +5 years of higher education. 1st year admission into grandes écoles is at baccalauréat level or baccalauréat+2 years of higher education (in preparatory classes);
• The degree in architecture, earned in three years after the baccalauréat, now has the level of the licence, whereas the State degree in architecture (five years) now has the level of the master’s degree. National superior institutes of architecture can be authorised to issue a doctorate in architecture as part of the doctoral schools in which they are members. The right to manage projects can be obtained after completing one year of additional training immediately after receiving the degree in architecture, or after several years of professional experience.

Legislation: Research program’s law

6.11. Curriculum

The Ministerial Order of 23 April 2002 on university studies leading to a licence provided for programmes to be spread out over six semesters and organised them by field in both initial and continuing education formats. The programmes operate under the objectives defined for the following degrees: the DEUG and licences regulated by the Ministerial Order of 9 April 1997, multi-discipline licences regulated by the Ministerial Order of 7 June 1994, the licence in public administration regulated by the Ministerial Order of 11 April 1985, the DUT regulated by the Ministerial Order of 20 April 1994, the DEUST regulated by the Ministerial Order of 16 July 1984 (not included in the LMD structure from 2007-2008), the licence professionnelle regulated by the Ministerial Order of 17 November 1999, the national interpreter/guide degree regulated by the Ministerial Order of 13 October 1995.

The study programmes include, to a various extent depending on the degree, education theory, methodology, and practical applications. Based on the educational objectives (while ensuring that students acquire a certain general foundation of knowledge), the programmes can include elements of pre-professionalisation, professionalisation, individual or group projects, and one or more internships. The law of 31 March 2006 on equal opportunities provides for a mandatory work placement agreement, a limitation of the duration of work placements which are not part of the curriculum to six months and a mandatory remuneration for work placements over three months. Signed on 26 April 2006, the "student work placement charter" enables the clarification of the role of the higher education institution, of the host company and the student, invited to put into practice their knowledge. The charter also offers three new guarantees aimed at securing work placements: mandatory supervision by a teacher and member of the company; a standard agreement engaging the responsibility of the three parties: the teacher, the member of the company and the student; the implementation of evaluation and follow-up procedures.

In compliance with the principles of the student work placement charter, each education institution draws up, within the framework of their training policy, a work placement policy, which will be subject to evaluation in the context of the contract linking the State and the institution.

In addition, the study programmes involve learning university working methods and research techniques. The programmes are organised into mandatory teaching units (UE) chosen by the student and in some cases elective units. They include appropriate levels of modern foreign language teaching and IT training. The Internet and IT certificate (C2i) for students is defined by circular no. 2002-106 of 30 April 2002 and tested in 38 institutions during the 2003-2004 academic year. It is now ready to be implemented in all higher education institutions. A logical follow-up to the B2i (see 5.13.1. and 5.17.1.), the objective of the C.2.i. level 1 is to allow students to master the IT skills which have become crucial for the continuation of higher education and give them the ability to upgrade these skills as technology develops. This certificate aims, among other things, at ensuring that students master the skills that will help their integration into the professional world at the end of their curriculum.

In order to create a coherent teaching environment, universities establish rules of advancement within the programmes they offer, particularly with respect to the requirements for the various teaching units (UE) proposed. This type of organisation makes it possible to redirect students through the establishment of "gateways".

University studies can begin with an orientation semester, which gives students the opportunity to familiarise themselves with the university and the discipline they have chosen, but also to decide whether or not the choices they have made are right for them and to find a new direction early on so
Furthermore, organising the first year of a licence programme allows students to find their true direction by the end of the first semester. It is up to the students to choose either to continue their current course of study or choose a new course at the end of the first semester. In the second semester, they can choose to:

- continue the same licence programme,
- begin a new licence programme,
- ask to be transferred to a different programme (STS, IUT, etc.).

The Ministerial Order of 23 April 2003 established a certain number of principles guaranteeing student rights with respect to the system of measuring acquired knowledge and skills.

This system notably includes: compensation, capitalisation, the coefficient of teaching units, and two exam sessions.

Students must be informed of the system one month after the start of the school year at the latest.

**Legislation: Order n°2002-106**

### 6.12. Teaching Methods

As with study programmes, each institution is responsible for its own pedagogical organisation. For universities, however, there are national regulations governing the general organisation of teaching programmes, which are generally divided between lectures, guided projects and practical work. It is the university’s job to balance these three teaching methods with respect to the objectives of each curriculum.

**Institutions: National Center for Educational Documentation**

### 6.13. Student Assessment

Obtaining a degree means taking written and oral exams on the content of the courses (UE) making up each cycle. The methods of measuring acquired knowledge and skills are defined in compliance with the measures set forth in the 1984 law by the president of the university or the head of the establishment, after consulting with the Council of studies and university life (CEVU). All students have the right to participate in two exam sessions, set at least two months apart, usually in June and September.

Knowledge testing procedures for master’s degrees are defined autonomously by the institutions. They must appear in the accreditation application. This degree reflects the successful completion of knowledge and skills tests, based on the education provided, the research thesis or other individual study projects, thereby initiating the work required of doctoral students, and one or several work placements, if required by the course. Finally, the master’s degree can only be awarded once a foreign language has been mastered.

In non-university institutions, a system of regular tests and annual exams is used to evaluate student progress from the first year through the year the final degree is obtained. Usually the programme includes a practical internship for which the student must submit a report or present a technical project, which is taken into consideration for the delivery of the degree.

The following is the most common performance evaluation model:

- In each course (teaching unit or UE), acquired skills and knowledge are measured through regular testing procedures or a final exam.

Regular testing is the typical method used in study programmes. It is the most appropriate framework for in-depth and gradual knowledge acquisition. The tests administered take into account a series of
coursework: untimed individual assignments, timed written exams, presentations, etc. and end-of-semester exams. Evaluation methods are specified according to the discipline. End-of-semester exams are written tests taken under the teacher’s surveillance.

The marks obtained are recorded, taking into account the coefficient assigned to them. The regular testing system implies good attendance on the part of the students.

Failure to take a test, turn in an assignment, or participate in an end-of-semester exam automatically results in a mark of 0/20 for that exercise. On examination of a student’s personal situation, the teacher can offer a make-up test or assignment, or the student can ask for a derogation with a view to taking the final exam.

In the first year of a DEUG programme (see 6.10.2.), only those students who present a valid explanation (to their student department at registration) can obtain a derogation in order to register for the final examination. Students cannot be exempt from the regular testing procedure during the course of the semester unless given prior approval by the head of department.

Failure to take a final exam automatically results in a mark of 0/20.

All students have the right to participate in two exam sessions per year. The following conditions apply to exam sessions:

- Exam procedures guarantee the anonymity of written exams,
- The exam layout and organisation are specified in a memo posted to students at the registrar’s office of each department,
- The system for measuring acquired knowledge and skills is set forth by the president of the university, after consulting with the CEVU (Conseil des études et de la vie universitaire), and has to be communicated to students no later than one month after the start of the school year.

In addition, semester validation (stages in the European credit system) results in the associated number of European credits (ECTS):

- A stage (semester) can be obtained:
  - either by validating each of the UEs constituting this stage (grade higher than or equal to 10 in each UE)
  - or by averaging these UEs (weighted average of the UEs higher than or equal to 10), the process being automatic only if the student has obtained a grade higher than or equal to 7 in the different UEs.
- The grade of the stage (semester) is equal to the weighted average of the grades of the UEs that constitute this stage. The respective weights of the UE grades are proportional to the number of credits of these UEs.
- UEs validated individually are definitively acquired. Conversely, the student is entitled to refuse the validation of a stage obtained by averaging UEs if they think they can improve on the results of the UEs not yet obtained (grade lower than 10) the following year.

Finally, "stage" and "qualification" juries are empowered to allocate "jury points". The qualification jury, which decides on the award of the qualification based on the decisions made by the different stage juries, can, by the end of the curriculum and beyond the validation schemes provided, reconsider the entire progression of the student throughout the stages (semesters) and decide to award the qualification, therefore allocating the necessary number of credits, even if all stages have not been obtained.

### 6.14. Progression of Students

At university, the teaching programmes are broken down into units (UE) that are accumulated (see 6.13.). Units are acquired for good and can be capitalised once the student has obtained the required average mark. The acquisition of teaching units and degrees is based on the principles of capitalisation and compensation used in the European credit system. Acquiring teaching units at university earns students the corresponding number of European credits (ECTS).

Access to the first year of a master’s course is automatic for all students holding a licence in the same discipline. Access to the second year of a master's course is decided by the head of the institution.
further to a proposal by the person in charge of the discipline.

The maîtrise qualification, an intermediate degree between the licence (180 European credits) and master's degree (300 European credits), is awarded to the students requesting it after obtaining the first 60 European credits after the licence.

Students holding a national master's degree or master's equivalent qualification can progress to doctoral studies.

The doctorate curriculum lasts for six semesters (it corresponds with a baccalauréat qualification + 8 years of studies). The awarding of the qualification is conditional upon the presentation of a doctoral thesis.

In addition, the new order of 7 August 2006 relative to doctorate education (see 6.3.), based on a vast nationwide consultation, is in keeping with the guidelines set out in the "European researcher charter", notably with regard to the status of the doctorate student. This text opens up the doctorate curriculum to all scientific partnerships, the utmost concern being the search for excellence. The attention given to the implementation of the "thesis charter", an authentic moral contract between the doctorate student, their doctoral thesis supervisor, the head of the doctorate school and that of the host laboratory, constitutes a guarantee of quality insofar as it defines the rights and duties of each party. The preparation of a doctoral thesis must be consistent with a personal and professional project, clearly defined in terms of objectives and resources.

6.15. Certification

Licence and master's degree programmes, as well as intermediary degrees (see 6.10.), are issued by universities and occasionally by other public scientific, cultural and professional institutions (EPCSCP) accredited for this purpose by the Ministry of Higher Education.

The ability to issue degrees is granted and renewed by the Ministry of Higher Education after review of an application presented by the establishment in question, which is evaluated by a scientific and technical panel of experts and examined by a educational board of review for institutional projects (CEPPE), or by a national commission, after the national council of higher education and research presents its opinion (CNESER, see 2.7.2.1.).

The national qualifications awarded during studies leading to the licence title are as follows:

- law capacité;
- university diploma in scientific and technical studies (DEUST);
- general university studies diploma (DEUG, awarded after the completion of a 2-year cycle);
- university diploma in technology (DUT);
- national diploma in specialised technology (DNTS);
- general university studies diploma awarded by vocational university institutes;
- licence;
- vocational licence;
- licence awarded by vocational university institutes.

The following qualifications awarded during studies leading to the master's title are as follows:

- maîtrise;
- maîtrise in sciences and techniques;
- maîtrise in management sciences;
- maîtrise in computer methods applied to management;
- maîtrise awarded by vocational university institutes;
- master's degree (vocational and research);
- post-master's degree in advanced specialised studies (DESS);
- research-oriented advanced degree (DEA);
- technological research degree (DRT);
- national oenology degree.
6.16. Educational guidance, professional opportunities, education/employment links

Law no. 2007-1199 of 10 August 2007 relative to the freedom and responsibilities of universities entrusts higher education institutions with a vocational guidance and integration mission so that they can support students up until they join the labour market.

Universities now have a duty to publish the statistics on their success rates in examinations and above all on the professional integration of their graduates. In order to help universities fulfil this mission, the law of 10 August 2007 stipulates that it is their responsibility to create professional integration support offices. These offices will publish a list of work placements and job offers corresponding with the education provided by the university and will help students look for placements and a first job.

It is also necessary to improve pupil and student information on the nature of the education provided by higher education institutions and to raise their awareness of available professional integration perspectives at the end of higher education. This more in-depth knowledge of the reality of the business world will enable them to design a professional project with full knowledge of the job opportunities available to them.

This is why article 20 of the law of 10 August 2007 stipulates that "All candidates are free to enrol in the institution of their choice, provided they have previously requested a pre-enrolment application in order to benefit from the information and guidance system of this institution, which must be established in consultation with the lycées."

The pre-enrolment procedure is, on the one hand, a way for the candidate to express one or several interests and, on the other, an information and guidance process called "active guidance".

This active guidance process is an advice and support-oriented approach initiated by universities for the benefit of future baccalauréat graduates. Its objective is to fight against academic failure by helping young people make documented guidance choices and enrol in suitable courses.

It is therefore the responsibility of each institution to provide information on professional opportunities available in the courses envisaged by mobilising their entities and services such as the SCUIO.

The law of 12 November 1968, known as the Faure law, had pointed out the necessity of genuine guidance for young people within universities. In 1973, the official creation of university information and guidance departments was concomitant with the reform of first cycle university education. The Savary law of 26 January 1984 on higher education made student guidance activities an integral part of the public service missions of higher education (article 5).

By the decree of 1986, student information and guidance services became part of university and were named joint university and inter-university services for guidance and professional integration (SCUIOIP).

The SCUIOIP is supposed to give future baccalauréat graduates information on university courses by drawing up documents on the education provided by the university, on professions and professional integration. It also encourages the realisation of guidance missions entrusted to teacher/researchers.

Finally, it develops all actions designed to facilitate the professional integration of students and creates the necessary relationships with the professional world and employment services. It publishes an annual report on the professional integration of former students.

Due to its missions, the SCUIOIP constitutes a major player in the implementation of the provisions of the law no. 2007-1199 of 10 August 2007 relative to the freedom and responsibilities of universities.

There is a national association of directors of Joint University Services for Information and Guidance (SCUIO).

Legislation: Décret du 6/02/1986
6.17. Private Education

All private institutions of higher education can request State accreditation, which is a label of quality that the State grants to schools that it deems make a positive contribution to public teaching and offer a good level of education. The following criteria are reviewed in the process of obtaining State accreditation:

- First of all, teaching programmes: objectives and duration, conditions and level of admission, hours and schedules, teaching methods, composition and quality of teaching staff;
- Facilities and equipment;
- Legal status: association, société civile (non-trading company);
- Financial situation (origin and use of funds).

Accreditation is granted by order of the Ministry of Higher Education, in consultation with the national council on higher education and research. Institutions who are accredited by the State are eligible to receive subsidies, teachers from the public sector (by loan), and their students have the possibility to obtain public-sector scholarships. Accredited institutions can be subject to inspection, and the appointment of the director and teaching staff must be approved by the recteur of the académie.

Authorisation to issue a State-accredited degree can be granted by the Minister of Higher Education to State-accredited institutions. The criteria are the same as for the institution's accreditation process, however it must meet even stricter requirements in terms of level of education and teaching quality.

6.18. Organisational variations, alternative structures

There are two alternative structures available: correspondence courses and alternance (alternating periods of coursework with employment). This second option was designed for unqualified youths who had left the school system.

A) Long-distance education

The national centre for long-distance education (CNED), which comes under the authority of the Ministry of National Education, offers teaching and training courses by correspondence in all fields and at all levels (university degrees, business training, accounting classes, etc.). The CNED takes advantage of new information and communication technologies (TIC), but also uses traditional long-distance techniques. It also offers seminars and meetings between students and teachers for certain programmes that require a higher degree of professional qualification. The CNED has created a programme called "campus électronique" (electronic campus), which gives users access to all of the same services available on a real campus: reception, records, evaluation, teaching programmes, library, resource centre.

It also offers special prep courses for the recruitment tests for all categories of teachers and administrative personnel for the national education system. Based on conventions with other ministry divisions, it also has prep courses for tests for recruitment to their major administrative departments.

Higher education is being significantly impacted by the changeover to the LMD (licence, master's degree, doctorate) system. The CNED is participating fully in this process and is working with over 60 universities and institutions to put the system into action. 35,000 students pursue long-distance higher education each year.

The number of students registered for the BTS (see 6.10.1.) has been decreasing regularly for several years now. This is due in part to the priority given to level Licence (baccalauréat +3 years).

The CNED's selection of university courses is currently being updated to render it more consistent with the new system.

Higher education is also impacted by certain national projects aimed at modernising universities by integrating information and communication technologies at the regional level, through the creation of

www.eurydice.org 136
digital regional universities (UNR), and at the national level through the creation of digital thematic universities (UNT) and the French-speaking legal digital thematic university (UNJF). Lastly, in 2000 the Ministry of National Education launched a call for project bids for the creation of university consortiums for the purpose of developing digital campuses. Since then, the CNED has participated in the projects to modernise higher education through the use of information and communication technologies. It participates in several digital campuses and thematic digital university projects, such as the Forse and Canège campuses, which is developing into a UNT, and runs the Campus Cultura.

B) Alternating education

Alternating education enables 16 to 25 year-olds to sign a work contract alternating training between the company and the apprenticeship training centre (C.F.A.). Alternating students constantly combine the theoretical approach of school with the practices of the professional world. Moreover, it results in a qualification while being remunerated and benefiting from the social benefits associated with a salary (social security, unemployment benefit, holiday pay etc.). Once the qualification has been obtained, the professional experience acquired is a major asset with employers. The apprenticeship contract is a fixed-term work contract between a young person and a host company for a duration of 12 to 36 months depending on the qualification sought. The young person benefits from a salaried status, the support of an apprenticeship supervisor throughout their curriculum and remuneration set as a percentage of the minimum inter-professional wage (SMIC, equal to 1,280.07 Euros/month, is the monthly wage below which it is forbidden to remunerate an employee, in the public or private sector, regardless of the type of remuneration).

In addition, the occupational training contract, which has replaced the qualification contract since November 2004, is aimed at all 16 to 25 year-olds (age as of last birthday) and persons over 26 seeking employment. Its objective is to allow them to acquire a professional qualification and promote their professional integration or rehabilitation. The occupational training contract is a fixed-term or full-time alternating work contract including occupational training. In all cases, it must be made in writing.

When it is a fixed-term contract, its duration is that of the occupational training envisaged. It can be renewed once if the beneficiary of the contract was unable to obtain the qualification envisaged due to:
- failure in the tests evaluating the curriculum taken;
- maternity, illness, industrial accident;
- a fault of the training institution.

When the fixed-term contract expires, no severance pay is due.

C) Lifelong university education

Lifelong university education is provided by institutions of higher education (universities, engineering institutes, CNAM, etc.). It is governed by a legal framework that has ushered in significant developments since the Law of 1971. Universities have been pioneers in validating professional skills. They have been providing access to professional training since 1985 and have issued partial degrees since 1993. The social modernisation law of 18 January 2002 took this a step further by allowing for an entire degree to be earned by having professional experiences validated (VAE, see 5.17.2.), including volunteer, social and unpaid work.

The institutions proposed three types of training programmes:
- Short traineeships for companies and administrations;
- Long traineeships that can lead to the delivery of university degrees;
- Programmes leading to national degrees, particularly professionally-oriented, degrees and certificates registered with the national professional certifications registry: DUT, DEUST, licences, licences professionnelles, maîtrises, engineering certificates, etc. (for more information about diplomas see 6.10.).

The programmes can be organised in different ways:
- Organisation specifically designed for students in continuing education (full or part-time traineeships),
- Organisation of continuing education courses for people who are working (evening courses, full-day or half-day courses, correspondence courses, etc.),
- Admission of continuing education students into initial education groups.
Universities are also starting to organise their continuing education programmes into modules and using the credit capitalisation system.

In addition, information and communication technologies are creating new possibilities for continuing education. The link between long-distance education and on-site education will help meet the needs of a variety of prospective students, and especially those who have only a limited amount of time they can devote to their studies (family obligations, late working hours, part-time work, distance from the university, handicap, etc.).

Legislation: Social modernization’s law

Institutions: The National Centre for Distance Learning (CNED)

6.19. Statistics

Student numbers as of 2007/2008 (Figures at the beginning of the 2007 academic year, MESR)

In 2007-2008, 2,258,000 students were enrolled in higher education in metropolitan France, i.e. 4,000 more than in 2006.

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities*</td>
<td>1,326,000</td>
</tr>
<tr>
<td>University institute of technology (IUT)</td>
<td>113,000</td>
</tr>
<tr>
<td>Higher classes:</td>
<td></td>
</tr>
<tr>
<td>CPGE</td>
<td>77,500</td>
</tr>
<tr>
<td>STS</td>
<td>235,500</td>
</tr>
<tr>
<td>Other institutions (public and private)**</td>
<td>506,500</td>
</tr>
</tbody>
</table>

*Excluding IUT

**IUFM, engineering, business, paramedical and social, architecture, artistic schools.

Personnel (Figures at the beginning of the 2007 academic year, MESR)

The education system, excluding higher EPLE classes, employs 147,000 agents in all categories:

- 62,000 teacher-researchers including 4,300 in university hospitals;
- 28,000 teachers with another status including 13,100 with a secondary education status;
- 64,345 engineering, technical, administrative and management staff, including 61,044 working on the "Higher education and research" programme and 3,301 on the "student life" programme.

Vocational qualification (Figures at the beginning of the 2007 academic year, MESR)

creation of 182 vocational licences (1,620 in total);

IUT departments: opening of 9 new departments (662 in total).

Higher education structures in 2006/2007

Over 3,500 institutions, public and private, contribute to the higher education service in France:

- 84 universities and equivalent institutions;
- 226 engineering schools;
- nearly 230 business, management and accountancy schools;
- over 3,000 other institutions, in particular lycées including STS or CPGE sections.

These institutions offer curriculums resulting in over 2,500 recognised qualifications, including:

- 1,402 masters;
- 322 licences;
- 1,438 vocational licences;
- 491 engineer qualifications in more than 200 specialities;
- 305 certified doctoral schools within higher education institutions.

### Evolution of immediate enrolment rates of baccalauréat holders (in %) in the different higher education courses (scope: metropolitan France + overseas départements)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General baccalauréat</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University excluding IUT</td>
<td>66.7</td>
<td>61.8</td>
<td>62.4</td>
<td>62.8</td>
<td>62.1</td>
<td>61.3</td>
<td>58.8</td>
</tr>
<tr>
<td>IUT</td>
<td>9.8</td>
<td>11.2</td>
<td>11.4</td>
<td>10.7</td>
<td>10.7</td>
<td>10.4</td>
<td>10.4</td>
</tr>
<tr>
<td>CPGE</td>
<td>13.0</td>
<td>12.6</td>
<td>13.6</td>
<td>13.0</td>
<td>13.6</td>
<td>13.3</td>
<td>13.2</td>
</tr>
<tr>
<td>STS</td>
<td>9.0</td>
<td>9.0</td>
<td>8.4</td>
<td>8.0</td>
<td>7.8</td>
<td>7.7</td>
<td>7.8</td>
</tr>
<tr>
<td>Other courses</td>
<td>7.7</td>
<td>9.1</td>
<td>9.7</td>
<td>9.7</td>
<td>10.8</td>
<td>11.1</td>
<td>10.8</td>
</tr>
<tr>
<td><strong>Technological baccalauréat</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University excluding IUT</td>
<td>22.0</td>
<td>19.1</td>
<td>17.8</td>
<td>18.1</td>
<td>18.1</td>
<td>18.1</td>
<td>17.4</td>
</tr>
<tr>
<td>IUT</td>
<td>10.2</td>
<td>9.1</td>
<td>9.5</td>
<td>10.0</td>
<td>10.2</td>
<td>10.4</td>
<td>9.9</td>
</tr>
<tr>
<td>CPGE</td>
<td>0.9</td>
<td>1.1</td>
<td>1.1</td>
<td>1.0</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
</tr>
<tr>
<td>STS</td>
<td>46.1</td>
<td>44.5</td>
<td>45.8</td>
<td>45.1</td>
<td>44.1</td>
<td>44.0</td>
<td>42.5</td>
</tr>
<tr>
<td>Other courses</td>
<td>3.0</td>
<td>3.9</td>
<td>4.2</td>
<td>4.2</td>
<td>4.7</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total general and technological</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University excluding IUT</td>
<td>51.7</td>
<td>46.4</td>
<td>46.6</td>
<td>47.3</td>
<td>46.5</td>
<td>46.5</td>
<td>45.0</td>
</tr>
<tr>
<td>IUT</td>
<td>9.9</td>
<td>10.5</td>
<td>10.7</td>
<td>10.4</td>
<td>10.5</td>
<td>10.4</td>
<td>10.3</td>
</tr>
<tr>
<td>CPGE</td>
<td>8.9</td>
<td>8.4</td>
<td>9.1</td>
<td>8.9</td>
<td>9.2</td>
<td>9.1</td>
<td>9.2</td>
</tr>
<tr>
<td>STS</td>
<td>21.5</td>
<td>21.8</td>
<td>21.7</td>
<td>20.9</td>
<td>20.6</td>
<td>20.1</td>
<td>19.3</td>
</tr>
<tr>
<td>Other courses</td>
<td>6.1</td>
<td>7.2</td>
<td>7.7</td>
<td>7.8</td>
<td>8.6</td>
<td>9.0</td>
<td>8.9</td>
</tr>
<tr>
<td><strong>Vocational baccalauréat</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University excluding IUT</td>
<td>6.8</td>
<td>6.4</td>
<td>6.0</td>
<td>6.3</td>
<td>6.4</td>
<td>5.9</td>
<td>5.8</td>
</tr>
<tr>
<td>IUT</td>
<td>0.8</td>
<td>0.5</td>
<td>0.6</td>
<td>0.7</td>
<td>0.7</td>
<td>0.8</td>
<td>0.7</td>
</tr>
<tr>
<td>CPGE</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>STS</td>
<td>8.9</td>
<td>9.7</td>
<td>12.8</td>
<td>14.4</td>
<td>15.2</td>
<td>15.7</td>
<td>15.5</td>
</tr>
<tr>
<td>Other courses</td>
<td>0.8</td>
<td>0.5</td>
<td>0.6</td>
<td>0.6</td>
<td>0.6</td>
<td>0.6</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>Total all baccalauréats (general, technological and vocational)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University excluding IUT</td>
<td>44.5</td>
<td>39.2</td>
<td>38.9</td>
<td>39.8</td>
<td>38.9</td>
<td>39.1</td>
<td>37.5</td>
</tr>
<tr>
<td>IUT</td>
<td>8.5</td>
<td>8.7</td>
<td>8.8</td>
<td>8.7</td>
<td>8.7</td>
<td>8.7</td>
<td>8.4</td>
</tr>
<tr>
<td>CPGE</td>
<td>7.5</td>
<td>6.9</td>
<td>7.4</td>
<td>7.3</td>
<td>7.4</td>
<td>7.4</td>
<td>7.4</td>
</tr>
<tr>
<td>STS</td>
<td>19.5</td>
<td>19.6</td>
<td>20.0</td>
<td>19.7</td>
<td>19.6</td>
<td>19.3</td>
<td>18.6</td>
</tr>
<tr>
<td>Other courses</td>
<td>5.3</td>
<td>6.0</td>
<td>6.4</td>
<td>6.5</td>
<td>7.1</td>
<td>7.5</td>
<td>7.3</td>
</tr>
</tbody>
</table>

Source: The state of higher education and research, DEPP, 2007

Bibliography: L'Etat de l'école de la maternelle à l'enseignement supérieur
Bibliography: Les étudiants étrangers dans l'enseignement supérieur français: une croissance soutenue par les Asiatiques
Bibliography: Note d'information, 02.59, "Les étudiants étrangers à l'université : la reprise de la croissance."
7. Continuing education and training for adults

The French continuing education system is based on the extremely structured sharing of responsibilities between economic players and public institutions. Regulatory bodies are essential in order to harmonise the issues specific to each group of stakeholders. This original model is well in keeping with the European "life-long learning" concept.

The major orientations of the vocational training system are negotiated by management and labour representatives and subject to inter-branch agreements, which are subsequently translated by the Parliament into French social law, taking into account European recommendations and directives.

The economic players and institutions who are responsible for and involved in educational policies and their funding are:

- the State,
- local authorities, notably the regions,
- elected labour and management representatives,
- companies.

Employees themselves play an increasingly important part in their professional qualification. It is their responsibility to retain their "employability" by investing in training.

For all categories, according to their professional situation and acquired skills, the French system offers and finances the services necessary for professional qualification courses:

- information and guidance,
- skill assessment,
- employment support,
- general and vocational courses,
- validation of acquired skills.

All these services are negotiated between service providers and financiers, including those for public training contracts.

In France, the overall expenditure on continuing education represents 22.9 billion Euros, i.e. 1.47% of the Gross domestic product.

Legislation: Loi quinquennale relative au travail, à l'emploi et à la formation professionnelle
Legislation: Loi relative à la formation professionnelle tout au long de la vie et au dialogue social

Bibliography: Le système français de formation professionnelle des adultes (AFPA)

7.1. Historical Overview

Adult classes developed in the 19th century in conjunction with the industrialisation process. After the first world war, laws were passed to encourage the development of technical education.

After the second world war and until the 1970s, adult education was mostly focused on "social promotion" thanks to subsidies from municipalities and the State.

The situation took a sharp turn after the law of 16 July 1971. Adult education focused on "continuing vocational training", which became a "national obligation": companies had to financially contribute to and design training plans for their employees. Continuing education became a right. The funding allocated enabled the creation of a genuine "continuing education market".
Main stages in the construction of the current system

1970s

Implementation of the foundations of the current system

**Funding:** companies with over 10 employees are obliged to participate in the funding of their staff education.

**Pooling of the funds collected:** labour and management representatives decide to jointly manage (equal employee and employer representation) the resources collected under the legal obligation.

**Time to train:** with individual training leave (CIF), employees are given time to train. They are remunerated throughout this training period.

**The right to train also applicable to job seekers:** an allowance is paid to job seekers undergoing vocational training.

**State impetus:** in 1971, the law of 16 July on continuing training as part of life-long education set the rules of the system. The State remains a driving, control and regulation force as well as a source of training funds for a targeted public and job seekers.

**A system based on social dialogue:** professional employer associations and trade unions are consulted on the orientations and programmes of the employment and continuing education policy.

**Birth of the regional area:** vocational training programmes, put in place by the State, are increasingly supervised and managed by the State’s regional services. This marks the beginning of "decentralisation". The regional area, in the geographical sense of the term, is progressively becoming the operational level of training programmes.

**Creation of the first "Gretas" in 1974:** the ministry of national education expresses its desire to contribute to adult education by creating the "Gretas". It authorises schools to pool their material and educational resources in order to create an adult training offer on the competitive market. The word "Greta" is derived from "group of institutions".

1980s

**Diversification of responsibilities and systems**

**Launch of the "decentralisation" process:** in order to take territorial training requirements into account, the State transfers the responsibility of managing and implementing continuing vocational education and apprenticeship to the 22 French regions.

**Extending the competence of labour and management representatives:** professional branches play a growing part in negotiations on continuing education.

**Companies encourage training and skills development:** specific work contracts stipulate alternating training.

**Integration of job seekers:** continuing vocational training becomes a way to fight against unemployment.

**Reinforced involvement of the ministry of national Education:** the life-long education mission of public education institutions is now officially part of the French legislation.

1990s

**A desire to improve system performance with regard to employment**

Pursuit of the decentralisation process: the 22 regions take full responsibility for the vocational training of young people under 26.

**Measures for people at risk of exclusion:** by simplifying the procedures enabling them to undertake a training course and developing initiatives to promote personalised training.

**Innovations to facilitate the completion of a qualification recognised on the labour market:** in 1992, a law was issued on the validation of professional skills. Without prior education and after 5 years of
professional activity, professional skills can be recognised so that a candidate may be exempt from part of the tests of a national Education qualification.

**Institution of a new right, the right to skill assessment:** employees can ask for leave in order to assess their skills, envisage mobility or reorient their career.

**2000s**

**In-depth overhaul of the system**

All the partners agree that the training system should be more easily accessible and efficient with regard to the needs of companies and of the employment market.

**Completion of the decentralisation process:** each region manages the entire vocational training process for young people and adults.

**New approach to the establishment and implementation of the State's budget:** definition of objectives and indicators to evaluate the results of public actions. This concerns State resources allocated to training.

**Development of life-long professional qualification:** the national inter-professional agreement signed in September 2003 by all labour and management representatives includes an increased financial contribution by the companies to the training effort. It creates new employee rights and reinforces negotiation systems.

**Law on life-long vocational training:** transposition into French law of the national inter-professional agreement signed by labour and management representatives.

**Creation of a national Register of professional certifications (RNCP):** the idea is to make existing qualifications and diplomas more legible and to facilitate the creation of new professional qualifications adapted to economic requirements.

**Development of skill validation:** anyone can validate the skills acquired by experience or throughout their professional career with a view to obtaining a recognised qualification, diploma or professional title. They must attest to 3 years of activity related to the certification applied for.

**New requirements for training organisations:** they must encourage bespoke, personalised, flexible and modular training and professional qualification courses.

The economic development of the post-war period (a thirty-year stretch known as the "Trente glorieuses") guaranteeing growth and full employment constituted the socio-economic foundation for the contractual, legal and regulatory system for continuing education.

### 7.2. Ongoing Debates and future developments

On 5 February 2008, the minister of Economy, Finance and Employment launched the reform of the vocational training system by setting up a working group involving State, labour and management representatives and the regions.

Its purpose will be to "formulate operational recommendations on the methods and resources of the reform to be conducted (schedule, links between negotiations and legislative reform, consideration of the territorial aspect and role of the regions)".

The minister pointed out that "the efficiency of the continuing vocational training system constitutes a key element in securing professional careers for employees and job seekers as well as a more global competitiveness factor for the French economy".

In order to determine the guidelines of the overall reform that the Government wishes to carry out in 2008, the Employment guidance committee was asked to outline the priorities and issues of the new vocational training system.
The proceedings will notably relate to two important analyses:

- Complexity, compartmentalisation and corporatism are the findings of the joint information mission, which proposed the following reform guidelines:
  - the individual should now be the focal point of the vocational training policy in order to give concrete meaning and effective content to the elusive concept of life-long training;
  - partnerships should be standardised and organised based on duly identified leaders so as to enable better resource allocation;
  - proximity should be constantly developed or, when impossible, it should be compensated for in order to promote universal access to training and meet territorial requirements.
- the study of the Amnyos group carried out on behalf of the CNFPTL (national life-long vocational training committee) on the securing of professional careers

Four potential improvements have been identified: realise the notion of professional career in training policies, acknowledge and equip the support function, upgrade the funding methods in accordance with career securing principles and make training policies part of more global strategies for the sustainable development of human resources.

The ministry of national Education is also actively involved, within its field of competence, in the renovation of vocational education. It is notably conducting an in-depth reform of the vocational curriculum as part of young people’s initial education and the choice of qualifications.

7.3. Specific Legislative Framework

There are several types of adult education: on the one hand, continuing education opportunities, mostly professional for employees from the public and private sectors, within a very specific legal context.

The system put in place in 1971 has undergone numerous regulatory and legislative modifications over the years, the main ones being:

- The institution of employees’ right to individual training leave in order to follow a training course of their choice, not necessarily directly related to their activity. This course can be professional or cultural.
- The transfer of the State’s responsibilities in terms of continuing education to elected local authorities, in this case the regions. This process was initiated in 1982 and is continuing today.
- The validation of acquired experience, leading to a certification via the recognition of skills acquired through work. The law of 17 January 2002, known as the law on social modernisation, has considerably developed this process. It replaces the validation of professional skills implemented in 1992, extending the eligibility conditions and making it possible to award the full qualification desired.
- The institution of a right to skill assessment in 1994, which marked the beginning of a series of new adult services based on vocational guidance.
- The system was subject to a significant reform in 2003-2004 following a national inter-professional agreement. Made official by the law of 4 May 2004 (life-long vocational training and social dialogue), this system instituted a new right (Individual Right to Training) enabling all employees to benefit from twenty hours of vocational training per year, which can be cumulated over 6 years and transferred in the event of a redundancy. It also reinforces the life-long vocational qualification process by instituting a single contract for alternating education, the vocational qualification contract, and by developing vocational qualification periods, notably in the middle of someone’s career.

These evolutions in the training system have regularly modified the requirements of continuing education organisations. Employers and employees alike currently want more flexibility in the organisation of training courses, tailor-made services, modular and personalised training courses, support services for the validation of acquired skills (VAE) and personalised systems for professional integration or maintenance.
7.4. General Objectives

Public authorities, elected local authorities and labour and management representatives are all involved in the definition and funding of training policies. Although they often share the same ambitions – improved training efficiency, maintenance of the "employability" throughout a professional career etc. – these stakeholders have objectives of their own.

The principal training objectives proposed to employees and job seekers are to:
- Promote professional integration and reintegration;
- Enable job retention;
- Facilitate skill development and access to qualification;
- Contribute to the economic and cultural development as well as social promotion.

7.5. Types of Institution

The different training programmes can be provided by public education institutions, centres operating on subsidies from the ministry in charge of employment, institutions under the authority of Chambers of Commerce and Industry or Chambers of Agriculture, private registered organisations or local authorities.

The law also allows companies to organise training programmes for their employees the way they see fit, by establishing direct conventions with a training organisation, by obtaining funds for a training course through an accredited joint organisation pooling company contributions or by recruiting their own instructors to provide internal training courses.

7.5.1. Training centres

There are over 43,000 training organisations in France. Their activity represents a turnover of 8 billion Euros for a total direct training expenditure of 13.5 billion Euros. The largest public training organisations are the Gretas, Afpa and the continuing education services of universities. Associations and semi-public organisations such as the chambers of commerce or the chambers of trades also play a significant role. There are many private organisations, as any individual or corporation in France is entitled to perform a continuing education activity.

The main actors in continuing education

Public sector

Greta network of the ministry of national Education

A Greta is a group of local public education institutions pooling their resources, teachers and equipment to organise continuing education actions for adults. This is a very important element of the French continuing education system. It was created in 1974 so that employee training requirements could benefit from the resources of the public training system, by virtue of the new overall framework of continuing vocational training (law no. 71-575 of 16 July 1971). The implementation of continuing education by the ministry of national Education is stipulated in article L122-5 of the Education code:

"Continuing education constitutes a national obligation. It is part of the missions of education institutions; it provides everyone with the possibility of raising their education level, adapting to economic and social changes and validating acquired knowledge."
Training courses are therefore provided by the Gretas on the premises of the collèges and lycées forming part of the group. Gretas are located in all départements including overseas territories. They can be multi-purpose (training courses in several professional domains) or specialized depending on the local needs and specific characteristics of the member institutions. There are 230 Gretas in France, at least one per département. Each Greta, combining the potential of several institutions, offers a significant number of premises and technical centres where training courses can be provided (6,500 training areas in total).

Greta’s main fields of intervention enable the trainees to:
- establish a professional project and determine a direction;
- assess their skills;
- acquire occupational training, prepare for a qualification, refresh their knowledge, acquire basic knowledge and skills;
- learn foreign languages, enrol in qualifying modules;
- benefit from support as part of the validation of acquired skills (VAE);
- prepare for an admission test into an administration or local authority;
- train in information and communication technologies;
- switch to a new type of job and get help in the search for employment.

National association for adult vocational training (AFPA)

Founded over 50 years ago, AFPA’s mission, using public State funds, is to promote the integration of job seekers and enable economically active people to acquire a vocational qualification. Under the authority of the Ministry of Employment, AFPA is a public organisation that provides training courses which lead to a professional qualification. There are AFPAs over the entire metropolitan territory. Structured around 22 regional divisions, it relies on 274 training/validation sites and 207 guidance sites.

Its overall approach and business knowledge respond to the requirements of public employment services, the regions and companies. The law of 13 August 2004, which completes the decentralisation of vocational training, stipulates that the budgets of subsidised training courses implemented by AFPA be transferred to local authorities. These changes will be effective in 2009.

In light of the economic uncertainties, AFPA also adapted its services to secure professional careers. To this end, it increasingly personalises its training programmes. AFPA monitors and upgrades employee skills throughout the company’s evolution and helps them, if necessary, switch to a new type of position in case of industrial change. Its main objective is to “build” the “professional project” of the employee or job seeker. Throughout their life, they can train with AFPA, acquire all or part of a vocational qualification, return to employment or come back to AFPA for refresher courses until they obtain the desired qualification.

Higher education institutions

The framework law on higher education made continuing education a basic responsibility of universities for the first time in 1968. To assist them in this new activity, at the start of the 1970s the ministry in charge of higher education proposed the creation of a working group/think tank in each university, putting into action the spirit of innovation conveyed by the law of 1971 on vocational training. These working groups/think tanks were the precursors to the “continuing education department”. The Law of 1984 on higher education placed continuing education on the same level as initial education and research. Under the authority of the ministry in charge of higher education, continuing education programmes are provided in universities and associated institutes. Each university has a department of continuing education that works with the university’s other departments (UFR, IUT, IUP, schools and institutions that are not legal entities) to plan and implement various courses of action in continuing education. The degree of coordination and allocation of tasks vary dramatically from one institution to another. They often make special arrangements for adult students: special timetables for employees, validation of acquired skills, etc. The National conservatory of arts and crafts (CNAM) plays a major role in continuing education programmes. The courses, validated by national higher education degrees, are often provided in the evening or on Saturdays. Some degrees can be earned in training centres run by grandes écoles accredited for this purpose.

Other public or semi-public institutions
These are training institutions under the authority of other ministries such as the ministry of agriculture, industry, health etc. They represent 2.7% of the market.

Training organisations under the authority of "professional chambers"

Chambers of commerce and industry, chambers of trades and chambers of agriculture also organise training courses. Their activity represents 1.8% of the market.

Employer organisations and companies who belong to these "professional chambers" try to train labour adapted to local economic requirements.

Finally, the concept of "popular education" in France covers a broad variety of educational and cultural actions, often emanating from associations or unions and designed for a varied target audience. The popular education movement is borne of a long militant tradition, inseparable from the project aimed at making education more democratic, promoting citizenship and emancipation through universal access to culture and knowledge.

7.5.2. Distance education

Distance education is traditionally provided by the CNED (national centre for distance education), a national public institution under the authority of the ministry in charge of national Education.

To compensate for the disruption in the education system due to the war, an education service by correspondence was created in 1939. Its implementation was greatly affected by the hazards of this period, with the same service put in place south of the demarcation line. During the Liberation (1944), its purpose was confirmed under the name of national Centre for education by correspondence (CNEPC). While the use of radio broadcasts dates back to the war, the Centre’s mission to use the most modern technical resources was reaffirmed in 1953, as it became the national Centre for education by correspondence, radio and television (CNEPCRT). The merging of the CNEPCRT and education services by correspondence, radio and television of the national pedagogical institute (INP) in 1959 gave birth to the distance education Centre, the acronym of which, CNTE, remains in many people’s memories. The CNTE remained more or less linked to the INP (which was to become Ofrateme and then CNDP) until 1979.

In 1979, CNTE became the national Centre for education by correspondence (CNEC), a national public institution with administrative duties and financial autonomy. It was headed by a delegate administrator appointed by the president of the Republic. Its task was to "provide and promote distance education, notably via the use of modern communication resources". CNEC became the national Centre for distance education (CNED) in 1986. It was placed under the authority of the minister in charge of national Education and headed by a recteur d’académie. Its general management settled in Paris. It is now the number one distance education operator in Europe and the French-speaking world (number four in the world). In addition, under the provisions of the new institution status, specified in decree no. 2002-602 of 25 April 2002, Cned is allocated the legal resources necessary for its development and modernisation.

Nowadays, CNED offers a wide range of training courses. It is, in fact, the only public operator that provides lifelong education and training, from childhood to adulthood. CNED also offers continuing vocational training courses for all types of people: people preparing for qualifying exams, job seekers, employees in traineeships, etc. In this respect, it provides employers and organisations managing continuing vocational training programmes with services adapted to the administrative requirements of continuing vocational education. In addition, it designs special courses for large organisations (army, SNCF, major corporations, etc.).

Some universities have distance education centres (CTU) offering distance courses in a variety of formats: correspondence, DVDs, television, radio. To participate, students must be enrolled in the university.

Institutions: The National Centre for Distance Learning (CNED)
7.6. Geographical Accessibility

In France, adult education and training is provided by various authorities and organisations which are often competing or working together in the field:
- training organisations under the authority of ministries (Education, agriculture, Health etc.);
- organisations under the authority of local administrations (health and social);
- private organisations and associations;
- organisations under the authority of professional chambers (Chambers of Commerce and Industry, Chambers of Trades, Chambers of Agriculture) and private training centres.

They constitute a dense framework of organisations facilitating public access to training throughout the regions.

This offer facilitates the access to training of job seekers and employees affected by reclassification. In addition to finding employment for job seekers, the national Employment agency (ANPE), created in 1967, manages public employment assistance funds, which can be allocated for training. It can therefore provide vocational training actions. The ANPE has 25 regional and 103 departmental delegations.

7.7. Admission Requirements

The laws and regulations on apprenticeship and continuing education are an integral part of labour law. They are codified in Book I of the Labour Code for apprenticeship and Book IX for continuing education. These texts are complex and constantly evolving in order to introduce methods and procedures adapted to the needs of employees, job seekers and companies.

Continuing education concerns anyone economically active or integrated into the labour market. However, access to continuing education in the broad sense of the term depends on the position in relation to work and employment and on the legal status of the professional category involved.

Four types of categories are generally distinguished:
- **Private sector employees**: there are two types of activities offered to them, either in the context of the employer's own training plan, or on the employee's initiative as part of individual training rights. These provisions concern not just training actions but also skill assessment, training courses taken outside working hours and the "training time capital". For example, the "individual training leave" (CIF) entitles employees to undertake a training course of their choice, while benefiting from total or partial payment of their remuneration and training costs (34,000 employees benefited from this in 2005). The management Funds of the individual training leave (Fongecif) manage, in each region, the funds allocated to the CIF by the companies and process applications. As the financial resources are less than the demand, each Fongecif has implemented its own application selection criteria.
- **Civil servants**: the civil servant status acknowledges the right to continuing education, along with an assortment of other rights (vocational training leave, union training leave). It also specifies that, in some cases, training can be a statutory obligation. Generally speaking, the provisions made for private sector employees apply to civil servants. The modalities for taking training leave are governed by regulations specific to each of the three public employment fields (State, local authorities, hospitals). They also depend on the status of the civil servants themselves;
- **Non-salaried workers and others**: the Law of 1st December 1991 required non-salaried workers (farmers, craftsmen, freelancers, independent workers etc.) to help finance their training programmes by making a contribution to a collection body accredited by the State. Other provisions stipulate special financing, notably for disabled workers;
- **Job seekers**: all job seekers have the right to take a training course, under certain conditions. 16-25 year olds benefit from special measures to facilitate their integration into the labour market, particularly with regard to specific types of "alternating" work contracts, or by taking courses funded by the regions. For the other job seekers, various types of specific measures have been implemented to facilitate their integration/reintegration: individual working contracts and training contracts...
actions funded by the State or the region.

**In continuing education**, trainees can either have the status of "trainee in continuing vocational training", or the status of employee (individual training leave, training plan). The rights in terms of training payment and remuneration depend on the status of the individual. Depending on the case, the State, regional council, UNEDIC, employer, or an accredited organisation collecting employer contributions (OPCA) are involved in training funding and remuneration.

**Within the framework of "alternating" training contracts** (apprenticeship contract, vocational qualification contract, etc.), apprentices or "trainees" under this type of contract are considered employees and receive a salary from the employer based on a scale taking into account the type and duration of the contract and the employee’s age.

**Legislation: Loi relative à l'apprentissage**

### 7.8. Registration and/or Tuition Fees

Training courses cost money. Companies dedicate on average 3.5% of their payroll to the training of their employees. Job seekers can benefit from accredited or registered training courses, i.e. totally or partially financed by public authorities (State, region, local authority etc.) or the Assedic centres. For more information see 7.9.

### 7.9. Financial aid for adults in training

**Remuneration**

Most of the time, employees are trained during working hours. They continue to be remunerated. In the case of individual training leave, they receive compensation approximately equivalent to their former salary. For job seekers, remuneration is governed by a specific legislative framework, which is part of the new PARE (back-to-work assistance plan). Two systems apply, depending on whether or not the person concerned is eligible for financial compensation from ASSEDIC centres (unemployment insurance).

ASSEDIC centres provide allowances to job seekers, on the condition that they have worked at least 4 months over the past 18 months. Job seekers continue to receive the allowance, called "back-to-work allowance" (ARE), when taking training courses. The only condition is that the training project must be validated in compliance with the "personalised employment project" (PAP) implemented by ANPE.

Furthermore, training courses or organisations have to be chosen from an official list of accredited or registered traineeships proposed by the organisations (AFPA, CNAM, Gretas, professional chambers, university training programmes, private organisations, associations etc.).

**Cases of non-compensation**

If the beneficiary resigned or worked for a public employer, if the activity was unpaid, if the working period is insufficient or if the beneficiary comes to the end of his or her unemployment benefits: even in these cases, it is possible to receive financial remuneration, set by decree, which varies depending on the situation.

### 7.10. Main areas of studies/specialisation

When it comes to adult education in France, the term "field of study" is not used as much as vocational qualification with a view to exercising a trade or a job. Priorities in adult education include:
• Support actions relating to job searching or mobility;
• Personal and professional skill assessments (to determine a personalised training plan);
• Fight against illiteracy;
• Integrating young people and job seekers into the labour market;
• Vocational qualification courses;
• Integrating immigrants and/or non French-speakers into the labour market;
• Courses in European languages;
• Refresher courses (basic skills, key qualifications, etc.);
• Local community development programmes.

Gretas cover nearly all training fields. However, each GRETA has its own range of training courses.

**Examples of training fields:**
- Industrial technologies
- Construction, public works
- Food and beverage industry
- Electricity, electronics
- Computers
- Business
- Secretarial and office skills
- Accountancy
- Languages
- Hotel, restaurant, tourist industry
- Health and social services, environment
- Audiovisual professions, printing, arts

This list is not exhaustive.

### 7.11. Educational methods

There are several types of training programmes:

**Scheduled training programmes**

Scheduled training programmes are collective courses organised as traineeships, sessions or modules. Their duration and frequency vary. They can take place during or outside working hours, day or night, on a set schedule or in the form of sessions ranging from a few days to several weeks, on the premises of the training centre or in the workplace. Scheduled training programmes can include employees of a single company or different companies as well as job seekers and paying individuals. They are organised in homogenous groups in terms of level and objectives.

**Individual training programmes**

Individual training programmes are designed according to people’s individual needs: they offer personalised courses and educational methods adapted to each person’s own profile and pace.

**Alternating training programmes**

Alternating training programmes are organised on the request of companies. Part of the programme takes place in a training centre and part in a professional setting (workshops, production lines, offices etc.). These courses are an integral part of the specific assisted work contracts.

**Integrated training programmes**

Integrated training programmes are organised jointly with companies. They are based on professional situations experienced on a daily basis in the workplace. Their aim is to increase the professional skills of employees and allow these skills to be put to immediate use.
In addition, there are also State-sponsored programmes offering educational methods adapted to people with a low level of qualification:

- **APP**: Personalised learning workshops (APP) provide courses for anyone who has left the school system (16-25 year olds, job seekers and employees). They provide personalised, short-term courses in fields such as French, basic office skills or logical reasoning. APPs are managed by training support organisations accredited by the departmental administrations in charge of labour and vocational training. There are currently 458 APPs (250 of which are Greta-based) and 365 branches in rural areas, sensitive urban areas and prisons. The main sources of funding are the State (DRTEFP – Regional Directorate for work, employment and vocational training), local authorities, regional and general councils, municipalities and companies. APPs offer courses in the following fields:
  - general knowledge: refresher courses in French, mathematics, introduction to a foreign language, science (biology, physics, chemistry etc.), written and oral expression, logical reasoning, etc.
  - basic technological culture: office skills (word processing, spreadsheets), introduction to the Internet and new technologies, accountancy etc.
- **Initiatives against illiteracy**: declared a national priority by the law of 29 July 1998 on the fight against exclusion, initiatives against illiteracy are an integral part of continuing education. The National Anti-Illiteracy Agency was created to coordinate and optimise the resources allocated by the State, local authorities and companies for the fight against illiteracy.

Furthermore, many organisations have initiated quality policies aimed at obtaining certifications or labels: Iso, Afnor etc.

The ministry of national Education has defined a Quality label for adult education, GretaPlus, which standardises Greta’s "tailor-made" training offer.

### 7.12. Instructors

Adult instructors are either teachers with experience in young people’s education but who specialised in adult education, or business professionals who feel like passing on their skills. In this case, they have often benefited from an instructor training course to enable them to specialise in adult education. In addition, many psychologists and social psychologists are involved with adults as part of various support, guidance and assessment services. Native speakers are extremely sought after in language courses.

Generally speaking, a lot of organisations rely on consultants and consulting instructors with expertise in training engineering.

All instructors are recruited based on their profile depending on the requirements relating to the implementation of training programmes, including in public organisations.

- Thus, Greta instructors are either permanent national Education teachers or business specialists coming from the corporate world. Therefore Greta recruits its instructors based on their CV.

### 7.13. Assessment / progress of adults in training

The methods for assessing young people and adults in continuing education depend on the organisation providing the training. Each organisation is free to schedule and operate its own examinations.
7.14. Certification

15% of the continuing education market is focused on obtaining a certification: these programmes enable the participants to prepare for a qualification, certificate, CQP (vocational qualification certificate), or to receive an approval or certification specific to certain regulated professions.

The social modernisation law of 18 January 2002 created a National vocational certification committee (CNCP), the objective of which is to establish and update the National vocational certification register (RNCP). The CNCP replaced the CTH (Technical committee in charge of accrediting certificates and qualifications). Training organisations wishing to register a certification on the national registry have to contact the CNCP. All registered vocational qualifications and certificates are accessible via initial education, continuing education and the validation of acquired skills.

Certification evaluates and authenticates the knowledge and skills of an individual in relation to an official standard. For training programmes aiming for a certification, the autonomy of the continuing education organisations is limited by a series of rules relating to the certification requirements and evaluation methods, which are usually defined outside the training organisations themselves.

Moreover, the level of involvement of training organisations in the certification process varies depending on their institutional origin, their links with the other stakeholders participating in the development and awarding of certifications, as well as on the type of certification awarded.

The principal certification categories accessible to adults are as follows:

- **Vocational qualification certificates (CQP)** are certifications created and issued by professional branches. They represent a joint validation aimed at preparing for a specific qualification, immediately operational in a business environment. They are a flexible solution to evolving economic requirements in terms of skills. Almost all CQPs are prepared in training organisations specialising in the "corporate sector": these service providers were created at the initiative of professional branches or companies, with which they are closely connected as prime subcontractor or operator. Their offer is strongly oriented towards employees due to the requirements of the companies and the branches to which they belong.

- **National Education vocational and technological qualifications**, all accessible via continuing education and the validation of acquired skills. They cover all levels of qualification and most professions.

The following list shows the correspondence between levels of study and qualifications:

- Level I = master’s degree, 3rd cycle, grandes écoles
- Level II = licence and maîtrise
- Level III = baccalauréat + 2 years of studies
- Level IV = baccalauréat
- Level Va = CAP, BEP
- Level Vb = troisième class
- Level VI = below troisième class, general education certificate

- **General education certificate (CFG)**. The CFG is a qualification for which adults or pupils in their final year of compulsory education are eligible. This qualification validates the acquisition of basic knowledge in three general fields of study: French, mathematics and social and professional life. Candidates must register in their départements via the inspecteur d’académie who set the dates of the examination sessions, plan the test material and issue the diplomas.

- **Diploma giving access to university studies (DAEU)**. This diploma is designed for those without a baccalauréat who have been out of the school system for at least two years and are at least 20 years old. There are two DAEUs available:
  - DAEU A: To pursue higher education in the following fields: French, arts, human and social sciences, languages, communication, law, economic sciences, administration, management.
  - DAEU B: To pursue higher education in the following fields: sciences, technologies, physical and athletic activities, medicine, dentistry, pharmacy, paramedical sector. Information on enrolment conditions can be obtained from universities or the CNED.

www.eurydice.org
7.15. Links between education and employment

Continuing vocational training in France is a system involving the shared responsibility of public authorities, management and labour representatives and the regions. The links between employment and education are therefore the joint responsibility of the three partners.

In order to enhance synergy between them, the French system put regulations in place. Traditionally the State, in particular the ministry in charge of work and employment, plays this role by initiating policies and promoting social dialogue between partners.

However, another regulation aspect was progressively reinforced with the transfer of responsibilities from the State to the regions in terms of vocational training: the territorial regulation by the public institution embodied by the region (local authority elected by universal suffrage). Now this institution plays a crucial part in balancing initial and continuing education requirements, providing job seekers with training courses adapted to their environment and also including sector-wide requirements defined by professional branches with specific territorial needs in terms of qualification.

The link between employment and education is supported by an information and guidance network.

Unlike the initial education process, where the national Education system has a network of information and guidance centres open to pupils in secondary education, with guidance counsellors-psychologists visiting schools, and information and guidance departments in universities, there is not yet an established, unified guidance system in continuing education. The main continuing education organisations have vocational guidance services. This is the case for the association for adult vocational training (AFPA), present throughout the country. This is also the case for Gretas which, for this guidance function, develop skill assessment areas in partnership with the information and guidance centres of schools.

Each region also has CARIFs (Centre for training information coordination and resources): these centres do not provide guidance services so much as the necessary precursor, information.

There are also a variety of initiatives for all categories of people. It would be difficult to list them all. These organisations (information and guidance centres and departments) can assist adults interested in continuing education, but this is not their primary task.

For young adults, in particular those finding it difficult to enter the labour market, there are "local missions" and "regular office hours for information and guidance" under the authority of the municipalities.

Finally, the situation became much clearer thanks to the new decentralisation law (Law no.2004-809 of 13 August 2004), which stipulates in article 8 that regions are responsible for defining and implementing the regional policy on apprenticeship and the vocational training of young people and adults seeking employment or a new career path. The regions organise, within their territory, their network of information and consulting centres on the validation of acquired skills (VAE, see more in 5.17.2) and provide assistance to VAE candidates.

Furthermore, one of the key players in promoting vocational training among stakeholders and decision-makers is the INFFO centre, the purpose of which is to design, inform and guide. The INFFO centre is an association regulated by the Law of 1901, under the authority of the ministry of Employment, Social cohesion and Housing. The INFFO centre:

- Collects information and documents on continuing vocational training;
- Publishes periodicals, information documents, technical dossiers, CD-ROMs and other information tools;
- Participates in information/awareness-raising actions and campaigns carried out by the State or by management and labour representatives;
- Provides information on initiatives and actions carried out by international, national and regional institutions and joint organisations;
- Organises review/information days on current events;
- Coordinates training sessions and theme-based days;
- Conducts surveys and studies on behalf of other organisations or companies;
• Is the French correspondent of the European Centre for the Development of Vocational Training (CEDEFOP).

7.16. Private sector

The private sector includes nearly 37,000 organisations or individual consultants. The legal status of these organisations varies a lot, ranging from companies to associations. Borne of a Christian, working-class and social movement, the development of various forms of popular education is the basis and purpose of numerous associations. The data is too dispersed to make an accurate assessment:

• Non-profit associations; market share: 37.3%
• Private, profit-making training companies, including a myriad of small organisations with a very low turnover and numerous companies whose main activity is not continuing education; market share: 39.1%
• Independent instructors; market share: 4%

The role of companies in continuing education: finance.

Companies have the legal obligation to finance continuing education. This legal obligation represents 1.6% of the payroll, but many companies consider continuing education an investment and dedicate a much larger share to it. The company training plan reflects the training actions decided upon by the employer. In addition, employees can request individual training leave. The law of 4 May 2004 on lifelong vocational training and social dialogue introduced significant changes to the rights and obligations of companies and employees alike: new individual right to training, negotiations on the training process (during and outside working hours), development of vocational qualifications by instituting vocational qualification contracts and periods, focus on the links between validation of acquired skills and training. Professional branches – and their representatives (employers and employees) – define priorities for the training of employees from companies in the branch. Their role has been considerably consolidated since the National inter-branch agreement of September 2003.

Accredited organisations for the collection of employer contributions (Opca) collect compulsory company contributions towards training expenditure. They are created and jointly managed by management and labour representatives (employer organisations and trade unions) of the same professional branch or region. These Opcas are then accredited by the State. There are 97 Opcas with national or regional jurisdiction sharing company payments.

Private training service providers. There are three types of organisations on the market:

• Affiliated public organisations: Gretas and higher education institutions under the authority of the ministry in charge of national Education, and organisations under the authority of other ministries;
• Private training organisations, some of which are non-profit (associations under the law of 1901);
• Other organisations under the authority of chambers of commerce and industry, chambers of trades and chambers of agriculture.

The law no. 71.575 of 16 July 1971, which stipulates employers’ training funding obligations, created a vast competitive market of over 45,000 training organisations.

7.17. Statistics

Continuing education expenditure by category

The overall continuing vocational training expenditure in France amounts to 22.9 billion Euros:

• Salaries and compensation paid to those in training: 9.2 billion Euros
• Educational cost of training programmes: 13.5 billion Euros
• Investment expenditure: 0.3 billion Euros
The European Union, via the European Social Fund, also helps finance continuing education, with an estimated 1.5% of the overall expenditure. In the case of European programmes, this impetus always requires a national co-financing system.

In France, active employees in the private or public sector benefit most from the increasing training expenditure. The table hereafter takes into account all types of expenditure (educational cost of the training programmes, people’s remuneration, investment expenditure etc.).

Expenditure amount by source of funding
(Overall continuing vocational training expenditure in billion Euros and percentage: 22.9 billion)

Validation of acquired skills in the national Education system

In 2006, out of 22,284 applications (+ 4% on 2005), 13,400 candidates were awarded a full vocational or technological qualification (CAP to BTS), i.e. a success rate of 60%. 12% of the candidates did not obtain anything while the others were awarded partial qualifications. On average, the higher the qualification, the more difficult it is to obtain.

- Success rate
- BTS: 58%
- Vocational baccalauréat: 69.4%
- CAP: 71.1%
• BEP: 75.8%

One third of the 61,000 people who requested an application form benefited from support given by teams most often consisting of one teacher or instructor and one professional. This support remains a key success factor.

8. Teachers and Education Staff

In this chapter, three levels of education have been selected (primary, secondary and higher) for both teacher categories according to the initial education required:

• School teachers (pre-primary, primary and secondary);
• Higher education teachers.

Legislation: Dispositions statutaires relatives à la fonction publique de l'Etat

8.1. Initial Training of Teachers

8.1.1. Historical Overview

8.1.1.1. Primary education

The Guizot law of 1833 organised the primary education system in France: communes with over 500 residents had to provide a primary school for boys and pay the teachers’ (known as instituteurs) salaries. The écoles normales were created to train the teachers. The Guizot law made it mandatory for each département to finance them. At first, this obligation applied only to écoles normales for boys, but the Ferry law in 1879 extended it to écoles normales for girls. The law also mandated all départements to establish écoles normales for girls.

It was an 1887 ministerial decree that for the most part described how écoles normales for instituteurs were to operate and what kind of training they were to provide. They recruited their students by an exam given to 16-18 year olds who had earned their "brevet élémentaire". The training programme lasted three years. The students took the exams for the "brevet supérieur" (tertiary diploma) at the end of the third year. To receive their certification, the instituteurs-in-training had to undergo a two-year traineeship in a public school and obtain the CAP (teaching aptitude certificate). In 1889, public school teachers acquired the status of State civil servants.

In 1940, the Vichy administration eliminated the écoles normales, considered too pro-Republic, replaced them with vocational training institutes and required instituteurs to have the baccalauréat, which had already been planned. The écoles normales were reinstated after the Liberation.

Starting in 1947, potential teachers were recruited at two levels: 15-17 year olds with a first-cycle, second-level brevet d'études (general studies diploma), and 17-19 year olds with the baccalauréat. For the former category, the training period lasted four years: two years preparing the baccalauréat and two years of vocational training, which in reality was reduced to one year. For the latter category, training was mainly vocational and lasted two years.

In the 1960s, with the boom in school attendance, baccalauréat holders were recruited and trained to become instituteurs in one year at an école normale. The two-year vocational training system became the norm in 1968, extended to three years in 1979. The year before, in 1978, the practice of recruiting pre-"baccalauréat" candidates for the "écoles normales" was abolished. Starting in 1984, all instituteurs were recruited after completing two years of tertiary studies. After two years of vocational
training, the *instituteurs*-in-training receive the DESI (tertiary degree in teaching studies). At the start of the 1991 school year, the *écoles normales* were replaced by IUFMs (university teacher training institutes). In 1990, a new category of first-level teachers was created: *Professeurs des écoles*, who are recruited at the *licence* level. They are required to take an exam open to candidates with a degree representing at least three years of post-secondary studies. Candidates can enter a one-year training programme in an IUFM to prepare for the exam. Once the exam is passed, the *Professeurs des écoles*-in-training are given general and vocational training in their second year at the IUFM, after which they receive the professional degree earning them the title of *Professeur des écoles*. Citizens of the European Union who meet the necessary conditions may be admitted to the category "Professeurs des écoles" under the same terms as French citizens.

*Instituteurs* are gradually being integrated into the category *Professeurs des écoles*, which was created in 1990. As of 1 January 2008, 8% of all first-level teachers are *instituteurs* and 92% are *Professeurs des écoles*.

### 8.1.1.2. Secondary education

As regards the *collèges* and *lycées* (created in 1802), the category "*professeurs agrégés*" (teachers who have passed the Agrégation exam), previously limited to Parisian institutions, was created on a national scale starting in 1808. Recruitment was mainly done through *écoles normales* and based on an exam starting in 1821. Most upper secondary school (*lycée*) teachers came from this group until World War II. When upper primary schools became *collèges* in 1941, however, a new qualification certificate was created: the CAEC (certificate of aptitude to teach in *collèges*), which was open to candidates with a licence. In 1950, this certificate was replaced by the CAPES (certificate of aptitude to teach in secondary schools). Candidates who successfully completed their theoretical studies entered a one-year training programme in a CPR (regional teacher training centre). To encourage university students to choose a career in education and thus resolve the teacher shortage problem, the Ministerial Decree of 27 February 1957 created secondary school teacher training institutes (IPES). Students preparing the CAPES were recruited before obtaining their *licence*, paid a salary during the course of their studies, and were excused from taking the written part of the CAPES exam in exchange for agreeing to teach for a ten-year period. However, not enough students were recruited to meet demand, and the shortage of permanent teachers led to the heavy use of auxiliaries throughout the 1960s and 1970s. Other measures taken to provide a structure for the growing number of teaching staff included the creation of the CAPCEG (certificate of aptitude to teach in general *collèges*) in 1960, for instituteurs teaching in the *collèges*, and then the PEGC (*professeurs agrégés* teaching in general *collèges*) in 1969. The PEGC produced the largest number of secondary school teachers until recruitment ended in 1987. In the 1980s, the Ministry of National Education took various actions to respond to staffing needs created by teachers leaving the PEGC and by educational objectives (80% of a given age group obtaining the baccalauréat, reducing the number of students per class). These actions were also extended to university studies, creating a more enriching environment for students, opening a large number of teaching positions to recruitment tests, and adding more value to the teaching profession (career prospects, better pay).

The first IUFMs, created by the framework law of 10 July 1989, opened their doors in 1991-1992.

Lastly, the Law of 26 July 1991 allowed citizens of the European Union to become secondary school teachers in France, and gave them access to employment frameworks and jobs not included in the exercise of public authority. Several other decrees were later added to establish a system for recognising degrees required to register for the recruitment exam and validating teaching experience earned in another member state of the European Union.

### 8.1.1.3. Higher education

There are four main categories of teacher-researchers in France: university professors, *maîtres de conférence* (lecturers), assistant *maîtres* and assistants. Since 1986, the last two categories are becoming extinct.

Furthermore, over 13,000 secondary education teachers are currently posted to higher education, where they represent over one fifth of the teaching staff. They operate in all types of institutions:
universities (including IUT), IUFM, engineering schools etc. In particular, they are the agrégé and certified teachers of the ministry of national Education. The service obligations of these teachers can be arranged so they can prepare a thesis and become teacher-researchers.

8.1.2. Ongoing Debates and future developments

In light of the recent trends and reforms, the national institute for educational research (INRP) presents a number of analyses relating to teachers’ adaptation to the changes required by the social or political environment, which affect their professional identity, perception of knowledge and class management.

Teachers are requested to show more autonomy and collaboration, without however neglecting a well-defined skills foundation. The purpose of the teaching profession is redefined. It no longer relates exclusively to the instruction aspect (communicating theoretical or practical knowledge relating to instruction, study) but also to the education aspect (training a person, particularly a child or adolescent, enabling them to cope in their personal and social life with a sufficiently developed personality).

In addition, the general inspection authorities consider that the new training course for trainee primary education teachers (PE2) constitutes genuine progress. They make proposals to improve the implementing conditions in primary and secondary education. They also recommend that the balance between the training year and the first two years as a permanent teacher be improved. Finally, they consider that the essential condition for the improvement of alternating training lies in the creation of an actual network of training places and instructors.

Legislation: 19th of december decree
Legislation: Decree n°2006-830 relative to the common foundation of knowledge and skills (socle commun)
Legislation: Guidance Law and Programme for the Future of Schools

8.1.3. Specific Legislative Framework

The legislation governing initial teacher training is as follows:

- Framework law on education no. 89-486 of 10 July 1989. Article 17 of this law stipulates the creation of university teacher training institutes (IUFMs) to "organise and operate initial vocational training actions for teaching personnel".
- Framework and programme law for the future of school no. 2005-380 of 23/4/2005, stipulating the integration of IUFMs into one of the universities of the académie;
- Order of 21/9/1992 determines the conditions for training private teachers under contract.

The missions and skills expected of school, lycée and collège teachers completing their initial training are defined by the order of 19 December 2006 setting out the "specifications" (8.1.4,1.) of IUFM teacher training courses and by implementing circular no. 2007-045 of 23 February 2007.

The order of 9 May 2007 (JO of 17 May 2007) sets out the conditions under which the professeur des écoles vocational qualification is awarded, validating the training year spent by the candidates who passed the examinations. Orders of 22 August 2005 set out completion and evaluation procedures for the training periods of lycée and collège teachers.

Legislation: 19th of december decree
Legislation: Loi d'orientation sur l'éducation

8.1.4. Institutions, Level and Models of Training
8.1.4.1. Institutions, levels and training models for primary and secondary teachers

IUFM (university teacher training institutes), created by the framework law of 10 July 1989, replaced the previous institutions responsible for training first and second-level teachers (écoles normales for instituteurs, regional teacher training centres, national apprenticeship écoles normales, training centres for teachers in technical education).

There are a total of 31 IUFMs: 26 in metropolitan France (1 per académie) and 5 in Reunion Island, the Pacific, Guadeloupe, Martinique and Guyana.

Each IUFM is located on several sites, notably the former écoles normales in each département.

Each IUFM, Public Administrative institution (EPA), was previously linked by convention to the universities in the académie, with strong educational ties between them. By virtue of the framework and programme law on the future of school (2005), they have become internal institutes of the universities to which they were attached. This integration process will be completed in 2008.

CFPPs (private educational training centres) are equivalent to IUFMs for private education teachers under contract.

IUFMs have the following missions:

1st year:
- prepare students for the recruitment exam for teachers in public schools and private institutions under contract;
- vocational training for public and private teachers-in-training;
- Continuing education for actively employed teachers;
- Research in partnership with universities.

2nd year:
- Certificate of aptitude to teach in secondary schools: CAPES
- Certificate of aptitude to teach physical and athletic education (second level): CAPEPS
- Certificate of aptitude to teach in vocational lycées: CAPLP
- Certificate of aptitude for technological education (lycée): CAPET
- Recruitment exam for education counsellors: CPE

Agrégation candidates must have a degree representing at least four years of post-secondary studies, which can be earned in certain universities, écoles normales supérieures or through the CNED (national distance education centre).

On 19 December 2006 the order setting out the "specifications" ("cahier des charges") of teachers’ training was published, defining the initial training course that IUFM students must pursue. Circular no. 2007-045 implements three principles of teachers’ initial and continuing education, i.e.:

Skills reference system

Fully aware of the Nation’s education guidelines as well as of the resulting academic project, all teachers must:
- act in an ethical and responsible manner;
- master the French language in order to teach and communicate;
- master disciplines and have good general education;
- design and implement their teaching methods;
- organise work in the classroom;
- take into account pupil diversity;
- evaluate pupils;
- master information and communication technologies;
- work as part of a team and co-operate with all school partners;
- be informed and innovate.
Alternation at the heart of initial and continuing education

The creation of training plans is the responsibility of separate authorities: the ministry, upon university proposal, for initial education; the recteur for continuing education. These training plans are based on the principle of alternation between theoretical approaches and practical professional experience. IUFMs organise training placements so as to provide future teachers with a vision as comprehensive and coherent as possible of the institution in which they will be involved.

Quality of the support provided by the education institution

The entire educational community of the school or education institution participates in supporting the trainee or new teacher and gives them the information necessary to understand the way this institution is run (in particular the school, institution or local project) and the specific characteristics of the local pupils. The school principal and head of the institution play a crucial role in staff awareness and mobilisation in this respect.

Trainees and new teachers are monitored by a teacher who helps them adapt their practices to the reality of the field and mobilise them in accordance with the skills reference system.

8.1.4.2. Institutions, levels and training models for teachers in higher education

In order to be recruited into higher education as higher education teacher-researchers, candidates must at least have a doctorate in research or be accredited to lead research projects, or have the State doctorate, the third-cycle doctorate, or docteur-ingénieur doctorate. Candidates with university degrees, qualifications and equivalent certifications can be excused from having a doctorate or being accredited to lead research projects by the National council of universities.

There is no standard curriculum for the function of teacher-researcher.

However, in 1989, 14 centres for initiation to higher education (CIES) were created in France, for the purpose of training, for three years, doctoral students holding a research grant in the function of teacher researcher, after which they become co-ordinators. The initiation of co-ordinators to teaching functions is carried out under the authority of a permanent teacher researcher, who cannot simultaneously be their doctoral thesis supervisor. The doctoral thesis supervisor can be posted to a different institution from that of the co-ordinator. Each year, approximately 35% of newly recruited teacher-researchers claim they have held co-ordinator positions.

8.1.5. Admission Requirements

The entrance examinations for school teachers are organised based on national programmes and their primary purpose is to guarantee a good level in the subjects chosen by the candidate, as well as the essential capabilities to teach in primary schools, collèges and lycées.

During eligibility and admission tests, special attention is given to the command of the French language (accuracy of the vocabulary and spelling, grammatical correctness) as well as to the quality of oral and written expression.

8.1.5.1. Primary education

Students are not obligated to prepare for their recruitment exam in an IUFM. They may choose to do so with the help of the CNED (see section 6.18.) or register to take the exam as independent candidates. Thus, the decision not to take the first year at an IUFM does not preclude taking the exam. Candidates who do wish to take the first year at an IUFM or a private teacher training centre (CFPP) are admitted to the establishment either by presenting an application followed by an interview, taking a multiple choice test, or a test combining different types of exercises. Since 1992, new primary education teachers (pre-school and primary schools), called professeurs des écoles, have been recruited amongst those holding either a licence or a certificate or degree at least equivalent to a licence from a list determined by decree, notably a certificate or degree validating a cycle of post-
secondary studies of at least three years, awarded in France or another State and certified by the relevant authority of the State in question (amended order of 4 June 1991).

The framework and programme law for the future of school of 23 April 2005 requires the level of modern languages of future *Professeurs des écoles* to be certified by an institution of higher education. A modern languages test is, in fact, included in the recruitment exam.

The Ministry of National Education’s SIAC1 site (exam information and assistance system) provides useful information on the first-level teacher recruitment exam, which authorises teachers to work with children from 2 or 3 years to 11 years of age, i.e. from the first year of pre-elementary school to the last year of elementary school.

### 8.1.5.2. Secondary education

The following categories of teachers are recruited to teach the various disciplines in the collèges and lycées:

- *Professeurs certifiés*, certified by the CAPES and CAPET,
- Physical and athletic education teachers, certified by the CAPEPS,
- Professional lycée teachers, certified by the CAPLP,
- Second-level professeursagrégés, certified by the Agrégation exam.

Candidates for these exams must meet certain conditions. In particular, they must have the nationality of a European Union member state or a country participating in the agreement on the European Economic Space, and have obtained the required degrees.

Candidates for the CAPES, CAPET, and CAPEPS must have obtained a licence or an equivalent degree or certificate appearing on the list set by ministerial order, in particular a degree representing at least three years of post-secondary studies in France or another country and certified by the competent authority of the country in question. For the CAPEPS, the required degrees must represent post-secondary studies in physical and athletic education (Ministerial Orders of 7 July 1992, modified notably by the Ministerial Order of 11 June 2003).

Candidates for the CAPLP must have obtained a degree or certificate validating at least three years of post-secondary studies, or a lesser degree combined with professional practice or teaching of a professional practice (amended decree no. 92-1189 of 6 November 1992). Admission to the first year at an IUFM, in preparation for the teacher recruitment test, is based on an application sometimes followed by an interview. Candidates must indicate if they are planning to teach at the second level, which requires them to specialise in the subject they plan to teach. However, all new candidates have the right to follow all of the courses available in preparation for the second-level recruitment exam.

Candidates for the *Agrégation* exam must have a "maîtrise" or one of the certificates or degrees appearing on the list of required certificates and degrees, notably a degree or certificate representing completion of a post-secondary cycle of studies at least four years long, acquired in France or another country and certified by the competent authority of the country in question (Ministerial Order of 21 July 1993, modified, particularly by the Ministerial Order of 11 June 2003).

The examination conditions for students who wish to feature on the lists of aptitude for teaching in private secondary education institutions under contract are the same as those of equivalent examinations in public education. The number of candidates registered on an aptitude list cannot exceed 120% of the number of contracts offered for each section and option. The list is valid until 1 October of the year of the exam. The tests for admission to the aptitude list have been gradually opened since 1994.

SIAC2 (information and support system for secondary education examinations) provides useful information on the teacher recruitment exams for the collèges, lycées, and professional lycées, or to work in a guidance or educational capacity.
8.1.5.3. Higher education

The conditions for teaching in the higher education system vary depending on the personnel category.

8.1.5.3.1. Teacher-researchers

See the different categories in the following sub-sections.

8.1.5.3.1.1. University professors

The main responsibility of university professors is to teach courses. They also manage research projects undertaken by the university. As a general rule, they are hired based on a recruitment exam given by the university. However, in the legal, political, economic and management fields, they must have passed the national Agrégation exam (See 8.1.4.2.)

The process takes place in two stages: qualification and recruitment. Candidates for university professor positions in general must have been certified to manage research projects through a national degree issued by a university or another institution of higher education, and have participated in high-level scientific projects after obtaining their doctorate.

However, candidates with university degrees, qualifications and foreign degrees of an equivalent level may be excused from having a certification to manage research projects. This decision is made by the National council of universities when the candidate is registered on the qualification list. The derogation is valid for a four-year period. Candidates without French nationality may register to take the exam.

Qualification: qualification requests, which must be presented along with an individual application form, are reviewed by the competent section of the National University Council, which may ask external experts to submit a written opinion on the applications. Qualification is determined by considering the various projects completed by the teacher-researchers. Once the applications have been reviewed, the section presents the qualification list in alphabetical order. Rejected applications are accompanied by an explanatory report. The list of qualification as a university professor is published in the official gazette. It is valid for four years.

Recruitment by examination: once registered on the qualification list, the candidates can apply directly for vacant positions in higher education institutions, currently published twice a year.

The institution’s specialist committee, which includes members elected by their peers and members appointed by the head of institution upon proposal of the board of directors, establishes a list ranking a maximum of five candidates for each position available. This list is then approved by the institution’s board of governors, which meets in a special session open only to teacher-researchers or other members whose rank is at least equivalent to the available position. The Board has three weeks to make its decision.

The law no. 2007-1199 relative to the freedom and responsibilities of universities of 10 August 2007 stipulates the implementation of new bodies to replace specialist committees. These selection committees are in charge of expressing an opinion on the recruitment of teacher-researchers instead of specialist committees.

In legal, economic, political and management fields, university professors are recruited either through a national Agrégation exam, or through an exam given by the institution and open only to lecturers who have the required degrees, as explained above, and having taught at least ten years in an institution of higher education as of 1 January, serving five of the ten years as lecturers.

Two national Agrégation exams are organised periodically in the legal, political, economic and management fields. One is an external exam open to candidates having obtained a doctorate, and the other is an internal exam open only to lecturers who are at least 40 years old and have taught for at least ten years at an institution of higher education.

Those who pass the exam are placed in order of rank.
The Agrégation exam contains two tests:

- The first consists in a review of the candidates’ degrees and teaching career by a panel, followed by a discussion with the candidates about their work;
- For the second, the candidates authorised to continue the exam must teach three classes.

8.1.5.3.1.2. Lecturers

Recruitment also comprises a two-phase process: qualification and recruitment by examination. The positions to be filled are open, by institution and discipline, to the candidates registered on a list of qualification for lecturer functions established by the National university council. As with university professors, French nationality is not a pre-requisite for eligibility.

Qualification: candidates seeking registration on the qualification list must either:

- Hold, by the date of the review of the applications by the National council of universities, a doctorate or certification to manage research projects. Candidates with university degrees, qualifications and foreign degrees may be excused from the above requirement by the National council of universities. The State doctorate, third-cycle doctorate and docteur-ingénieur degree are accepted as equivalents to the above requirements;
- Have, by 1 January of the year of registration, at least three years of professional experience, excluding teaching or research activities in public scientific and technological institutions;
- Be a full-time assistant teacher;
- Be temporarily transferred for at least one year as a lecturer;
- Or belong to a group of researchers.

Requests for registration onto the lecturer qualification list, provided along with an individual application form, are reviewed by the competent section of the National council of universities, which may have recourse to external experts asked to give a written opinion of the applications. Qualification is determined by considering the various projects completed by the teacher-researchers.

After reviewing the applications, the competent section of the National council of universities establishes the list of qualified lecturers, in alphabetical order. Rejected applications are accompanied by an explanatory report.

The list of qualified lecturers is published in the official gazette and is valid for a four-year period.

Recruitment by examination: once registered on the list, the candidates may apply directly for vacant positions in higher education institutions, currently published twice a year.

The institution’s specialist committee, which includes members elected by their peers and members appointed by the head of the institution on the proposal of the board of governors, establishes a list ranking a maximum of five candidates for each position available. The list is then approved by the institution’s board of governors, which meets in a special session open only to teacher-researchers or other members whose rank is at least equivalent to the available position. The Board has three weeks to make its decision.

The law no. 2007-1199 relative to the freedom and responsibilities of universities of 10 August 2007 stipulates the implementation of new bodies to replace specialist committees. These selection committees are in charge of expressing an opinion on the recruitment of teacher-researchers instead of specialist committees.

8.1.5.3.1.3. Associate teachers

It is important to mention associate teachers, who can have French or foreign nationality. Associate professors are appointed by the authorities competent to appoint permanent professors in the same category, on the proposal of the bodies systematically consulted for the appointment of permanent professors. Full-time associate professors are hired for three years. In order to be recruited as full-time associate professors, candidates must have obtained professional experience outside of teaching and research (seven years experience to be recruited as an associate lecturer, nine years as an associate professor), or hold a doctorate or another equivalent university degree and have held teaching or research functions abroad.

www.eurydice.org
The conditions for recruitment as a part-time associate professor are more flexible. Candidates must have at least three years initial professional experience (excluding teaching positions) and professional experience related to the discipline to be taught. As is the case for full-time associate professors and permanent teacher-researchers, appointments are made on the proposal of a specialist committee accompanied by the favourable opinion of the board of governors.

Associate teacher-researchers have the same responsibilities as lecturers and university professors. Full-time associates are required to teach 128 hours of class or perform 192 hours of guided study per year, whereas part-time associates are required to teach 64 hours of class or perform 96 hours of guided study.

8.1.5.3.1.4. Assistants

The number of assistants is drastically decreasing. In 2008, there are hardly more than one hundred. However medical doctors with certain specialties are still hired as university hospital assistants, in which case these assistants are under contract.

8.1.5.3.2. Other categories of higher education teachers

8.1.5.3.2.1. Permanent secondary education teachers

Certain teachers belonging to this category can be posted to higher education: some vacant positions in higher education can be filled by PRAGs (professeurs agrégés), or professors having obtained the CAPES, CAPET (PRCE) or CAPLP in public education. Candidates must be teachers or trainees. They can be currently employed or placed on "availability", "en détachement" (temporarily transferred), on delayed nomination or on leave.

Secondary education teachers working in higher education institutions must perform 384 hours of guided studies per year.

8.1.5.3.2.2. Temporary teaching and research assistants (ATER)

They are recruited to fill fixed-term contracts, which cannot exceed two years. Candidates are students in the last year of their master's thesis or young doctoral candidates. They can work part or full-time, for a total of 128 hours of classes, 192 hours of guided studies, or 288 hours of practical applications.

8.1.5.3.2.3. Moniteurs (co-ordinators)

They are recruited amongst students who receive a research allowance and who plan to become teacher-researchers. The maximum duration of their contract is three years. Each moniteur must perform 64 hours of guided studies or 96 hours of practical applications.

8.1.5.3.2.4. Lecteurs (readers) and foreign language professors

They are recruited for one or two years by higher education institutions. Lecteurs must perform 300 hours of practical applications, whereas the professors must perform 288 hours.

8.1.5.3.2.5. Auxiliaries

They can teach classes, perform guided studies or practical applications. They are chosen for their expertise in scientific or professional fields, and they must have a professional activity in addition to their teaching activity. They either teach occasionally or regularly and are paid at the currently valid rate.
8.1.5.3.2.6. Temporary auxiliaries

They are students of at least 28 years by 1 September of the academic year in question, and preparing for a third-cycle degree in higher education. They are also recruited amongst candidates under 65 years of age benefiting from a retirement pension. They can perform either guided studies (96 hours maximum) or practical applications (144 hours maximum).

8.1.6. Curriculum, special skills, specialisation

Regardless of their previous curriculum and whatever their teaching post, teachers must be fully aware that pupils’ progress and results are the purpose of their action and function. For this reason, teaching in the framework of the national Education public service is perceived as a task aimed at educating the young people placed in the care of school, which implies a good command of all the skills necessary for the required level. Teaching is also perceived as an educational duty based on the values of the Republic, which implies accurate knowledge of the principles and laws illustrating these values, but also exemplary behaviour in the performance of their duties. Finally, teaching is perceived as a duty to contribute to the social and professional integration of pupils, which implies the ability to encourage pupils’ cultural tolerance and good knowledge of the economic and social environment of the school.

8.1.6.1. School teachers

A common national framework for the training of teachers, with clear references for the students and partners in the training of teachers, is defined by the order of 19 December 2006, relative to the "specifications" (8.1.4.1.).

University curriculums must prepare for the teaching function before the entrance examinations, which implies that, during their training for a licence and throughout the preparation of the examinations, the future teacher must acquire a broad disciplinary culture. All teachers must be familiar with the "common foundation of knowledge and skills" (5.4.). Therefore the future secondary education teachers begin to acquire the knowledge necessary for versatility before the entrance examination. It is also before this examination that the future secondary education teachers must be able to establish links between their disciplines and related disciplines; in addition, they should be encouraged to pursue university education courses giving access to the additional qualifications offered in certain entrance examinations and ensuring teacher versatility in collège. They must also be able to acquire other knowledge useful to their teaching duties (basic knowledge of psychology, sociology, history, philosophy, economics, law etc.).

Furthermore, the LMD system (see 6.2.), by dividing courses into major disciplines, facilitates the progressive guidance of the student. Universities are also trying to provide licence students cross-sectional skills, such as modern foreign languages, IT, methodology and, using various procedures, expression capabilities and general education. In this context, the national Education has implemented an IT and Internet certificate (C.2.i) level 2 "Teacher" designed for IUFM trainee teachers, which must also be put in place in the licence curriculum. The purpose of this certificate is to attest to common professional skills necessary for all the teachers in the performance of their duties. These skills must enable all teachers to evolve and continue to learn throughout their career.

Finally, it is the responsibility of the universities and IUFMs to check that the initial vocational training plan enables the development of all expected skills. Traineeships are the only training procedure described in the circular issued to implement the specifications (c. no. 2007-045) because they are subject to an agreement between the university and academic authorities.

Prior to the vocational training examination in the IUFM, traineeships can be carried out at any time during the licence curriculum, as soon as the professional project is specified. Two of these traineeships, the observation placement in a school environment and the work placement period, concern all the students aiming for a teaching career. The work placement for all future teachers, required at this stage of training, is the responsibility of each student. University presidents and training managers organise the other traineeships and ensure their positioning within the students’ curriculum.
The third traineeship relates more specifically to future modern foreign language teachers, who must spend at least four weeks in a country where the language they wish to teach is spoken. The last traineeship is for teachers aiming for a vocational branch. To teach the profession in which they have been trained, they must perform this profession in a company for at least three months.

The vocational qualification year, before the teacher is made permanent, is structured based on traineeships with a specific procedure, i.e.:

In primary education, traineeships amount to 57 days. In secondary education, the maximum number of hours for the responsibility traineeship is:

- 288 hours for secondary education trainee teachers of general, technological and vocational disciplines;
- 360 hours for secondary education trainee teachers of physical education and sport, including participation in training, coaching and sporting events;
- 576 hours for trainee certified research assistants and trainee education councillors.

In secondary education, the accompanied practical traineeship and the "responsibility" traineeship are carried out in different institutions, catering for students with a different level and social characteristics.

Subsequently, following the vocational training year, the support of new permanent teachers is a crucial aspect of initial vocational training. These teachers are now entitled to deferred initial training: four weeks in the first teaching year and two weeks in the following year, under the responsibility of the recteur d’académie. For secondary education teachers, this continuity is only truly effective if the teacher is posted to the same académie as a trainee and as a teacher. In this respect, experiments may be carried out in the 2008-2009 school year in order to temporarily maintain teachers, in their first year as a permanent teacher, in the same training area or even the same institution where they were posted as trainees.

8.1.6.2. Higher education teachers

There is no single programme of studies for the initial training of teachers in higher education. See 8.1.4.2. and 8.1.5.3. Two thirds of the teacher-researchers recruited over the last few years have undergone no specific training in order to perform their future profession, as most of their skills were acquired throughout their higher education, research projects in laboratories or post-doctoral studies.

8.1.7. Evaluation, certificates

8.1.7.1. Evaluation and certification of primary education teachers

The order of 10 May 2006 sets forth the conditions that must be met in order to register for the recruitment exam for Professeur des écoles (first-level teachers), including the rules for the panel, the evaluation system, as well as the content and modalities of the exercises and how they are to be administered. This Order also introduced a new pre-requisite for candidates who wish to register for the exam. They have to have certificates in swimming and first aid.

The commentary of 16 May 2005 made specifications regarding the objectives and evaluation methods for the various exercises. The following were the two main points highlighted by the commentary:

- The objective of all exercises included in the exam is to evaluate the candidate’s aptitude to mobilise and exploit the skills necessary to teaching in a primary school environment.
- Each exercise must allow the candidates to demonstrate sufficiently extensive knowledge of the discipline in question, plus the ability to combine theory with practice in the classroom. That said, it is important to bear in mind that each exercise is addressed to candidates who may or may not have a licence in the discipline being evaluated.

Adding to this commentary was memorandum no. 2005-083 of 16 May 2005, amended by memorandum no. 2007-119 of 23 July 2007, establishing the permanent national programmes for
external exams, second internal exams, and third recruitment exams for Professeurs des écoles, as regards the eligibility tests: French, Mathematics, History and Geography, Science and Technology, and the first part of the interview portion of the exam.

There is no set programme for the admissions exams for modern foreign languages or physical and athletic education.

All of these regulatory texts help provide a precise and detailed definition of the content and objectives of each examination test.

Candidates who pass the recruitment exam then receive a year of vocational training, after which they become fully-fledged Professeurs des écoles.

The evaluation leading to the official qualification as a teacher is the responsibility of an academic panel, which makes it judgment in light of the skills dossier of the trainee teacher. This dossier includes:

- the opinion of the training authority (IUFM);
- the opinion of a national Education inspector.

A vocational degree of professeur des écoles is then awarded by the recteur of the académie.

In addition, the "skills dossier", based on the expected skills described in the specifications, is introduced by circular no. 2007-045 (mentioned above). It assesses teachers throughout the vocational qualification year and the first two years as permanent teachers. This skills dossier has two objectives: it attests to the command of the expected skills at the end of the traineeship year and enables the panel to form an opinion as part of the vocational qualification examination; by focusing on the skills to be consolidated, it facilitates the creation of the initial training programme deferred over the two years subsequent to the qualification as a permanent teacher.

8.1.7.2. Secondary education

There are five types of recruitment examinations, organised by discipline, open to candidates depending on their choice:

- The CAPES (certificate of aptitude to teach in secondary schools) for general disciplines;
- The CAPEPS (certificate of aptitude to teach physical and athletic education);
- The CAPET (certificate of aptitude to teach in technological lycées) for technological disciplines;
- The CAPLP (certificate of aptitude to teach in vocational lycées);
- The Agrégation exam, also organised by general or technical discipline, for candidates with a maîtrise, an equivalent degree, or one of the certificates of aptitude listed above.

As with professeurs des écoles, certification is granted at the end of the second year of IUFM. The professional aptitude of trainee teachers used to validate their traineeship is assessed by academic panels whose opinion is based on the trainee teacher’s skills dossier. This dossier includes:

- the opinion of the training authority (IUFM);
- the opinion of the head of the institution where the traineeship was carried out;
- the opinion of a national Education inspector.

Depending on the case, these panels deliver the EQP (professional qualification exam) to certified teachers-in-training and physical and athletic teachers-in-training. They also deliver the CA (certificate of aptitude) to professional lycée teachers-in-training. Successful completion of the EQR or CA earns the candidates their title, issued by the recteur of the académie.

As regards private education under contract, exams were created in 1994 granting access to the list of aptitude for the purpose of obtaining a certificate of aptitude as a second-level maître or CAFEP (document specialist under contract). Candidates registered on the list of aptitude and may be given a probationary one-year contract with the agreement of the head of the establishment. They then may be given a permanent contract once their aptitude has been demonstrated by obtaining the CAFEP (certificate of aptitude to teach in institutions of private education).

Exams corresponding to the external exams for the CAPES, CAPET, CAPEPS and CAPLP, the sections and options are the same as the exams in public education. The candidates must take the same tests submitted to the same panels as the candidates taking the external exams in public education.
education.

8.1.7.3. Higher education

Methods of evaluation in tertiary education and research vary widely. Several processes of evaluation exist for teaching personnel depending on their category.

Teacher-researchers: the National council of universities evaluates their qualification during the phase prior to their recruitment and is partly involved in promotions thereafter, with the evaluation focusing mainly on their research.

Teachers performing functions other than teaching and research also benefit from a specific promotion procedure known as voie 3 (institution’s scientific council, then a national body).

A process is underway to overhaul these measures in the context of the "research pact". One of the objectives is to create a unified, coherent and transparent research evaluation system.

In this context, the President of the Republic created, on 25 September 2006, the evaluation Agency for research and higher education (AERES), which is one of the innovative tools implemented by the programme law of 18 April 2006 for research, to guarantee the coherence of the national research policy and provide the scientific community with the resources for a new objective. The organisational and operational procedures for this independent administrative authority, defined by decree no. 2006-1334 of 3 November 2006, are in line with the best international practices. They guarantee its validity, ensure the transparency of its evaluation processes and are a measure of its efficiency. The evaluations conducted by AERES, on institutions, units and researchers themselves, will shed precious light on the people in charge of research and higher education with a view to the allocation of human and financial resources.

Legislation: Research program's law

8.1.8. Training alternatives for teachers of all education levels

For those who cannot participate in an IUFM training programme to become first or second-level teachers, the CNED (national long distance education centre) offers training programmes in the majority of disciplines for all types of recruitment exams (see section 6.18. for more on the CNED).

Furthermore, increased international competition has led the Ministries of National Education and Research, concerned about maintaining excellence in higher education and modernising the higher education system, to launch three successive calls (2000, 2001, 2002) for projects to create French "digital campuses".

The main objective of these calls for projects was to create a top-quality national FOAD offering (open, long-distance training) that is competitive on the international market. The first and second calls focused on a partial or complete long-distance offering. The third also called for developing new work environments.

A digital campus is defined as a learner-focused education system offering innovative services via digital technologies, giving access to training from nearby or distant locations, in periods and at a pace chosen by learners, throughout their life. The implementation of an inter-institution logic and the development of public/private partnerships and relationships with foreign institutions reinforce the quality of the content and services provided to students. Projects are based on innovative engineered training, designed in a modular manner in order to enable personalised programmes.

Training programmes are becoming flexible, in keeping with the implementation of ECTS (European credit transfer system), bridges are built between Initial Education and Continuing Education, in coherence with the Validation of Acquired Skills (VAE, see 5.17.2.)

In addition, the organisation of "consortiums" (groups of higher education institutions associated with other public and/or private partners) was strongly encouraged. Nearly 400 partners got together in these consortiums in order to develop this new FOAD offer. Certain digital campuses bring together up
to twenty institutions working on educational content and additional instruction systems designed to
make these educational programmes more easily accessible to students.

All major disciplines were affected by this new educational offer:

- Sciences and techniques,
- ICT and training engineering,
- Medicine and healthcare,
- Law, Economics, Management,
- Social sciences and humanities,
- Multi-disciplinary fields.

As of 1st March 2008 there are 64 labelled campuses. ECHILL, Ape-LAC, FIPFOD2, and TUTELEC
are the campuses specialising in training trainers, and FORSE is the campus specialising in education
sciences. To see the complete list of labelled campuses, go to http://www2.educnet.education.fr/sections/superieur/archives/campus/liste

8.2. Service conditions of Teachers

Teachers are public servants. Their professional status is therefore governed by the body of laws on
civil service.

The preamble to the 1946 Constitution states that “the organisation of free, secular public education at
all levels is a responsibility of the State”. The State retains responsibility for the public education
service: In this capacity, the State “is responsible for the recruitment, training and management of
personnel. It is also responsible for their salary and teaching expenses. It must define educational
guidelines and programmes.” Public education comes under the authority of the Ministry of National
Education.

In the strictest sense, French public service includes all employees occupying permanent civil service
positions for the State, local authorities (municipalities, départements or regions) or certain public
hospitals.

There are three major categories of public service in France: the State civil service, territorial civil
service and hospital civil service which together employ nearly 5 million civil servants. Almost half of
the civil servants are State (49%), 31% territorial and 20% hospital.

There are over 3,000,000 people working in the State civil service, divided between central
administrations (ministries) and decentralised departments.

With 1,279,701 civil servants (including 993,750 teachers), national Education employs over half of the
State’s public employees on March 1st, 2007. Next in line are the Ministries of Defence (close to
425,000 employees) and the Economy (close to 180,000 employees).

While 45% of State civil servants belong to category A (education level: baccalauréat + 3 years of
post-secondary education; supervisory, design and management tasks), 26% belong to category B (baccalauréat level; application tasks) and 29% to category C (education level: BEP, CAP; national
brevet diploma or no qualification; execution tasks).

The national Education system, like the Ministry of Economy or Defence, for example, mostly recruit
staff from category A (teaching staff, education, guidance, documentation staff, civil administrators,
administration assistants, research or study engineers, computer specialists, statisticians, bridge and
roadway engineers, etc.).

8.2.1. Historical Overview
8.2.1.1. Primary and secondary education teachers

Until 1990, first-level teachers were trained in écoles normales. Belonging to category B, they are due to be integrated into the new category of professeurs des écoles. As of 1st January 2008, 8% of the primary teachers have yet to be integrated into the professeur des écoles category. Today, only Professeurs des écoles, civil servants belonging to Category A, are recruited as first-level teachers.

Three bodies of teachers were authorised to teach in secondary schools: those who had passed the Agrégation exam for second-level education, which was created in the nineteenth century; "professeurs certifiés", since 1950; and PEGCs (general education collège teachers), created in 1969. They were managed at the académie level and taught two subjects. They used to be recruited prior to obtaining a licence, but that practice was eliminated by the start of the 1987 school year. Some of the PEGCs will be integrated into the category "professeurs certifiés".

8.2.1.2. Higher education teachers

For the past 30 years, the missions given to institutions of higher education, and thus put into practice by teacher-researchers and other teachers, in collaboration with IATOS personnel (engineers, administrators, technicians, health and social service workers, librarians), have greatly evolved. The Law of 12 November 1968, and more specifically the Law of 26 January 1984, integrated some of these missions. Chapter III of the Code of Education, entitled "Objectives and missions of higher education" (which reproduces the provisions of the Law of 26 January 1984 on higher education) defines the missions of public tertiary education. The concept of "public tertiary education" applies to institutions other than universities: it also concerns écoles supérieures, IUFMs (now integrated into universities), lycées (preparatory classes for the grandes écoles and BTS), and other institutions under the authority of various ministries (écoles supérieures in the fields of health, agriculture, culture, etc.). It is specifically indicated that "(…) public tertiary education: 1. 1. provides reception and guidance services for students; 2. provides initial training; 3. contributes to continuing training; 4. is responsible for training trainers".

The law of 10 August 2007 relative to the freedom and responsibilities of universities entrusts the public higher education service with new tasks: guidance and professional integration as well as the participation in and creation of the European area for higher education and research.

8.2.2. Ongoing Debates and future developments

The repeal of the "Robien" decree (decree of 12 February 2007) marks the return to previous provisions and the reinstatement without amendments of texts relative to the statutory service obligations of secondary teaching personnel as well as the decrees relative to their special status.

Furthermore, teaching, education and guidance personnel, when confronted with health problems, can now request the reorganisation of their position or a posting to an adapted position. A new decree (decree no. 2007-632 of 27 April 2007, BO no. 20 of 17 May 2007) replaces the previous re-adaptation and re-employment provisions. It is inspired by a number of academic practices already implemented to the benefit of the personnel considered. As these practices are now based on a legal premise, they will be standardised, thereby ensuring equal treatment of all personnel.

These provisions complement existing provisions applicable to all State civil servants (long-term sick leave, "therapeutic" part-time, reclassification etc.). Other possible measures encouraging the continuation of activity or the retraining of personnel suffering from health problems are also specified.

Eligibility for this system is therefore based on medical criteria causing difficulties in the performance of the functions of the original category.
8.2.3. Specific Legislative Framework

Legislation: Dispositions statutaires relatives à la fonction publique de l'Etat

8.2.3.1. First-level teachers

*Professeurs des écoles* and primary school teachers are subject to the same rules that apply to all State civil servants, which were set forth in Law nos. 83-634 of 13/7/1983 and 84-16 of 11/1/1984. Each category of teachers has a specific status governed by specific measures (recruitment, promotion, etc.). For example, the legal status of *Professeurs des écoles* is defined in amended decree no. 90-680 of 1/8/1990.

8.2.3.2. Second level

Teachers in secondary education are also State civil servants and are therefore subject to the laws cited in the previous section 8.2.3.1.

A series of new legislative texts was published in the *Journal Officiel* of 13 February 2007 (see 8.2.2).

8.2.3.3. Tertiary education

A. Teacher-researchers

By virtue of law no. 84-52 of 26 January 1984 on higher education, the status of teacher-researchers is defined by decree no. 84-431 of 6 June 1984, which sets the legal status common to all teacher-researchers as well as the special status of university professors and lecturers.

B. Other teachers

The presidents and heads of institutions therefore have authority to recruit non-permanent staff.

Temporary teaching and research assistants (ATER) are appointed by the president of the university or head of the institution. The legislative framework of their status is specified in decree no. 88-654 of 7 May 1988.

Associate teachers are governed by decrees no. 85-733 of 17 July 1985 and no. 91-267 of 6 March 1991.

Furthermore, the status of co-ordinators is ruled by decree no. 89-794 of 30 October 1989 and that of foreign language teaching assistants and foreign language teachers by decree no. 87-754 of 14 September 1987.

8.2.4. Planning Policy

8.2.4.1. Primary education

*Professeurs des écoles* and primary school teachers are managed at departmental level. Many decisions are left to the inspecteur d'académie as director of national education services at the *département* level, particularly concerning evaluations, promotions in grade and level, leaves of absence, nominations, granting of permanent positions, transfers and lay-offs.
Since 1995, a Department of Human Resources has existed in each académie. Its mission is to coordinate all organisations within the académie responsible for personnel training and management so that the people and positions are better understood.

As a general rule, the HR manager, who is appointed by the recteur of the académie and therefore works under the recteur, has authority over all aspects of the management and training of national education personnel within the académie. The HR manager focuses primarily on the schools and management of sensitive situations.

### 8.2.4.2. Secondary education

Second-level teachers are supervised, and their careers managed, by three individuals:
- the minister: he is responsible for the general management of human resources. He has the authority to define specific statuses, recruit personnel, decide on certain management aspects (first postings, inter-académie transfers, etc.) and manage the agrégé teachers’ category.
- the recteur of the académie: the minister’s representative within the académie. His management responsibilities are increasingly wide-ranging (first postings and inter-académie transfers, most promotions, leave of absence, etc.) for decentralised management personnel categories (certified teachers, PEPS, PLP, AE etc.).
- the head of institution (known as the "principal" in collèges and proviseur in lycées): his responsibilities towards the teachers of his institutions are to steer the institution, organise the service (by organising teaching schedules) and, in terms of human resources management, participate in the promotion process.

### 8.2.4.3. Higher education

The ministry of higher education is responsible for managing personnel of the public higher education system. However, certain management decisions have been decentralised and attributed to the university presidents and other directors of public institutions of higher education. Decisions concerning the careers of university professors and lecturers are submitted to the institution’s board of administrations or the National council of universities for review. The appointment of university professors remains the prerogative of the president of the Republic and that of lecturers the prerogative of the minister in charge of higher education.

### 8.2.5. Entry to the Profession

#### 8.2.5.1. First-level teachers

Candidates who wish to become first-level teachers must take a recruitment exam (see sections 8.1.5.1. and 8.1.7.1.). Once they have obtained the professional "Professeurs des écoles" degree, issued by the recteur of the académie in which they took the exam and did their traineeship, the Professeurs des écoles-in-training are given their official title by the inspecteur d’académie the director of national education services at the département level (usually the département where they did their traineeship).

The first teaching position held by young first-level teachers is given special attention. Two memoranda (dated 2 January 1995 and 9 January 1996) encourage the inspecteurs d’académie to avoid assigning beginners to difficult positions, unless they should volunteer.
8.2.5.2. Second level

Candidates for second-level teaching positions must take a recruitment exam (see section 8.1.5.2.) followed by a traineeship that must be validated by a certificate of aptitude or a professional qualification exam, which they must successfully pass in order to receive their title (see section 8.1.7.2.).

Successful candidates are then assigned to a teaching position within an académie. Teachers in private institutions under contract, having obtained their CAFEP, are given a contract by the recteur upon approval of the head of the establishment.

8.2.5.3. Higher education

Permanent teacher-researcher positions in higher education are obtained through the qualification/recruitment examination procedure, see 8.1.5.3.

University professors are appointed by decree of the President of the Republic.

Lecturers are appointed by decree of the minister in charge of higher education.

8.2.6. Professional Status

8.2.6.1. Primary education

Primary public school teachers (pre-school and primary school) are State civil servants, professeurs des écoles belonging to Category A and instituteurs to Category B (8%).

Under the Debré law of 31/12/1959, first-level teachers in private institutions under a simple contract (see section 3.1.) are also paid by the State. They remain, however, private-sector employees under the authority of the head of their establishment.

In private establishments that have chosen to enter into a contract of association (see section 3.14.) with the public education system, the teachers are paid by the State and are contractually employed by the State. As State employees, they are therefore subject to public law and are appointed by the recteur or inspecteur d'académie, upon approval of the head of the institution.

Legislation: Loi du 31/07/1959 sur la promotion sociale

8.2.6.2. Secondary education

Secondary education teachers are civil servants belonging to category A.

Posts are available for the recruitment of teachers by various competitive examinations: external (8.1.7.2.), third examination, internal and reserved for the recruitment of secondary education teachers.

Third examinations are designed for candidates who can attest to exercising, for at least five years, one or several professional activities in the area of education or training. This notably relates to educational aides. These activities must be carried out within the framework of a private law contract (decree 2005-1279 of 13 October 2005).

There are five permanent teacher statuses:

- Chair professors: teachers coming from the agrégé category and aimed more specifically at teaching in preparatory classes for grandes écoles;
- Secondary education agrégé teachers;
• **Certified teachers**, certified teachers, recruited via the CAPES or CAPET
• Physical and sport education teachers;
• Vocational lycée teachers.

A number of permanent teachers belong to personnel categories which are almost phased out (PEGC : general collège teachers, created in 1969 for collège education; **physical education and sport auxiliaries**, a category created in the early 60s, mostly aimed at facilitating the integration of other physical education and sport personnel; **deputy teachers**, former category integrating auxiliary teachers).

Other teachers (non permanent): auxiliary teachers (their recruitment was discontinued), public contract teachers, part-time secondary education teachers, associated teachers.

Associated teachers (decree no. 2007-322 of 8 March 2007) must attest to a professional experience of at least five years in the discipline taught; they are in charge of initial education activities; their activities include among other things, follow-up and advice as well as the evaluation and validation of pupils’ acquired skills.

### 8.2.6.3. Higher education

Teachers in tertiary education are Category A civil servants and are therefore subject to the rules that apply to all civil servants. In addition, they benefit from a certain number of traditional guarantees, designed to maintain their independence and freedom of expression (in particular, recruitments and promotions are decided by bodies made up entirely of their peers).

#### A. Teacher-researchers:

• **University professors** (subjects of law, politics, economics and management, literature and humanities, science and pharmacy), mainly responsible for the preparation of education and research programmes, student guidance, co-ordination of educational teams and supervision of research teams;

• **Lecturers** (subjects of law, politics, economics and management, literature and humanities, science and pharmacy), mainly responsible for the preparation of education and research programmes, student guidance, co-ordination of educational teams.

#### B. Medical studies teaching personnel

• PU-PH university hospitals for medicine, dentistry and pharmacy – MCU-PH for medicine, dentistry and pharmacy, these personnel are in charge of teaching, research and hospital care, under the dual authority of the ministers in charge of higher education and health.

#### C. Teachers

• This category regroups secondary education teachers such as certified teachers, **professeurs agrégés**, technical deputy lycée teachers.

• **Professeurs agrégés and certified teachers** (PRAG and PRCE) who can be posted to higher education and appointed to specific secondary education posts created in higher education institutions;

• Deputy technical teachers within ENSAM who can be posted to higher education and appointed to posts corresponding to their category in order to perform their activities.

#### D. Other teachers

• **Temporary teaching and research assistants (ATER)** who, as well as their teaching duties, perform research work with a view to obtaining a doctorate; there are several categories (civil servants belonging to category A on secondment, foreign teachers or researchers, doctoral students finishing their thesis or who have presented their thesis, co-ordinators);

• **Co-ordinators** who have already been allocated a research grant or **moniteur-normalien** scholarship

• **Part-time teachers** (see 8.2.7.3.): part-time teachers selected for their expertise in the scientific, cultural or professional sector and part-time temporary teachers under 28 enrolled in a preparation course for a master qualification;

www.eurydice.org 173
• **Associated or guest teaching staff (PAST)** who must attest to a professional experience (other than teaching activity) of 7 of the last 9 years for the functions of associated lecturer and 9 years for the functions of associated professor; the duration of the assignment is 6 months minimum to 3 years, renewable without exceeding 6 years in total.
  - Full-time associates appointed for a period which cannot be less than 6 months or exceed 6 years;
  - Part-time associates who must have another activity exercised for at least 3 years and directly related to the speciality taught;
  - Full-time guests;
  - Part-time guests;

• **Foreign language assistants** and foreign language teachers.

Foreign language assistants teach 300 hours of tutorials each year to students, 100 hours of which can be converted into guided studies.

Foreign language teachers are involved in all teaching-related tasks. Their annual service teaching students is set at 288 hours of tutorials or 192 hours of guided studies or any equivalent combination or, finally but under exceptional circumstances, classes.

### 8.2.7. Replacement Measures

The framework and programme law for the future of school of 23-04-2005 added a new paragraph to the Code of Education, which deals with teacher replacements for absences of less than two weeks.

**Legislation: Guidance Law and Programme for the Future of Schools**

#### 8.2.7.1. Primary education teachers

In every département, some permanent teachers are assigned as substitutes. The percentage of teachers assigned as substitutes is set by the inspecteur d'académie depending on need and on advisement of consulting organisations.

Substitute teachers (known as "titulaires remplaçants") follow the same training programme as their colleagues and receive a special indemnity. They are attached to a given school and are assigned to a "brigade" in their département or to a ZIL (local intervention area). ZILs are composed of about 25 classes and the substitute teachers usually fill in for short absences. The brigades cover a larger area, are managed by the inspecteurs d'académie, and the substitute teachers fill in for longer absences, notably for teachers who have taken time off for vocational training purposes.

#### 8.2.7.2. Secondary education

Secondary education teachers, guidance and orientation personnel (permanent staff and trainees) can be required to replace temporarily absent personnel or fill a temporarily vacant position in their académie, based on their level of qualification.

These replacement personnel are known as TZRs (qualified personnel permanently assigned to a particular replacement area). The replacement area is the geographic area covered by the académie in which the TZRs may be called upon to substitute over the course of the school year. The replacement areas are defined by the recteur, after consulting with the CTPA (technical joint académie committee).

TZRs are managed by a single school. The institution to which they are attached is determined on an annual basis. TZRs must report to their assigned institution the day before school is scheduled to start. The institution handles administrative tasks, such as registration, salary slips, administrative correspondence, sick leave, etc.

TZRs work mainly in the "primary replacement area" to which they are assigned. However they may be asked to work in neighbouring areas when needed.
Recteurs assign TZRs to institutions and define their responsibilities by official order, which also states the reason and duration of the replacement assignment.

TZRs work in one of three formats:
- **One-year assignments (AFA)** to a post remaining vacant or as a temporary education resource;
- **Short-time substitute teaching (REP and SUP)** for temporarily absent teachers;
- **Mixed posting**, i.e. part-time AFA, which results in TZRs completing their service as substitute teachers.

Between two temporary assignments, TZRs must be present in the institution to which they are attached, in order to meet their required number of teaching hours. To this end, they may be asked to participate in establishing personalised educational support programmes. They may also be asked to cover short-term absences at the institution.

In the context of the provisions of the framework law of 23 April 2005, the replacement of absent teaching staff for a duration less than or equal to two weeks is organised under the conditions provided by decree no. 2005-1035 of 26 August 2005.

These provisions aim at enhancing **equal opportunities** by avoiding educational breaks, likely to discourage pupils and endanger the weaker ones.

For the implementation of this process, the head of the institution draws up, in consultation with the educational teams, a protocol which sets out replacement objectives and priorities as well as the principles and practical procedures for the organisation of these replacements, specific to the institution. This relates primarily to the replacement of absences which can be anticipated throughout the school year.

The protocol is presented by the head of the institution to the administrative board, which is kept regularly informed on the conditions of its implementation and for which the head of the institution focuses on seeking the agreement of qualified teachers.

A teacher cannot be obliged to perform more than five additional hours per week.

### 8.2.7.3. Higher education

Decree no.87-889 of 29.10.87 lays out the measures for replacing teachers at the tertiary education level. The following are passages from the decree:

*Art. 1* – Public institutions of higher education under the authority of the Ministry of National Education may call upon CEVs (chargés d’enseignement vacataires) for the medical and dental fields, and ATVs (agents temporaires vacataires) in all disciplines, under the terms defined by the present decree.

The replacement of teacher-researchers is closely monitored and limited. Only university professors and lecturers on secondment can be replaced, during the first temporary secondment procedure, by associated or guest teachers, by civil servants in a category other than their original one, by personnel made available to the institution or remunerated in the form of additional classes or by public contract personnel under the provisions of articles 4 and 6 of title II of the general status.

*Art 2* (amended by Decree no.2000-1331 of 22 December 2000) – CEVs are chosen for their expertise in scientific, cultural or professional fields. In addition to teaching, they have a main professional activity:
- Running a company,
- A salaried activity (at least 900 hours per year),
- Or a non-salaried activity, on the condition that they are subject to the professional tax or can demonstrate that they have consistently earned resources from their activity for at least three years.

In application of Article 25-1 of law no.82-610 of 15 July 1982 on guidance and planning for research and technological development in France, they may also be selected from amongst temporarily transferred civil servants made available or delegated to a company or organisation at which they have been engaged in projects, discoveries or inventions.
If CEVs cease their main professional activity, they may nevertheless continue teaching for a maximum period of one year.

Art. 3. ATVs must be at least 28 years old by 1 September of the school year in question and be registered to earn a third-cycle degree. This age limit does not apply to beneficiaries of research allocations, governed by Decree no.85-402 of 3 April 1985 on research allocations. Those persons under 65 years of age and benefiting from a pension, early retirement allocation, or end-of-activity leave, may be recruited as ATVs on the condition that they were exercising a professional activity outside of their teaching institution at the time they quit teaching. They are allowed to teach in disciplines included on a list established by order of the Ministry of Higher Education, as long as they only serve as occasional replacements in any given discipline.

Art. 4. The personnel governed by the present decree may be hired to fill a limited number of vacancies. They are recruited by the head of the establishment, based on the proposal of the director of the training and research unit and on advisement of the committee(s) authorised by a special session of the board of directors restricted to teaching staff...

8.2.8. Supporting Measures for Teachers

The order of 19 December 2006 setting out the "specifications" of IUFM teachers' training states the duties of primary school, collège and lycée for the reception and support of trainee teachers and new permanent teachers.

Legislation: 19th of December decree

8.2.8.1. Support measures for primary and secondary education teachers

The network of primary schools, collèges and lycées receiving trainees and the trainee reception procedures (in particular the way the different training placements are structured) are established by the recteur and inspecteur d'académie, director of the departmental services of National Education, in partnership with the university and integrated IUFM. This network of institutions (primary schools, collèges and lycées) facilitates the smooth transformation between the initial education and the performance of full teaching responsibilities; it is based on the "school project" (see 2.6.4.2.) in connection with the national educational policy and its academic element.

Primary schools and institutions receiving new permanent teachers organise their pedagogical support. The idea is to create an environment to support the trainee or new permanent teacher as they assume their duties for the first time, and facilitate the implementation of all aspects of their disciplinary, didactic and pedagogical skills. The idea is also to educate each trainee teacher in their civil servant duties by making them aware of their role as adult of reference for the pupils and of the ethical aspects of the profession they have chosen.

Schools and institutions receiving trainee teachers or new permanent teachers must:
- Carry out a training process in partnership with the university and integrated teachers' training institute;
- Give teachers the answers to their professional queries and provide the expected information with regard to the objectives assigned to the training placements;
- Promote teachers’ involvement in team work and pedagogical consultation, meetings with parents and the various partners.

The study carried out within the institution or school on the activities offered is an integral part of the reception and support of trainees and new permanent teachers. This requires the involvement of all stakeholders (head teacher, head of the institution, teachers-professeurs des écoles instructors, tutoring or reference teachers, temporary teachers, instructors, professors and trainees): everyone must participate according to their domain of expertise.

With regard to the teaching responsibility training placement as well as all other training placements, a report on the placement designed to help the trainee teacher increase their awareness of the skills acquired and remaining work to be achieved, is completed by the tutoring teacher or teacher-
professeur des écoles instructor in collaboration with the head teacher or head of the institution. This report is included in the skills record.

Reference teachers or tutoring teachers within the school or institution (or failing this, in the immediate proximity), recognised for their expertise, will be respectively appointed further to the proposal of the national Education inspector by the inspecteur d'académie, director of the departmental services of national Education or, further to the proposal of the national Education inspector or the inspecteur d'académie – regional pedagogical inspector, by the recteur.

New permanent teachers are supported as required. They also benefit from the help of a reference teacher.

8.2.8.2. Support measures for higher education teachers

In the early 90s, the lightening of the administrative load related to the management of university staff became essential. This had to be combined with the improvement in the management of posts and in the organisation of a sustained dialogue between the institutions and the ministry in charge of higher Education, based on a system of shared information.

"Harpège" (Harmonisation of Staff Management) is an application designed to cover human resources management in higher education institutions. This is a tool to service higher education personnel by providing them with confidential comprehensive and reliable information, as well as improving internal communication, notably in the context of a mobility.

Universities are strongly involved in this project, which facilitates the management of the career and contracts of all individuals involved in the institutions, i.e.:

- Career (civil servants and equivalent): Body, rank, grade and chevron are listed, including traineeship periods, indexed premiums, grading, specialisation referring to the characteristics of the post as well as statutory positions, terms of service, most of the holiday and leave taken.
- Contract (contract agents on State budget or private): civil service body equivalent, contract duration, remuneration type and frequency. Terms of service and holiday are also taken into account for public contract agents.

"Antarès" is an application initially dedicated to the management of qualifications on the one hand and recruitment and the posting of teacher-researchers on the other. This application was extended in 2006 with the "Antée" version in order to integrate the application process by the candidates themselves as well as most of the application treatment operations carried out by university management services. The basic principle of "Antarès-Antée" remains the sharing of reliable and secure information between candidates, higher education institutions, evaluation authorities (such as the national university Council – CNU) and the ministry in charge of higher education.

The implementation of this application strongly mobilised universities which took this opportunity to define their requirements according to their internal structures and all the management applications with which inter-operability was deemed essential.

8.2.9. Evaluation of Teachers

8.2.9.1. Primary education

National education inspectors are primarily responsible for teacher evaluations (for more information, (see section 8.4.). At the first-level level, there is approximately one inspector for every 350 teachers. Teachers are evaluated about once every four years. The frequency of evaluations varies depending on the district and the inspector’s availability. Teachers often request evaluations to help advance their career. The national education inspector of their district is their hierarchical superior. He or she gives every teacher a mark based on both educational and administrative criteria.
8.2.9.2. Secondary education

In secondary education, there is about one inspector for every 400 teachers, though this figure varies depending on the discipline. (see also 8.4.).

Collège and lycée teachers are inspected approximately once every 6 to 7 years, although this frequency is improving. The inspection is carried out in the workplace of the teacher, in the form of an observation of an educational sequence, followed by a one-to-one exchange with the teacher. Teacher evaluation is a combination of two marks: a "teaching" mark (out of 60 points), given by the competent inspector, at the above-mentioned frequency, and an "administrative" mark (out of 40 points), given by the head of the institution each year, based on criteria such as attendance, punctuality, authority and influence.

The teaching mark is harmonised every year by a group of assessors belonging to the higher inspectorate personnel category. This harmonisation balances the grading scales between the different evaluators and updates the oldest teaching marks.

The administrative mark varies depending on academic practices. Consequently, it is averaged out to compensate for grading discrepancies between teachers in the same situation (same level, same administrative position) from one académie to the next.

The aggregation of the two final marks produces the overall mark out of 100, which measures the professional aptitude of each teacher and determines their rights in terms of promotion.

The different stages in teachers’ career progression (in terms of level, grade or category) are all based to a certain extent on this mark.

It should be noted that the personnel belonging to secondary education teaching categories who are posted to higher education cannot be inspected. Their purely administrative mark, out of 100, is established each year by the head of the higher education institution where they work.

8.2.9.3. Evaluation of higher education teachers

See section 8.1.7.3.

8.2.10. Continuing training

Article L. 912-1-2 of Chapter VI of the framework and programme law for the future of school of 23-04-2005 states that when a teacher seeks training for the purpose of personal advancement and receives approval from the recteur, the training takes place, in priority, outside of the required teaching hours and may qualify for an indemnity. The training is taken into account in the context of the teacher’s career management.

Legislation: Guidance Law and Programme for the Future of Schools

8.2.10.1. Primary and secondary education teachers

Academic authorities are in charge of the continuing vocational training of permanent teachers.

It is incumbent upon the recteur to define the academic plan for continuing education (PAF), which they implement as person in charge of the operating budget of the academic programme (BOPA). The recteur determines priorities according to the "teachers’ training specifications", defined by the order of 19 December 2006, which constitutes the foundation of the PAF.

The recteur d’académie, university chancellor, guarantees the coherence between the initial training plan established by the university, the provisions of which with regard to training placements are subject to an agreement, and the academic training plan, supervising the continuing education of
primary and secondary education teachers. The dialogue between the ministry in charge of national
Education and decentralised authorities is technically based on the GAIA national software, the
privileged observation tool for locally implemented training initiatives.

8.2.10.2. Continuing training for higher education teachers

The CRCT (leave of absence for research in a given field or to turn to a new field) is the leave of
absence taken by teacher-researchers for training purposes. For six months to one year, they are
freed from their teaching responsibilities so that they can concentrate exclusively on research.

Institutions of higher education also refer to CRCTs as "congés sabbatiques" (sabbaticals).

Conditions required:

Only permanent teacher-researchers may take a CRCT. They are eligible to take a one-year CRCT
after six years of activity.

Duration of CRCTs

CRCTs last from six months to one year.

At the end of their CRCT, teacher-researchers must submit to the president of the university or director
of the establishment a report on their activities during this period. The report is transmitted to the
scientific council and to the National council of universities, when the CRCT was granted based on its
proposal.

8.2.11. Salaries

Institutions: Ministry of National Education
Institutions: Superior Education and Research ministry

8.2.11.1. Primary and secondary education teachers

Salaries paid to first and second-level teachers vary depending on the teacher’s level (see section
8.2.13.1.). Each level corresponds to an index (number of "points"). The main salary is determined by
multiplying the index by the value of the points. The salary increases as teachers advance to higher
levels within a given grade. The rate at which teachers advance is based on merit. Depending on
whether or not they advance "au choix" (by choice) or "à l’ancienneté" (by seniority), professeurs
certifiés can reach the last level of the "normal" class in 20 to 30 years. Teachers can also obtain
promotions by changing grade, for example by moving from the "normal" class to the "exceptional"
class within their category, which means a higher salary and future salary prospects. To visualise the
size of the salary increase, the table in section 8.2.11.1.1. uses the concept of minimum salary (which
corresponds to the index reached by a teacher advancing mainly by seniority in the normal class) and
maximum salary (which corresponds to the index reached by a teacher advancing by choice and
ending up in the exceptional class).

8.2.11.1.1. Basic salary for primary and secondary education teachers

The monthly net salaries listed below are shown without the residence allowance and after deduction
of mandatory social contributions ("civil pension" contribution, public debt reduction contribution,
general social contribution, solidarity contribution). They do not include any eventual family
supplements. Professeurs des écoles, professeurs certifiés, professional lycée teachers, guidance
counsellor-psychologists, and education counsellors all have the same pay and index scales. Agrégé
teachers have a different index scale.
### Situation

<table>
<thead>
<tr>
<th>Minimum net monthly salary (1)</th>
<th>Maximum net monthly salary (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professeur des écoles, certified teacher and vocational lycée teacher, guidance councillor-psychologist, education councillor</td>
<td>Monthly allowance</td>
</tr>
<tr>
<td>Trainee</td>
<td>€1,310</td>
</tr>
<tr>
<td>2 years’ experience</td>
<td>€1,562</td>
</tr>
<tr>
<td>10 years’ experience</td>
<td>€1,753</td>
</tr>
<tr>
<td>20 years’ experience</td>
<td>€2,298</td>
</tr>
<tr>
<td>30 years’ experience</td>
<td>€2,471</td>
</tr>
</tbody>
</table>

(1) depending on their mark, teachers change levels according to three promotion patterns. Examples excluding residence allowance and SFT):

- School principal: €92
- Allowance for specialised school teachers: €67
- One additional hour per year (HSA) (excluding professeurs des écoles): €104 to €115
- ZEP allowance: €93
- Pupil follow-up and guidance allowance (all lycée and collège teachers excluding professeurs des écoles): €97

Specialised professeur des écoles with 10 years’ experience: €1,926 net/month;

Professeur des écoles working in a ZEP, 2 years’ experience: €1,655 net/month;

Principal of a 13-class school, 30 years’ experience: €3,023 net/month, plus €216 index bonuses, i.e. €3,240;

Certified teacher, 2 year’ experience with one HSA: €1,764 net/month;

Vocational lycée teacher, 20 years’ experience, class teacher with one HSA: €2,787 net/month;

Physical education and sport teacher, class teacher in a ZEP area with one HSA: €3,340 net/month.

Source: website of the ministry in charge of national Education, August 2007

### 8.2.11.2. Family benefits for primary and secondary education teachers

As with other civil servants, teachers receive family benefits paid by the State, among which:

- **Back-to-school allowance**: effective amount for the 2007/2008 school year – €272.57 per child per year, after deducting the CRDS (contribution to the repayment of the social debt) at a rate of 0.5%.

- **Family allowances**: monthly family benefits paid, after the second child, to anyone residing in France with a dependent child residing in France. Monthly rates vary depending on the number of children and their age. Amount valid until 31/12/2008: €120.32 for two children and €216 for three children and €428.61 for four children and €514.15 per additional child. As well as family allowances, there is an extra allowance for children aged 11 to 16, amounting to €33.84 per child and €60.16 per child over 16. No family allowance is given for children over 20 (age as of last birthday).

- **Child-rearing allowance**: rate varies from €268.04 to €536.03 (no income restrictions).

- **Parental presence allowance**: As of 1st May 2006, the daily parental presence allowance (AJPP) replaces the parental presence allowance. This allowance is given to parent temporarily suspending their work who have a seriously ill, disabled or injured dependent child. This entitlement is open per 6-month periods, renewable up to 3 years. The AJPP amounts to €38.91 for beneficiaries living as a couple and €46.23 for single parents, as indicated by the family allowances website.
• **Single parent allowance**: €566.79 per month for a pregnant woman, €755.72 for one dependent child, plus €188.93 per additional child.

* All amounts are published as of 1st January 2008

### 8.2.11.2. Remuneration of higher education teachers

Teachers in tertiary education are paid a base salary, to which various allowances can be added.

#### 8.2.11.2.1. Basic salary for higher education teachers

**Career advancement**

<table>
<thead>
<tr>
<th>Salary (monthly)</th>
<th>Lecturers (MCF)</th>
<th>University professors (PR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>start of career</td>
<td>€2,069</td>
<td>€2,998</td>
</tr>
<tr>
<td>2 years’ experience</td>
<td>€2,329</td>
<td>€3,345</td>
</tr>
<tr>
<td>highest level of normal class (MCF) or second class (PR)</td>
<td>€3,741</td>
<td>€4,388</td>
</tr>
<tr>
<td>highest level of hors classe (MCF) or exceptional class (PR)</td>
<td>€4,388</td>
<td>€6,015</td>
</tr>
</tbody>
</table>

Data provided by the ministry in charge of higher Education, valid in 2008

Teacher-researchers’ salaries progress as their career evolves and they advance from one class to another, with each class containing multiple levels. Advancement from one class to the next is by choice. Whereas advancement from one level to the next occurs automatically by seniority, with the exception of the exceptional class. Seniority-based bonuses may be granted to lecturers in the process of a transfer.

#### 8.2.11.2.2. Additional allowances and remunerations for higher education teachers

In addition to their basic salaries, teachers in tertiary education receive:

- **A research and higher education bonus**, given to all teacher-researchers working in higher education institutions. Amount: €1,219.00 for the 2007-2008 academic year.
- They may also receive the following bonuses:
  - A **bonus to support doctoral studies and research**, granted by the Ministry of Higher Education after consulting with a panel of experts, to professors who commit to four years of research training. Amount for the 2007-2008 academic year:
    - €3,482 for lecturers,
    - €5,030 for second-class professors,
    - €6,578 for first-class or exceptional-class professors.
  - An **administration or administrative expenses bonus**, if the teacher performs administrative duties at the institution. The amount varies depending on the nature of the administrative tasks (average annual amount: €2,901)
  - An **educational responsibilities bonus**, if the teacher performs specific educational duties other than teaching in front of students. The amount varies depending on the nature of the duties performed (from €474 to €3,795).

Teacher-researchers may also receive funds for teaching complementary courses in addition to their mandatory course load.

The rates are as follows:

- One-hour lecture: €60.08
- One hours of guided classes: €40.06
- One hours of guided classes: €26.70

Other sources of additional income include research-related work, copyright, consulting and expertise.
8.2.11.2.3. Family benefits for higher education teachers

See 8.2.12.3.

8.2.12. Working schedule and holidays

Legislation: Dispositions statutaires relatives à la fonction publique de l'Etat

8.2.12.1. Primary education teachers

Since 1991, first-level teachers (instituteurs and professeurs des écoles) have been required to teach 26 hours per week and to spend one hour per week i.e. 36 hours per school year, not including the time spent with their students, participating in teachers’ groups, educational conferences and mandatory school councils. This compulsory teaching schedule will be somewhat modified as of the 2008-2009 school year.

First-level teachers may work part time, either by teaching half of the required teaching hours per week, or by working two half-days compared with a full-time schedule.

Since their primarily activity is teaching, teachers' holidays coincide with school holiday periods (see section 4.9.). Exceptions are made for participation in exam panels.

Teachers receive their base salary and additional forms of income (overtime pay, allowances) throughout the entire school year, even during holiday periods.

However, during the period from the start of the summer holiday (currently starting the first week of July) to the end of the summer holiday, they receive only their base salary.

8.2.12.2. Working schedule and holidays for secondary education teachers

Decree no. 50-581 of 25 May 1950 stipulates the maximum amount of weekly teaching hours of secondary education teaching staff without additional remuneration, i.e.:

- 15 hours for agrégé teachers;
- 18 hours for certified teachers.

The maximum number of working hours can be modified in certain cases: it can be lowered when there are large numbers of students per class or when teaching certain classes; it can be raised, however, when there are few students per class.

Teachers may be required to teach an additional hour per week in the interest of educational service. In that case, they receive financial compensation for the extra hour. Second-level teachers also participate in various councils and meetings centred on student monitoring and evaluation. These meetings have not been quantified by law.

They may also place a request, which is renewed on an annual basis, to work half-time or part-time (more than half-time).

8.2.12.3. Organisation of work and holidays for teachers in tertiary education

University professors and lecturers are required to teach 128 hours of courses, 192 hours of guided studies, or 288 hours of practical applications per year, or any equivalent combination.
Teacher-researchers, like all State civil servants, have the same holiday time, as described in Article 34 of Law no.84-16 of 11 January 1984, including annual holidays, maternity leave, adoption leave, etc.

8.2.13. Promotion, advancement

8.2.13.1. Primary and secondary education teachers

Like all civil servants, teachers belong to categories. There are now six different categories of teaching personnel: professeurs des écoles, certified teachers, physical education and sport teachers, vocational lycée teachers, agrégé secondary education teachers and chair professors.

Career advancement within a category consists of advancing in level and, when applicable, grade. Each level corresponds with a certain number of index points, the value of the index point being recalculated regularly for all civil servants.

With the exception of the chair professor category, which has only one grade, all these categories have two grades: normal class and exceptional (hors classe) class.

In the normal class, which comprises eleven levels, the rate of advancement to the next level varies depending on the special status of each category.

The overall mark awarded each year to secondary education teachers (see 8.2.9.2.) measures their professional aptitude and determines the rate applicable to their level advancement: fast-track career promotion through advancement by choice or slower promotion by seniority.

The fastest advancement (grand choix) only concerns 30% of the personnel eligible for promotion, who reach the eleventh level after 20 years of service. The slowest advancement, based on seniority, leads to the final level in 30 years.

Since 1989, all categories of secondary education teachers have been allowed to advance to a new grade, the hors-classe (exceptional class), which was previously restricted to professeurs agrégés. There is now only one rate of advancement for hors-classe agrégé teachers, whereas previously there were two. This measure makes it possible to reduce the exceptional class career from 17 to 14 years. Previously, it took 14 years to advance from the first to the last level by choice (30% of the personnel eligible for promotion) and 17 years by seniority (70% of the personnel eligible).

Access to hors-classe is possible for all teachers who have reached at least the seventh level of the normal class. The "hors-classe" currently has six levels. Advancement from one level to the next is therefore by seniority only.

Since 1995, teachers in sensitive areas have received special advantages in terms of career and transfers.

The LOLF has replaced the system of jobs budgeted by category and grade with a ceiling of jobs per ministry. The LOLF has also changed the how teachers rise in grade, previously based on an annually determined pyramid system and on statutes setting an upper limit on the number of teachers per grade (set at a percentage of the number of positions budgeted per category). Advancing to the next grade will now be based on ratios of "promoted candidates/promotable candidates" set for each category, on an annual or biennial basis.

In addition to advancing within their category, teachers can also change categories through internal exams or through the aptitude list. While external recruitment exams are open to students, internal exams, which became widespread in 1989, are open only to civil servants and non-permanent teachers. The number of positions available through internal exams account for 30% of the total number of positions available through recruitment exams. Thus, instituteurs with a licence and teaching assistants can register to take the internal CAPES.
The list of aptitude for access to a teaching category constitutes another recruitment option, which is not based on selection tests but solely on the examination of applications. Personnel aged 40 with ten years teaching service, five of which as permanent teachers and, when required, holding the qualifications stipulated in the special statuses, can register on a list of aptitude for a secondary education teaching category distinct from their own recruitment category, within the limit of a quota of appointments equivalent to one ninth or one seventh of the permanent appointments made the previous year.

Teaching personnel may also join two categories of inspectors through recruitment exams or by registering on the aptitude list: national education inspectors for instituteurs, professeurs des écoles and professeurs certifiés; regional educational inspectors for second-level professeurs agrégés. They may also become the head of a teaching institution (or assistant director in a second-level institution) by taking the management personnel exam.

In addition, after teaching for three years, instituteurs and professeurs des écoles can register on the aptitude list for the director’s position in pre-school, primary school, or école de perfectionnement (development school). School directors are not a specific category of civil servants. They actually belong to the category of professeurs des écoles and are appointed to the position. They are in charge of the school’s organisation and operation and handle relations with the local authorities, parents, economic actors and cultural and athletic associations.

Teachers wishing to change careers can also request to work in other ministries or local administrations, or in research organisations under the ministry’s authority.

Finally, two decrees (no. 2005-959 and 2005-960 of 9 August 2005), implementing article 77 of the law no. 2003-775 of 21 August 2003 on pension reform, set up the procedure for second careers for teachers. According to the decrees, teachers with at least 15 years of service may ask to be assigned to State administrations, local administrations, and public administrative establishment. The duration of the assignment is set at one year, during which the assignee receives job adaptation training. Following this period, and if the person so desires, the host administration can decide on immediate integration, reintegration into the previous position, or renewal of the one-year assignment in the same position or a new position.

8.2.13.2. Promotion and advancement of higher education teachers

University professors and lecturers can advance to higher levels and classes. Advancement to a higher level for lecturers, first-class professors and second-class professors occurs by seniority.

University professors advance from the second to the first class by choice, based on the number of available positions. The decision is made on the one hand further to the proposal by the institution’s scientific council, on the proposal of the competent section of the National council of universities on the other, and is made official by ministerial order.

For university professors, advancement from the first class to the exceptional class, and from the first to the second level of the exceptional class, is also by choice.

For lecturers, advancement from the normal class to “hors-classe” takes place by choice, depending on the number of positions available. On the one hand, the National council of universities makes proposals based on the number of promotions offered per discipline at the national level; on the other, the institution makes proposals based on the number of promotions offered at the institution, for all disciplines. Only the lecturers who have reached the seventh level of the normal class, with at least five years of service, can be promoted to "hors-classe".

Lecturers are also eligible to become university professors by taking a special recruitment exam. The exam is open to those with ten years of service in an institution of higher education, five of which with the status of lecturer.
8.2.14. Transfers
8.2.14.1. Transfers of first and second-level teachers

A) Procedures for transfers at the first-level level: transfers between and within départements

1) Transfers between départements: job exchanges and transfers for first-level teachers

The possibility to transfer from one département to another is available to instituteurs and professeurs des écoles for personal reasons or to allow them to be closer to their spouse. It is also used to distribute first-level teachers throughout the country based on the capacity of each département and the needs in the candidate's département of origin.

Transfers are decided by the inspecteur d'académie, as the director of national education services at the département level, on advisement of the département's joint administrative committee. For transfers to other départements, the inspecteur d'académie of the département to receive the new teacher must verify that the inspecteur d'académie of the candidate's département of origin authorised the transfer.

When teachers want to change départements, they must file an on-line request with their inspecteur d'académie during the last quarter of the year preceding the desired transfer and indicating the département to which they wish to transfer. The requests are processed through an automated system by the central administration.

At the national level, inter-département movements take place in two phases, through job exchanges and transfers, and the results are communicated simultaneously in March. Once the results of the national computerised distribution are received, an adjustment phase is organised by the inspecteurs d'académie in accordance with inbound-outbound procedure.

A little over 15,000 inter-département transfer requests are processed per year, and close to 50% are granted.

2) Transfers within a département

The possibility to transfer to another area in the same département is available to instituteurs and professeurs des écoles at their convenience, depending on the number of positions open or likely to come open. There are two steps in the process: permanent transfer and temporary transfer. Teachers who are not given a permanent position at the end of the permanent transfer period may give a temporary assignment in one of the positions left available.

Teachers who meet one of the following conditions are required to participate in the intra-département distribution process: teachers just completing their initial training, instituteurs and professeurs des écoles given a temporary assignment for the year in progress, teachers who wish to begin working again after a secondment period or being placed on "availability" (for example), teachers affected by a "mesure de carte scolaire" (their position has been eliminated or modified, so they are obligated to request a transfer), and teachers from other départements who were authorised to transfer to the département in question.

In addition, instituteurs and professeurs des écoles who would like to transfer to another area within the département can also participate in the distribution process.

These transfers are made based on a département scale set by the académie inspectors after consulting with the joint organisations.

B) Procedures for transfers at the second-level level

At the second-level level, the national distribution process for teaching and guidance personnel is decentralised and performed on a yearly basis. The process involves:

- An inter-académie phase: for personnel who are waiting for their first assignment, want to move to another académie, or wish to begin working again in the secondary school system in an académie other than their académie of origin.

The Minister of personnel in each académie consults with the national joint organisations before making nominations.
• **An intra-académie phase:** for personnel recently assigned to an académie following the inter-académie phase and who wish to be assigned to another part of the académie.

The recteur consults with the académie’s joint organisations before assigning personnel to positions in secondary schools or in replacement areas.

Some positions must be processed at the national level due to the level of excellence or rarity of skills required: positions in preparatory classes for grandes écoles, BTS in certain specialisations, etc. Choices for these positions are made at the national level at the same time as the inter-académie distribution process.

In both phases, personnel must file their requests through a special on-line application located on the académie web sites. The requests are processed through an automated system (at the national level for the inter-académie phase; at the académie level for the intra-académie phase), which ranks the transfer requests based on a scale. This takes the following factors into account: administrative status (years of service, seniority in the position, assignment), individual situation (trainee or permanent staff, medical issue, etc.) and family situation (desire to move closer to spouse, single custody of children, etc.).

Processing the requests by computer using this scale (which is used as an indication only) is a fair and efficient way to handle the 35,000 annual transfer requests during the inter-académie phase and 73,000 annual requests during the intra-académie phase, and to transmit the distribution plan to the competent joint organisations.

**C) Principles governing the distribution process for second-level personnel**

Personnel assignments and transfers carried out as part of the distribution process must guarantee the efficiency, continuity and equality of access to national education, for the benefit of all pupils and their families. The main objective is to ensure that the teaching institutions operate smoothly and meet the needs of the pupils for permanent teaching staff.

At the national level (inter-académie phase), this process leads to an even distribution of teaching personnel between the various académies, with respect to the needs previously estimated for each discipline and given the budget assigned to each académie.

At the académie level (intra-académie phase), this process is aimed at covering teaching personnel needs as much as possible with permanent staff, including positions and institutions that are less attractive due to geographic isolation, conditions, etc.

Every year, there are a significant number of teachers who choose to work abroad. In most cases, they are given "secondment" status with the Ministry of Foreign Affairs, the Agency for French education abroad, or a school (first or second-level, or tertiary), and are paid by that organisation. During this period, they remain eligible for advancement and continue benefiting from retirement rights, on the condition that they selected the French civil servant pension scheme.

They may also request to be assigned to a European school, at which point they are temporarily transferred to the school for a nine-year period.

Other possibilities within the Ministry of National Education, Higher Education and Research, or elsewhere, are offered to teachers who wish to work in a different setting or in an area other than teaching.

**8.2.14.2. Transfer of higher education teachers**

There is no specific procedure for transferring teacher-researchers because they can only be transferred at their own request. Transfer requests are reviewed by the competent committee of specialists at the institution to which the teacher wished to be transferred. The committee’s proposal is submitted for approval to the board of administration, which meets in a special session open only to teachers with a level at least equal to the candidate’s level. The transfer is then granted on the approval of the Minister of Higher Education.
A significant reform was implemented in 2007. The law of 10 August 2007 relative to the freedom and responsibilities of universities modified academic transfer procedures. These transfers are now granted by decision of the institution’s scientific council and opinion of the selection committees which make a judgment on behalf of the specialist committees. This reform is being progressively implemented and will be standardised as of 11 August 2008.

8.2.15. Dismissal

The conditions for dismissal are the same for teachers at all levels of the education system.

Permanent teachers are rarely dismissed from their position. A civil servant can be permanently dismissed for a number of reasons. The initiative can come from either the civil servant or the Administration. They can be taken in the interest of the service as a whole, as a career decision, or for disciplinary reasons. Article 24 of Title I of the general statute describes four scenarios in which a teacher may cease working: retirement, resignation (accepted), redundancy and revocation. It also mentions the loss of French nationality, loss of civil rights, court ban from public employment, and non-reintegration after a period of “availability”. Articles 51, 68 and 69 of Title II of the general statute make certain specifications about these cases. As does Decree no.85-986 of 16 September 1985 (which cancelled and replaced Decree no. 59-309 of 14 February 1959).

Outside of these cases, the Administration has no legal grounds for dismissing civil servants. In the event the Administration illegally dismisses off civil servants, they can be reinstated to a position of the same grade, have their career re-established, and receive damages for loss of income and hardships incurred. Indemnities may be refused if the reinstatement is due to an irregular procedure. Law no. 84-16 of 11 January 1984 on statutory measures related to employment as a State civil servant.

Law no. 84-16 of 11 January 1984 on statutory measures related to employment as a State civil servant

(JO Laws and Decrees of 12 January 1984, page 271)

- Art. 69. "With the exception of those who willingly leave their position of employment, and the cases cited in Articles 51 and 70, civil servants can be dismissed only in compliance with legal measures aimed at eliminating excess positions, which provide for the affected parties to either be reassigned or financially compensated."

- Article 51 (on availability) "Civil servants placed on ‘availability’ are those who are assigned outside of their administration or division of origin, and no longer benefit from retirement or promotion rights." Civil servants may be placed on ‘availability’ by request or automatically on the expiration of the leaves of absence detailed in parts 2, 3, and 4 of Article 34. Civil servants placed on ‘availability’ who refuse three successive reintegration proposals may be dismissed, on the decision of the joint administrative committee.

- Article 70 "Civil servants may be dismissed for professional reasons in application of the appropriate disciplinary procedure. Civil servants dismissed for professional reasons are not eligible to receive an indemnity under the conditions established by decree."

8.2.16. Retirement and pensions

Teachers benefit from the same retirement system as all civil servants, which was modified by Law no.2003-775 of 21 August 2003 and application decrees.

Teachers are eligible to receive a retirement pension starting at 60 years of age. The rate of the pension depends on the number of years worked: the maximum is 75% of the salary at the last index level held by the teacher for at least six months. This maximum rate is obtained after 39 years (in 2006), with each annuity accumulating an additional 1.92% of the rate used as the basis for calculating the amount of the pension (39 x 1.92%). It will take 40 years to reach the maximum rate in 2008 and 41 years in 2012.
Category A teachers can, if they so choose, continue working up to age 65: this is especially the case for those who reach age 60 without yet accumulating the 40 years of service necessary in order to receive the full rate. Furthermore, the Law of 21 August 2003 on retirement made it possible to continue working past age 65 when the number of years worked has not yet reached 40, for a maximum of 10 quarters.

Instituteurs, who are in Category B, have a different regime: retirement at 55, prolongation possible up to 60.

Private retirement organisations are responsible for managing the pensions of lecturers.

Teacher-researchers can request to continue working up until 31 August when they reach the age limit over the course of the school year. University professors can request to be kept on in redundancy until 31 August after their 68th birthday.

8.3. Administrative and/or management staff in education institutions

State representatives under the authority of the recteur and académie inspector, director of national Education departmental services, the management staff of education institutions are responsible for implementing the values and major guidelines of the national policy defined by the minister in charge of national Education.

As part of their mission statement, management personnel implement the pedagogical and educational policy of their institution with a view to ensuring academic success and improving the overall performance of the education system by associating all the members of the education community.

Management personnel are recruited by examination, secondment or from a list of aptitude. Manager training is based on a set of specifications (note of 5-6-2007) and is based on the following principles:

- provide comprehensive training to all personnel belonging to the management category, regardless of how they were recruited;
- take into account an extremely modified legislative and regulatory framework;
- retain the alternating training principle, as its efficiency has been tried and tested;
- guarantee the coherence and quality of the training provided by the academies;
- respond to the legitimate personalisation demand with regard to training while preserving the overall coherence of the systems in order to ensure that the trainees acquire the skills required to perform their functions;
- professionalize and diversify training players;
- ensure better recognition of the key role of the head of the institution as one of duty (CEA) and as a tutor.

8.3.1. Primary education

There is one general condition for becoming a school director: two years experience as an instituteur or professeur des écoles in a pre-elementary or elementary school. Registration requests are made at the inspection académique, under the authority of the district’s IEN (national education inspector), who renders a decision on the application. The applications are submitted to a département interview committee (or several committees depending on the départements), composed of the inspecteur d'académie or his representative, a national education inspector and a school director.

The committee gives its opinion after reviewing the applications and interviewing the candidates. Article 7 of Decree no.89122 of 24 February 1989 states that candidates who have already registered are excused from the interview portion of the process for three years after the first registration. Candidates to become school directors for a one-year period and candidates registered on the aptitude list in another département are also excused from doing the interview.
The aptitude list is established by département on a yearly basis. It concerns both pre-elementary and elementary school. Candidates already registered but not appointed must renew their application each year. Professeurs des écoles (or instituteurs) who are registered on the département's aptitude list and authorised to transfer to another département may request to be registered on the new département's aptitude list (depending on when the results are transmitted).

The following people can be appointed as school directors:
- Current school directors,
- Teachers registered on the aptitude list,
- Directors working in another département, once they have transferred,
- Teachers who have worked at least 3 years in a management position during their career.

Article 5 of Decree no.89122 of 24 February 1989 established a specific training programme for management personnel in schools. This mandatory training programme is organised at département level and is given during the school year. Part is given prior to the nomination (3 weeks, and part over the course of the first year as a member of the management staff (2 weeks).

The programme touches on:
- Knowledge of primary school programmes and official texts dealing with the programmes;
- Knowledge of the administration of a school system, how the school operates, and the structures around it;
- School relations and information, relations with the school’s partners, and leading the teaching team’s work;
- Administration of communes and their impact on schools

The training placement in the municipal administration can be carried out over several consecutive or non consecutive days.

See also section 2.6.4.1.1. on the functions and roles of the school director

### 8.3.2. Secondary education

In collèges or lycées, management staff (proviseur, principal, deputy, administrator-accountant) are recruited from teachers, educational, guidance, inspection or administrative personnel, by competitive examination or from a list of suitable candidates:
- **The "supervising" manager** assists the head of the institution in material and financial management issues (maintenance of the premises, catering, food and accommodation organisation etc.). They are in charge of all administrative staff, workers and service personnel. They can perform the function of accountant;
- **The accountant** is responsible for the overall accounts of the institution. They are in charge of collecting receipts and payment of expenses.

The head of a second-level teaching institution has many responsibilities. With the help of an assistant director, the head of the establishment:
- **Represents the State**, under the authority of the recteur and the IA-DSDEN (inspecteur d’académie – director of national education services at the département level), and maintains a consistent académie policy, which is the expression of national policy, as well as the educational actions set forth in the establishment’s mission statement;
- **Is responsible for the establishment’s pedagogical and educational policy.** To this end, the school director is in charge of developing the establishment’s mission statement, chairs the various school councils, organises teaching programmes (creation of classes and schedules, distribution of resources and services, monitoring of pupil support programmes), regulates pupil evaluation methods (working with the inspection bodies, organising exams), and establishes educational and guidance policies encouraging the success and expression of all pupils, ensuring successful post-secondary integration and organising medical and social services.
- **Is responsible for HR management:** defines the organisational system for all personnel, manages personnel planning, monitors and assists new personnel, helps develop the personnel training plan, recognises initiatives and success, and maintains an open channel of communication with school personnel representatives.
• **Runs the establishment**: defines the objectives for the school and its employees, analyses school operations for accounting and reporting purposes, plans the budget and Rules of Procedure, maintains order and ensures the safety of the pupils, personnel and facilities, organises elections and chairs the various councils, oversees staff needs, and prepares the annual global assessment.

• **Develops partnerships outside the school** and thus participates in networks of establishments created to consider issues such as pupil guidance programmes, changes to the range of courses available, sharing innovations, and continuing education for adults. The school director also handles contacts with the local administration to keep the school running and properly maintained and to modernise security, and maintains an open channel of communication with the parents, other State administrations, and the school’s economic, social, cultural and athletic partners.

Becoming a school director (or assistant director) is a two-step process:

- Candidates must submit an application, including administrative information, career history, a cover letter listing the extent and variety of their experience, and a letter of recommendation from a superior.
- The recruitment exam consists of a presentation before a panel followed by an interview, the purpose of which are to evaluate the candidate’s professional skills and knowledge (candidates must review a case study on the implementation of educational policy in a teaching establishment) and get a sense of the candidate’s motivation, aptitude and communication skills. The exam takes place in three phases: Preparation: 2h; presentation: 15 minutes; interview: 45 minutes. The exam takes place in the first quarter of the year in progress. Enrolment deadlines are generally between early October and mid-November of the previous year.

By 1 September of the year in progress, selected candidates are removed from their current category for a two-year period, during which they are assigned to an académie and appointed as assistant school directors by the recteur, with the status of management personnel-in-training. During this time, they participate in a training programme in alternance, aimed at developing the skills they will need in their new profession. The programme mainly focuses on the educational, pedagogical, administrative, legal and financial fields, as well as the organisation of the school system and human resources management.

All candidates are given a private instructor to help them design and evaluate their training programme, building on the skills they have already acquired.

If the recteur esteems that they have successfully completed their training programme, the candidates are certified to become school directors.

Certain categories of personnel have access to management positions through secondment:
- Inspection bodies, university professors and lecturers
- Teachers and guidance counsellors with at least 10 years of service
- Administrative personnel and other civil servants in State or local administrations or the public institutions under their authority, and officials with at least 10 years of service in Category A.

In addition, a summary of conclusions on the situation of management staff, jointly signed by the ministry in charge of national Education and the trade unions, the provisions of which must be implemented over a three-year period, applies to the performance of duties, training, working time, professional recognition and educational safety. It is followed by the "E.P.L.E steering practices Charter" (Note of 24 January 2007, B.O. no. 8 of 22 February 2007).

Aimed at clarifying the links between the institutions, State services and the authority to which they are attached, while respecting the autonomy of the EPLEs, the "E.P.L.E steering practices Charter" is based on the following principles:
- Refocus the EPLE on teaching and education tasks;
- Simplify and secure the administrative operation of the EPLE;
- Gradually set up genuine operational administrative centres in EPLEs;
- Contribute to the quality of the relationships between the EPLE and the authority to which it is attached and its environment;
- Improve communication and consultation.

Management staff are responsible, in this capacity, for the organisation of their work. In this respect, the head of the institution organises the service for themselves and their deputy, i.e.:
The annual working time is divided into days;
Management staff benefit from 20 days reduction in working time as well as holiday time provided in amended decree no. 84-972 of 26 October 1984 relative to the annual holiday of public civil servants, i.e. 25 days plus two so-called staggered days;
The weekly working time cannot exceed 44 hours on average over a 12-week period or 48 hours per week;
Maximum daily working amplitude is limited to 11 hours;
Management staff working time cannot exceed 10 half-days per week.

A retraining plan for the employment and training of administrative staff and the creation of a "set of specifications" will notably be subject to a national consultation. The "set of specifications" will specify guidelines in terms of national and academic steering of management staff training, as well as implementation procedures. The guiding principles of this training process are totality, alternation and personalisation.

See also sections 2.6.4.2. and 2.6.4.2.2.

8.3.3. Higher education

Within higher education institutions, management functions are the responsibility of the president of the institution, the vice-presidents, the general secretary and the accountant.

The president

University presidents are elected by majority vote of the elected members of the board of governors among teacher-researchers, directors, university professors or associated lecturers or any other equivalent personnel, without nationality restrictions.

University presidents are given a five-year term of office. They may not be re-elected for a five-year period following completion of their term of office.

Responsibilities include:
- running the university;
- representing the university with respect to third parties and the law;
- creating partnerships and conventions;
- overseeing the university’s income and expenses;
- chairing the board of governors, preparing and executing their decisions. They prepare and implement the multi-year institution contract. They chair the scientific council and council of university studies and life; they receive their proposals and opinions;
- subject to statutory provisions relative to the first posting of personnel recruited by national higher education agrégation examination, no posting can be made if the president expresses a justified unfavourable opinion;

As a decentralised authority, the responsibilities of university presidents are as follows:

Article L. 951-3 of the Code of Education states that the Minister of Higher Education may delegate by Ministerial Order to university presidents, under the terms established by the State Council, all or part of his powers of recruitment and management of permanent staff, trainees, and non-permanent staff in higher education.

See also section 2.6.4.3.

The general secretary (art L953-2 of the education code):
- Is appointed by the minister in charge of higher education further to the proposal of the head or president of the institution,
- Is responsible for managing the institution under the authority of the president or head of the institution,
- Participates, with a consultative vote, in the administrative board and other administrative bodies of the institution.
The persons in charge of accounting management for higher education institutions are the authorising officer and the accountant.

**The authorising officer**

There are different categories of authorising officers, i.e.:
- Principal authorising officer: the president or head of the institution,
- Secondary authorising officers by right: the heads of medical, pharmacy and dental UFRs and the heads of schools and institutes integrated into universities (art. 33 of the law of 26 January 1984),
- Designated authorising officers: the persons in charge of the common units and services can be designated as secondary authorising officers by the principal authorising officer for the execution of their own budget.

The authorising officer draws up the provisional budget of the institution, completed by a provisional management budget, presenting forecast expenses according to their purpose, in compliance with the duties and actions of the ministerial programmes to which the institution is attached within the framework of the Organic Law on Finances (LOLF, see 2.6.1.). He executes the budget voted by the board of governors.

**The accountant**

They are appointed:
- Further to the proposal of the president, by joint order of the minister in charge of higher Education and the minister in charge of the budget,
- From a list of candidates suitable for the function of accountant in a public institution of a scientific, cultural and professional nature, including university supervisors, APASUs, school and university administration councillors (CASU) and civil servants belonging to category A of the decentralised Treasury services.

While exercising public accountant prerogatives (only in this case), the accountant is autonomous with regard to the head of the institution as well as the authority by which they were appointed.

Further to the proposal of the principal authorising officer, secondary accountants may be instituted.

The accountant has the required qualifications and duties of public accountant.

They can also be appointed head of the financial services of the institution by the president.

**In the capacity as public accountant**, they are responsible for:
- Collecting receipts,
- The payment of expenses,
- The conservation of the funds and securities of the institution,
- Handling funds and account activities,
- The conservation of supporting documents,
- Book-keeping,
- The preparation of financial statements,
- The continual inventory of the fixed assets (personal and real assets) of the institution.

The accountant can exercise the functions of head of the accounting services of the institution. The accounting personnel are under their responsibility. In this capacity, the accountant answers directly to the president or head of the institution.

**In the capacity as advisor to the authorising officer**, Book-keeping and accounting analyses are essential tools in the decision-making process of the persons in charge of the institution. The accountant is therefore a natural advisor to the authorising officer. They participate, with a consultative vote, in administrative board and various bodies. Their opinion is requested by the authorising officer for the investment of the available funds of the institution.

**When appointed head of the financial services**, the accountant participates in the drafting of the budget and financial statements. They can be entrusted with the co-ordination of the financial services by the authorising officer. In this capacity, they are not entitled to sign any document on behalf of the authorising officer and is theoretically under the authority of the secretary general.
8.4. Staff involved in Monitoring Educational Quality

IENs (national education inspectors)

IENs work in various fields: first-level education, information and guidance, general and technical education (for certain categories of collège teachers).

First-level IENs are usually assigned to a primary school district. They carry out inspections and evaluate teachers, organise continuing training programmes and education days, perform a significant number of administrative tasks, and give their opinion on teacher nominations and promotions.

IEN-IOs (national education inspectors-information and guidance) are technical consultants to the inspecteur d’académie on matters of guidance. They are in charge of implementing guidance policy and organising guidance services at the département level.

IEN-ETs (national education inspectors-technical education) carry out inspections of professional classes in secondary schools (CAP, BEP and professional Bac). Their inspections are broken down by discipline: economy and management, industrial sciences and techniques, biological sciences, and applied social sciences.

All categories of IENs are recruited by exam from amongst teaching staff, guidance personnel and management personnel with at least 5 years seniority. Candidates must have a licence or an equivalent degree.

The IEN recruitment exam is organised by specialisation. Candidates are selected based on their application and must take an oral admissions exam.

IPRs (regional educational inspectors)

IPRs are assigned to a particular académie and are part of a team of inspectors under the authority of the recteur. They act as consultants to the recteur on matters related to their discipline. They also assist in analysing and improving the operation of the education system at the académie level and help organise tests and exams.

In general secondary schools and LGTs (general and technical lycées), they carry out inspections, evaluations, and provide help and assistance to teachers, with special attention to beginners.

It is interesting to note that professeurs agrégés are no longer inspected, but “visited”.

Recruitment of IPRs is based in part on their professional experience. Candidates whose applications are accepted must take an oral admissions exam given by a panel. Those who pass the exam are assigned to an académie as trainees and participate in a training programme at the national training centre for management personnel in Poitiers. On the approval of the recteur at the end of the training programme, they are certified as IPRs.

Principal of collèges and proviseurs of lycées are responsible for performing administrative evaluations of their teachers.

8.5. Educational Staff responsible for Support and Guidance

Education counsellors

Education counsellors are teachers trained to train teachers. They must have a CAFIPEMF (certificate of aptitude to perform the functions of instituteur and professeur des écoles and train teachers) and divide their time between teaching (3/4 of the time) and consulting.

In secondary schools, education counsellors provide guidance to teachers still in training. They can either invite teachers-in-training to sit in on one of their classes to observe or give feedback to trainees teaching their own class (6 hours per week).
The role of education counsellors is to guide future teachers in managing their own classes and in their discipline, and to guide them in their reflections on the profession.

Volunteer teachers are recruited by regional education inspectors for temporary missions. These candidates continue teaching during their recruitment. They are given a number of training courses and informational meetings.

Education assistants

The Law of 2 May 2003 created the position "education assistant" to gradually replace both the positions counsellors who work to ensure that pupils have the tools to succeed both in and out of school (MI-SE) and "aides-éducateurs", created in 1997 in the context of "youth employment" and whose contracts came to an end in June 2003. Education assistants are recruited directly by the school directors and are given public contracts for a maximum of three years, renewable one time.

The law states that education assistants provide assistance at schools, in particular guiding and monitoring pupils, providing for the needs of handicapped pupils and helping them get integrated – including after school hours. They can be temporarily transferred to local administrations to assist with educational, cultural and athletic activities to be organised at the schools.

Pedagogical assistants

In order to reinforce the support of pupils experiencing difficulties, pedagogical assistants have been recruited to work in sensitive institutions or institutions located in difficult areas, notably the "ambition success" network grouping together collèges and primary schools associated with them (see 10.5.2.). These personnel are under the status of educational assistants, which has been adapted to this end by decree no. 2005-1194 of 22 September 2005, amending decree no. 2003-484 of 6 June 2003. Thus, pedagogical assistants carry out their functions in lycées, collèges and primary schools with a high rate of social and educational difficulties.

Guidance personnel

Guidance counsellor-psychologists and directors of information and guidance centres. These personnel are not appointed to schools even if they work there, but to information and guidance centres. They provide information to pupils and their families, and help pupils develop and realise their educational and professional goals. They are recruited by exam after obtaining a licence in psychology and trained for two years in one of four training centres for guidance counsellor-psychologists.

DAVLs académie delegates for lycée affairs

Memorandum no.2005-124 of 26-7-2005 establishes the conditions for implementing the main measures set forth in the framework and programme law for the future of school of 24-4-2005. Since the start of the 2005/2006 school year, each recteur is required to appoint a DAVL. The DAVL is the key contact for lycée pupils with the recteur of the académie. DAVLs are also available to assist lycée pupils and members of the education community to develop projects specifically oriented towards lycée affairs. DAVLs have the following responsibilities:

- Chairing meetings of the académie council for lycée affairs,
- Providing communication on académie policy regarding lycée affairs,
- Acting as a liaison between the different organisations involved in lycée affairs: the CAVL (académie council for lycée affairs) and CVL (council of delegates for lycée affairs),
- Assisting with the management and use of funds for lycée affairs, in particular to finance projects initiated by lycée pupils.

DAVLs are required to travel back and forth between the various schools within the académie. The DNVL (national delegate for lycée affairs) is responsible for organising the national network of DAVLs.

Social and healthcare personnel

National education nurses are mostly posted to secondary education institutions and can cover, within a given area of intervention, the secondary education schools and institutions that do not have a resident nurse. The task of the nursing personnel, under the authority of the head of the institution, is to promote and implement the healthcare policy for all enrolled pupils. National education nurses have the required State diploma for nurses and have passed a specific competitive examination to work in the national education sector.
National Education doctors are in charge of individual and collective prevention and health promotion initiatives. These initiatives are carried out for all pupils, whether in primary schools, collèges or lycées. National education doctors have the required qualifications and diplomas to practice medicine in France and have passed a specific competitive examination to work in the national education sector.

Welfare officers help young people in school deal with the problems they face in everyday life, whether or not these problems are school-related. They intervene in public secondary education institutions on behalf of pupils and their families, carrying out numerous tasks:

- Examine the educational and family situation of the pupils experiencing difficulties,
- Inform them of their rights,
- Guide them towards the relevant services for help,
- Support them in their efforts,
- Play a mediation role.

They also advise institutions on social issues and participate in collective prevention initiatives. They have the required State diploma for welfare officers and are subject to professional confidentiality.

Legislation: Loi n° 2003-400

8.6. Other personnel in the education system

Other functions, within secondary and higher education institutions, are performed by personnel belonging to various categories.

Administrative branch

Personnel from the administrative branch perform steering and management functions, mainly in the financial and accounting, asset management, human resources and schooling domains.

The 69,000 staff from this branch, including 18,000 in higher education, are divided into three categories: A (national education and higher education administration attachés, school and university administration councillors), B (school and university administration secretaries) and C (administrative assistants).

Library branch

The library branch includes the scientific staff working in libraries, custodians and chief custodians and document support staff, librarians (cat. A), library assistants (cat. B) and warehouse keepers (cat. C).

These personnel are in charge of managing, organising and operating university libraries, managing and enhancing collections, receiving and training the public, notably in the use of information and communication techniques to service document research.

Out of an approximate total of 6,700 staff, 4,500 work in higher education and research for the benefit of students, teachers and researchers, and 2,200 within the ministry of culture, primarily in the French national library (BNF) and public information Library of the Pompidou - Beaubourg Centre, as well as in certain "listed" municipal libraries in large cities.

Workers branch

The 93,000 TOS personnel (technicians, health and social service workers) of the workers branch, most of them belonging to category C, are currently under the responsibility of territorial authorities, regions for lycées and départements for collèges.

They perform the following functions in EPLEs: reception and security, day-to-day upkeep and cleaning, management and maintenance of technical facilities.

Only 2,000 staff from this branch are still under the authority of the State and perform similar logistical functions within the academic and central administration services.

EPLE laboratory branch
The laboratory branch consists of 6,100 staff, category B technicians and category C technical assistants who help the teaching personnel of scientific and technical disciplines prepare their tutorials, maintain educational equipment and manage supplies and special products.

Technical research and training branch

In universities and other higher education institutions, the functions designed to support education and research are performed by the 37,000 staff from the engineer and technical research and training personnel branch (ITRF).

This branch includes, for category A, research engineers, design engineers and assistant engineers, for category B, research and training technicians and for category C, technical assistants.

It is organised into eight branches of professional activities (BAP) corresponding with major areas of activity (life sciences, scientific instrumentation etc.) or major action domains (logistics, administration and steering etc.).

8.7. Statistics

See following sections

8.7.1. Primary education

In the 2007 session, 19,094 positions were open to recruitment examinations for public professeurs des écoles. This figure corresponds with 4% of all primary education teachers, i.e. 360,000 people in 2007.

Out of the 59,526 applicants, 27,400 were admissible, or 46% of the applicants. Total number of successful applicants amounted to 13,893.

The success rate in external examinations is 23% of the candidates. This rate varies dramatically depending on the académie: from 41% in French Guyana to 14% in Corsica.

Professeurs des écoles are mostly women: eight in ten successful candidates.


8.7.2. Secondary education

Secondary education examinations concern the recruitment of teachers on the one hand and of education and guidance personnel (education councillor, guidance councillor-psychologist) on the other.

At the 2007 session, 14,551 positions were open to recruitment examinations for secondary education personnel, i.e. 570 less than in the previous session. 110,864, or 73% of the registered candidates (175,613) sat the written tests of which 31,715 were admissible.

At the end of the recruitment session, 13,825 candidates passed the secondary education examination.

In these results, women represent approximately 60% of the successful candidates, a similar rate to that of original applicants.

8.7.3. Higher education

89,366 teachers are currently operational in higher education institutions. This figure breaks down into three major categories: teacher-researchers and assimilated staff, secondary education personnel in higher education and non-permanent teachers.

The number of higher education personnel has increased by 22% in 10 years, of which 30.5% is teacher-researchers and assimilated staff. On the whole, nearly 80% of university personnel are teachers.

The average age of university professors and permanent or trainee lecturers is respectively 52 years and 10 months and 44 years and 7 months. In the past ten years, the proportion of women has increased steadily to reach 17.3% among professors and 40% among lecturers, i.e. an increase of roughly 5%.

In addition, the share of secondary education personnel in higher education has constantly diminished in the past five years, representing 14.7% or 13,157 people, 55.1% of whom are agrégé teachers. 90% of these teachers are posted to universities, university institutes of technology (IUT) and university teacher training institutes (IUFM).

Source: Ministry of national Education, May 2007

Bibliography: Les personnels de l'Education nationale au 31 janvier 2006
Bibliography: Note d'information, 01.40, Les personnels du secteur public de l'éducation nationale
Bibliography: Repères et références statistiques sur les enseignements, la formation et la recherche

9. Evaluation of education institutions and the education system

The evaluation of the state of the French education system is supported, on the one hand, by the work carried out by the DEPP (Assessment, Prospects and Performance Directorate) of the Ministry for national Education, and on the other hand, by the activity of general inspection authorities of the national Education (IGEN) and of national education and research administration inspection (IGAENR) or, in the case of higher education, of the new Research and Higher Education Assessment Agency which, in 2007, resumed the activities of the National Assessment Committee (CNE, for the assessment of higher education institutions).

Bibliography: L'évaluation du système éducatif français

9.1. Historical Overview

The progressive implementation, throughout the 19th century, of a national education system, resulted in the setting up of a structured administration designed to steer, monitor and assess the system:

- On a centralised level: creation of the "Imperial University" in 1806 by Emperor Napoleon 1st, a body gathering all French teachers under the authority of a "Grand Master" appointed by the Emperor; then, in 1824, under the restored monarchy, creation of an "Ecclesiastical and Public Instruction Affairs" ministry, which became "Public Instruction" ministry and finally, in 1932, the national Education ministry.
- On a regional level: Napoleon 1st split the national territory into académies, appointing to the head of each of these a recteur, assisted by several inspecteurs d'académie, who would later become heads of national Education services in départements (principal administrative division of France, until the Law of 2 March 1982 relative to the rights and freedoms of communes, départements and regions, which set out the principle of the transformation of the region into a local government).
Furthermore, inspection authorities were set up to monitor individuals more so than structures: thus, general inspectors monitored universities, lycées, collèges, boarding schools and private institutions, primarily to exercise moral, political and religious surveillance – whereas in primary schools, the teacher was answerable to the mayor and the priest until the establishment of primary inspectors, in compliance with the Guizot Law of 1833.

With the setting up of a real public national Education service through the great laws of the 1880s, the role of primary and secondary school inspectors changed to an exclusively pedagogical control, complete with advice and support.

However, the implementation of a real assessment, scientifically based, of the efficiency of the education system, notably through pupils’ acquired knowledge and results, only took place much later.

Several pupils’ evaluations had been carried out in the late 70s and early 80s by the statistics and surveys departments of the ministry in charge of national Education.

In 1986, the minister for national Education set up the DEP (Evaluation and Planning Department) which became the DEPP (Performance, Evaluation and Planning Department) in 2006, assigned to two major tasks: carrying out surveys giving a better knowledge of the education system, and designing tools likely to help educational institutions develop their self-assessment practices.

The framework Law on education of 10 July 1989 confirmed the role of assessment. The pedagogical autonomy of educational institutions was reinforced: educational policy was still defined on a national level but schools, collèges and lycées devised an educational institution project "defining specific methods for the implementation of national objectives and programmes. It is subject to assessment" (article 18). This principle was reaffirmed by the framework and programme Law for the future of school of 23-4-2005, which in its article 34, states that, from now on, the project of the school or educational institution must specify the methods to assess the results obtained by pupils.

The framework Law on education of 10-7-1989 specified a new orientation of the two general inspection authorities: the IGEN (national education inspection) and the IGAEN (national education administration inspection), which became the IGAENR (national education and research administration inspection) in 1999, carry out, in collaboration with the relevant administrative departments, departmental, regional and national assessments, passed on to the presidents and secretaries of the committees responsible for the Parliament’s cultural affairs" (article 25). The IGEN must assess the way the education system operates and the IGAENR its results and efficiency. This evolution resulted in a series of IGEN-IGAENR joint teaching assessments in the various académies. The task of the two general inspection authorities is to keep the minister for national Education informed on the way the académies operate. The general trend is to delegate this educational institution assessment function to recteur d’académies.

Unlike the quality-based approach of general inspectors, the DEPP, within the ministry for national Education, conducts quantity-based surveys of the system, educational institutions and pupils. The DEPP considers that the educational institution is the fundamental element of the education system, that its assessment is relevant and that it must be capable of self-assessment.

To this effect, the DEP designed indicators for the guidance of secondary (IPES) and primary (InPEC) educational institutions, respectively in 1994 and 1997. Based on data provided by the educational institutions themselves, these indicators have made it possible to establish a comparison between various educational institutions on local, departmental, regional and national levels.

Taking into account the assessment approach as a tool to develop the institution from within, finally resulted in the setting up in 2000 of the Haut Conseil de l’évaluation de l’école (Upper Council for school assessment, decree no. 2000-1060 of 27 October 2000) whose functions were confirmed following the application of the framework and programme Law for the future of school of 23-4-2005 by the Haut Conseil de l’Éducation (Upper Council for Education, see also 2.7.2.1.).
9.2. Ongoing debates and future developments

IGEN report no. 2007-048 "Skills record books: new tools to assess acquired skills" proposes a summary and analysis of the evolution in evaluation practices in the French education system.

The analysis of current evaluation practices highlighted the diversity in the practices and supports used with regard to evaluation in our education system. Leaving aside the school reports sent to the families in secondary education, which should not be confused with the skills record book, other supports are already in place, based on skills and fulfilling many functions. Skills portfolio, pupil record book to guide pupils and help them determine a personal career in vocational education, portfolio of language skills, self-evaluation and motivation tools, school record books in primary education in order to organise the programmes and communicate pupils’ results to the families, skill assessment forms to ensure educational continuity between primary school and collège in terms of modern languages, position sheet concerning the B2i skills: all these extremely different supports relating to the evaluation of pupils’ skills, respond to different institutional recommendations.

A personal skills book for all pupils aged 6 to 16 is instigated as part of the implementation of the common foundation (circular no. 2006-058 of 30 April 2006).

The IGEN report provides 9 recommendations for the implementation of this evaluation tool:

- **Specify the institutional requirement** and the regulatory aspect of the different record books.
- **Ensure** that the implementation of the skills record book is coherent with the other systems (definition of thresholds in the common foundation, institutional evaluations, evaluation tools used in the classroom etc.).
- **Revise the curricula** as part of a measured yet effective skill-based approach to education.
- **Clarify the expected function** of any institutional skills record book and dispel the illusion of a universal record book fulfilling all functions.
- **In a skills record book**, create links between compatible functions to develop a flexible, adaptable and relatively simple tool.
- **Provide the teaching staff with tools** (skills definition and prioritisation, evaluation situations, expected levels of command, example of record book architecture etc.) allowing experimentation taking into account the initiatives and expertise developed in the field.
- **Implement, from the initial education period**, a voluntary policy to train teachers and raise their awareness of this educational approach in order to encourage other representations, educational and evaluation practices.
- **Focus on communication with the families**: anticipate the implementation of these new systems by informing the pupils and their families in advance of the new evaluation processes implemented and their objectives.
- **Make sure all stakeholders and partners are mobilised** (teachers’ associations, parents’ associations, learned societies, social and political partners etc.).

9.3. Administrative and legislative framework

9.3.1. Administrative and legislative framework of assessments on regional, provincial and local levels

Assessment on a regional level comes under territorial inspection authorities.

Their activity is placed, within each of the thirty académies, under the authority of the recteur, in collaboration with a general inspector appointed by the minister for three years as a correspondent (non resident) of the general inspection services for the académie.
Two territorial inspection authorities, focusing on education, replaced the various existing inspector categories by decree no. 90-675 of 18 July 1990, recruited via a competitive examination (for three quarters of the staff) and list of aptitude, amongst teaching and management staff. These two authorities are:

- The regional pedagogical inspectors- inspecteur d'académie (IA-IPR);
- The inspecteur de l'Education nationale (IEN). This body includes the inspectors in charge of a primary school constituency (IEN CCPD), the inspectors covering the sectors of vocational teaching and apprenticeship (technical teaching inspectors: (IEN-ET) and general teaching inspectors: (IEN-EG), information and guidance inspectors (IEN-IO). See also Chapter 8.4.

The division of inspection authorities complies with the principle of sector separation: IA-IPRs cover the sector of general and technological teaching in lycées and collèges, IENs cover the other sectors, that of primary schools, vocational teaching and apprenticeship, AIS (school adaptation and admission) and guidance. IA-IPRs are authorised to inspect management personnel, directors of CIOs (Information and Guidance Centres), teachers, including professeurs agrégés (associate professors) and CPGE teachers (preparatory classes for grandes ecoles); they can be assigned to the position of inspecteur d'académie - director of national Education departmental services (IA-DSDEN). IENs can be advisors to IA-DSDENs.

9.3.2. Administrative and legislative framework of assessment on national or EC levels

As with all centralised State administrations in France, the ministry for national Education has a general inspection authority with an administrative responsibility. However, in light of the specific nature of national Education tasks, there are also inspection authorities with a focus on education.

Within the scope of the framework Law on education of 10/7/1989, these tasks have been reassigned within a more general and assessment-based approach, and inspection authorities themselves remodelled to take these new tasks into consideration. The framework and programme law for the future of school of 23-4-2005 does not repeal any of the provisions related to inspection authorities.

9.3.2.1. Administrative and legislative framework of assessment on national or EC levels. School education (primary and secondary).

IGEN (National Education General Inspection Services)

The decree no. 89-833 of 9/11/1989 specifies its status and tasks.

The members of this department are recruited from active teachers holding a State doctorate or agrégation. Their names are put forward to the minister for national Education via a committee made up of seven members from general inspection services, seven directors of the central administration of the ministry for national Education and seven University teachers. They are appointed by decree during Cabinet sessions.

The members of the national Education general inspection services (IGEN) answer directly to the minister.

The activity of the body is headed by the dean of the general inspection services, appointed for a renewable duration of five years by the minister for national Education. General inspectors are placed in permanent and specialised groups, with a dean in each of these groups appointed for a renewable duration of two years by the minister.

There are currently 14 of these groups, 12 of them corresponding to teaching subjects: Biology-Geology, Economics-management, Physical Education, Art Education, History and Geography, Modern languages, Literature, Mathematics, Philosophy, Physics and Chemistry, Social Sciences and Industrial Science and Technique. There is a specific group for primary education and one for educational institutions and school life.
National Education and Research Administration Inspection (IGAENR)

IGAENR status is established by modified decree no. 65-299 of 14 April 1965. The IGAENR evaluates the results of the performance of the education system as well as its efficiency. Comprising approximately one hundred senior civil servants, this inspectorate body represents a diversity and wealth of experience guaranteeing the success of the tasks directly entrusted to them by the ministers.

This body includes 2nd class and 1st class inspectors.

2nd class inspectors are selected among civil administrators, general secretaries of universities, académies or EPSTs, the general secretaries of school and university administrations, CROUS directors and sometimes other civil servants belonging to category A.

1st class inspectors are appointed on the following basis:
- Two out of five are promoted from the 2nd class;
- Two out of five are selected from general directors, directors, deputies, assistant directors and heads of central administration services, recteurs and senior civil servants;
- One out of five is appointed by the government.

A general inspector, appointed by order of the minister for national Education for a renewable duration of five years, occupies the functions of head of inspection services. He manages the department, monitors and co-ordinates activities and centralises the outcome of all the work. In accordance with article 25 of the framework Law of 10/7/1989, the IGAENR issues an annual general report, made up of a selection of the major themes tackled and expressing recommendations. This report is published.

Assessment, Prospects and Performance directorate (DEPP);

This department defines and implements the education system assessment programme and helps to assess the policies of the ministry. It is responsible for designing and managing the statistical information system of the ministry and is accountable for the state of the training, education and research system via surveys carried out on its own or in partnership with general inspection services, other departments, decentralised services, national or international external authorities and research teams. The DEPP devises, among other things, short and medium-term evolution projections and scenarios of the education system.

It also conducts, in collaboration with the relevant research bodies, long-term planning work, notably on the relationships between education and employment, and designs and provides tools to help in the assessment, management and decision-making processes (of indicators). It manages in particular an evaluation and performance "reserve of tools" from the last year of pre-school to the seconde class.

Finally, the DEPP designs and manages a database and publication system guaranteeing the broadcasting of its body of work to all relevant users.

(for more information see 9.4.2.2.1.).

9.3.2.2. Administrative and legislative framework of assessment on national or EC levels.

Higher education

Evaluation is at the heart of research and higher education activities. This is why the Agency for research and higher education evaluation (AERES) was created, comprising 25 French and foreign members, recognised for the quality of their scientific contribution. Its legal framework was defined by the programme law of 18 April 2006 (art 9), introducing into the research code articles L. 114-3-1 to L. 114-3-7. These articles mostly define the mission of the AERES (L.114-3-1 and L. 114-3-5) as well as the tasks and composition of its council (L.114-3-3).

The AERES is an independent administrative authority. Its implementation is the opportunity to abolish several existing evaluation authorities: the national evaluation committee (CNE), the national research evaluation committee (CNER) and the scientific, technological and pedagogical mission (MSTP) of the ministry in charge of research and higher education.

The agency evaluates but does not make any decisions. For example, the decisions regarding the acknowledgement of research units and the funding of their activities, the decisions regarding the authorisation to award national qualifications or the drafting process of contracts with the institutions.
remain the full responsibility of the State and persons in charge of the institutions.

The AERES comprises three sections respectively responsible for the evaluation of:

- Institutions and personnel evaluation procedures;
- Research units;
- Courses and qualifications.

Legislation: Research program's law
9.4. Evaluation of Schools/Institutions

The evaluation of education institutions was gradually implemented in France from the mid-1980s. Through the publication each year of lycée result indicators, the national Education ministry intends to give an account of the results of the national education public service and provide the heads of these educational institutions as well as teachers with the tools to help them improve the efficiency of their work. These indicators are part of a broader set of indicators (the IPES process which the DEPP makes available to all secondary education institutions).

There is no unique definition of what could be called "good results" for a lycée. Consequently, the ministry has decided on two principles for the publishing of these indicators:

- Provide complementary points of view on the results of the lycées;
- Propose a relative assessment of the contribution of these institutions, taking into account the characteristics of their pupils; this is the notion of the added value of the institution.

The ministry has decided to present three indicators offering different and complementary approaches to the results of the lycées. These three indicators are published for all public lycées and private lycées under contract:

- **baccalauréat success rate**: This is the most traditional, well known and easiest to establish indicator. It compares the number of lycée pupils who pass the baccalauréat with those taking the examination.

- **baccalauréat access rate**: This indicator evaluates, for a pupil in the first or second year of a vocational baccalauréat, the likelihood of obtaining the baccalauréat following a curriculum entirely spent in the lycée, regardless of the number of years necessary. This indicator takes into account the entire curriculum in the lycée and credits this lycée with the pupils likely to successfully follow their entire education curriculum, even if this curriculum includes one or several repeated classes. Conversely, pupils who had to leave the lycée, either because this lycée did not offer the required section or because the institution recommended they enrol in a section of another lycée or simply because they moved, are considered by the indicator as pupils that the lycée was unable or unwilling to lead to the baccalauréat. Thus, the access rate appears much more relevant than the baccalauréat success rate to appreciate the overall efficiency of a lycée. However, this rate can vary depending on factors that the lycée can barely or not at all control, which therefore do not fall within the scope of its efficiency. Thus, a lycée offering all sections of the baccalauréat which is relatively isolated is, all other things being equal, more likely to retain its pupils until the terminale class (and until they obtain the baccalauréat) than a lycée where numerous pupils leave in the middle of a cycle because they cannot find the section they wish or because it is located in an area affected by competition with other institutions. These elements have resulted in the provision by the ministry of the access rate from the première class to the baccalauréat, which makes it possible to moderate the relative appreciation of lycées proposing a limited range of baccalauréat sections after the seconde class.

- **Proportion of baccalauréat holders among pupils leaving the lycée**: This indicator shows the proportion of pupils who have left with a baccalauréat out of those who have left the institution for whatever reason. It compares the total number of pupils definitively leaving the institution (including baccalauréat holders) with the number of those leaving with a baccalauréat, whether they obtained the qualification first time round or following one or several repeated attempts. When this indicator only relates to the terminale class, it makes it possible to assess whether or not a lycée is willing to retain the pupils who do not pass the baccalauréat after their first year in terminale class, and to evaluate the efficiency of the repeat policy implemented by this institution.

In addition, the scope of application of the Haut Conseil de l’Éducation (see 2.7.2.1.) covers the issues of the assessment of the acquired knowledge of pupils as well as the assessment of the performance of educational institutions or educational practices. It can encompass all levels of the education system, including higher education, or even continuing education for adults.

Finally, the mission of the AERES is to evaluate:
Research institutions and higher education institutions;
The activities carried out by the research units of these institutions;
Higher education courses and qualifications;
The procedures for the evaluation of research institution personnel.

9.4.1. Internal evaluation

This section sets out self-assessment principles for each educational level in the following sections.

9.4.1.1. Internal evaluation of school institutions

At the end of each school year, the school council carries out the assessment of the educational institution’s operations, via the assessment of the "school project" (see 2.6.4.2.). The school council gathers the head teacher, teachers and representatives of the pupils’ parents. The school project aims at defining the specific method for implementing national pedagogical objectives, taking into consideration the socio-economic and local environment. It also specifies the concrete methods for implementing cycles, the specific projects to be organised depending on pupils’ requirements, peri-educational activities etc.

Concerning secondary education, this is practically the same process as for primary education: the board carries out the assessment of the application of the school project.

In addition, there is a set of indicators for the guidance of secondary schools (IPES) enabling all general and technological educational institutions - collèges, lycées, vocational lycées – to measure their specific characteristics and the context within which they are situated, and to compare themselves with the other institutions in their académie as well as the entire territory. These analyses help define the pedagogical and educational project that the institutions must devise and carry out in order to enhance the development and success of their pupils. The acquisition of these internal assessment tools has continued to develop within the education system, even if their use is not yet widespread. Awareness programmes conducted by inspection authorities at a local level, as well as initial and continuing education projects implemented by education structures have largely contributed to this development.

Finally, the "contract of objectives" (see 2.6.4.2.1.) between each EPLE and the academic authority defining the objectives to be met by the institution, is subject to internal evaluation each year. Each year, the head of the institution issues a report, based notably on the work carried out by the pedagogical council, on the running of the institution and its material operational conditions. This report gives an account of the implementation of the institution’s project, the tests carried out by the institution and the contract of objectives. It is sent to the academic authority.

9.4.1.2. Internal evaluation for higher level

Since 1989, each higher education institution is required to carry out a self-assessment of its strengths and weaknesses, which constitutes a preliminary phase in the negotiation relative to the definition of the four-year contract signed between the State and the educational institution. For more than 15 years, the contractual policy has been placed at the heart of the dialogue between the State and higher education institutions. It enables these institutions to assert their identity while complying with a consistent national policy. In addition, the contractual policy has supported the implementation of the main reforms in the higher education system over the last few years.

The following issues are decided upon via these contracts:
- The educational institutions’ authorisation to deliver national diplomas;
- The acknowledgment of research teams and doctoral schools;
- The distribution of part of the resources allocated to educational institutions.

In conjunction with the principles of the Bologna Process, the contractual policy with universities and other higher education institutions has, since 2004, focused primarily on the reinforcement of internal
evaluation processes. To help the institutions achieve this internal evaluation, a "Book of references" prepared by a joint CNE (the functions of which are currently performed by the AERES) and IGAENR task force, in conjunction with the Conference of University Presidents (CPU), was published in November 2003. In total, 10 reference systems, 63 references and 302 criteria constitute the bulk of the Book of references.

The purpose of this book is to encourage the institutions that use it to examine their practices and results, based on a critical assessment of their use of each of the criteria, which are the foundation of the diagnostic and internal evaluation. Therefore this follows a demonstration logic, as the arguments put forward by the institution to demonstrate the level of "satisfaction" of the criteria are the expected responses: description of the processes, indicators to appraise the results, positions in terms of improvement. The support information must be objective, measurable and verifiable.

It should be pointed out that the list of criteria is neither binding nor exhaustive. An institution may decide that one of the criteria is not suitable and explain why, or even introduce additional criteria to enhance its demonstration.

9.4.2. External evaluation

9.4.2.1. External evaluation on regional, provincial and local levels

Academic correspondents of national Education general inspection services set up, within the académie, the permanent duties and annual work schedule of the inspection authority. They determine, along with the recteur d’académie, the work schedule of inspection authorities with pedagogical responsibility as well as their contribution to general inspection services in the accomplishment of their tasks.

Three main tasks have been set out for the academic correspondents of national Education general inspection services: personnel motivation, assessment and inspection.

Their motivation role consists of the implementation of the educational policy created by the minister for national Education. In this capacity, they participate in personnel recruitment and training as well as the organisation of examinations, while working toward teachers’ initial and continuing training.

National Education inspectors can be in charge of a primary education constituency.

Their assessment activity applies to the running of schools but also to specific aspects of the general education policy.

9.4.2.2. External evaluation on national and EC levels

At the highest level of the system, the general inspection services play a crucial part in devising school programmes (for more information on programmes see 5.14.1.) and also fulfil the more general function of advisor to the minister.

9.4.2.2.1. External evaluation at national or European level. Primary and secondary education

The external assessment, on national and EC levels, of educational institutions, is part of the function of three major assessment bodies – IGEN, IGAENR and DEPP.

IGEN has three major duties (see also 9.3.2.1.), concerning the entire education system with the exception of higher education:

- Participating in the assessment of inspection, management, teaching, educational and guidance personnel while taking part in their training and recruitment (participation in examination panels) as well as the monitoring of their activity.
Partaking in the overall assessment of the education system, as specified by the framework Law of 10/7/1989. This assessment applies to school institutions, training types, teaching content, programmes, pedagogical methods, resources involved and school results. As well as these permanent duties, specific work guidelines are set each year by the minister. National Education general inspection services also make known innovative practices, particularly in pedagogical terms, included in an annual, published report on the state of education.

Providing the minister for national Education with advice and proposals, within the scope of its jurisdiction.

The duties of the IGAENR authority (see also 9.3.2.1.) are control, assessment and advice. They apply to administrative, financial, accounting and economic sectors, to personnel, central and academic services, public education institutions and all authorities depending on or benefiting from the support of the ministry for national Education, including higher education. The IGAENR conducts assessments, according to an annual work schedule established by the minister, on priority national themes. It also carries out local and regional assessments.

The duties of the DEPP (see also 9.3.2.1.) can be summed up as:

- **Awareness:** in charge of designing and managing the statistical information system, from preschool to higher education and over the entire public and private research field.
- **Assessment:** it designs and implements the assessment procedure of the education system via work carried out in terms of pupils’ acquired knowledge, public policies, understanding of the system and stakeholders’ action. The DEPP takes part in European or international projects designed to compare the performance and operating methods of the different education systems.
- **Planning:** it prepares projections and scenarios on the short, medium and long-term evolution of the education system.
- **Reporting:** on the condition of the training, education and research system through data collected and the publication of the results of its survey, assessment and planning work.
- **Support:** by providing all education system stakeholders with tools designed to help in the guidance and decision-making process, notably indicators, to help them define their policy, monitor its implementation and measure its results. With its publications and guidance and decision-making tools, it intends to improve the professional practices of the different stakeholders.

**Objectives:**

The objectives of the DEPP are as follows:

- Helping assess the policies carried out by the ministry. It is responsible for designing and managing the statistical information system of the ministry;
- Reporting on the condition of the training, education and research system through surveys conducted solely or in collaboration with general inspection services, other departments, decentralised services, national or international external authorities and research teams;
- Mapping out projections and scenarios relating to the evolution of the education system in the short and medium term;
- Carrying out, in collaboration with the relevant research organisations, long-term prospective work, in particular on the education – employment combination;
- Conceiving and providing users with tools to help in the assessment, guidance and decision-making process;
- Creating and managing a database and publication system ensuring the diffusion of its body of work to all interested parties.

The assessment of educational institutions has developed with the continued annual publication of performance indicators for lycées and research work on the running of collèges. Higher education indicators have been mapped out. Others are being considered with regard to research activities.

In addition, the DEPP is in close contact with all the other departments or services of the national Education ministry, notably with both general inspection services concerning assessments.

Each year, this department comes up with a work schedule proposal which, presided over by the minister’s private secretary, is checked against the departments’ requirements and results in an annual work schedule.
Furthermore, extensive information – both internal on the various stakeholders and units of the system and external on French society and particularly the media – is also part of the department’s mission. Therefore, it has devised a publication system presenting data, analysis and summaries regarding the education system. In an effort to distribute the publications to as many people as possible and facilitate access, almost all these publications can be consulted freely and downloaded on the website of the ministry in charge of national Education (http://www.education.gouv.fr):

The major publications are:

- Les Notes Information, Evaluation, Recherche (Information, Evaluation and Research Notes),
- Repères et références statistiques (Facts and statistical references),
- L’état de l’Ecole (The State of Education),
- Géographie de l’Ecole (Geography of Education),
- L’atlas régional des effectifs d’étudiants (Regional students atlas),
- The Education & formations (Education & training) magazine,
- Regards sur le système éducatif français (Overview of the French education system, available on CD-Rom)
- Dossiers,
- Statistical tables (TS) (available on CD-Rom).

The State of higher Education and research: the first issue of this publication (November 2007), which uses the same principle as “The State of Education”, presents the main figures with regard to higher education and research (costs, human resources, activities and results) by putting them into the perspective of the new policy instituted by the law on research (August 2006) and university (August 2007).

9.4.2.2.2. External evaluation at national or European level. Higher education

The AERES (see also 9.3.2.2.) is designed to provide the French research and higher education system with the tool required within an international and European context marked by the importance of research evaluation issues. The French Agency has been created to deal as equal partners with its most prestigious counterparts, in this environment. It must therefore enable the French research system to play a leading role in the progressive implementation of a European policy in terms of evaluation.

The agency is notably responsible for the evaluation of research institutions and organisations, higher education and research institutions, scientific co-operation institutions and foundations as well as the national research Agency, taking into account all their missions and activities. The evaluations are based on the choice of recognised experts at national, European or international level, and common evaluation methods for each type of evaluation carried out. The quality of the evaluation is also based on procedures, the respect of which guarantees objectivity.

The conclusions of the evaluations are taken into consideration in the policy of the institutions and their contractual relationships with the State.

Furthermore, a national teacher training evaluation Committee was created, under the authority of the ministers in charge of national education and higher education. The national teacher training evaluation Committee is made up of twenty members appointed for their competence. It includes teacher-researchers, primary and secondary education teachers, members of the inspectorate services of the ministry in charge of national education, managers representing the ministry of national education within the académies and other French and foreign qualified personalities.

The members of the national teacher training evaluation Committee are appointed for three years, renewable once, by joint order of the ministers in charge of national education and higher education.

The national teacher training evaluation Committee audits the training plans established by the institutions as part of the contractual policy.

In this respect:

- it assesses the quality and coherence of the proposal with regard to the provisions defined by teacher training specifications (see 8.1.4.1.), by the national implementation instructions and the guidelines of the educational policy implemented within the académie;
• it evaluates the quality of the partnerships developed with other institutions as well as with the academic authorities.

The Committee sets out evaluation procedures by taking into account the recommendations made by the Agency for research and higher education evaluation (AERES). It can use the resources of the general inspectorate of the national education system and the general inspectorate of the administration of national education and research. The national teacher training evaluation Committee gives an opinion and recommendations, issued to universities and the ministers in charge of national education and higher education.

9.4.2.2.3. External evaluation of private technical higher education institutions and institutions under the authority of a Chamber of Commerce

The policy of the national education ministry is to promote a quality education offer, monitored within the framework of a periodic assessment system, and to ensure its comprehension and consistence in a national and international context. This system is based on the setting up of specialist assessment committees.

The **Commission des titres d'ingénieurs (CTI)**: carries out a systematic and assessment of engineering courses. This committee, founded in 1934, is made up of 32 highly qualified members, representing higher education and the corporate sector.

80% of the courses assessed by the CTI are authorised for six years, the maximum period of authorisation to conduct research.

The **"DUBY" Committee and the vocational master's diploma.**

Pursuant to article 15 of the order of 25 April 2002 relative to the national master's diploma, engineering schools (the qualification awarded being automatically a Master's) can, in addition to their traditional courses resulting in the acquisition of the engineering diploma, set up new curriculum promoting their competence at master's level, making it possible to meet new objectives.

Within this framework, the primary objective of the master's offer of engineering schools is to develop the international appeal of educational institutions by welcoming more foreign students, for whom these diplomas are specifically designed.

The quality of the national assessment, while respecting the specific characteristics of engineering schools, is ensured by the assessment committee, made up of twenty qualified French or foreign individuals, selected for their pedagogical, scientific or industrial skills, within the domain of engineering courses. It includes members from the relevant higher education institutions as well as individuals from the economic world.

The committee assesses the relevance of the projects with regard to the national or international economic, social and cultural environment, and expected benefits. More specifically, it assesses the quality of potentially implemented countrywide partnerships as well as that of the proposed pedagogical innovations. The committee benefits from the scientific and technical expertise of the training teams, ensured by the MSTP (Scientific, technical and pedagogical mission), whose functions are taken back by the AERES.

The **"HELFER" committee for the assessment of management courses and diplomas.**

This committee, set up in April 2001 in partnership with the ministry of Industry, carried out a systematic and periodic assessment of the courses. It regulates the system while encouraging educational institutions to strongly commit to progress. It is made up of 16 members from the University and school world and the corporate sector.

During the assessment of these courses, closer attention is paid to the evaluation of the scientific production in the science of school management.
9.5. Evaluation of the Education System

Different organisations take part in the assessment and inspection of the education system (see 9.4.2.2.1. and 9.4.2.2.2.) notably the Haut Conseil de l'Education, set up in 2005 (Article 14 of the framework and programme Law for the future of school of 23-4-2005). It issues a recommendation and can make proposals on the methods to assess pupils’ knowledge, the organisation and results of the education system and teachers’ training. Each year, the Haut Conseil de l'Education gives a report to the President of the Republic, which is published, on the results obtained by the education system. This report is passed on to the Parliament.

9.5.1. Evaluation of primary and secondary education and teaching

The assessment of the public policies implemented in the education system to improve pupils’ success applies to the measures taken at collège level to remedy the gaps observed at the beginning of the sixième class and prevent subsequent learning difficulties: lighter schedules, supervised study, consolidated classes or groups, as well as encouraging pupils’ responsibility through citizenship education.

The diagnostic evaluation system based on compulsory national evaluations in CE2 and sixième classes was designed to outline an initial assessment of pupils’ acquired skills in order to detect and analyse the difficulties faced by some of them. The scope of evaluation includes reading, writing and initial mathematical skills. Based on this analysis, the teaching teams can determine more accurate solutions to these difficulties, as part of personalised education within the classroom. If necessary, these solutions can be completed, after a more in-depth assessment, by interventions of members of specialised aid networks for pupils experiencing difficulties (RASED, see 10.5.1.) or professionals from outside the school system.

In 2006, the diagnostic evaluation system was completed by the protocol evaluating reading difficulties in CE1 class (early primary education), which becomes compulsory (circular no. 2006-095 of 9-6-2006). The new national evaluation in CE1 classes was implemented in October 2006, conducted each year around the All Saints holiday period (1st November). Thus, there is enough time for teachers to put in place and organise the necessary aid and for this aid to be effective before the end of cycle 2.

This evaluation consists of two standard tests of 30 minutes each. Based on objective criteria, common to the entire population, it makes it possible, regardless of the average class level, to categorise pupils according to their profile: those who have no reading difficulty, those who have slight or moderate difficulties and those experiencing serious difficulties.

For the latter, whose proportion varies depending on the school and class, the second test specifies the nature of the serious difficulties hindering the learning process. It is made up of two sequences of 35 to 45 minutes and offers a number of exercises in keeping with the balance between the different learning domains, notably reading. Reading aloud and silent reading exercises are stipulated.

The ZEP policy is also subject to a diagnostic evaluation.

A project targeting 200 to 250 collèges branded “objective: success” (see more in 10.5.2.) is notably undertaken by the minister for national Education. Ministerial circular no. 2006-058 of 30-3-2006 stipulates the main objectives and content of this action:

A national delegate is in charge of steering and co-ordinating the priority education policy and necessary consultations with the other ministerial departments and national players to service the territories where the “ambition for success” networks will be installed. Steering and support are reinforced at each level of responsibility. Priority education must appear in the work schedule of inspectorate bodies.

With regard to network, the executive committee conducts this assessment which is based on an "indicator of school success" comprising reading ability, progress in the acquisition of a common knowledge basis, improved results in national assessments and national brevet diploma as well as
compliance with the educational institution rules. Inspectorate bodies, under the authority of the recteur, will evaluate the results of the "Ambition for success contracts" and, subsequently, the "Contracts of educational objectives".

Finally, each of the "ambition for success" networks will be monitored by a general inspector who will send a report to the minister each year, stating, among other things, the progress observed in terms of educational performance.

In addition, the DEPP has created, for permanent use by the teachers, a "reserve of tools to support diagnostic evaluation" to facilitate the immediate evaluation of pupils’ skills in the classroom, at any time during the school year, in numerous subjects from the last year in pre-school to the different seconde classes.

As a complement to the usual class evaluations (before, during or after learning sessions) and independently of the traditional pedagogical methods, this reserve of tools offers another perspective on teaching methods and pupils. Their purpose is to test the skills at stake in the learning process and enable the appraisal, through the analysis of pupils’ answers, of their command of the skill evaluated, and the reinforced acquisition of knowledge by exploring the pedagogical recommendations.

Finally, the assessment of the stakeholders in the education system follows two approaches:

- Improving the knowledge of the different categories of stakeholders in the system (teachers, inspection authorities, librarians, career advisors – psychologists, head teachers) through the organisation of surveys on how their role and activities are perceived by themselves and other stakeholders;
- More in-depth research on the impact of the teacher on primary and collège education (French and mathematics). This research aims at highlighting professional practices which, in a given context, contribute to the enhancement of pupils’ success.

9.5.2. Evaluation of school education and teaching in higher education

Major efforts have been made to reinforce the assessment of the training devised by educational institutions. The contractual policy (see also 6.3) has been the main tool of this process, both internally and externally.

Internally, the educational institution defines, via its project, its priorities in various performance areas: training and research policy, international development, student life, documentation, human resources etc. This project and underlying priorities are assessed with regard to the national policy by the departments in charge of the different aspects of higher education, and the assessment process as a whole must be co-ordinated and arranged consistently via the contract.

From a pedagogical point of view, the contractual approach provides a more global vision of an educational institution’s education offer with regard to multiple interactions: interaction with the overall strategy of the institution, interaction between the education offer and demand, interaction between courses, interaction between education and research, interaction between pedagogical policy, resource policy and human resources.

The implementation of the European area for higher education and research was the opportunity to reinforce the assessment process, which is becoming, even on a regulatory level, the compulsory counterpart of the freedom granted to universities in the selection of their new education offer within the framework of the LMD (see also 6.2.). At the same time, over the last three years, authorisation procedures have been better suited to the contractual process.

Externally, the assessment of the contractual policy has been strengthened by better co-ordination with the CNE (national assessment council, whose works are undertaken by the AERES) of the EPSCP and the general inspection services of the national Education and research administration (IGAENR). The work schedules of these two authorities are now co-ordinated with the contractual procedure. The objective is to have the results of the assessments carried out by these two authorities for the negotiation of the new contract, so that the conclusions and recommendations proposed are discussed and communicated within the framework of the contract negotiation.
This assessment approach (internal and external) is also at the heart of studies carried out on the enforcement of the LOLF (see also 2.6.1.), via the definition of the "higher education and university research" programme, of the various actions included in this programme as well as the strategic and operational objectives currently devised with all the partners from the university world. Thus, the implementation of the LOLF should enable further progress in the pooling of shared, quantified and measurable indicators for educational institutions.

The concept of university assessment is different from the assessment of teachers, but also from the assessment of teaching. While teachers’ assessment is guided by the principle of assessment by peers (professionals from the same sector) conducted within the national university Council, students’ assessment of teaching is only a recent notion, dating from the 1997 "Bayrou reform", which set up the "right to assess". According to this reform, students are entitled to assess their teachers. However, this assessment protects the independence of higher education teachers and cannot affect their recruitment or promotion process.

In addition, for each year of study, a pedagogical committee organises the assessment of teaching by discipline and level. This assessment takes the form, notably, of an individual and anonymous questionnaire enabling the students to assess the teaching and education received by answering open-ended and closed questions, in accordance with the principles set out at national level. To this effect, the objectives of the education provided are clearly defined and available to the students at the beginning of the year. The teaching assessment is intended for the relevant teacher and also for the pedagogical committee. In the absence of a pedagogical committee, respecting the autonomy of educational institutions, teachers and students define together, within councils and the CEVU (University Life and Studies Council), the procedures for the teaching assessment.

9.6. Research into Education linked to Evaluation of the Education System

Located at the heart of the assessment process of the education system, and faced with a difficult methodological and conceptual learning process, the general inspection services have felt the need, since 2003, to conduct an in-depth study of the methods and effects, strengths and weaknesses of the assessment process implemented in France.

From now on, the work schedule of the general inspection services provides for recurrent observation, assessment and follow-up missions each year, as well as specific missions, some of which are designed to evaluate the impact or results of experimental measures.

Assessment presupposes a value judgment. For this reason, it gives rise to a methodology adapted to the specific characteristics of the educational mission. This concern, both ethical and methodological, was raised from the start by general inspection services in their research activities and in connection with the assessment process. It is demonstrated in the Methodological guide of the IGAENR and in the work paper designed for the IGEN-IGAENR teams for the assessment of teaching in an académie.

9.7. Statistics

In 2006 there were 3,237 inspection personnel (IEN and IA-IPR), 1,331 of them (548 female and 783 male) in primary education (Source: Performance, assessment and planning department of the ministry for national Education, DEPP). With regard to secondary education, there are 1,016 male and 585 female inspectors.

The number of inspection personnel is highest for the STI – Industrial Science and technology (295 male and 40 female), Economics and Management (141 male and 103 female) and AVS - Administration and School Life (215 male and 82 female) specialties.

There are more male than female inspectors: 2,037 versus 1,200 in total. As they are promoted to these positions after holding teaching positions, most of the inspection personnel are aged between 45
and 60. See chart (1.)

In addition, after a significant decrease (-25.2%) in 2005, the number of positions open to the recruitment examination of National Education Inspector (IEN) rose in 2006; 124 positions instead of 119 in 2005, i.e. a 4.2% increase, in particular in technical education specialisations. However, there are fewer candidates (-20.4%). As with the coverage rate, the examination competitiveness has considerably reduced, as there are 6.9 candidates for one position available, as opposed to 9.1 in 2005. The number of successful applicants dropped by 2.5% for all specialisations, in particular those in primary education.

Over the past few years, despite an increase in 2003 (+4.4%), the number of applicants for the recruitment examination of IA-IPR (académie inspectors – regional pedagogical Inspectors) has steadily declined: 290 candidates at the 2006 session, i.e. -5.2%. This decrease can be compared with that of successful candidates (-13.9%). In addition, 81 positions were available via examination (80 in 2005); the "candidate/position" ratio dropped again in 2006, with 3.6 applications per position compared with 3.9 in 2005. Certain disciplines are more competitive than others: administration and school life with 10.4 candidates per position available or economics and management with 8.5 candidates. However, there is only one candidate per position in Spanish or English. The stability in the number of positions and the drop in the number of successful candidates result in a sharp decrease in the coverage ratio: 84% compared with 98.8% in 2005.

<table>
<thead>
<tr>
<th>Programmes (all actions included)</th>
<th>IEN Male</th>
<th>IEN Female</th>
<th>IEN Total</th>
<th>IA-PR Male</th>
<th>IA-PR Female</th>
<th>IA-PR Total</th>
<th>Total Inspection personnel Male</th>
<th>Total Inspection personnel Female</th>
<th>Total Inspection personnel Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary education</td>
<td>758</td>
<td>533</td>
<td>1291</td>
<td>25</td>
<td>15</td>
<td>40</td>
<td>783</td>
<td>548</td>
<td>1331</td>
</tr>
<tr>
<td>Secondary education</td>
<td>422</td>
<td>245</td>
<td>667</td>
<td>594</td>
<td>340</td>
<td>934</td>
<td>1016</td>
<td>585</td>
<td>1601</td>
</tr>
<tr>
<td>Higher education and university research</td>
<td>29</td>
<td>10</td>
<td>39</td>
<td>12</td>
<td>9</td>
<td>21</td>
<td>41</td>
<td>19</td>
<td>60</td>
</tr>
<tr>
<td>Support from national Education policy</td>
<td>26</td>
<td>12</td>
<td>38</td>
<td>171</td>
<td>36</td>
<td>207</td>
<td>197</td>
<td>48</td>
<td>245</td>
</tr>
</tbody>
</table>

*Source: Facts & statistical references 2007*

Chart (1) IEN and IA-PR personnel, public education

Bibliography: Repères et références statistiques sur les enseignements, la formation et la recherche

10. Special Educational Support

Amongst pupils/students acknowledged as presenting special educational needs are disabled children, pupils from underprivileged backgrounds (priority education policy), children recently arrived in France, precocious children and detained minors. There are various programmes designed for the educational supervision of these categories.

Article 26 of the framework and programme law of 23 April 2005 on the future of schools defines the legislative framework of the help in special educational needs: "Art. L. 321-4- In schools, special arrangements are made and support provided to benefit pupils with learning difficulties, notably those suffering from specific oral and/or written speech disorder, such as dyslexia. When these difficulties are serious and permanent, pupils are entitled to adapted education.

Appropriate arrangements are made to benefit intellectually precocious pupils or pupils displaying specific abilities in order to enable them to fully develop their potential. School education can be accelerated depending on the pupil’s learning ability. Specific action is taken to cater for the schooling of non French speaking pupils recently arrived in France. For the enforcement of the provisions of this article, school institutions can regroup in order to provide adapted facilities."

www.eurydice.org 213
In order to develop the ambitions and resources of the educational action initiated for all detained minors, the framework and programme law for justice (LOPJ) of 9 September 2002 created penitential institutions specialised in minors (EPM), specifically designed to cater for this population. This law extends the mission of legal protection of young people (PJ) by stipulating the continuous intervention of its services among young people detained in minor sections.

Legislation: Law for the equal rights and opportunities, participation and citizenship of disabled persons

Bibliography: Note d'information, 01.57, "Les élèves nouveaux arrivants non francophones et leur scolarisation dans les différents dispositifs d'accueil".

Institutions: Centres académiques pour la scolarisation des nouveaux arrivants et des enfants du voyage (CASNAV)
Institutions: Integrascol

10.1. Historical Overview

For years, the only solution to the problem of children’s and teenagers’ serious learning difficulties at school was to enrol them in specialised facilities - classes or educational institutions - the purpose of which was to meet their specific requirements but which, at the same time, exhibited the disadvantages inherent with all segregated facilities.

The admission into schools of these young people, which the national Education has been trying to achieve for over twenty years, represents the culmination of a historical evolution marked by three major phases:

- The implementation of a specialised education system;
- The "adaptation" policy;
- Admission into schools.

1st phase: implementation of a specialised education process

The third Republic established compulsory schooling for 6 to 13 year-olds in 1882. However, over the years, experience revealed certain children’s inability to meet the demands of school: the origin of the difficulties apart from motor or sensory was examined. People in charge of public Instruction appealed to doctors; they also turned to psychology, an emerging science, for a way to distinguish children who "cannot derive any benefit" from schooling. Thus emerged the first tests designed to give a scientific basis to the guidance of children in serious difficulty toward specialised facilities set up by the Law of 1909: so-called autonomous "improvement" classes and schools.

For all disabilities, child categorisation became a decisive issue to access certain types of specialised education. The sector under the authority of national Education developed very slowly: in 1945, there were only 174 improvement classes in public schools. Children and teenagers suffering from specific handicaps - physical, sensory or motor - are mostly catered for by private institutions, often set up by parents’ associations and coming under the authority of the ministry of Health.

From 1945, however, national Education progressively asserted its desire not to leave the entire responsibility of young disabled persons or children in serious difficulty to the private sector. Its effort resulted in:

- The increase in the number of special classes and educational institutions;
- The diversification of the categories of disabled or maladjusted children catered for.

2nd phase: the adaptation approach

In the sixties, the approach to the school maladjustment problem changed. The importance of background, family, socio-economic and institutional factors was pointed out. Consequently, new intervention models were set up. The strong need for early detection and prevention of school maladjustment brought about the establishment of a "school adaptation" process, the objectives of which were to prevent damage, to reduce its extent and limit its effect.

This process was set up in 1970. It includes:
• 1) **Psycho-pedagogical support groups**: RASED (specialised aid networks for pupils experiencing difficulties). Made up of a school psychologist, a psycho-pedagogical re-educator and psychomotor re-educator, the psycho-pedagogical support group (GAPP) of the specialised aid networks for pupils experiencing difficulties (RASED) is in charge of one or several school groups. It carries out psycho-pedagogical or psychomotor re-educations, individually or in small groups, as soon as the first signs of the need for this support are detected in a child.

• 2) **Adaptation sections and classes**: the following was created at the same time as GAPPs (RASED):
  - "Adaptation sections" in pre-school classes,
  - "Adaptation classes" in elementary education,
  - "Adaptation classes" in secondary education, were designed to cater for various disabled children categories or children suffering from serious difficulties.
  - Nowadays, this preventive process co-exists and is co-ordinated with that of specialised education.

**3rd phase: schooling or integration of disabled children**

From the 1970s, at the request and on the initiative of families, parents’ associations, medical teams, teachers and educators, experiments regarding the integration of young sensory disabled children, and then other categories of young disabled, into an ordinary school environment, were progressively developed. The framework Law of 30 June 1975 supporting disabled persons reflected the evolution of public opinion, stating as a principle in article 1 the inclusion of disabled minors or adults within an everyday life and work environment whenever their skills permit it.

This law represented an important step with regard to the assertion of the rights of disabled persons. It establishes the prevention and identification of handicaps, care, education, training and professional guidance of the disabled minor and adult as a "national obligation". It recommends that the education of all children and teenagers "likely to be admitted despite their disability" be carried out "preferably" in ordinary classes.

From 1981, the schooling policy was given a new impetus. Two important circulars were published:
  - The first one, in January 1982, signed by the Minister for national Education and the Minister for national Solidarity, gave an outline of the integration policy;
  - The second one, in January 1983, signed by the representatives of the relevant Ministers (national Education, Social Affairs and national Solidarity, Health), specified the technical and practical conditions for the implementation of this policy.

The framework law on education of 10 July 1989 took into account the positive results of the development of integration initiatives. The new framework and programme Law for the future of school of 23-4-2005 reaffirms the necessity to continue along this path.

Furthermore, the law on equal rights and opportunities, participation and citizenship of disabled people of 11 February 2005 specifies the school’s obligation to cater for all disabled children (according to the new definition stipulated by the law) and the development of the personalised schooling project of the child concerned by these measures.

**Legislation: Guidance Law and Programme for the Future of Schools**
**Legislation: Loi d'orientation sur l'éducation**

**10.2. Ongoing debates and future developments**

By virtue of articles 4 and 9 of the decree no. 2004-13 of 5 January 2004 relative to the creation of the vocational training qualification for specialised aid, adapted education and the schooling of disabled pupils (CAPA-SH) and of the additional certificate for adapted education and the schooling of disabled pupils (2CA-SH), national training modules are organised at the initiative of the directorate general of primary and secondary school education (DGESCO), designed for permanent primary and secondary education teachers.

Their purpose is to enhance the skills of specialised teachers and enable non-specialised teachers to develop skills to educate pupils with special needs.
National training modules:

- Teach children and adolescents with specific language impairment (SLI);
- Coordinate a UPI (educational integration unit) in vocational lycées for pupils with serious cognitive impairment;
- Benefit of the TICE system (information and communication technology in education) in mathematics and language education for pupils with motor skills problems;
- Advanced training in French sign language, 3rd year, independent user level (B2);
- French Cued Speech and its use in the schooling of deaf or hard of hearing pupils;
- Autism and Pervasive Developmental Disorder: implementation of educational and pedagogical strategies;
- The role of LSF (French sign language) in the schooling of young deaf people from pre-school to the terminale class: analysis and implementation;
- Advanced training in French sign language 1, independent user level (A2);
- Schooling procedures for children with specific language impairment aimed at primary education teachers;
- Schooling of pupils with serious cognitive impairment in the secondary education system;
- Schooling procedures for children and adolescents with behavioural disorder;
- Schooling procedures for adolescents with specific language impairment aimed at secondary education teachers, guidance councillors-psychologists and education councillors;
- Use of TICE for the schooling of special needs pupils with eyesight deficiency: issues, benefits and limitations;
- Admission of autistic pupils into the classroom: understand their behaviour and needs to adapt educational practices;
- Coordinator function in UPIs integrating pupils with serious cognitive impairment;
- Specific language impairment;
- Initiation in French sign language, first year level A1 (beginner);
- Advanced training in French sign language, 2nd year level 1 (beginner);
- Schooling procedures for children and adolescents with serious behavioural disorder;
- Intervention procedures for young people with serious and persistent reading difficulties;
- Schooling of children and adolescents with specific written language impairment;
- Pupils with behavioural disorder: what difficulties, what adapted education programme?;
- Autism.

10.2.1. Ongoing debates and future developments. Primary and secondary education

The framework and programme law for the future of school stipulates, in article 27 321-4, better recognition of intellectually precocious pupils or pupils demonstrating special skills or easily and rapidly completing school activities, "notably via appropriate adaptations".

The effectiveness and standardisation of these measures requires:

- improved detection;
- improved information for the teachers and parents;
- organised information systems (at departmental or academic level).

This requires significant efforts in terms of information and training amongst primary and secondary education personnel. In initial education, IUFM specifications stipulate the ability to take pupil diversity into account as one of the professional skills. This point should therefore be highlighted to ensure that the precociousness issue is dealt with properly. In continuing, primary and secondary education, teacher training must be organised to raise their awareness of this issue and enable them to adapt their practices.

In addition, it is preferable to opt for more targeted actions aimed at two other personnel categories: school and collège principals on the one hand, school psychologists and guidance councillors-psychologists on the other. Concrete measures can rapidly be implemented in these two areas, such as:

- addition of a module to the initial training plan of school and collège principals, with regard to special needs pupils, including intellectually precocious children;
organisation of the systematic training of school psychologists and guidance counsellors-
psychologists in the detection of intellectually precocious children, family support and information
to be provided to the teachers.

In order to help implement these measures, a national group will be created to establish training
module guidelines, using a variety of documents and methodologies. This group will also be in charge
of detecting best practices, standardising possible solutions and guaranteeing their implementation.

10.2.2. Ongoing debates and future developments. Higher education

A "disability charter" was signed on 5 September 2007 by the minister in charge of higher education
and representatives of the Conference of university presidents. Its objective is to encourage the
admission and success of disabled students.

The university-disability charter is in line with:
- the law of 11 February 2005 for equal rights and opportunities, participation and citizenship of
disabled people;
- the Charter for equal opportunities with regard to access to excellence courses signed on 17
January 2005 by the ministry of higher Education and Research, the CPU and other partners.

It stipulates the creation, in each institution, of a structure dedicated to the admission and support of
disabled students. This structure is allocated a specific budget and trained personnel; it will be a clearly
identified area within the university, with advertised opening hours. To guarantee equal opportunities,
the educational programme of disabled students will be associated with the assessment of their
functional skills, including for example note-taking skills in Braille or walking ability.

Signed for two years, the university-disability charter is effective from the signing date and can be
tacitly renewed for another two years.

10.3. Definition and diagnostic of the target group

In addition to disabled children, there are five categories of children identified as individuals requiring
"specific support”.

1) Pupils suffering from a speech disorder

The government’s policy focuses specifically on children suffering from a speech disorder. A plan of
action has been implemented, specifying the framework, priority guidelines and work schedule.

2) Pupils suffering from health disorders

The admission of children and teenagers suffering from health disorders is a concern of the national
education policy.

Admission conditions are defined in the circular of 18 September 2003, which describes the
implementation procedures of the Personalised integration plan (PAI): with the parents’ agreement and
the collaboration of the teaching staff, the child’s specific needs are described in the document drawn
up with the national Education or maternal and child welfare (PMI) doctor.

3) Adolescents subject to judicial measures

Pedagogical initiatives in penitentiaries in favour of minors or young prisoners, as a condition of their
re-integration, are the subject of partnerships between the ministry for national education and the
ministry for justice. These partnerships are formalised in the agreement signed on 29 March 2002,
which defines the education requirements of the penitential population, the purpose and general
teaching objectives and administrative organisation of the education process. The mission of the
regional pedagogical units (UPR), created by the agreement of 19 January 1995, is to organise all
educational activities in the prison environment. With regard to the prison population who were pursuing studies before being incarcerated, the education provided in prison institutions ensures the continuation of their initial education. Minors detained in closed educational centres (CEF) are subject to surveillance and control measures enabling reinforced educational and pedagogical monitoring adapted to their personality. Apart from minors, whose education is a priority and compulsory until they are 16 and strongly recommended until 18, as is the case outside prison, education in the prison environment is essentially defined as adult training.

4) Teenagers failing at school

The fight against school absenteeism is a national priority based on a system designed to control the school attendance of pupils in compulsory education, implemented by the decree of 19 February 2004. State services and local authorities (departmental councils, municipalities) also help prevent pupils from dropping out, as part of the social cohesion and equal opportunity policy (educational success), child protection and crime prevention policies.

The formalised provisions adopted aim at improving school attendance monitoring and the fight against absenteeism via personalised treatment. The prevention, detection and early treatment of the situations are therefore reinforced, as are the mobilisation and accountability of the parents.

**Personalised programmes can be proposed to pupils at risk of dropping out of school.**

Relay processes (classes, internships) cater for collège pupils, sometimes lycée pupils, who are rejecting the education system, which can be illustrated by serious and repeated breaches of the rules and regulations, unjustified repeated absenteeism, severe learning demotivation or even those who stop going to school. All pupils participating in a relay process remain under the school status. Admission to relay processes must enable pupils to successfully carry out an education project. Under no circumstances should it constitute a punishment. Relay processes aim at enabling the normal resumption of the education career or entrance into a vocational training cycle and reintegrating a pupil into a more peaceful and settled socially interactive environment. Special attention is given to the collaboration between the educational team of the process and that of the collège to favour a successful return.

5) Intellectually precocious children

It is deemed difficult, in France, to accurately define those children and teenagers sometimes referred to as "gifted" or "precocious". The defining characteristic of "precocious" children seems to be their ability to achieve performances which are, on average, those of children older by two, three, sometimes four years and more. The notion of "precociousness" is relative, as it depends on the criteria taken into consideration. A child is not uniformly "precocious". In France, family requests and related questions primarily apply to "intellectual precociousness".

See also 10.2.1.

10.4. Financial Support for Pupils’ Families

In addition to the financial aid provided to the families in the form of national secondary education scholarships and higher education scholarships, financial aid can be granted by local authorities for food or transport. A back to school allowance can be paid by the Family Allowances Fund subject to income restrictions.

Below are the financial aids which families whose children require special education can benefit from:

- Exemption from boarding expenses in regional adapted education institutions
- Payment of accommodation and medical expenses by the health insurance fund or social aid
- Transport expenses of pupils in medico-social institutions supported by social security funds and pupils’ school transport expenses to the educational institution paid by the département or, for the Ile-de-France region, by the State
- Education allowance for disabled children (e.g. special education allowance)
10.4.1. Education allowance for disabled children (AEEH)

This change of name was introduced by article 68 of the Law no. 2005-102 of 11 February 2005.

This article sets up a new increase in the allowance for isolated parents, which became effective on 1st January 2006.

In addition, the allowance is granted by the committees for the rights and autonomy of disabled persons (CDAPH – instituted by this law as a replacement for special education departmental committees - CDES) within the Departmental Centres for Disabled People (MDPH - organisation enabling unique access to the rights and services provided for disabled persons, which carried out reception, information, support and advice projects for disabled persons and their families, as well as disability awareness campaigns aimed at all citizens).

**Conditions of entitlement**
- French or overseas département resident,
- Having one disabled dependent child under 20.

Foreign nationality parents must give proof of the legality of their stay.

**The child must also:**
- Have a permanent disability rate of at least 80%,
- Not be a boarder in a special education institution or be paid in full under special education status.

**Other cases: If the child:**
- Suffers from permanent disability of at least 50%,
- Is paid for by a special education or home care service,
- Or is admitted to an educational institution, except in the case of boarders whose living expenses are paid for by the State, health insurance or social aid.

**Additional allowance**

Since 1st April 2002, the additional monthly special education allowance is divided into six new beneficiary categories.

**Sums and payment**

The amount of the basic AEEH allowance is 120.92 Euros (amount as of 1st January 2008). The amount of the additional allowances depends on the category and range from 90.69 Euros to 1,010.82 Euros.

**Payment terms**

The allowance is paid on a monthly basis starting from the month following the application.

In case of termination, payment stops from the first day of the month the notification letter is sent.

**Free old age insurance**

In certain conditions, parents can benefit from free old age insurance membership.

**Cumulated allowances**

The allocation of the basic AEEH allowance and possible complements does not preclude the payment of family benefits.

The parental presence allowance (see 10.4.2.) can be cumulated with the basic AEEH allowance but not with its complement or the extra allowance for isolated parents.

The AEEH allowance can only be allocated to a young disabled person exercising a professional activity if the remuneration received is less than 55% of the monthly minimum integration wages (gross minimum wage = 1,280.07 Euros/month, as of 2008).
10.4.2. Parental presence allowance

Eligibility conditions:
- Having a dependent child suffering from a serious illness or disability or injury
- Public service employee or agent, non-salaried or unemployed persons or salaried trainee on a professional training course

Conditions of entitlement
Public service employees and agents or non-salaried persons must totally or partially terminate their occupation.
Unemployed persons or salaried trainees on a professional training course must suspend the job-seeking activities or cease their training.

Amount
Daily allowance is set at 39.97 Euros if the beneficiary lives in a couple and 47.49 Euros for a single parent (amounts as of 1st January 2008).

Payment duration
The allowance is granted for a maximum duration of four months (depending on the application), renewable twice.
Therefore the maximum payment duration is one year, for each dependent child with a serious illness, injury or disability.

10.4.3. Disability card

The disability card provides its beneficiary or, in the case of minors, their parents or persons legally in charge, with certain financial or material benefits designed to compensate for the disadvantages due to the disability. More specifically, the disability card allows its holder to benefit from an additional tax half-unit for the calculation of income tax.

10.5. Special Provision within Mainstream Education

The special educational offer within the ordinary education system for children and adolescents experiencing serious educational or social difficulties, precocious, disabled or ill pupils, is organised by the specialised aid networks for pupils experiencing difficulties (RASED), relay classes and workshops, educational integration classes (CLIS), pedagogical integration units (U.P.I.) and the measures put in place by the priority education policy.

10.5.1. Processes preventing pupils from dropping out

The processes preventing pupils from dropping out can be implemented in primary education. Thus, the objective of specialised aid networks for pupils with learning difficulties (RASED) is to prevent learning difficulties experienced by certain pupils attending ordinary educational facilities.

Furthermore, relay processes (classes and workshops), concerning secondary education, have been able, in just a few years, to help in the fight against drop-outs. They provide temporary admission, adapted to collège pupils in the process of becoming marginalised in school as well as socially. They are based on the acceptance of the pupils and their families, often formalised in a contract. Always attached to a collège and in line with the school project" (see 2.6.4.2.), they may or may not be located...
within the premises of the collège, depending on the possibilities and local choices. They focus on the collaboration between the educational team of the process and that of the collège to favour a successful return to education. The advantages of this process are the reinforced supervision (teachers and instructors, personnel from associations), temporary admission of a limited group of pupils (from several weeks to a year for relay classes; sixteen weeks at the most for relay workshops) and partnerships with the national Education, Legal protection of young people, local authorities, associations etc.

Intellectually precocious children, in primary and secondary education, are mostly dealt with in ordinary classes, in the form of individual programmes making it possible, depending on the case, to shorten the time spent in elementary and secondary cycles. However, certain educational institutions have adopted a pedagogical approach specifically adapted to these pupils.

### 10.5.2. Priority education

The priority education policy, implemented in 1981, is founded on a positive discrimination of the use of public resources to service equal opportunities. It aims at correcting the effects of social, economic and cultural inequalities by reinforcing the educational action where educational failure rate is highest.

In 2006, this policy was relaunched on a renewed basis, redefining the objectives and redistributing the resources in order to "give more to those who really need it". The objective of the new architecture, concentrating the resources in "ambition for success" networks where pupils experience the most serious difficulties, is to ensure that the pupils concerned acquire the knowledge and skills of the common foundation (see 5.4.), by personalising the courses and individualising aids, and instilling dynamism and the will to succeed in the institutions. Organised in networks and united in a single project, formalised in a contract made with the academic authorities, the pedagogical teams of priority education also ensure that their action is coherent with all the processes implemented outside school hours, by paying special attention to the relationships with the families. There were 253 "ambition success" networks at the beginning of the 2007 school year, to which the 1,738 schools of their areas were attached. These networks are managed at national level in connection with the académies. Their educational teams are supported by 1,000 additional teachers, 3,000 pedagogical assistants, a deputy principal and a school nurse for each institution as well as a social worker.

In order to give full significance to the equal opportunity principle, the rest of the priority education system is organised into school success networks (RRS) managed by the académies in keeping with national policy guidelines.

Furthermore, on 14 February 2008, the minister in charge of national Education presented, along with the Secretary of State for urban policies, the measures relative to the "national Education" aspect of the "Suburban hope dynamic", the major aspects of which had been revealed by the president of the Republic.

Eight of these measures relate to schooling conditions in primary and secondary education, and access to excellence courses such as lycées des métiers (vocational lycées) or even preparatory classes for grandes écoles; the ninth measure is designed for pupils who, despite all the efforts made, are still failing academically, i.e.:

- **Educational support**
  - As is the case for all priority education collèges since October 2007, educational support must be implemented by October 2008 at the latest in all primary schools of the priority education system. Pupils will stay for 2 hours after class, 4 days a week, to help them with their homework and provide cultural, artistic and sport activities.

- **Social diversity**
  - Social diversity will be encouraged by the school bus transport of pupils from underprivileged areas to schools located in other areas of the same city. This project, already ongoing in certain municipalities, will affect 50 sites at the beginning of the 2008 school year for CM1 and CM2 classes. These are voluntary municipalities, transport and food costs being financed by funds from the national Agency for social cohesion and equal opportunities (ACSE).

- ** Destruction and reconstruction of the most decrepit collèges**
At the end of the 2008-2009 school year, the list of institutions to be destroyed and/or reconstructed will be integrated into the national urban renovation programme.

**Enhanced contribution of private education to equal opportunities**

- The idea is to provide families with the same freedom of choice as that enjoyed by families in urban centres. To this end, the creation in 2008 of a dedicated intervention fund ("Suburban hope") was requested, financed by the ministry in charge of national Education. Projects linked with excellence boarding schools will be favoured, the objective being to open 50 classes by the 2008 school year.

**Development of boarding schools**

- This development, accompanied by a reinforced educational project in order to create excellence boarding schools, is designed for young people "whose home conditions are not conducive to success in their studies". There are currently 31 boarding schools and 670 places available; by the end of 2008, in partnership with local authorities, 700 additional places should be available. 2,500 places should be authorised within three years, 4,000 within five years. The State's participation in operating costs will be 2,000 Euros per pupil, on top of specific management resources. The accreditation procedure will be simplified.

**Creation of 30 sites of excellence.**

- Each of these sites must offer either an international section, traineeships and language exchanges, or artistic and cultural courses with an adapted schedule, including travel, meetings with professionals from the artistic sector, or a lycée des métiers put in place based on existing vocational lycées. These sites have already been accredited.

**Access to preparatory classes for grandes écoles (CPGE).**

- As of June 2008, this access is systematically proposed to 5% of the most deserving pupils in all general and technological lycées.

**Creation of a traineeship database.**

- In each académie at the beginning of the 2009 school year, a traineeship database will give pupils fairer access to traineeships.

**Twice as many places available in "second chance" schools (E2C) at the beginning of the 2009 school year.** This concerns young people leaving the education system without a qualification and who must acquire a certain number of skills before embarking on an apprenticeship.

### 10.5.3. Educational measures for disabled pupils

The educational curriculum of disabled pupils is carried out as a priority in the ordinary school environment. From the age of 3, families can request that their children be admitted to pre-school. Each school has the duty to admit the children who are from their recruitment area. To meet the special requirements of disabled pupils, a "personalised schooling project" organises the admission of the pupil while ensuring coherence and quality of the required support and aids, based on an overall evaluation of the pupil’s situation and needs: therapeutic or rehabilitation support, allocation of a "school carer" or adapted pedagogical equipment, aid for the pedagogical teams via school life employment. The personalised project is supported by measures taken by the Committee for the rights and autonomy (C.D.A.).

From primary school, disabled children can be integrated into an ordinary school environment, via individual adaptation or in specialised classes.

**Individualised schooling** consists of admitting one or several disabled pupils into an ordinary school. Individualised schooling is encouraged at all education levels. Whether full or part time, it requires the adaptation of schooling conditions within the framework of the "personalised schooling project".

As a complement to school education, the specialised team of a special education and home care service (S.E.S.S.A.D.) can intervene. This intervention is subject to the favourable opinion of the Committee for the rights and autonomy of disabled people (CDAPH).

**Schooling within a collective system** consists of the inclusion of a class with a given number (generally 10 to 12) of disabled pupils in an ordinary education institution.

In elementary schools, **school integration classes (CLIS)** take children with a mental, hearing, visual or mobility disability, who can benefit from integration an ordinary school environment. Pupils are
provided with adapted education within the CLIS and share certain activities with the other pupils. In 2005-2006, the majority of CLIS pupils had individual integration periods into another school class.

In secondary education, when the demands of individual schooling are too great, disabled pupils can be admitted into pedagogical integration units (U.P.I.). This process is aimed at 12 to 16 year-olds who, although fully-fledged collège pupils, are unable to benefit from ordinary collège education. Supervised by a specialised teacher, they can receive adapted education, in accordance with the objectives set out by the "personalised schooling project", including as far as possible periods of participation in the activities of the child’s reference class, selected from the collège classes of pupils of their age.

At the start of the 2006-2007 school year, 200 UPIs were created in collèges and lycées. The location of these integration units is organised so as not to leave any territory inaccessible for these pupils, taking into account reasonable transport constraints.

10.5.4. Disabled students in higher education

There are over 8,500 disabled students in higher education. Educational support is organised by a person designated to disabled students. Appointed by the president or head of the institution, this person is in charge of co-ordinating all the measures designed for students, from access to the premises to the implementation of specific aids.

Furthermore, the association in charge of managing the disabled persons’ integration fund (AGEFIPH) has for many years ensured the funding of student aids in relation to occupational integration tasks. It participates in the study on the implementation of a new process for the reception and support of disabled students. Within the framework of this new process, the ministers respectively in charge of higher education and disabled persons, have decided to entrust higher education institutions with the responsibility of implementing student support measures of all kinds: admission, access, university carers, additional measures provided by associations.

This process should result in an agreement protocol at national level between the ministry in charge of national Education, the ministry in charge of disabled persons and the National Independent-Living Support Fund (CNSA), in charge of funding.

See also 10.2.2.

10.5.5. Specific legislative framework

Articles 27 and 31 of the law of 23 April 2005 describe support initiatives and specific arrangements in favour of pupils experiencing difficulties, pupils suffering from various disabilities, precocious children and non-French speaking pupils newly arrived in France.

In addition, the law no. 2005-102 of 11 February 2005 for equal rights and opportunities, participation and citizenship of disabled persons, includes provisions stipulating numerous statutory arrangements with regard to the schooling of disabled pupils. To enable the application of these provisions, several decrees have been amended. Three decrees relate to school education:

- Decree no. 2005-1752 of 30 December 2005 relative to the education curriculum of disabled pupils (application of articles L.112-1, L.112-2, L.112-2-1, L.351-1 of the Education code) states the provisions to ensure the continuity of the education curriculum of disabled pupils, even when said pupils continue their education in a healthcare institution or medico-social institution, or when they must opt for distance education. In particular, it specifies that all disabled pupils have at their disposal a reference teacher (see 10.2.), responsible for bringing together and co-ordinating educational supervision teams provided for by the law for all the children or adolescents under their care;
- Decree no. 2006-509 of 3 May 2006 relative to the education and curriculum of young deaf persons (application of article L.112-2-2 of the Education code). Its purpose is to specify the conditions in which the mode of communication of young deaf persons and their families is
chosen for their education and curriculum;

- Decree no. 2005-1617 of 21 December 2005 relative to the adaptation of examinations and competitive examinations in primary, secondary and higher education for disabled candidates (application of article L.112-4 of the Education code). It gives a stronger legal basis for the adaptation conditions provided by the circular no. 2003-100 of 25-6-2003. In addition, as well as the adaptations specifically stipulated in this circular and the law of 11 February 2005, it provides the possibility of retaining for five years the test or unit marks obtained in the examinations, or spreading examinations over several sessions. It came into force on 1st January 2006. The circular no. 2006-215 of 26 December 2006 provides the conditions of its implementation.

Finally, the promulgation of five laws on 5 March 2007 considerably broadened the scope of social and public action for children benefiting from protection measures, notably:

- law no. 2007-293 reforming child protection,
- law no. 2007-295 relative to crime prevention.

The definition of child protection now covers a very wide spectrum, ranging from the prevention of difficulties which parents may be confronted with as part of their educational responsibilities, to the temporary replacement care for minors without a family (art. L 112-3 of the CASF).

10.5.6. General/concrete Objectives

Relay processes (see 10.5.1.) to prevent pupils from dropping out of school aim at facilitating the normal resumption of the education career or entrance into a vocational training cycle and reintegrating a pupil into a more peaceful and settled socially interactive environment. The overall objective of the priority education policy (see 10.5.2.) is to guarantee equality, restore pupils’ confidence and eliminate repeats, through the use of individualised help.

In addition, the admission of disabled pupils into school is inseparable from the mission assigned to the education system designed to provide each child with the possibility of developing their personality, integrating socially, culturally and professionally and being citizens. Organised in an ordinary school environment in accordance with the child’s requirements, integration is not restricted to a simple social approach; it aims at enabling each pupil, regardless of the nature of their disability, to continue their education at the highest possible level.

The purpose of the pedagogical action undertaken in CLISs and UPIs (see 10.5.3.), as with that of all schoolchildren, is to fully develop cognitive capabilities, sensitivity, co-operation, solidarity and civic spirit. As with other pupils, but under the special conditions resulting from the disability, this action promotes children’s awareness of their actual possibilities, by creating the conditions to enable them to reveal and assert their capabilities in terms of knowledge and know-how.

10.5.7. Specific Support Measures

It is a well-known fact that the first aid available to pupils is the responsibility of the teacher, within the framework of a differentiated pedagogy. The teacher must be able, with potential help from school psychologists, to identify, observe and understand the difficulties of their pupils, to adjust their pedagogical approach and assess the results of this approach. Specialised aid is only required when the pedagogical answer is not adequately efficient or when resorting to specialised aid seems to be the immediate right choice.

In this case, pedagogical or educational specialised aid initiatives are implemented within the school.

In primary education (pre-school and primary education), specialised aid initiatives are organised as follows:

- By the setting up of reduced-size classes (RASED, see 10.5.1.) permanently grouping pupils experiencing difficulties. The objective of these adaptation classes, containing a maximum of 15 pupils, is to re-integrate these pupils as quickly as possible, into an ordinary class corresponding to their new potential;
• By the organisation of adaptation groups assembling pupils experiencing difficulties on a temporary basis, who continue to attend the ordinary class in which they remain enrolled. These adaptation groups meet specific pedagogical requirements. Their operating conditions are defined by the teachers’ council, in line with the school project that the head teacher vouches for. It is agreed that the theoretical number of pupils selected for this type of structure, notably during the setting up of the carte scolaire, is 15.

Competent, specialised professionals from the aid network select and implement, in each case, the strategy, methods and support best suited to their professional approach. "Re-educational" specialised aid initiatives are undertaken subject to the parents’ agreement and, to the fullest extent possible, with their help.

In addition, the methods used in secondary education take into consideration the difficulties experienced by each pupil. They do not set any pre-requisite for the development of their educational project. The most recent specific measures are relay classes and relay workshops (see 10.5.1.). Adapted education in relay classes and workshops is based on pedagogical individualisation and differentiation practices. "Pedagogical contracts" with limited objectives and duration are established throughout the school years, in order to encourage the autonomy of pupils and the development of a positive image of themselves. Various remediation techniques and approaches are used to solve the pupils’ recurring difficulties, combined with the contribution of disciplinary didactics. Personalised follow-up is ensured by a referral teacher, i.e. the person a pupil can go to with any problem experienced throughout their school years. Finally, disabled pupils attending school integration classes CLIS (see 10.5.3.) follow the normal cycle of primary education. Conversely, the age breakdown accounts for a very high proportion of children aged 8 to 11 in specialised primary education, at an age when children tend to follow standard cycles in ordinary schools. Specialised education thus provides basic learning to older than average pupils and encourages children over 11 to continue with their adapted schooling into secondary education.

With the exception of pedagogical integration units (UPI, see 10.5.3.), there are not many specialised structures for children after the CLIS. The UPIs were created in the mid-90s in certain collèges to admit pre-adolescents or 11 to 16 year-old teenagers suffering from various forms of mental disability. They were progressively extended to pupils suffering from sensory or motor disabilities. Another structure, the special and adapted education sections (SEGPA), differs from the UPIs inasmuch as these classes are not specifically dedicated to disabled pupils. They accommodate for a wide range of pupils, not easily characterised. The first two school years of SEGPA accommodate for 12 to 14 year-old pupils. Within SEGPAs, the pupils’ personal progression is in line with the three collège cycles. The SEGPA is organised into divisions, with an average number of approximately 16 pupils for whom one of the specialised SEGPA teachers or professeurs des écoles constitutes the referral teacher.

However, decompartmentalisation and groups are organised to find appropriate solutions for pupils’ diversity.

Regional adapted education institutions (EREA) are notably designed to admit young disabled persons by category of disability, but can also admit young able-bodied persons. These structures apply the same pedagogical principles as SEGPAs. The vast majority of EREAs admit young persons suffering from severe disabilities and significant schooling difficulties (73 EREAs out of 80). The other EREAs admit young pupils suffering from motor (5 EREAs) or visual disabilities (3 EREAs) and have the same objectives as lycées and collèges (CAP, BEP, baccalauréats).

10.6. Separate Special Provision

There are three major sectors supervising special education outside the boundaries of the ordinary education system: the medico-social sector; the health sector and the socio-educational sector.

The systems and structures of the medico-social sector are targeted at young disabled persons and come under the responsibility of the ministry for social affairs. The schooling of children and teenagers in this sector is placed under the supervision of the ministry for national Education. The children admitted to a medico-social education institution or service for young disabled persons can also be admitted into an ordinary institution. The conditions of this admission are set out in an agreement
between the medico-social institution and the academic authorities.

There are different types of institutions:

- Medico-educational institutions (IME); they combine the former medico-pedagogical institutes (IMP) and former medico-professional institutes (IMPro). They cater for mentally disabled children and teenagers;
- Institutions for multiply disabled children and teenagers; they cater for children and teenagers combining serious mental disability with significant motor disability;
- Re-education institutes; they take young people suffering from behavioural disorders, requiring the implementation of medico-educational resources for the duration of their school years;
- Special education institutions for children suffering from motor disability;
- Sensory education institutions for children suffering from visual disability;
- Sensory education institutions for children suffering from hearing disability;
- Sensory education institutions for deaf and blind children. They cater for children and teenagers displaying hearing and/or visual disabilities.

Health sector

This sector organises the admission of sick children or children suffering from health disorders. **Priority is given to schooling in ordinary structures.** Each year, in France, 12,000 to 15,000 pupils are temporarily taken away from their educational institution for health reasons: accident, chronic illness requiring repeated school disruptions or protracted disease. Nevertheless, they can continue their schooling in the following institutions:

- In the hospital: school centres installed in paediatric units ensure the schooling of hospitalised children (especially at elementary school level). With regard to secondary education, it is possible to resort to the "Federation for the education of sick people at home and in the hospital" (FEMDH), which assembles approximately thirty non-profit associations with a common objective: ensuring free education, provided by qualified volunteers to any child and teenager whose normal schooling is disrupted by a disease or an accident;
- At home: as the duration of hospital stays is getting shorter and shorter, the convalescent sick child, back home, must be able to continue studying. Since 1998, the ministry for national Education has implemented a "pedagogical aid system in the home of sick or injured pupils". It applies to all pupils, from the final year of pre-elementary education to terminale class, whose provisional absence is longer than three or four weeks, and offers personalised schooling solutions by using the help, first and foremost, of the sick pupil’s teachers;
- Health-oriented children’s homes (MECSA): they are residential institutions admitting young people requiring constant medical monitoring. Each institution is specialised in the treatment of a particular mental or physical disorder;
- Distance education: if a sick child cannot attend an ordinary or specialised institution, a training course can be authorised for them, subject to medical justification, via the national centre for distance education (CNED). The CNED, a public institution under the authority of the ministry for national Education, covers all elementary and secondary school levels. Pupils under 16 years old can benefit from three hours of class per week, provided by a deputy teacher in charge of guiding and advising them in their work.

Socio-educational sector

This sector is primarily under the authority of the ministry in charge of solidarity and the ministry in charge of justice.

Since the decentralisation laws of 1983, child protection is the responsibility of the President of the Departmental Council, with the State guaranteeing compliance with the law and control of services and institutions.

The socio-educational sector concerns, on the one hand, the protection of young people temporarily deprived of family support and, on the other, the legal protection of young people in danger or young delinquents for whom educational assistance decisions have been made by the juvenile court judge.

Care for these children and teenagers is:

- via the home environment, potentially supported by educational assistance measures;
- or in institutions and services best suited to their requirements, whatever the associated sector (socio-educational, medico-social or school adaptation and admission).
Different types of structures come under the socio-educational sector.

**Structures and admission conditions under the authority of the ministry in charge of solidarity and within the jurisdiction of Departmental Councils.**

**Child welfare and the relevant sector**
- **Children’s homes:** They provide, at departmental level, the urgent admission, observation and guidance of children benefiting from protection. The duration of the stay is theoretically limited.
- **Social children’s homes (MESCSO):** They provide the admission and education of young people.
- **Foster homes:** This consists of placing the child in the home of a foster family.

The admission of minors and young adults is organised as part of a contractual measure with the parents or upon legal decision.

Since the law of 5 March 2007 relative to child protection, admission procedures are more varied, flexible and sequential admission methods are organised in accordance with the child’s best interest.

**Structures and admission conditions under the authority of the ministry for Justice**

The institutional and individual processing of prisoners is the responsibility, in the first few days, of the management of the institution, the integration and probation prison department and consultation and ambulatory care unit. Teaching is integrated into the admission process, in particular the processing areas, to collect information from newly arrived persons on their level of education and expectations. In each prison, the local teaching unit (the local version of the UPR process, see 10.3.) integrates all the resources made available by the national Education (teaching jobs and hours) and the prison administration.

Furthermore, the first penitential institutions for minors (EPM) opened in April 2007. EPMs are structures placed under the responsibility of the prison administration. Minors are admitted in accordance with the PJJ. Each EPM has sixty detained minors aged 13 to 18, accused and sentenced. It is managed by a prison director who appoints, within the management team, the staff in charge of the services dealing with the legal protection of young people, healthcare and national education. The admission of minors in EPMs is based on the action of a multi-disciplinary team made up of permanent members involved with detained minors on a daily basis: surveillance staff, PJJ instructors, national education teachers, doctors and nurses from the somatic and psychiatric care services.

EPMs are penitential institutions which provide education services as well as detain minors and carry out sentences.

The education service is part of the EPM institution project. It meets the legal requirements for young people under 16 and young people who left the education system without a qualification. For young people who were enrolled in education before their imprisonment, education in EPM takes over from their previous institution in order to avoid a break in the education career. Teaching is integrated into the rehabilitation programme of detained minors, from the admission phase where illiteracy detection is systematic and skill assessment optional, to the preparation for their release.

**10.6.1. Specific Legislative Framework**

The organisation of the separate special education’s public and private institutions and services is set out by: the law of 11 February 2005 relative to disabled persons (see 10.5.4.) and the law of 2 January 2002 for the renovation of social and medico-social action, sets four major targets: develop the rights of “fragile and disabled persons”; diversify the range of institutions, services and interventions; improve the technical steering procedures of the sector and institute better co-ordination between the various players.

To implement the provisions of the law of 2 January 2002, several decrees and orders have been published, including the following overseeing the activities of separate special education:
- **Decree no. 2005-11 of 6 January 2005 stipulating the technical organisation and operating conditions for therapeutic, educational and pedagogical institutes** (*Journal officiel* of 8 January 2005);
10.6.2. General/concrete Objectives

Hospitalised children or adolescents or those in medical, healthcare and social institutions remain subject to compulsory schooling and the ministry in charge of national Education is obliged to fulfil its constitutional schooling duty, which applies to these children as it does to all pupils before and after legal schooling age. Their schooling is governed by a circular dated 18 November 1991, which tackles the objectives and major pedagogical guidelines as well as the administrative and operational organisation of the classes. The principal objectives that medical or healthcare institutions must comply with are:

"Ensure schooling during hospitalisation periods, either by favouring the creation of groups of children and adolescents in the healthcare institution or by proposing individualised education. (...)"

Maintain a link with the school of origin, when there is one, and with life outside the hospital. Strive to integrate or reintegrate sick children and adolescents into the ordinary education system after hospitalisation periods, by anticipating this integration. (...)"

Put in place, when necessary, a process designed for home schooling, which will most often be temporary but essential in the follow-up and preparation for the return to ordinary education. As well as the specialised teacher, who knows the child or adolescent, other resources may be called upon, such as the CNED (see 6.18.). Beyond the simple schooling of sick children and adolescents during hospital care periods, their entire education and training must be taken care of, which requires medium or long-term supervision as well as the implementation of original and concerted initiatives.

Design an education project (which) (...) outlines the principle of an individualised global project for these pupils: these are contracts combining care and education, between the child or adolescent, their family, the medical teams and their supervising teachers".

Furthermore, in the specific context of prison, education must comply with the fundamental mission of the public education service, which is to:

- Receive all training requests with equal concern for thoroughness and ambition;
- Develop a differentiated approach at all levels of the training course, giving more to those who need it most;
- Enable people to acquire, beyond the basic knowledge, the guidelines and references essential to exercise their responsibility and citizenship;
- Prepare for qualifications or, if required, find the most relevant means of validating acquired experience for each person.

Education in a prison environment is in line with a perspective of life-long education and training.

10.6.3. Geographical Accessibility

When schooling in an ordinary environment is impossible, medico-social structures offer overall management, applying to 115,000 children. 58% of them attend these structures full time; partial or total schooling within a national Education institution, more frequent in case of sensory disability, applies to 17% of them. Almost one in four does not benefit from school education; this proportion
increases to 94% in case of multiple disability and 78% in the case of serious and severe mental disability.

There are special education and home care services (SESSAD) made up of multi-disciplinary teams whose purpose is to provide specialised support to children and teenagers in their everyday life and education environment. They can intervene in all areas of the child and teenager’s life.

Depending on their specialty and the age of children monitored, these services can bear different names:

- **SAFEP**: family support and precocious education services (0 to 3 year-old sensory disabled children);
- **SSEFIS**: family education and schooling support services (children over 3 suffering from hearing disabilities);
- **SAAIS**: autonomy development and schooling services (visually disabled children);
- **SSAD**: home care and support services (multiply disabled children).

For individual integration situations, support from the SESSAD can vary according to the child’s requirements. It can include specialised medical procedures, re-education in various sectors: physiotherapy, speech therapy, psychomotor skills, occupational therapy, etc. Specialised educators can often intervene within the framework of a SESSAD; they will provide specific support to the disabled pupil. This is notably the case for children suffering from sensory disabilities (hearing or visual impairments). In other cases, similar work is carried out by an “itinerant” specialised teacher, not necessarily under the authority of the SESSAD.

When SESSAD personnel intervene in a school environment, an agreement is signed between the inspector of the constituency (by delegation of the inspecteur d’académie) for a school or the head teacher for collèges and lycées and the manager of the SESSAD to determine the actual conditions of the interventions.

Care and re-education can also be provided by other means: hospital services or consultations, inter-sector child psychiatry (day hospitals, outpatient clinics), CMPP (medico-psycho-pedagogical centre). In some cases, it can also be provided by general practitioners.

A list of IMEs (medico-educational institutes) and SESSADs (special education and home care services) is available on the website of the Ministry for Health and Solidarity: [http://www.sante.gouv.fr](http://www.sante.gouv.fr)

### 10.6.4. Admission requirements and choice of institution

The management of children and teenagers suffering from disabilities or serious difficulty is organised into four sectors:

- The integration and education sector, under the direct authority of the ministry for national Education;
- The medico-social sector is under the responsibility of the ministry for social affairs;
- The socio-educational sector is mostly under the authority of the ministry for social affairs and ministry for justice;
- The authority of the health sector is exercised by the ministry for health.

Article 21 of the Law no. 2005-102 of 11 February for the equal rights and opportunities, participation and citizenship of disabled persons stipulates that the committee for the rights and autonomy of disabled persons (article 146-9 of the social action and family Code) nominates the institutions or services corresponding with the child’s or teenager’s requirements. The decisions are made based on the assessment carried out by a multi-disciplinary team and the wishes of the disabled person, family or legal representative. The multi-disciplinary team (L. 146-8 of the above mentioned code) devises the personalised schooling project, either on its own initiative or at the request of the disabled person, their parents or legal representative. As long as the disabled child is able to exercise their own judgment, they are interviewed by the multi-disciplinary team. The multi-disciplinary team visits the person’s place of residence. During the assessment, the disabled person, their parents or legal representative can be assisted by a person of their choice. The composition of the multi-disciplinary team can vary depending on the nature of the disability or disabilities.
Legislation: Law for the equal rights and opportunities, participation and citizenship of disabled persons

10.6.4.1. Conditions for admission and selection of the institution in the school adaptation and integration sector or medico-social sector

The Committee for the rights and autonomy of disabled persons (CDAPH), replacing the departmental Committee for special education (CDES), is granted jurisdiction over medico-social institutions and services, with the exception of medico-psycho-pedagogical centres (CMPP) and precocious medico-social action centres (CAMSP), which can provide care and re-education without a decision from the CDAPH.

The CDAPH can also guide pupils towards school, collège and lycée classes, complementing this orientation with measures described in the personalised schooling project (PPS), or towards specialised classes in schools or collèges under the authority of the ministry of national Education.

The CDAPH has jurisdiction over all children and teenagers suffering from physical, sensory or mental disabilities, from the time of their birth to the moment they start working. In addition, it grants financial aid (special education allowance, adaptation education scholarship) and the disability card. It gives recommendations on the management of school transport for disabled pupils and on the measures to be implemented for disabled pupils during examinations. If the schooling conditions do not involve special education and home care services (SESSAD), the CDAPH can delegate some of its authority to constituency committees:

- Constituency Committees for elementary and pre-elementary education (CCPE) for children in pre-school and elementary education;
- Constituency Committees for secondary education (CCSD) with jurisdiction over children in secondary education.

10.6.4.2. Conditions for admission and selection of the institution in the health sector

When a child or teenager seems to require care in a health institution, the CDAPH (see 10.6.4.1.) can only make recommendations to the family. It is the responsibility of the doctor who examines the child during a visit to make a proposal to the family.

10.6.4.3. Conditions for admission and selection of the institution in the socio-educational sector

Similarly to the school adaptation and integration sector or medico-social sector, if the CDAPH deems that the child should be subject to educational aid measures or temporarily taken away from the family environment, the CDAPH goes to the procureur de la République (attorney general). The juvenile court judge then investigates in order to assess the relevance of the proposed measures. In addition, families can themselves initiate proceedings with social children’s aid services to obtain various forms of aid, without resorting to the juvenile court judge.
10.6.5. Age levels and grouping of pupils

Due to the specific characteristics of the public concerned, it is difficult to have a strict division per education cycle (an effort is made to follow the ordinary education cycles) or age category. The only obligation relates to the number of pupils per class which, for example, can be less than 5 pupils in prison depending on the number of detainees.

The allocation of school work during the school year, the weekly and daily schedule of pedagogical activities or their mode of integration into global educational activities, timetables and programmes must be adapted to the special needs of children and adolescents.

In medical and healthcare institutions, this is established by the pedagogical director, who takes into consideration the opinion of the institution’s director and doctor, who must determine the aptitude of each patient.

In social institutions, the pedagogical director is in charge of adapting pedagogical activities.

Educational organisation is subject to the approval of the relevant academic authorities, who also receive a copy of the institution’s annual educational project.

Teachers are involved in the design of the educational project of the medical, healthcare or social institution. They are kept informed of the health of the children and adolescents entrusted to them. They are obliged to participate in summary meetings regarding their functions or their pupils.

10.6.6. Organisation of the school year

When, due to disability-related difficulties, a pupil needs adapted schooling conditions, this adaptation is described in his personalised schooling project (PPS) with help from the reference teachers (art. 2, 3 and 4 of the decree relative to the education programme of disabled pupils).

In addition, when, due to an incapacitating health disorder, the pupil requires specific schooling arrangements, a personalised admission project is devised with help from the national Education doctor or the doctor from the mother and child welfare services, at the request of the family and with the participation of the head teacher (article 6 of the above mentioned decree). With the exception of arrangements provided within the framework of the personalised project, the pupil’s schooling is carried out in ordinary conditions.

With regard to the pupils detained in structures under the authority of the ministry of justice, education is integrated into each step of the penal process, from admission, when an assessment of acquired experience is offered to the detainees who want it, to the preparation for release, in a systematic perspective of validation of acquired experience (VAE, see 5.17.2.), through recognised certifications or the creation of a record book attesting to training courses undertaken.

Education is based on the perspective of continuing or resuming a training curriculum and preparation for a qualification. It is defined as a training process for minors or adults pursuing three fundamental objectives:

- An educational objective of personal support;
- An objective of qualification and validation of acquired experience;
- An objective of openness to the different forms of access to knowledge.

This education requires a personalised approach (including an accurate pedagogical assessment) and an organisation in well-defined time modules, adapted to the needs of the detainees and the duration of their sentence, in order to regulate the time devoted to education.

To fulfil these obligations, the services of primary and secondary education teaching staff include, on the one hand, actual teaching hours, i.e. all the activities for which detainees are present and, on the other hand, co-ordination and consultation tasks between teachers and with their various partners.

Actual teaching hours are in keeping with those stipulated by the statutory decrees of the bodies to which the teachers belong. However, primary education teachers have a special status (equivalent to
21 weekly hours over 36 annual weeks), to take into account the specific characteristics of the populations - adults who left school a long time ago, with a high level of illiteracy – with whom they primarily work. In order to ensure teaching continuity, the service is organised wherever possible over 41 weeks, in compliance with the teachers' service obligations.

As part of the service of primary and secondary education teachers, one hour per week is dedicated to the initial pedagogical assessment carried out in the admission area and the individual follow-up of the training programme. Teachers also dedicate two hours of coordination and summary on top or instead of teaching hours, depending on the situation.

10.6.7. Curriculum, subjects

A multidisciplinary team, the composition of which can vary depending on the nature of the pupil's disability(ies), establishes a "personalised schooling project" defining the procedures for schooling as well as the pedagogical, psychological, educational, social, medical and paramedical initiatives to meet the pupil's special needs. To put together this project, the committee uses the pupil's educational programme and the observations regarding the pupil's needs and skills, made in a school environment. With the exception of arrangements provided within the framework of the personalised project of education, the pupil's schooling is carried out in ordinary conditions.

Furthermore, prison services must take into account the training undertaken by national Education to guarantee their coherence and complementarity with other activities. They favour the types of detention enabling the poorest detainees to combine education and remunerated activities or access to a compensation allowance.

10.6.8. Teaching methods and materials

Pedagogical teaching methods in specialised education institutions are in line with the pedagogical methods used in general education institutions. See 10.5.6.

10.6.9. Progression of pupils

Committees for the rights and autonomy of disabled persons (CDAPH) (see above, 10.6.4.1.) can be used to deal with school-age children as well as very young children - whose affliction resulting in or likely to result in a disability has been identified during compulsory medical examinations - and teenagers older than school-leaving age.

Once the parents’ agreement has been secured, the decision of the committee is enforceable in educational institutions. If an institution believes it cannot admit a child imposed by the decision of the committee, or when it considers a modification in the status of the child's placement is appropriate, it can call upon the committee again.

"Art. L. 112-2. - In order to benefit from an adapted education programme, each disabled child, adolescent or adult is entitled to the assessment of their skills, requirements and measures implemented within the framework of their curriculum, according to a timeframe adapted to their situation. This assessment is carried out by the multi-disciplinary team. The parents or legal representative are obliged to comment on this occasion."

10.6.10. Educational/ vocational guidance and links between education and employment
The role of the committees, linchpin in the orientation and placement system, is crucial in the development of the admission of young disabled persons into school. (see 10.6.4.1.).

Special education committees must also ensure the initial vocational training of disabled teenagers, even beyond the legal school-leaving age. Sheltered "Ateliers protégés" (protected workshops) and centres d'aide par le travail (vocational rehabilitation centres) provide disabled teenagers who cannot, temporarily or permanently, work in ordinary conditions, with the possibility of undertaking various professional activities, combined with medico-social and educational support.

In addition, in an effort to provide detainees with the best training and professional reintegration opportunities, a regional pedagogical unit (UPR, see 10.3.) is created in each of the nine prison regions with a view to structuring education in the prison environment.

This education is characterised by the fact that it is carried out in an enclosed environment, for mostly unqualified young people and adults: it must be primarily designed for the worst off while meeting all demands at all educational levels.

This pedagogical unit is co-ordinated with all the institutional partners involved in the reintegration policy: adult continuing education, work, development of the cultural policy, social and educational care.

The ministries of Justice and national Education have a joint duty to motivate, supervise and regulate the entire process.

10.6.11. Certification

The organisation of examinations and competitive examinations in primary, secondary and higher education for the acquisition of school and university certificates and qualifications by disabled candidates is governed by the circular no. 2006-215 of 26 December 2006.

Any person with a disability and taking an examination or competitive examination must send an adaptation request to one of the doctors designated by the Committee for the rights and autonomy of disabled persons (CDAPH).

During the tests, the equal treatment of all candidates must be ensured by:

- Premises accessibility (ramp, adequate lifts, adapted toilets and nearby infirmary);
- The practical installation of the examination room– sufficient space to install the candidate’s special equipment;
- Technical or human support, consistent with that used by the pupil during the school year;
- Time extension upon justified request from the doctor designated by the CDAPH;
- Test surveillance, identical to that imposed upon the other candidates.

With regard to secondary education examinations or competitive examinations or BTS (see 6.10.1.), the academic authorities must take into account the measures aiming at opening special examination centres if certain candidates in healthcare institutions for long-term stay or receiving care in connection with these institutions are unable, for any reason whatsoever, to travel to the examination centres of the education institutions. If a medical certificate relative to the special conditions needed by the hospitalised candidate is required, the doctor in charge of the service will be invited to provide it.

Furthermore, the preparation for qualifications and validation of required experience in a prison environment requires that the detainees’ training course be validated should they require it: depending on the situation, this validation can be made by a simple attestation of activities undertaken or validation of acquired experience by a jury or, when possible, by the presentation at an examination (certificate of general education, brevet, baccalauréat, university diploma).

Assessment of acquired experience must be guaranteed and the use of the record book attesting to general training courses, appended to the inter-ministerial circular of 25 May 1998, must be generalised for minors in the education system and voluntary adults in order to enable adapted supervision and study continuity in case of a transfer from a remand centre to a penitentiary institution or upon release. The services concerned (education and court office) must send a copy of the record book to the local person in charge of education on the site of destination. Considering the penitential
population flow, notably in remand centres, pedagogical units, in close partnership with the services in charge of examinations in the académies, must facilitate applications for examinations so as not to penalise recently committed or transferred detainees. Similarly, they must make the necessary arrangements to enable released persons to sit the examination that they prepared for.

Teachers send the updated list of the persons applying for examinations and test dates to the penitential institution and regional management, so that the candidates under the authority of the regional director remain on site: as far as possible and unless requested by the detainee or due to exceptional circumstances (legal or health and safety reasons), a detainee should not be transferred when near the date of an examination.

Finally, to broaden validation possibilities beyond the scope of traditional examinations, the purpose of regional pedagogical units (UPR, see 10.3.) is to initiate and be party to agreements between the regional management of prison services and public education institutions, universities or training organisations, to enrich the education offered and propose validations by academic credits or tests throughout the training course.

10.6.12. Private Education

There is no such thing as a private sector for separate special education in France. However, there are autonomous special education institutions and services.

The decree of 27 October 1989 and appendices and the circular of 30 October 1989 relate to the accreditation conditions of special education institutions and reception conditions of intellectually challenged or maladjusted children and adolescents. They lay the foundation of the regulation on the creation of special education and home care services (SESSAD) attached to an institution or autonomous (see also 10.6.3.).

The choice between service autonomy or organic link with an institution is made according to the best opportunities. The attachment to an institution facilitates the acquisition of the necessary technical and professional foundations along with the contracts between medico-social and educational institutions for individualised schooling. The autonomous status is justified if there is no institution nearby or when existing institutions have neither the capability nor the desire to integrate a SESSAD.

When the SESSAD is autonomous, it is managed by a director with the required qualifications and expertise. The service also includes a sufficiently staffed medical and paramedical team (at least 2 doctors), the required educational personnel as well as one or several specialised teachers. One of the two aforementioned doctors is responsible for the application of the therapeutic and rehabilitational project of the children or adolescents.

The co-operation procedures between the autonomous SESSAD and host education institutions are always formalised in the form of agreements or contracts with the relevant national Education authorities.

To date, the initiative for the creation of institutes or SESSAD projects in the medico-educational sector is incumbent upon parents and their associations. The departmental offices of health and social services (DDASS) and regional offices of health and social services (DRASS) are the main institutions responsible for monitoring these healthcare institutions and services. They give recommendations for creation or modification projects but do not initiate them. The national Education gives its recommendation after consulting the dossiers.

In addition, "internal schools" within certain social centres can partly compensate for schooling-related problems (failure, repeats, dropping out). However, children cannot undertake their entire education in this type of school. The objective remains their admission into public institutions. Internal schools are sometimes financed by the national Education system (teacher postings etc.) but some of them are not under contract.
10.7. Special measures for the benefit of immigrant children/pupils and those from ethnic minorities

10.7.1. Historical overview

For almost forty years, measures have been in place for the admission of foreign pupils over 6, newly arrived on the territory and with poor or no command of the French language. Several circulars sent to the recteurs and inspecteurs d’académie illustrated the importance given to the proper integration of the children of immigrants newly arrived in France. The first circulars governing the elementary school education of these children date back to 13 January 1970 and 25 September 1973. Their objective was to achieve the rapid admission into an ordinary curriculum so as not to exclude these pupils from the entire school community, and to maintain the republican principal of equality. In 1970, these measures resulted in the creation of initiation classes (CLIN) and integrated remedial courses (CRI) in elementary schools, and the organisation of secondary schooling in 1973. In 1986, two new circulars reiterated that "the capacity to communicate in French is a pre-requisite to the admission of foreign children into French schools, their access to the education provided in these schools and therefore their educational success." Now they refer to foreign pupils newly arrived as well as the importance of communication with their families. In 2002, after reiterating again that "school is a crucial factor of social, cultural and, in the long term, professional integration", they focus on the admission of these pupils (evaluation and posting) and informing the parents on the organisation of the education system.

10.7.2. Ongoing debates and future developments

The national Committee for skills and talents (JO of 28 December 2007) deliberated, by virtue of articles L 315-4 and R 315-1 of the French code of admission and residence of foreign persons and right to asylum, to determine the eligibility criteria for the "skills and talents" residence permit. To define the eligibility criteria for this residence permit, the committee adopted several guidelines such as:

- The "skills and talents" residence permit is theoretically issued for the realisation of a professional project. This project can be the performance of an activity;
- The permit can be issued to an investor creating jobs, with an economic project;
- With the exception of artists and sportsmen, a candidate without professional experience whose qualification level is lower than the licence (baccalauréat + 3 years of studies) is not eligible for the "skills and talents" permit;
- People with a licence combined with at least three years professional experience, a master’s degree combined with at least one year professional experience qualify for the aforementioned permit;
- Depending on the quality of the applicant's project and ability to complete this project, a doctorate holder can be eligible for the "skills and talents" permit without any professional experience. The assessment of this ability takes into account, on the one hand, the reputation of the foreign institution that awarded the doctorate and, on the other, the quality of the applicant’s publications (notably with regard to the CNRS’s publication ranking). The pertinence of these qualifications in relation to the applicant's mobility project must however be evaluated, for example via a letter or document expressing an interest and written by the research services of a company or higher education or research institution;
- Degrees in physics, chemistry, biology, mathematics, computer systems, agricultural science, marketing, human resources, management, finance, actuarial services, accountancy with a level at least equal to the master’s degree will qualify. The recognition or reputation of the foreign institutions that awarded this degree, as well as the existence of scientific or educational cooperation agreements between this institution and French partners, will also be considered;
- Regardless of the degree, an income level locally comparable with that of a senior executive will be recommended. The assessment of the income level may take into account the applicant’s age and nature of the project: an applicant aged over 30 should theoretically strictly comply with
the income criteria;

- Candidates without a qualification must have at least five years professional experience at the income level claimed.

### 10.7.3. Legislative framework

In the current state of the legislation, no discrimination can be made between French nationality and foreign nationality pupils with regard to access to public education service.

**Circular no. 2007-171 of 13 November 2007** (BO no. 42 of 22 November 2007), relative to the implementation of the obligation of education institutions to provide all pupils with general information on the acquisition conditions of French nationality for children born in France of foreign parents.

**Circular no. 2002-102 of 25 April 2002**, entitled Mission and organisation of academic centres for the schooling of newly arrived and travelling children (CASNAV): these centres are designed to provide the various people in charge with all the information – in terms of quantity and quality – and help come up with the adequate pedagogical solutions to the problems that school, collège and lycée teachers are faced with. They are destined to play a role in the decision-making process, notably regarding the relationship between national Education and its partners.

**Circular no. 2002-063 of 20 March 2002** concerning enrolment and schooling terms for foreign nationality pupils in primary and secondary education. This is a rather "technical" circular, but in keeping with the strong French tradition of prioritising schooling over any other legal consideration.

**Circular no. 86-119 of 13 March 1986** on the teaching of French to foreign children newly arrived in France. It includes in particular a definition of the mission of the CLIN.

**Circular no. 86-120 of 13 March 1986** on the admission and integration of foreign pupils into schools, collèges and lycées.

**Memorandum no. 82-164 of 8 April 1982**, relative to the teaching of Arabic language and civilisation to Algerian children enrolled in French elementary schools.

**Circular no. 79-158 of 16 May 1979**, relative to the creation of a commission under the authority of the inspecteur d’académie with a view to setting up language and culture courses designed for immigrant children.

**Circular no. 78-323 of 22 September 1978**, relative to the teaching of their national language to Turkish pupils enrolled in elementary education.

**Order of 29 June 1977**, relative to the situation of foreign teachers in charge of teaching immigrant children enrolled in French elementary schools in their national language.

**Circular no. 76-128 of 30 March 1976**, relative to the use of school premises outside school hours for courses for foreign pupils of elementary schools, in their mother tongue.

### 10.7.4. Evaluation and posting

Non-French speaking pupils arriving in France in the middle of the school year benefit from a special admission process: admission units within the academic enrolment services or the rectorat, explanatory brochure describing the way the French education system works, evaluation of French language skills and already acquired educational skills, prior to any orientation and posting to an education institution.

To guarantee the proper schooling of newly arrived young persons, the work carried out must be guided by two principles:

- Facilitating the adaptation of these young persons to the French education system by developing adapted aids when they arrive,
Ensuring admission into the ordinary curriculum as soon as possible.

In primary education, newly arrived pupils are obliged to enrol in the ordinary classes of pre-school or elementary school system. Pupils from CP to CM2 classes are assembled in initiation classes (CLIN) for the teaching of French as a second language, on a daily basis and for a variable and reviewable duration depending on their needs. The objective is for them to follow as soon as possible the entire education programme in an ordinary curriculum class. However, for pupils with little or no prior school education and arriving at an age when they can enrol in cycle III, a longer period of time spent in initiation classes, up to an additional year, may be considered; long-term and personalised follow-up is necessary to avoid the progressive loss of interest of these pupils in school education.

At the end of their stay in initiation classes, the acquired knowledge of the pupils must be assessed by the teaching team.

The admission and follow-up procedures for these pupils must be set out in the school project.

While a CLIN teacher should not have more than 15 pupils in their class at one time, it is also clear that, over the course of a school year, the number of school-going children benefiting from the education provided in CLINs can be higher, as the time spent in an ordinary class must constitute a significant proportion of the time spent by these pupils in school and, progressively, the higher and subsequently exclusive proportion. In addition, the CLIN teacher can temporarily take pupils who had previously benefited from initiation education and who are in need of help to complement that provided in the ordinary class.

In secondary education, two types of admission classes should be distinguished, according to the level of school education of newly arrived pupils. For those who did not go to school in their country of origin, admission classes for pupils with no prior school education (CLA-NSA) and ordinary admission classes (CLA) should be distinguished, within a pre-determined urban perimeter, when justified by the number of pupils concerned. Pupils’ placement is decided on the strength of the assessment carried out upon their arrival.

The set-up of these classes must meet the observed requirements while avoiding the presence of two or more admission classes within the same educational institution. Admission classes must not systematically be opened in priority education networks (see 10.5.2.).

Admission classes for pupils with no prior school education (CLA-NSA) enable pupils with little or no school education before their arrival in France who are old enough to go to collège, to learn French and acquire the knowledge basis corresponding to cycle III of elementary school.

The number of pupils in these classes can be no higher than fifteen, unless in exceptional circumstances.

In addition, newly arrived persons aged 16 and over, therefore not subject to schooling obligation, can be admitted within the framework of the general integration mission (MGI, see also 7.4.) of the national Education, working toward the qualification and preparation for professional and social integration of pupils over 16. Thus, pre-professional integration cycles specialised in French as a foreign language and literacy tuition (CIPPA FLE-ALPHA) can be set up for youngsters with little or no school education in their country of origin.

Admission classes for pupils with normal prior school education (CLA) provide education adapted to the level of the pupils, based on the assessment carried out upon the pupils’ arrival. They must be enrolled in ordinary classes corresponding to their education level, without exceeding a gap of over two years with the reference age of these classes, and benefit immediately from a significant proportion of the education programme offered in ordinary classes. A personalised schedule should enable them to follow, as frequently as possible, the education provided in ordinary classes. In total, the school schedule must be identical to that of other pupils enrolled at the same level.

The number of pupils in admission classes must be comparable to that of the ordinary curriculum classes of the educational institutions in which they are set up. However, their flexible operating mode in an open structure should enable the teachers not to exceed 15 pupils at a time.

Liaising between collèges and lycées or vocational lycées is encouraged by the networking of the secondary education institutions admitting these young pupils.
10.7.5. Enrolment, follow-up and schooling terms for foreign nationality pupils

The legislation relative to compulsory schooling also applies to foreign nationality pupils. However, as with French children, it is the mayor’s responsibility to deliver the enrolment certificate with which the head teacher of the school will proceed with the child's admission. Sixteen to eighteen year-old foreign minors, even though they are not subject to compulsory education, should be guaranteed a place within the school system, by naturally taking into account their level of command of the French language as well as their level of education. It is specified that the refusal to enrol a young person who is no longer subject to compulsory education must be justified (Conseil d'État section ruling of 23 October 1987 Métrat parties). This refusal can be justified by a pedagogical reason.

Pupils catered for in initiation or admission classes can be integrated into an ordinary curriculum class once they acquire sufficient command of the French language, both spoken and written, and are sufficiently familiar with the operating conditions and rules of the school or educational institution.

10.7.6. Schooling of travelling children and children from non-sedentary families

The non-sedentary population in France assembles travelling and other itinerant families for professional reasons (boatmen, fairground workers and circus people for example). While travelling does not facilitate schooling, which implies diligent presence in school, it should not be an obstacle in the learning projects of young people and their families.

The Law no. 98-1165 of 18 December 1998 aiming at reinforcing the control of schooling obligation, of which article 1 became article L122-1 of the education code, states that "compulsory education is provided primarily in educational institutions". In addition, the Law no. 2000-614 of 5 July 2000 relative to the accommodation and housing of travelling families, facilitating parking possibilities and extending potential parking duration to 9 months, sets out that a more assiduous and regular school education for many children from non-sedentary families should be provided.

The children of non-sedentary parents are, like all other children, subject to schooling obligation between the age of six and sixteen. They are entitled to schooling in the same conditions as other children, whatever the duration and terms of the stay, and in compliance with the same rules, notably with regard to attendance. The fact that the family is only residing on the land of a commune on a temporary basis does not affect the right to schooling, as the residence on the land of a commune is the determining factor in the choice of the admitting educational institution (article L. 131-6 of the education code). Therefore children go to the schools or educational institutions of the recruitment area where their families are parked.

10.8. Statistics

See following sections.

10.8.1. Statistical data – disabled pupils

In June 2007, 111,000 disabled pupils were enrolled in primary education – 7% of them in the private education system – and 44,500 in secondary education.

The number of disabled pupils catered for increased by more than 16% compared with 2004-2005.

As of 30 June 2007, there were 4,827 AVS-i (individual) and 1,626 AVS-co (collective) education assistants.
To complete their intervention, personnel were recruited by means of employment support contracts (CAE) or future-oriented contracts (CAV) to ensure the schooling of disabled pupils (ASEH), in particular in pre-schools. Over 7,185 people were recruited to this end.

Approximately 28,000 pupils benefited from individual support in 2006-2007.

At the beginning of the 2007 school year, 2,700 new AVS-i education assistant personnel were recruited and trained.

Thus, the existing and available support potential at the beginning of the 2007 school year amounts to over 16,300 staff, more than 14,700 of whom can focus on the individual support measures stipulated by the committees for the rights and autonomy of disabled people.

### 10.8.2. Statistical data – disabled students

The survey relating to the 2005-2006 academic year lists 8,411 disabled or sick students. This demonstrates the actual progress made in the last 20 years in terms of admission, notably since 1989 with the appointment of persons in charge of the admission of disabled students.

**Evolution in the number of higher education students (universities, IUFM, STS, CPGE, Engineering schools)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of disabled students</td>
<td>5,230</td>
<td>6,470</td>
<td>7,029</td>
<td>7,145</td>
<td>7,650</td>
<td>7,548</td>
<td>7,557</td>
<td>8,411</td>
</tr>
<tr>
<td>Increase (%)</td>
<td>5.80%</td>
<td>23.7%</td>
<td>8.64%</td>
<td>1.7%</td>
<td>7.1%</td>
<td>-1.3%</td>
<td>0.1%</td>
<td>11.3%</td>
</tr>
</tbody>
</table>

It should be pointed out that the information is incomplete: 22 académies out of 32, 75 universities out of 88, 36 schools out of 79, 19 IUFMs out of 32.

The new categories appearing in this list since the 1999-200 academic year (for further details, we have added: health disorders evolving over a long period and leading to disability situations, mainly psychological disorders, specific language disorder and temporary disablement of over 6 months) confirm the necessity to take into account a broader range of disabilities.

### 10.8.2.1. Universities

**Breakdown in percentage per major type of disability**

<table>
<thead>
<tr>
<th>Type of disability</th>
<th>Visual disability</th>
<th>Hearing disability</th>
<th>Motor disability</th>
<th>Mainly psychological disorder</th>
<th>Health disorder evolving over a long period</th>
<th>Language disorder (dyslexia)</th>
<th>Temporary disablement</th>
<th>Other disability</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td>1,064</td>
<td>661</td>
<td>1,529</td>
<td>783</td>
<td>899</td>
<td>14.3%</td>
<td>289</td>
<td>1,056</td>
<td>6,281</td>
</tr>
<tr>
<td></td>
<td>16.9%</td>
<td>10.5%</td>
<td>24.4%</td>
<td>12.5%</td>
<td></td>
<td></td>
<td>4.6%</td>
<td>16.8%</td>
<td></td>
</tr>
<tr>
<td>2004-05</td>
<td>979</td>
<td>651</td>
<td>1,366</td>
<td>868</td>
<td>904</td>
<td>15%</td>
<td>412</td>
<td>861</td>
<td>6,041</td>
</tr>
<tr>
<td></td>
<td>16.2%</td>
<td>10.8%</td>
<td>22.6%</td>
<td>14.4%</td>
<td></td>
<td></td>
<td>6.8%</td>
<td>14.2%</td>
<td></td>
</tr>
<tr>
<td>2005-06</td>
<td>1,044</td>
<td>671</td>
<td>1,492</td>
<td>683</td>
<td>978</td>
<td>15.3%</td>
<td>381</td>
<td>316</td>
<td>6,412</td>
</tr>
<tr>
<td></td>
<td>16.3%</td>
<td>10.5%</td>
<td>23.3%</td>
<td>10.6%</td>
<td></td>
<td></td>
<td>5.9%</td>
<td>4.9%</td>
<td></td>
</tr>
</tbody>
</table>

**Breakdown of disabled students per cycle**
Modified references should be pointed out, as the first cycle only included the first 2 years and the 3rd cycle now only includes the doctorate.

10.8.2.2. Higher technician sections (STS) and preparatory classes for grandes écoles (CPGE)

In 2005-2006, the 1,606 students reflect a sharp increase (+35.8%) despite low return rates from the census.

The 1,180 STS students represent 73.5% of the total, a decrease compared with preparatory classes, for which the 426 students represent 26.5% of the total.

10.8.2.3. Teachers' training university institutions (IUFM)

The census applies to IUFMs consecutively since the 1995-1996 academic year. The figures do not vary significantly.

10.8.2.4. Engineering schools

Breakdown per type of disability is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Visual disability</th>
<th>Hearing disability</th>
<th>Motor disability</th>
<th>Mainly psychological disorder</th>
<th>Health disorder evolving over a long period</th>
<th>Language disorder (dyslexia)</th>
<th>Temporary disablement</th>
<th>Other disability</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>21</td>
<td>30</td>
<td>33</td>
<td>79</td>
<td>93</td>
<td>10</td>
<td>2</td>
<td>23</td>
<td>93</td>
</tr>
<tr>
<td>2003</td>
<td>30</td>
<td>33</td>
<td>79</td>
<td>93</td>
<td>10</td>
<td>2</td>
<td>23</td>
<td>291</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>33</td>
<td>79</td>
<td>93</td>
<td>10</td>
<td>2</td>
<td>23</td>
<td>291</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>79</td>
<td>93</td>
<td>10</td>
<td>2</td>
<td>23</td>
<td>291</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>93</td>
<td>10</td>
<td>23</td>
<td>291</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This census was only carried out in 36 out of 79 the educational institutions.

Source: Disabled student census, 2005-2006 academic year, Directorate General for Higher Education

Bibliography: Repères et références statistiques sur les enseignements, la formation et la recherche

10.8.3. Statistical data- foreign pupils and students

In 1999-2000**, the number of foreign national pupils in public and private primary education institutions, in metropolitan France, amounted to 372,300 and represented 5.9% of the entire pupil population. The most represented populations were Moroccans (23.1%), Algerians (14.5%), other African nationalities (12.9%), Turks (12.9%) and Portuguese (10%).

** this data is unavailable for the 2000/2001 to 2006/2007 academic years
The number of foreign pupils enrolled in public and private secondary education institutions in metropolitan France, increased from 254,600 in 1975-1976 to 412,200 in 1990-1991. Since 1992, this figure has reduced by half, with 201,100 in 2006-2007. The proportion of these pupils rose from 5.1% in 1975 to 7.5% in 1990, then decreased to 3.7% at the beginning of the 2007 school year. The most represented countries of origin are, in descending order: Morocco, other African nationalities, Algeria, Portugal and Turkey. In ordinary secondary education, the proportion of foreign nationality pupils in 2006-2007 remains significantly higher in the public sector (4.2%) than in the private sector (1.7%). In adapted education, foreign pupils are overrepresented: their proportion reaches 6%.

The proportion of foreign pupils also varies according to ordinary education programmes. It was higher in 2006-2007 in the vocational secondary branch (5.5%) than in the general and technological secondary branch (2.9%). Therefore, foreign pupils do not benefit from longer curriculum as much as other pupils.

In addition, for the first time since 1998 and following three years of reduced increase, the number of foreign students enrolled in French public universities is down. At the beginning of the 2006 academic year, 208,000 university students in metropolitan France and overseas départements were foreign nationals, i.e. 0.7% less than in 2005. This share was up 0.2 point on 2005, i.e. 14.9%, with the number of French students decreasing more sharply (-1.7%).

This decrease in the number of foreign students only affects those holding a French baccalauréat (-7.0%) while the number of foreign students who do not hold a French baccalauréat continues to increase: +1.3% compared with 2005-2006, representing 77.3% of foreign students.

African students represent nearly one in two foreign students. They opt in an equal proportion for scientific and sport (29.0%), literary (20.9%) and economic (24.1%) disciplines. Amongst these student, 71.7% do not have a French baccalauréat.

Women make up the majority of foreign students from all continents, with the exception of Africa, where they only represent 39.8% of the students.

European students represent 23.3% of foreign students. Among these students, the Germans have the largest share (13.5% of all Europeans), followed by Romanian (9.3%) and Italian students (8.9%).

Source: RERS 2007

Bibliography: Les étudiants étrangers dans l'enseignement supérieur français: une croissance soutenue par les Asiatiques
Bibliography: Note d'information, 02.59, "Les étudiants étrangers à l'université : la reprise de la croissance."
Bibliography: Repères et références statistiques sur les enseignements, la formation et la recherche

11. The European and International Dimension in Education

11.1. Historical Overview

Cultural co-operation, or "cultural diplomacy" is a constant in the history of French politics.

Many diplomats, from the 16th century until the mid-19th century, were first and foremost cultured men. In the 18th century, one of the most remarkable of these well-read diplomats was probably Cardinal de Bernis, friend of the encyclopaedists, ambassador in Venice and then Rome for 25 years. In the 20th century, Alexis Léger, better known under his pen name of Saint-John-Perse, Paul Claudel, Jean Giraudoux and many others contributed to enhancing the cultural aspect of French diplomacy.
In 1789, the Revolution tried to "nationalise" the external cultural action to spread their "new ideas". Napoleon continued this almost messianic work, supported by the "proselytising strength of the French language" (Joseph de Maistre). In 1848, Lamartine was appointed minister for Foreign Affairs and was the first person to consider a culturally enhanced foreign policy, based on a network of French educational institutions. In this spirit, the University St-Joseph was created in Beirut in 1881, followed in 1909 by a "French School and Work Abroad Service", under the authority of the minister for foreign Affairs. But it was only in 1929 that the first cultural partnership agreement was signed, with Iran.

However, "cultural diplomacy" only started developing on a larger scale from 1945, multiplying bilateral cultural, scientific and educational agreements at an exponential rate, almost always including specific provisions promoting the mobility of pupils and students, and later that of teachers.

From 1945 to 2000 three evolutionary phases contributed to the profound transformation of French "cultural diplomacy":

The first phase lasted from 1945 to the late sixties and was characterised by a cultural and educational focus. For instance, in 1947, the inauguration of the Maison française d'Oxford saw the beginning of a significant flow of university and general student exchanges. In 1954, a cultural partnership agreement was signed with federal Germany and served as the basis for the construction of a very dense network of secondary education pupil and teacher exchanges. In 1963, this agreement resulted in the creation of the Franco-German Youth Office within the framework of the Elysée Treaty.

In 1955 and 1957 agreements were signed with Tunisia and Morocco and, from 1961, all French-speaking African countries who had gained their independence (with the exception of Guinea Conakry) signed educational co-operation agreements (the posting of French teachers, diploma recognition etc.).

Then, during the sixties, mainly cultural agreements were signed, first with communist countries then with certain democratic countries. In 1968, an agreement was signed that created the Franco-Quebec youth Office. This office contributed to vast amounts of exchanges of pupils and students until the late eighties.

Finally, specific agreements regarding the exchange of language teachers (German, English, Spanish, Italian) were signed in the mid-60s with Germany, then in the 70s with Great Britain, Ireland, Australia, the United States, Italy, Austria and Spain. The objectives of these exchanges were to enable modern language teachers to perfect and complete their language and vocational training, to acquire in-depth knowledge of the country or countries of which language they taught and to contribute to the international opening of French and foreign education systems.

The second phase, from the seventies to 1985, corresponds with the French technological and scientific breakthrough onto the international stage (Ariane, TGV, medical research on the AIDS virus) and influenced the signing of bilateral –with developing countries – and multilateral agreements in these areas, increasing the exchanges of professors-researchers, the development of thesis co-supervision and the arrival of foreign students in the third university cycle.

The third phase, from 1985 to 2000, reflects the closer links between the ministry for Co-operation and the ministry of foreign Affairs, with priority given to the aid for development, aid for the democratisation of former communist countries (training of civil servants, magistrates, policemen etc.) and the extending of technical co-operation and assistance agreements signed with our former French-speaking colonies to other non French speaking African countries with a similar level of development.

During that phase, a significant increase in student and teacher exchanges with European Union countries was observed.

Cultural exchanges took a back seat and the financial effort devoted to them went primarily to the audiovisual sector (cinema, television, radio). Traditional cultural exchanges must now be more self-financed via market resources.
11.2. Ongoing Debates and future developments

France will hold the presidency of the EU Council from 1st July to 31 December 2008. Within this context, the ministry in charge of national Education, in connection with the ministry in charge of higher education and research, will be responsible for the education Council. The French presidency of the European Union is the opportunity for the ministry in charge of national Education to:

- enhance the development of the European higher education and research area and the European area for vocational education and training;
- highlight the education systems of other European countries;
- publicise throughout the education system the challenges and achievements of the European Union in this domain;
- discover the culture of the member States of the European Union via cultural meetings and exchanges.

In this respect, the priorities selected by France, in coherence with the programme of the trio – represented by the French, Czech and Swedish presidencies – are based on 3 aspects: equity, quality, openness. With regard to higher education, the openness objective aims more specifically at, on the one hand, establishing the ambitious and resolute development of student mobility, in connection with the "Europe of knowledge" and the European higher education area, which should become a reality by 2010; on the other hand, at promoting the genuine opening of European universities to life-long education and training, in connection with the Charter or Declaration on the subject to be adopted by the EUA (European University Association).

The ministry of national Education and the ministry of higher education and research will organise, in Paris and in the regions, thirteen national conferences on the following themes: guidance, science education, international comparison indicators, social integration and the schooling of disabled pupils, the governance of education institutions in Europe, the conventions on multi-lingualism, guaranteed quality in higher education institutions, Europe as a student mobility area, young researchers in Europe, man and society confronted with the issue of climate change, European strategies within a global economy, research infrastructures and information and communication technologies. Three informal minister meetings will also be organised in the regions.

At local level, amongst the many initiatives encouraged in the field and labelled under the French EU presidency, education institutions will put in place educational actions targeted at pupils, notably based on two key moments:

- the start of the school year, from 2 to 5 September 2008, which may take on European colours in each education institution: decorations, signage in the modern European languages taught in the institution, special events, information targeted at pupils and parents;
- a "European school" week organised in primary schools, collèges and lycées from 20 to 24 October 2008. This week will be the opportunity to harmonise the school, teachers and pupils with the EU-27. During this European school week, the teaching staff will integrate European themes into their programmes and open up certain pedagogical or educational activities to the European dimension based on the choices made by the institution.
Glossary

**académie (académies):** An administrative district of the French National Education system, in which the de-centralised services of the Ministry are grouped under the responsibility of a recteur. France is divided into 28 académies which roughly correspond to regional divisions.

**Agrégation (agrégation, agrégation):** Agrégation. A national competition for the recruitment of teachers, which gives access to the corps of agrégés in secondary education and in university, who belong to the civil service. There are separate competitive examinations for the agrégation for secondary schools and that for universities, which only exists in certain subjects.

**agrégé (agrégés):** A teacher in secondary or higher education who has passed the agrégation examinations for secondary or higher education. Secondary school agrégés teach mostly in Lycées and sometimes in collèges, in preparation classes for grandes écoles (CPGE), in IUTs, in STS and sometimes in universities. Agrégés in higher education who are appointed to university professorships, teach in higher education.

**apprentissage (apprentissages, apprenticeship):** Apprenticeship. This is a type of vocational training allowing young people from 16 to 25 years of age to learn a trade under a private work contract lasting from 1 to 3 years. They are under the control of a master and also follow courses in alternation with their practical work, in an institution called an apprenticeship centre (CFA, centre de formation des apprentis). In accordance with the framework law of 1989, all technological and vocational diplomas may be studied for with the apprenticeship system.

**brevet informatique (brevets informatiques, B.2i, B.2.i):** Memorandum no. 2000-206 of 16 November 2000 defined an IT and Internet brevet (B.2.i.) with a level 1 for primary schools, level 2 for collèges and level 3 which was tested in 2003-2004. The B.2.i. is a certificate reflecting the skills in ICT activities developed by the pupils throughout their education.

**baccalauréat (baccalauréats, bac):** A national secondary school leaving diploma organised at Académie level. The Baccalauréat is the first stage in university education, since it gives access to higher education. There are three types of Baccalauréat: the general, the technological and the vocational Baccalauréats, the latter being created in 1985. This diploma gives the title of "bachelier".

**BEP (Brevet d'études professionnelles, brevets d'études professionnelles):** This vocational diploma (Brevet d'études professionnelles) is a national diploma qualifying pupils for a range of trades. It is awarded to pupils having undergone two years of training in a vocational Lycée, continuing education, or distance education. It is becoming common for this diploma to offer entry into courses leading to a vocational or technological Baccalauréat.

**brevet (brevets):** A national diploma (Diplôme national du brevet) organised at département level and awarded to pupils completing four years of study at collège (lower secondary education. The brevet is awarded on the basis of marks obtained in an examination comprising three papers (French, mathematics and history / geography) and marks obtained in fourth and third classes. Admission to the second class (higher secondary education) does not depend on possession of this qualification.

**BT (Brevet de technicien):** This national diploma of technical studies is awarded to students having gained complete practical experience of the techniques of a particular speciality. Those possessing a BT are known as "agent technique breveté" (qualified technical worker) or "technicien breveté" (qualified technician). These brevets are offered in general and technological Lycées (LEGTs) to pupils from general and technological second class or after a special studies second class. There is also an agricultural technician brevet. (BTA), which is offered by general and technological agricultural studies Lycées.

**BTS (brevet de technicien supérieur, brevets de technicien supérieur):** The higher technical diploma (Brevet de technicien supérieur) is a national diploma of higher education awarded to pupils having completed two years of training either in a Lycée section for higher technicians (STS, section de techniciens supérieurs), or in a private institution. The BTS gives a professional qualification and leads to skilled employment in a particular sector of industry, trade or applied arts or in the service industries.

**CAP (Certificat d'aptitude professionnelle):** The certificate of professional aptitude (Certificat d'aptitude professionnelle) is a national diploma awarded to pupils having undergone two years of training in a vocational Lycée, continuing education, or distance education, to qualify them for skilled or non skilled work in industry, a trade or the tertiary sector.

**CAPEPS (Certificat d'Aptitude au Professorat de l'enseignement physique et sportif,):** Certificate of aptitude for teaching physical education and sport (CAPEPS)
CAPES (Certificat d’aptitude au professorat de l’enseignement du second degré): Secondary school teaching qualification. Certificate of aptitude for secondary school teaching, certificat d’aptitude au professorat de l’enseignement du second degré. This is a competitive recruiting examination for university graduates or for persons from outside the EU possessing a diploma awarded after four years of university. Candidates selected undergo one year of practical training and are admitted to the civil service as secondary school teachers.

CAPET (Certificat d’Aptitude au Professeur de l’Enseignement Technique,): This certificate guarantees that holders have passed a competitive teacher recruitment examination. The CAER-CAPET is the equivalent, except is reserved for teachers in private education institutions which are under a simple or associative contract with the State.

CAPLP (Certificat d’Aptitude au Professeur de Lycée Professionnel,): There also exists the CAERP-CAPELP for teachers working in private education institutions which are under simple or associative contract with the State.

carte scolaire (cartes scolaires, secteur scolaire, school map, school sector): Zoning System. Method of allocating pupils at all levels of education depending on the division of académies into local catchment areas for collèges (one per 10,000 inhabitants in urban areas) and district catchment areas for Lycées (one district representing some 100,000 inhabitants in urban areas). The zoning system also refers to the allocation of teaching staff and appointments per school and local state teaching institutions (EPEL, Établissements Publics Locaux d’Enseignement).

certifiés (certifié, graduated, qualified, certified): A teacher in secondary education who has passed the CAPES or the CAPET for technical education (Certificat d’aptitude au professorat de l’enseignement), the CAPLP 2 for second grade vocational Lycées (Certificat d’aptitude au professorat de Lycée professionnel de deuxième grade), or the CAPEPS for PE and sports education (Certificat d’aptitude au professorat de l’Éducation physique et sportive). Following the compulsory year of practical training and the decision of an examining board, certifiés are given tenure in the civil service and appointed to a collège, a Lycée for general and technical education (LEGT) or a vocational Lycée (LP).

CLIS (Classes d’intégration scolaire): Classes integrating mainstream education. These classes offer pupils with physical, sensorial or mental handicaps the opportunity to benefit from schooling adapted to their age, their capacities and to the nature and degree of their handicaps, in ordinary school surroundings. Since 1991 these classes have included the former consolidation classes and classes integrated into ordinary schools.

collège (collèges, Collège): A state or private secondary school of lower level for all pupils having finished their primary education. Schooling in these institutions lasts four years, and the classes are the sixth, fifth, fourth and third classes in ascending order.

socle commun (socle commun de connaissances et de compétences, common foundation): The common foundation (“socle commun”), instituted by the decree of 11 July 2006, is structured around seven principles. It constitutes the new reference for the drafting of national educational programmes. The pupils’ command of this foundation will be evaluated regularly.

directeur d’école (directeurs d’école, directeur de l’école, head teacher): Head teacher This is the head of a pre-school or primary school institution, chosen from primary school or school teachers, recruited from among those who have applied and enrolled on a list of aptitude. He or she may be dispensed entirely from teaching duties depending on the size of the school.

doctorat (doctorats, doctorate, doctorates): Doctorate. A third cycle university diploma created in 1984 and delivered by National Education institutions of higher education. A doctorate is awarded for three to four years of research work under the guidance of a research director, following the diploma of master. The grade of “doctor” is awarded following a public viva voce examination to present the thesis or the research, and gives access to a post as a lecturer in a university.

Écoles normales supérieures (école normale supérieure, ENS): Etablissements public d’enseignement supérieur formant des enseignants de haut niveau du secondaire et du supérieur et des chercheurs dans certaines disciplines (littéraires et scientifiques). L’admission très sélective dans les ENS (au nombre de 4) se fait sur concours après deux années de préparation post-baccalauréat dans les "classes préparatoires aux grandes écoles" (CPGE) des lycées. Les ENS ne délivrent pas de diplômes spécifiques, les étudiants suivant parallèlement un cursus normal universitaire.

EPLE (établissement public d’enseignement,): A general term encompassing all secondary education institutions (« collège », « lycées »...).

Grande École (grande école, grandes écoles, Grandes Ecoles): State or private institutions of higher education. Admission to grandes écoles is by highly competitive entrance examinations following two years of study in classes to prepare for them (CPGE) in Lycées, or by selection on the basis of school records after the Baccalaureat. Grandes écoles offer high level diplomas in engineering, management and research.
La LMD (la réforme LMD): The “LMD reform” is harmonising the French university system with its European equivalents, by offering three education levels (licence=bachelor’s degree / master’s degree / doctorate).

LMD (la réforme LMD): The “LMD reform” is harmonising the French university system with its European equivalents, by offering three education levels (licence=bachelor’s degree / master’s degree / doctorate).

LOLF: The loi organique relative aux lois de finances (LOLF – organic law relative to the laws of finance) no. 2001-692 of 1st August 2001. The purpose of this law is to reform the State’s management as a whole, which is to say the way public funding is used by each ministry. This reform aims at establishing a more democratic and efficient management of public expenditure.

lycée (lycées): A state or private secondary school at higher level. There are two categories of lycée: those for general and technological education (LEGT), and those for vocational studies (LP).

maîtrise (maîtrises): The French national postgraduate degree equivalent to a master’s and awarded at the end of the fourth year of university studies or the end of the second cycle. Most maîtrises require students to write and present a dissertation. Some maîtrises, which are studied for in two years following a DEUG or equivalent qualification, offer vocational training. These are the management science diploma or MSG (Maîtrise en sciences de gestion), the science and technique diploma or MST, maîtrise de sciences et techniques and the IT methods applied to management diploma, or MIAGE (Maîtrise des méthodes informatiques appliquées à la gestion).

cahier des charges (specifications, manual of specifications): The “specifications” of teachers’ training defines the initial training course that IUFM students must pursue.
**programme scolaire** *(programme national, programmes scolaires, programmes nationaux, programmes scolaires nationaux, school programmes, school programme, national programme)*: The programmes define, for each cycle, the essential knowledge that must be acquired during this cycle as well as the methods which must be assimilated. They constitute the national framework within which teachers structure their teaching.

**PPRE** *(le PPRE, les PPRE)*: The personalised programme for educational success (PPRE) consists of a coordinated plan of action, designed to deal with a given pupil’s difficulties and formalised in a document specifying its objectives, procedures, schedule and evaluation methods. It is drawn up by the pedagogical team and discussed with parents. This is a “personalised” programme because it is adapted to a specific pupil.

**principal** *(head teacher)*: A civil servant recruited via a competitive entrance examination from among teaching, education or guidance staff and appointed by the Minister for National Education as head teacher of a lower level state secondary school (collège).

**Professeur des écoles** *(professeurs des écoles)*: School teacher This is a corps of civil service teaching staff qualifying for the Professional diploma of school teacher (DPPE, Diplôme Professionnel de Professeur des Écoles), created in 1992. School teachers teach in nursery and elementary schools. They are to replace primary school teachers progressively.

**proviseur** *(proviseurs)*: A civil servant recruited via a competitive entrance examination from among teaching, education or guidance staff and appointed by the Minister for National Education as head teacher of a superior level state secondary school (Lycée).

**recteur** *(recteurs)*: A higher civil servant appointed in the Council of ministers by decree of the President of the Republic. The recteur is an agent of the central authority, and represents the Minister of National Education at académie level. He is responsible for the entire education department in his constituency, and has some duties in private education. He is “Chancellor of the Universities” for higher education.

**rectorat** *(rectorats)*: Rectorat All the regional administrative services charged with administering national education at académie level, under the authority of the recteur.

**projet d'établissement** *(projet d'école, projets d'école, projets d'établissement, school plan, school project)*: A school plan is a programme of action which each school draws up to describe how national objectives and curricula are to be implemented. The framework law of 1989 on education provided for compulsory school plans in collèges, Lycées for general and technological education and vocational Lycées. The plan is adopted by the school board (for primary schools) and the administrative board for collèges and Lycées, after proposal by the teaching staff.

**SEGPA** *(Section d'enseignement professionnel adapté)*: Section for adapted vocational education. A structure within collèges for pupils with severe learning difficulties after primary school. Pupils spend two years in general education here, followed by four years of general and vocational education.

**STS** *(Section de techniciens supérieurs, sections de techniciens supérieurs)*: Section for higher technicians (Section de techniciens supérieurs). This is a higher training course, set up in the state Lycées, which lasts two years and prepares students for the higher technical diploma (BTS). It is assimilated as a university course.

**UFR** *(unités de formation et de recherche)*: Depuis la loi sur l'enseignement supérieur de 1984, une des composantes de base des universités regroupant des départements de formation et des laboratoires ou centres de recherche. L’UFR s’organise autour d’un projet éducatif et d’un programme de recherche mis en œuvre par des enseignants-chercheurs relevant d’une ou plusieurs disciplines fondamentales.

**VAE**: The validation of acquired experience (VAE) represents the value attributed to adults’ acquired knowledge validated by the corresponding diploma or the related units of the diploma.

**ZEP** *(zones d'éducation prioritaire)*: Zones for priority education. These are areas where social conditions are such as to constitute a social risk, even an obstacle, to successful schooling for children and adolescents living there and, therefore, ultimately for their social integration. The aim of priority education policy is to obtain significant improvement of pupils' school results, particularly of the most unfortunate.
The order of 19 December 2007 is setting out the "specifications" (cahier des charges) of IUFM teachers' training courses.


Regulations for the establishment of the label "lycée des métiers" (professional lycée), previously defined by decree no. 2003-036 of 27 February 2003.

Genreal regulations of the national master degree.

This decree is setting out regulations for the local state education institutions (EPLE) and is modifying the decree n°85-924 from the 30th of august 1985.

The decree guarantees that all students have the necessary means to acquire a common foundation consisting of basic knowledge and skills crucial to academic success and further training, to building a personal and professional future, and to creating a successful life in society.

Décret du 11/07/1979 donnant compétence aux inspecteurs d'académie sur l'implantation des emplois d'instituteurs (Decree): 11/07/1979
(Decree of 11/07/1979 which authorises académie inspectors to decide where jobs as primary school teachers are to be created)
This decree delegates to académie inspectors, directors of département services for National Education, the power to take measures as to the opening or closing of classes in state pre-elementary, elementary or special schools and also as to the distribution of jobs as primary school teachers allocated in each département.

Décret du 18/02/1966 sur le contrôle de l'obligation scolaire (Decree): 18/02/1966, 66-104
(Decree of 18/02/1966 on enforcement of school attendance)
This decree concerned supervision of compulsory school attendance, and punitive action against infringements in the form of suspension of family allowances or criminal prosecution.

Décret du 21/03/1959 sur la durée de l'année universitaire (Decree): 21/03/1959
(Decree of 21/03/1959 on the length of the university year)
This decree was detailed in the circular of 12/06/1959 on re-organisation of the university year.

Décret du 24/02/1989 relatif aux directeurs d'écoles (Decree): 24/02/1989, 89-122
(Decree dated 24/02/1989 on school head teachers)
This decree sets forth the functions of school head teachers and the conditions under which they are appointed and promoted.

(Decree of 28/08/1990)
This decree dated 28/08/1990 (amended by the decree of 27/11/1990) delegates permanent powers to académie inspectors, directors of département services of National Education, as regards management of school teachers.

Décret du 30/08/1985 relatif aux établissement publics locaux d'enseignement (Decree): 30/08/1985, 85-924
(Decree dated 30/08/1985 on local State institutions of education)
This decree specified the administrative and financial organisation of local State institutions of education (EPLE). collèges, Lycées, and regional schools for adapted teaching (EREA).

Décret du 6/02/1986 (Decree): 06/02/1986, 86-195
(Decree of 6/02/1986)
This decree made provision for the common university and inter-university services for reception,
guidance and professional integration of students (SCUIO).

Décret du 6/06/1984 (Decree): 06/06/1984, 84-431
(Decree of 6/06/1984)
The decree of 06/06/1984, which completed the law of 26/01/1984 on higher education, provided for the status of teaching staff in higher education.

Decree dated 06/09/1990 on the organisation and operation of nursery and elementary schools

Pris en application de l'article L. 423-1 du code de l'éducation et relatif aux groupements d'intérêt public constitués entre l'Etat et des personnes morales de droit public ou de droit privé dans le domaine de la formation continue, de la formation et insertion professionnelle.

Décret n° 2002-604 (Decree): 25/04/2002
Modifiant le décret n° 99-747 du 30/08/1999 relatif à la création du grade master.

Regulations for the organisation of the education of foreign languages in school and establishment of special academical board for its supervision.

Décret relatif au statut du corps de l'inspection générale de l'administration de l'Education nationale (Decree): 14/04/1965, 65-299
(Decree on the status of the corps of general inspectors of administration of national Education)
The decree of 14/04/1965 laid down the procedures for recruitment and promotion in the corps of inspectors of the administration of National Education (IGAEN). It was detailed in general instruction n° 65-454 dated 20/11/1965, on the organisation and operation of the general inspection of administration of National Education.

Statutory provisions on State civil servants (consolidated version from 6th of march 2007)

This law is defining the main principles organising the general National Education policy.

(Circular dated 07/12/1992 on teaching dispensations for head teachers.)
This note states the regulations for teaching dispensations for head teachers.

Law also known as "Savary's law".

This law defines some measures in aid of national Education by setting out the goal of school: to guarantee professional skills and command of french language to all students.

TITLE IV/ ACCESSIBILITY/ Chapter I/ Schooling, higher education and vocational training

Law reforming the autonomy status and the managment in the universities.


Concerning the reading methods and the reading skills for the primary education level.
(Framework law on higher education)
The 1968 framework law, called the Edgar Faure law, was the basic legislative framework for university organisation in France. The law provided for academic, administrative and financial autonomy of the universities, which replaced the old faculties. Article 3 of the law provided that universities were "State institutions for scientific and cultural education, with legal personality and financial autonomy". The universities included new entities called units of education and research (UERs), created to encourage pluridisciplinarity, by associating arts and letters with science and techniques in courses. The law laid down the framework for university academic autonomy (Art. 19). It also set up a national council for higher education, presided over by the Minister for National Education (Art. 9). This law has not been repealed and those provisions not in contradiction with those of the law on higher education dated 26/01/1984 remain in force.

Loi d'orientation et de programme du 3/12/1966 (Law): 03/12/1966
(Framework law dated 03/12/1966)
Charter for vocational training, which made the latter a national obligation and developed the State's contractual policy. This law set up inter ministerial co-ordination bodies for consultation with the "social partners" and set up a fund for vocational training.

La loi d'orientation sur l'éducation du 10 juillet 1989, dite aussi loi Jospin (du nom du ministre chargé de l'Education nationale Lionel Jospin), est une loi qui modifie largement le fonctionnement du système éducatif. Son article 1er a valeur de programme pour le système éducatif tout entier et commence par la phrase : « L'éducation est la première priorité nationale. » La loi souligne que l'élève ou l'étudiant doit être un acteur de sa propre orientation et non la subir. La loi rappelle l'existence d'une « communauté éducative » déjà affirmée par la loi Haby. Elle insiste sur la nécessité d'intégration des élèves et étudiants handicapés. Parmi les objectifs de la loi figure celui de conduire l'ensemble d'une classe d'âge au niveau du certificat d'aptitude professionnelle (CAP) ou au brevet d'études professionnelles (BEP) et 80% de la même classe d'âge au Baccalauréat.

(Decentralisation law dated 22/07/1983)
The law of 22/07/1983 completed law no. 83-8 of 07/01/1983 as regards division of duties between districts, départements, regions and the State. The law laid down the basic principles and the methods of transferring responsibility (Chap. 1), and provided for new duties for local authorities, especially as regards education (Chap. 2.2.)

Loi de programme sur l'enseignement technologique et professionnel (Law): 23/12/1985, 85-1371
(Framework law on technological and vocational education)
The 1985 law, called the Carraz law, acknowledges technological and vocational education as "a determining factor in modernising the French economy" (Art. 1). It provides for renovation of technological and professional education in secondary and higher education. Amongst other measures, it introduces technology courses in all collèges, creates vocational Lycées and technological education Lycées, as well as a vocational Baccalauréat.

Loi du 12/07/1875 sur la liberté de l'enseignement supérieur (Law): 02/07/1875
(Law of 12/07/1875 on the freedom of higher education)
This law specified the conditions under which free institutions for higher education could be opened, and the admission criteria for students.

Law dated 13/07/1983 on the rights and obligations of civil servants

Loi du 2/03/1982 (Law): 02/03/1982, 82-213
(Law of 2/03/1982)
As regards decentralisation, the law of 02/03/1982 laid down the rights and freedoms of districts, départements and regions.

In the framework of decentralisation, the law dated 22/07/1983, completing law no. 83-8 dated 07/01/1983, distributes responsibility between communes, départements, the regions and the State, particularly as regards education. The transfer of State decisional power to local authorities, elected by universal suffrage, changed the organisation of the French educational system. The law dated 22/07/1983 changed the status of collèges, Lycées and special education institutions, which became local State schools (EPLE), with autonomy, their own legal personality and government by a board on which there are representatives from the local authority, the civil service, staff and users.

Loi du 24/02/1984 (Law): 24/02/1984, 84-130
(Law of 24/02/1984)
This law amended the Labour code as regards vocational training.
This law gave private school teachers the same rights as those of teachers in State schools.

Loi du 31/07/1959 sur la promotion sociale (Law): 31/07/1959 (Law dated 31/07/1959 on social promotion)
The law of 31/07/1959, also known as the Debré law, was the first attempt at consistent organisation of all State adult training actions. This law created a co-ordination committee for social promotion and a fund for social promotion. The law recognised the necessity for financial assistance from the State.

The law of 31/12/1991 makes adjustments to certain provisions of the agreement of 03/07/1991. This law increases the financial participation of businesses in vocational training, creates two new methods of integrating young people in working life (career contract, and local career contract), legal recognition of the check-up on personal and professional capacity available to employees via special leave or under the training project, and regulation of the clauses on training credit and training outside the workplace under the training project.

In the framework of decentralisation, the law dated 07/01/1983 provided for division of duties between districts, départements, and regions.

Law forbidding pupils to wear extremely visible signs of religious belonging in an educational institution.

Loi fixant les rapports entre l'Etat et les établissements d'enseignement privés (Law): 31/12/1959, 59-1557 (Law laying down the relationships between the State and private schools)
The law of 1959, known as the Debré law, provided for a contractual system (straightforward or associative contracts) between the State and private schools (mainly Catholic) wishing to undertake them. The State undertook to pay teachers and in some cases (contracts in association) for school operation. The school in return offered courses corresponding to national curricula and was subject to inspection of its teachers by the Ministry of National Education.


Loi n° 2003-400 (Law): 30/04/2003, MENX0300020L
Loi relative aux assistants d'éducation.

Loi portant organisation de la formation professionnelle continue dans le cadre de l'éducation permanente (Law): 16/07/1971, 71-575 (Law on organisation of continuing vocational education)
This law institutes the "right to training" and provides for minimum remuneration for any worker undertaking a continuing education course. Funding of this training is by businesses employing more than 10 employees, which are obliged to allocate a percentage of their total payroll to training (Art. 13). The law provides that training actions be organised under contracts.

Loi quinquennale relative au travail, à l'emploi et à la formation professionnelle (Law): 20/12/1993, 93-1313 (Five year law on work, employment and vocational training)
This law, which was passed to combat unemployment, acknowledges the special responsibility of national education in integrating young people in the work market. The law provides that "all young people must be given professional training before leaving the education system, whatever the level they have reached" (Art. 54). Thus, the law provides measures to re-vamp apprenticeship and to integrate young people in working life.

Loi relative à l'apprentissage (Law): 07/01/1983, 83-8 (Law on apprenticeship)
The law lays down the principle that apprenticeship is a method of giving young workers having completed schooling a general theoretical and practical training, for the purpose of gaining professional qualifications leading to technology diplomas. The law lays down a number of general rules on apprenticeship. Training is organised on the basis of alternation, part in industry, and part in the apprenticeship centre. A contractual relationship must be created between the apprentice and the employer, by means of an apprenticeship contract.
Loi relative à l'éducation (Law): 11/07/1975, 75-620  
(Law on education)
The law on education dated 11/07/1975 known as the Haby law, was considerably amended by the framework law on education dated 10/07/1989. The Haby reform of 1975 created a "single collège" which replaced the collège of general education, the collège of secondary education and the first cycle of Lycées. The law also re-organised elementary schooling (Art. 3), providing for a single curriculum spread over five successive levels.

Loi relative à la formation professionnelle tout au long de la vie et au dialogue social (Law): 04/05/2004, 2004-391, JO n° 105 du 5 mai 2004, page 7983

The law is reinforcing the decentralization and is transferring some of the responsibilities of the State to the local authorities.

Loi scolaire de 1881 (Law): 16/06/1881  
(School law of 1881)
The law instituting primary school education in State schools entirely free of charge. Article 7 provides that "among state primary schools compulsorily paid for by local authorities" were local girls' schools, asylums and intermediate classes between the asylum and primary school, known as "nursery classes".

Loi sur l'enseignement primaire obligatoire (Law): 28/03/1882  
(Law on compulsory primary schooling)
The law of 1882, known as the Jules Ferry law, provided (Art. 4) that "primary instruction is compulsory for children of both sexes aged from 6 to 13. It can be given either in primary or secondary schools, whether State or private, or in families by the father himself or by any person he chooses".

Loi sur l'enseignement supérieur (Law): 26/01/1984, 84-52  
(Law on higher education)
The 1984 law on higher education, known as the Savary law, defines the basic principles applying to higher education courses under the responsibility of the Ministry of Higher Education and Research, and also establishes the principles governing the organization and operation of higher education institutions, including universities, colleges and institutes outside universities, teacher training colleges (écoles normales supérieures), French schools abroad and the large institutions. The law reorganises the university system, formerly governed by the framework law on higher education dated 12/11/1968, by granting more autonomy in administrative, financial, teaching and scientific matters to universities.

Loi sur les enseignements artistiques (Law): 06/01/1988, 88-20  
(Law on artistic education)
Under this law, "artistic education is an integral part of primary and secondary schooling". Chapter 1 of the law provides for artistic education given in schools and higher education. Titles and diplomas delivered by institutions are recognised by the Minister for Culture and are placed on the list recognising titles and diplomas in technological education. Article 15 of the law creates a higher Committee for artistic education, jointly presided over by the Minister for Culture and the Minister for National Education, who draws up and publishes a report on his activity and the state of art education in France each year.

La loi organique relative aux lois de finances repose sur la logique d'un pilotage par objectifs et d'une gestion orientée vers les résultats.

Five texts about the individual school help, the artistic expression workshops, the ICT training, the foreign language education and the language assistants.

Application of the "common foundation" ("socle commun") of knowledge and skills. Effectif from the beginning of 2007-2008 school year.

IT and internet certificate: C2i

Ordonnance du 6/01/1959 (Ordinance): 6/01/1959, 59-45  
(Ordinance of 6/01/1959)
The ordinance of 1959 was on compulsory schooling for children of both sexes, whether of French or
other nationality, having reached the age of 6 after January 1 1959, and extending this to the age of 16.


Relative to the professional "baccalauréat".


L’arrêté modifiant l’arrêté du 18 mars 1999 relatif à l’organisation et aux horaires des enseignements des classes de la première à la terminale des lycées sanctionnés par le baccalauréat général

**Programme et horaires d’enseignement de l’école primaire** (programme ministriel): 14 Février 2002, n°1, Bulletin Officiel
Bulletin Officiel hors série


This law referes to the school obligation, the protection of abused children and other important regulations.


**TITLE II, JOB, EMPLOYMENT AND VOCATIONAL TRAINING**, Chapter II, Development of the vocational training, Section 1, Validation of acquired experience, Article 133


Decree applying the structure of the European space for higher education to the french educational system.


General regulations
Institutions

Association nationale pour la formation professionnelle des adultes (AFPA)
13, place du Général de Gaulle, 93108 Montreuil Cedex
Tel.:01.48.70.50.00
Website:http://www.afpa.fr (08/06/2007)
Over more than 50 years, AFPA's mission is to help for the reintegration of unemployed people and to assure the access to vocational trainings and qualifications of working people.

Board of the heads of universities
only web site
Website:http://www.cpu.fr (27/03/2008)
Actif participant in the public debates, the CPU, had become during the years an irreplacable partner of the political decisions for the universities.

Centre d'études et de recherches sur les qualifications (CEREQ)
11, rue Vauquelin 75005 Paris
Tel.:+33.1.44.08.69.10
Fax:+33.1.44.08.69.14
E-mail:nom@cereq.fr
Website:http://www.cereq.fr/index.htm (08/06/2007)
Céreq is a public body working under the aegis of both the Ministry for National Education, Higher Education and Research and the Ministry for Employment, Social Cohesion and Housing. As a centre of public expertise at the service of key players in training and employment, Céreq is involved in the production of statistics, in research activity and in providing support for the implementation of policies. It gives out advice and counselling intended to clarify choices in the area of training policy at regional, national or international levels.

Centre international d'études pédagogiques (CIEP)
1, av. Léon-Journault-
92311 Sèvres Cedex
Tel.:+33.1.45.07.60.00
Fax:+33.1 45 07 60 01
Website:http://www.ciep.fr (08/06/2007)
Le centre international d'études pédagogiques a pour mission de Founded in 1946, the Centre international d'études pédagogiques contributes to the development of international cooperation in education. In 1987 it became a national public establishment and in 2003, it signed with its parent ministry, the French Ministry of Education and Higher Education, an objective agreement that defined its mission.

Centres académiques pour la scolarisation des nouveaux arrivants et des enfants du voyage (CASNAV)
44 rue Alphonse Penaud
75020 Paris
Pour écrire à CASNAV/For mail:
CASNAV de l'académie de Paris
94 avenue Gambetta
75984 Paris cedex 19
Website:http://casnav.scola.ac-paris.fr (08/06/2007)
All information concerning immigrants'children, newly arrived in France with lack of skills in french language.

Government Portal
Website:http://www.premier-ministre.gouv.fr/fr/ (08/06/2007)
Web site about all official french institutions, list of the ministries, links, adresses, general information.

INFFO Center
4 avenu du Stade-de France
93218 Saint-Denis-La Plaine
Tel.:+33 1 55 93 91 91
Fax:+33 1 55 93 17 85
E-mail:contact@centre-inffo.fr
Website:http://www.centre-inffo.fr (08/07/2007)
This center offers analysts and practitioners a quick and synthetic approach to the French vocational training system.

INS HEA
58-60 avenue des Landes
92150 Suresnes
INS HEA is a public institution, under both the authority of Higher Education and National Education, at the heart of the School adaptation and Schooling handicapped pupils which is the field of the schooling of pupils with special educational needs.

Institut national de recherche pédagogique (INRP)
Institut national de recherche pédagogique
19 allée de Fontenay
BP 17424 - 69347 Lyon Cedex 07
Tel.:+33.4 72 76 61 00
Fax:+33.4 72 76 61 10
Website:http://www.inrp.fr (08/06/2007)
The INRP is a public agency whose purpose is to encourage and enhance research in the fields of education and training. It offers its expertise and teams to all researchers, trainers and decision-makers in the sphere of education. It does not, however, claim to be able to cover this field in its entirety and much less to have the monopoly on research in education. This is why the INRP is endeavouring to develop partnerships with other institutions, and at the same time to meet the requirements of its main trustees: schools and higher education establishments, and research.

Integrascol
INS HEA – Intégrascol
58/60 avenue des Landes
92150 Suresnes
France
Tel.:+33.1 41 44 31 00
Fax:+33.1 41 44 31 92
E-mail:contact@integrascol.fr
Website:http://www.integrascol.fr (08/06/2007)
Integrascol is a web site adressed to the teachers and professionals who are ment to work with handicapped children. It can also be used by the families and the handicapped children or adolescents. This project is supported by the ministry in charge of the national Education, the ministry in charge of Health, the Secretariat of handicapped population and is patronized by the medical Academy.

Ministry of National Education
110, rue de Grenelle- 75357 Paris 07 SP
Tel.:+33.1.55.55.10.10
Website:http://www.education.gouv.fr (08/06/2007)

National Agency for Fight against the Illiteracy
1, place de l'Ecole - BP 7082
69348 LYON CEDEX 7 - FRANCE
Tel.:(+ 33) 4 37 37 16 80
Fax:(+ 33) 4 37 37 16 81
Website:http://www.anlci.gouv.fr (20/06/2007)
Crée en octobre 2000, l’ANLCI est un espace de mobilisation et de travail où tous ceux qui agissent et peuvent agir au niveau institutionnel et sur le terrain se retrouvent pour prévenir et lutter contre l’illettrisme. Son rôle est de fédérer et d’optimiser les énergies, les actions et les moyens de tous ces décideurs et acteurs pour accroître la visibilité et l’efficacité de leur engagement.

National Center for Educational Documentation
29, rue d’Ulm - 75230 Paris Cedex 05
Tel.:+33.1.46.34.90.00
Website:http://www.cndp.fr/ (08/06/2007)
The mission of CNDP is to provide and publish documents and to conceive pedagogical strategies concerning all levels of the french educational system.

National Center for University and School Works (CNOUS)
Website:http://www.cnous.fr (14/06/2007)
Institutional web site about students’life.
The CNOUS is accompanying all the students (french and foreign) in their everyday’s life in France.

National Institute of Statistics and Economic Studies (INSEE)
Insee Info Service
195 rue de Bercy
Tour Gamma A
75 012 Paris
France's National Institute of Statistics and Economic Studies is a Directorate-General of the Ministry of the Economy, Finance, and Industry (MINEFI). It is therefore a government agency whose personnel are government employees, although not all belong to the civil service.

National office for information about the education and the professions
ONISEP Ile-de-France
1 villa des pyrénées
75020 Paris
Tel.:33.1 53 27 22 50
E-mail:droidf@onisep.fr
Website:http://www.onisep.fr

National office helping foreign students to find and choose the curriculum that best suits them. It is also providing information about all the french secondary education (prior to the baccalauréat) and higher education (after the baccalauréat) channels.

Public agency of pedagogical research
19 allée Fontenay
BP 17424
69347 Lyon cedex 07
Tel.:(+33) 4 72 76 61 00
Fax:(+33) 4 72 76 61 10
Website:http://www.inrp.fr/ (27/03/2008)

INRP is a public agency whose purpose is to encourage and enhance research in the fields of education and training.

Superior Education and Research ministry
Ministère de l'Enseignement supérieur et de la Recherche
1 rue Descartes
75231 Paris cedex 05 - FRANCE
Tel.: (+33) 1.55.55.90.90
Website:http://www.enseignementsup-recherche.gouv.fr/ (20/06/2007)

The French Documentation
29-31 quai Voltaire
75 340 Paris Cedex 07
Tel.:33.1 40 15 71 10
Fax:33.1 40 15 67 83
Website:http://www.ladocumentationfrancaise.fr

Central body under the administration of the Prime minister, "La Documentation Française" is providing public service. Its activities are concerning all general data and actual political, administrative, economical and social information in France and abroad.

The National Centre for Distance Learning (CNED)
CNED-BP 60200
86980 FUTUROSCOPE CEDEX-FRANCE
Tel.: (33) 05 49 49 94 94
Website:http://www.cned.fr (08/06/2007)
The National Centre for Distance Learning is the largest operator in Europe and in the French-speaking world. It is a public institution depending on the Ministry of Youth Affairs, Education, and Research.
Bibliography


Histoire de la laïcité / Bauberot (Jean),Gauthier (Guy),Legrand (Louis). - Besançon : Centre régional de documentation pédagogique de Franche-Comté, 1994. - , 401 p..
2840930188

21-046369X

L'Etat de l'école de la maternelle à l'enseignement supérieur: 30 indicateurs sur le système éducatif français= The school's condition from the primary to the higher education level / publication collective. - DEPP 005 06350 - : Direction de l'Evaluation, de la prospective et de la performance, MENESR, 2006. - 16, 77.
2-11-095407-8;1152-5088

L'évaluation du système éducatif français / Thélot (Claude),,. - Paris : Nathan Université, 1994. - , 158 p..
2091906328

Les conditions de vie des étudiants= Living standarts of the university students / Louis Gruel, Ronan Vourch, Sandre Zilloniz.In: Education et formation, 75, octobre 2007. - : DEPP.
The analysis of the observations collected in 1667, 2000 and 2003 by the National Observatory of student life (OVE) outlines the main characteristics of the living standarts of the population enrolled in university and highlights how precarious these standarts are.
http://www.education.gouv.fr/pid20164/les-conditions-de-vie-des-etudiants

Les étudiants étrangers dans l'enseignement supérieur français: une croissance soutenue par les Asiatiques: Note d'information 07.02= The foreign students in french higher education: increasing number maintained by the Asians / Jérôme Fabre ; Marine Guillerm. - 07.02 février - : DEPP, Département de la valorisation et de l'édition, 2007. - , 6.
Etude du nombre d'étudiants en France: croissance, disciplines, rapport femmes-hommes, origine.
1286-9392
http://www.education.gouv.fr/stateval/ni/ni.htm(12/06/2007)
Study over higher education students in France: number, repartition by disciplines, regard to the gender percentage, origins.

Informations utiles et documents officiels relatifs aux droits des parents d'élèves.
Useful information and official reglamentations concerning the rights of the students'parents.

Les personnels de l'éducation: catégories, âge moyen, rapport femmes-hommes, rémunération.
1286-9392
http://www.education.gouv.fr/stateval/ni/ni.htm(12/06/2007)
Educational staff: categories, age, gender repartition, wages.

2-11-002937-4;1240-8719

Information about the school and institutional cours of handicap children.

Le système éducatif en France / sous la direction de Bernard Toulemonde ; La documentation française. - , 2003.
Le système français de formation professionnelle / Willems (Jean-Pierre),; Centre INFFO. - Luxembourg : Office des publications officielles des Communautés européennes, 1993. - , 125 p.. 928266927


Note d'information, 01.57, "Les élèves nouveaux arrivants non francophones et leur scolarisation dans les différents dispositifs d'accueil". = The newly arrived non speaking french, their education and different forms of reception / Ministère d'éducation nationale, direction de la programmation et du développement (DPD). - 58 bd du Lycée, 92170 Vanves : DPD, 2001.


Qu'apprend-on à l'école élémentaire? / Conseil national des programmes. - : CNDP/XO Editions, 2002. 2-240-00-802-4

Qu'apprend-on au collège? / Conseil national des programmes. - 2002 - : CNDP/XO Editions. 2-240-00-789-3

