



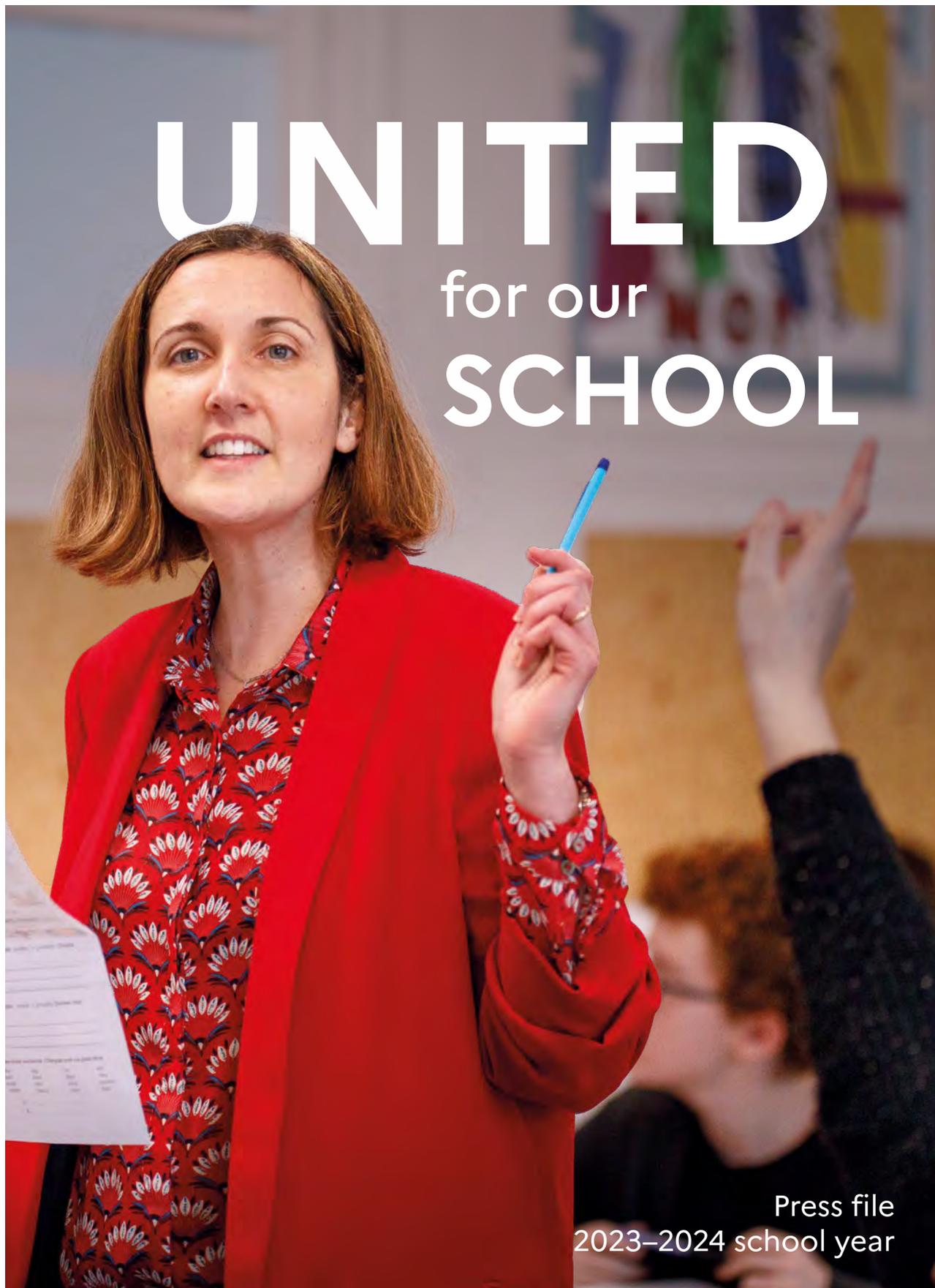
MINISTÈRE  
DE L'ÉDUCATION  
NATIONALE  
ET DE LA JEUNESSE

*Liberté  
Égalité  
Fraternité*

# UNITED

for our

# SCHOOL



Press file  
2023–2024 school year

# EDITORIAL

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At the same time every year, France undergoes one of those rituals that marks the life of every schoolchild, every family, and the entire country: the start of a new school year, a special time for children and their families.

It is also the time for teachers and national education staff to have the pleasure of meeting their pupils again and to continue their commitment to the most noble of professions: serving our youth and our country.

For the Ministry of National Education and Youth, it is through meticulous organisation and methodology, which are improved year on year, that this “small miracle” is performed, and more than 12 million children calmly make their way back to school. Firstly, I would like to thank the whole team at the Ministry for National Education for making this possible.

Essentially, the first day back at school is when the heart of the French Republic starts beating again. Because schools are the very soul of the Republic. Its very first pillar.

Schools are also places of infinite possibility for children, where both their future and their personal fulfilment are played out. They are places that shape the future of each child of France as a counterweight to their home circumstances or pre-written destiny. It is our duty, therefore, to do all we can to live up to the promise of school.

As such, I would like to set three priorities for this new school year.

## 1. Raising the level

This requires a large amount of work on basic numeracy and literacy skills. In particular, it involves the Nursery Plan, continuing to divide up year 1 classes in priority education areas, the new year 7 which includes 1 hour of extra tutoring per week in French and mathematics for all pupils, and generalising the Homework Time scheme also in year 7. And finally, 1.5 hours of mathematics lessons per week have been introduced for all year 11 pupils.

## 2. Building a school system based on rights and duties

School is a set of rights, such as free access to public teaching, which is the basis of our school system. But it is also a set of duties, such as the duty to recognise and value teachers, who will be better paid this year for instance, and for whom I would like to make their career management more human. There is also the duty to respect the teachers’ authority and knowledge. And finally, the basic rules of our Republic should be applied at school to contribute to shaping our citizens and Republicans.

## 3. Building schools that emancipate and inspire confidence

School is where the talents of every pupil should be revealed. Each and every one of them has potential and unique qualities that will gradually shape the adult they will become. If schools should inspire confidence to learn, they should also inspire confidence to emancipate oneself. But for this to occur, the pupils and their teachers should, above all, be happy at school!

To improve the school environment, we will be renovating our schools in collaboration with the local authorities, particularly to meet the challenges of climate change. To ensure a peaceful school atmosphere, we will be unrelenting in combating bullying. This is a battle we must take on together, day after day. To act against exclusion at school, our campaign to create inclusive schools will be ramped up, in particular with the recruitment of 6,500 AESHs (special needs assistants for pupils with disabilities). A school that emancipates and inspires confidence is also a school that knows how to recognise, value and grow all types of talent and ambition. As such, the vocational pathway will be fully valued to make it, finally and truly, a route to excellence.

The start of the new school year in 2023 is a time of infinite possibilities. For teachers, who will be better paid. For our pupils, to whom school will provide everything they need to grow and thrive. For families, who expect great things of schools as they trust them with their most precious assets: their children.

The challenges are great, since it is the very future of our country that is played out at school. My commitment is total.

Let us unite to build ever stronger schools.

**Gabriel Attal**  
**Minister of National Education and Youth**



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Going back to school is a key moment in French life. It marks the start of a new year of teaching, discovery and achievement for our children, teachers and the entire education system.

For more than 620,000 pupils, their teachers and parents, the start of the new school year will be marked by the deployment of reforms in vocational upper secondary schools across the country. It will also reflect our firm commitment to ensure that pupils truly chose their educational pathway and that this is recognised by everyone, since there lies the key to success and the future.

This reform is the fruit of a joint consultation and has been allocated exceptional resources. It was confirmed last May with the French president and covers three key priorities:

- enhanced support for all vocational upper secondary pupils (15 to 18-year-olds) and a step up in the fight against school dropout;
- better compatibility between pupils' educational pathways, their aspirations and the needs of businesses;
- increased recognition for teachers' commitment to their work.

Gabriel Attal and I would like to support every young person to continue their studies or successfully enter the workplace.

This is why we are introducing concrete measures in September that will immediately benefit pupils: free access to training programmes to recognise their commitment; the creation of a business office in every upper secondary school to help them find training placements or work; the Work Ambition scheme to provide support in school to those who would otherwise have no options when leaving school; and finally, the opening of training courses for professions of the future and the closing of those that are no longer relevant to professional fulfilment.

This reform also aims to better recognise the key role played by teachers and their dedication. We are providing more support for them through new training courses adapted to the particularities of this career path, making innovative resources available and awarding them an unprecedented pay rise.

This reform should enable France to fulfil the promise of equal opportunities by giving every young person credible prospects for success, in line with their talent, ambition and commitment.

I am convinced that together, we will be able to make this reform an effective lever to promote the Republic. I wish all of you an excellent return to school!

**Carole Grandjean**

Minister Delegate for Teaching and Vocational Training



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For six years now, young people have been high on the list of government priorities. Their well-being has become an even more pressing issue since the recent urban violence, driving us to step up our actions. Beyond this unacceptable violence of a tiny minority, young people have aspirations that should be heard. Despite their diversity, young people have one point in common: they don't want us to do it for them, instead they want us to allow them to do it themselves by giving them the tools for emancipation.

Thus, and in line with the actions carried out since 2017, my policy-making will be based on three pillars: emancipation, commitment and cohesion.

Emancipation, above all. This involves improving educational continuity, so that every period in a young person's life contributes to widening their horizons. To this end, we will continue to enhance the youth facilitation sector. Emancipation also involves strengthening equal opportunities, for which mentoring is a powerful lever. This is why I will create the necessary conditions for doubling the number of beneficiaries in the next four years, and thus install a genuine right to mentoring.

Making commitments to others and to the Nation is an important step in all paths to emancipation. As such, we will continue to step up the Universal National Service (SNU) scheme. For young people, attending a "social cohesion" residential stay provides a means of learning about themselves, and an experience in collective living to learn to make commitments to others and to France. Thus, in addition to the voluntary residential stays during the school holidays, this year we will deploy the Committed Upper Secondary Classes and Schools scheme. This will enable year 11 pupils and those in their first year of a CAP (vocational training certificate) course to participate in a "social cohesion" residential stay during school time, as part of an annual educational project on commitment.

We will also prioritise the development of the Civic Service since this plays a crucial role in encouraging long-term commitment in young people. The social value of this scheme has been demonstrated, but more young people should be able to benefit from a high-quality experience which is of use both to themselves and society in general. We will increase the number of missions that meet the needs of the Nation and the expectations of young people. These include the urgent need for ecological transition, of which the recent heatwave aptly reminded us, the development of a sporting Nation, and the fight against school dropout and bullying.

I will enact these policies in partnership with the voluntary sector, which is the driving force for commitment in local communities and the cement of our social cohesion. I will endeavour to strengthen the mutual trust (*pacte de confiance*) that brings together the public authorities and associations, in all fields of action.

Together we shall enact a youth policy that enables every young person to thrive in a national community of common values. Let us hear the aspirations of our freedom-loving youth and convey the message - as recalled by the President of France - that this freedom can only exist because it is collective, and that the rights it ensues are the consequence of the duties it imposes.

I wish everyone a happy return to school!

**Prisca Thevenot**

Secretary of State for Youth Services and Universal National Service for the Ministry of Armies and the Ministry of National Education and Youth

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# KEY FIGURES

## in National Education

### PUPILS

# 11,997,900

primary and secondary pupils <sup>(1)</sup> including:

## 6,349,600

primary pupils

## 5,648,300

secondary pupils

including:

**3,397,300** in lower secondary  
and **2,251,000** in upper secondary  
(including **627,100** in vocational  
upper secondary)

### EDUCATIONAL ESTABLISHMENTS

# 58,910

secondary **schools and establishments** <sup>(2)</sup> including:

## 48,220

primary schools

## 6,980

lower  
secondary  
schools

## 3,710

upper secondary  
and Erea\* schools

including **2,080** upper  
secondary schools  
offering vocational  
courses

(\*) Erea: Regional establishment  
for adapted education

## TEACHERS

# 853,700

national education staff teaching pupils  
in primary and secondary schools<sup>(2)</sup>

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

### €7,440

per primary  
pupil

### €9,150

per lower  
secondary  
pupil

### €11,570

per upper  
secondary pupil  
on general and  
technological  
courses

### €13,220

per upper  
secondary pupil  
on vocational  
courses

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

### PRIMARY

## 22.4

pupils per class:  
average number  
of pupils in nursery

## 21.6

pupils per class:  
average number  
of pupils in primary

### SECONDARY

## 25.9

pupils per class:  
average number  
of pupils in  
lower secondary  
school<sup>(4)</sup>

## 17.9

pupils per class:  
average number  
of pupils taking  
vocational courses  
in upper secondary  
school

## 30.3

pupils per class:  
average number  
of pupils taking  
general or  
technological  
courses in upper  
secondary school

## NATIONAL EXAMINATIONS<sup>(3)</sup>

## 89.1%

National Diploma  
(Brevet) pass rates<sup>(6)</sup>

## 90.9%

Baccalaureate  
pass rates<sup>(7)</sup>

## 79.3%

Proportion of  
baccalaureate  
holders in one  
school year

(1) Public and private under contract, forecast for the start of the 2023 school year. (2) Public and private under contract, start of the 2022 school year. (3) Provisional data for 2023. (4) except adapted general education and vocational training sections (Segpa). (5) 2021 calendar year, provisional data Data pertains to Metropolitan France and the Overseas Departments and Regions. (6) national exam sat at the end of lower secondary school at the age of 14 or 15. (7) national exam sat at the end of upper secondary school, at 17 or 18 years of age.



A photograph showing the backs of two people in a public space. The person on the right has shoulder-length brown hair and is wearing a red hoodie. The person on the left has long, wavy brown hair and is wearing a blue jacket with a fur-lined hood. In the background, there is a building with a prominent yellow door and windows. The scene is brightly lit, suggesting an outdoor setting.

1. Recognising and  
**VALUING**  
**STAFF MEMBERS**  
for a better  
public service

# MONTHLY PAY RISE

## for all teachers

These six typical profiles of teachers and senior education advisers working full-time in public education demonstrate the effects of the net monthly pay rise for teachers with or without additional assignments. The salary comparisons depict identical situations (same pay grade, same assignments) on 1 September 2020, 2022, and 2023.

### Legend

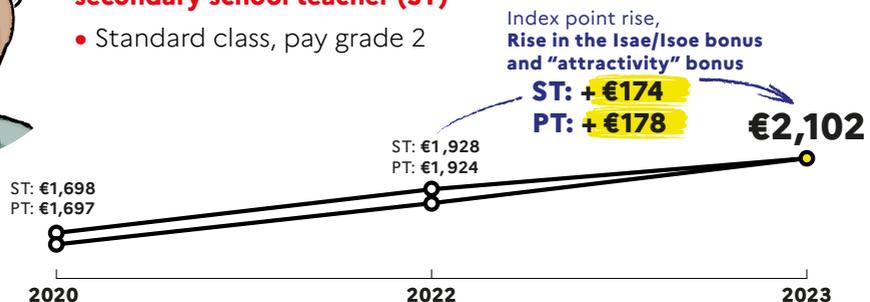
 Rise in net monthly salary due to the unconditional pay rise on 1 September 2023

 Rise in net monthly salary due to taking on additional assignments



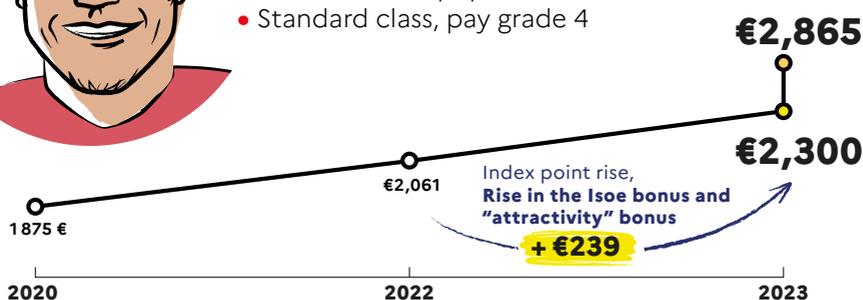
### Newly-tenured primary school teacher (PT) or newly-tenured, fully-qualified (CAPES) secondary school teacher (ST)

- Standard class, pay grade 2



### Vocational upper secondary school teacher with 5 years of service

- Form teacher for vocational baccalaureate pupils
- Standard class, pay grade 4



Example of additional assignments:

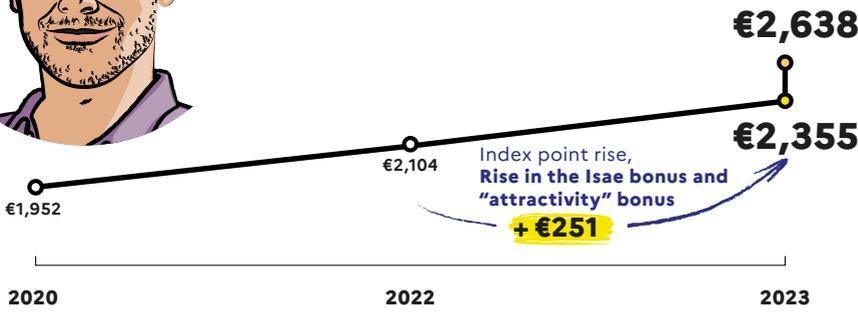
- Short-term substitution
- Teaching an optional activity
- Providing guidance to pupils about their educational pathway
- Facilitating a school-business link
- Providing careers guidance and job discovery sessions to lower secondary pupils

+ 565 €



### Primary school teacher with 7 years of service

- Working in a priority education area
- Standard class, pay grade 5



Example of additional assignments:

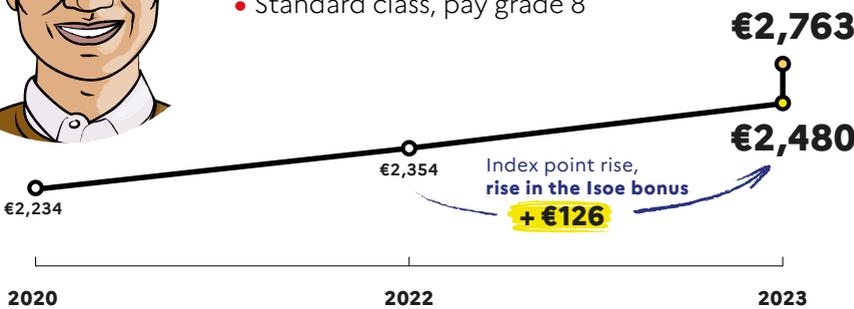
1. Weekly tutoring session in French and mathematics for year 7 pupils
2. Coordinating a pedagogical innovation project
3. Intensive catch-up classes during school holidays

+ €283



### Fully-qualified (CAPES) secondary school teacher with 17 years of service

- Working in a lower secondary school
- Working 1 additional hour yearly
- Standard class, pay grade 8



Example of additional assignments:

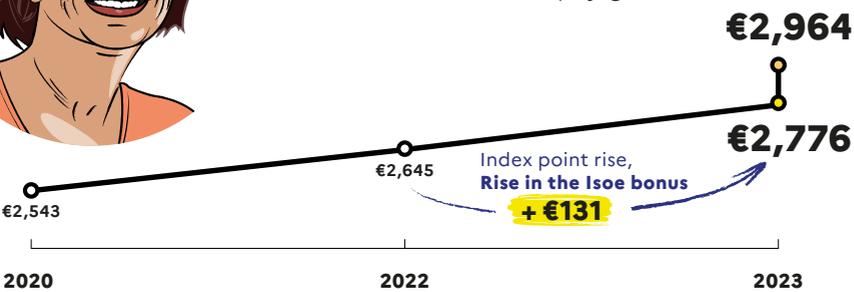
1. Short-term substitution
2. Homework Time
3. Careers advice

+ €283



### Fully-qualified (CAPES) secondary school teacher with 27 years of service

- Working in an upper secondary school
- Senior class (*hors classe*), pay grade 3



Example of additional assignments:

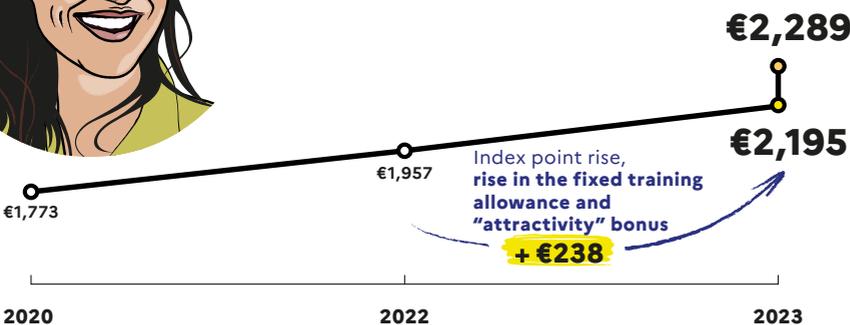
1. Short-term substitution
2. Coordinating a pedagogical innovation project

+ €188



### Senior education adviser with 5 years of experience

- Working in secondary education



Example of additional assignments:

- coordinating a project on school life

+ €94

# INCREASING

## salaries and **IMPROVING**

### career prospect for

### for teaching teams

#### CHANGES FOR SEPTEMBER 2023

- **Unconditional pay rises of at least €125 net a month** (€158 on average) and improved career prospects for primary and secondary school teachers and educational and careers advice staff.
- **Under the *Pacte enseignant*, complementary and attractive assignments** paid at €1,250 gross per year and per assignment (€1,131 net) will be offered to teachers who choose to sign up.

#### AN UNCONDITIONAL PAY RISE FOR ALL TEACHERS

##### Twofold increase in statutory bonuses

In September 2023, all teachers will receive an unconditional pay rise, regardless of their employment status (tenured, contracted or trainee), sector or years of service. **To recognise the importance and workload of assignments to provide support and careers advice**, the amount of the indemnity for supervising and supporting pupils (French acronym Isae) paid to primary school teachers, and the indemnity for supervising pupils and providing careers advice (Isoe) paid to secondary school teachers, has been doubled to a total of €2,550 gross per year. All teachers will be paid at least €125 more net a month. **For teachers with between one and ten years of service**, these pay rises will amount to between €174 and €251 net a month in primary schools so as to make the profession more attractive, particularly at the start of a teaching career.

To recognise their commitment and role in the education community, the indemnity for particular constraints paid to **teacher-librarians** will also be raised to €2,550 gross per year, compared to the current figure of €1,000.

#### A rise in the “attractivity” bonus at the start of a teaching career

As an addition to the twofold increase in statutory bonuses, the “attractivity” bonus will be raised for the first fifteen years of service (up to and including pay grade 7). As such, as promised by the President of France, **all tenured teachers, senior education advisers and national education psychologists will now start their career with a net salary above €2,000 a month.** Salaries will rise to €2,102 net for newly-tenured teachers, and to €2,466 net for teachers starting their careers in high priority education areas. In addition, the “attractivity” bonus has been extended to include trainee teachers, giving them a net pay rise of at least €181 a month (for a trainee working full-time in the classroom).

#### Cost of living measures

Finally, teachers, senior education advisers and national education psychologists will benefit from general measures to help with the cost of living, under the same conditions as other public servants:

- **1.5% rise in the index point value** starting on 1 July 2023;
- **exceptional cost of living bonus** of between €300 and €800 gross for workers paid up to €3,250 gross a month;
- increase in the proportion paid by the state for **a travelcard for commuting** from 50% to 75% (estimated saving of €19 a month for a Navigo zones 1-5 travelcard)
- **an extra 5 index points awarded** starting from 1 January 2024.

## Salaries for senior education advisers<sup>(1)</sup>, national education psychologists and teachers with specific roles

Teachers with specific roles or working in special establishments (educational advisers, reference teachers for schooling pupils with disabilities, reference teachers for digital uses, teachers in prison settings, master trainers and regional education authority trainers, etc.), senior education advisers and national education psychologists will be awarded a pay rise at the same rate as other teachers.

As such, senior education advisers will be awarded a gross pay rise of €1,294 per year.

In total, a teacher with 7 years of service will receive at least €266 net a month more between January 2023 and January 2024.

**In addition, under the same conditions as tenured staff, all contracted education staff (teachers, senior education advisers and national education psychologists) will receive an increase in their Isae and Isoe bonuses, and their “attractivity” bonus will also increase by €300 gross per year.** In total, the pay increase with these two measures represents more than €100 net a month. Temporary teachers in the private sector will also benefit from reforms to their salaries in line with the measures for contracted public sector teachers.

### BETTER PROFESSIONAL DEVELOPMENT PROSPECTS

**Promotion to the pay grade status of “hors-classe” (senior) and “classe exceptionnelle” (most senior) will be made easier**

Developments in the career progression system will improve teachers’ professional prospects by making it easier and quicker to access the higher grades in the second half of their career. Through a progressive rise in promotion rates (21% in 2023, 22% in 2024 and 23% in 2025 compared to 18% in 2021), the move up to the 2<sup>nd</sup> grade (*hors-classe*) will occur one year earlier on average. **Starting in 2023, this will result in over 5,000 additional promotions.**

Easier access to the “*classe exceptionnelle*” senior pay grade, by increasing the promotion rate from 10% to 10.5%, meaning that over 3,000 additional promotions will be awarded in 2023 compared to 2022. It is now easier to gain access to the “*classe exceptionnelle*” senior pay grade for teaching, education and psychology professionals, and to the single grade for university professors. **Starting in 2024, a promoted/eligible for promotion ratio will replace the quota system for access to the “*classe exceptionnelle*” senior grade, thus allowing a greater number of teachers to be promoted.**

This easier, accelerated route to the upper grades will provide teachers with a more dynamic second half of career, and some will be able to end their career with higher index points than before, which will be advantageous when cashing in their pension. For illustrative purposes, in the “*exceptionnelle classe*” senior pay grade, moving to seniority status (i.e. with no quota as was the case previously) in the new highest grade (formerly known as the special grade) results in a rise of 60 index points, or €234 net a month.

### Transfer of years of service points for successful candidates in competitive exams

Moreover, the Ministry is improving the conditions for starting in the profession for successful competitive exam candidates. From now on, **all successful competitive exam candidates will be able to validate two thirds of their years of service in previous professional activities.** For candidates who were previously contracted as school teachers, all of their years of service will be counted. These arrangements will enable the trainees concerned, particularly those who have changed careers, to benefit from a higher pay index than before, starting from when they are appointed, thus enhancing the attractiveness of the profession.

### COMPLEMENTARY AND ATTRACTIVE ASSIGNMENTS FOR TEACHERS WHO CHOOSE THEM

**As part of the *Pacte*, complementary and attractive assignments will be offered to teachers who opt to undertake them, starting from September 2023.** These assignments aim to improve the educational public service to help pupils find success by better meeting their needs and the requirements for the smooth running of schools and establishments.

#### Two sets of assignments

The first set includes assignments corresponding to a specific number of face-to-face teaching or educational activity hours.

<sup>1</sup> In the French system, *conseillers principaux d’éducation* (CPEs), or senior education advisers are responsible for supervising the overall school life of pupils and their well-being, and providing careers guidance. They also organise the educational service provision and control the activities of school supervisors.

Currently, some pupils can lose up to one year of schooling due to cumulated teacher absences throughout their school career. As such, **short-term substitution** assignments will be offered as a priority in all secondary schools so that pupils can receive all the teaching hours planned in their timetables. The gross pay for an additional hour will be €69, which is six times the minimum hourly wage.

To ensure that pupils have adequate basic literacy and numeracy skills when they start secondary school (at 11 years old), primary school teachers can provide extra teaching as part of the **Homework Time** scheme, **extra support** to pupils experiencing difficulties and **tutoring to improve skills in French and mathematics in year 7**.

The second set of assignments are those **undertaken throughout the school year**: additional support for pupils with special education needs, coordinating job discovery sessions in years 8, 9 and 10, and facilitating innovative pedagogical projects, etc.

### An attractive pay offer

Every assignment will be rewarded with a **flat fee of €1,250 gross per year** (€1,131 net). This pay will be subject to the social contribution reduction and income tax exemption measures that are already applied to overtime pay and fees for specific assignments in secondary schools. For illustrative purposes, a teacher with ten years of service who accepts a short-term substitution assignment could earn an additional €329 net a month compared to the amounts paid in September 2022 (€349 net a month starting in January 2024).

**In vocational upper secondary schools**, the pay for complementary assignments can be as high as €7,500 gross per year (€6,786 net).

Additionally, **form teachers** responsible for year 12 and 13 classes in general and technological upper secondary schools and classes in their 2nd year of a CAP (vocational training certificate) course will be awarded pay rises (+ €467 net per year) in recognition of their personal investment in these essential assignments.

## Complementary assignments in primary schools

Type of assignment	Assignments	Number of hours
<b>Face-to-face teaching or educational assignments</b>	Tutoring session to improve basic literacy and numeracy skills in year 7	18 hr
	Action as part of the Homework Time scheme	24 hr
	Action as part of the <i>Stages de réussite</i> (Success Courses) and <i>École ouverte</i> (Open School) schemes	24 hr
	Tutoring for pupils experiencing difficulties with basic skills	24 hr
<b>Assignments to support pupils or pedagogical innovation projects carried out over the school year</b>	Coordinating and running pedagogical innovation projects	/
	Support for pupils with special educational needs	/

## Complementary assignments in secondary schools

Type of assignment	Assignments	Number of hours
<b>Face-to-face teaching or educational assignments</b>	Short-term substitution	18 hr
	Action as part of the Homework Time scheme	24 hr
	Action as part of the <i>Stages de réussite</i> (Success Courses) and <i>École ouverte</i> (Open School) schemes	24 hr
	Organising job discovery sessions for lower secondary pupils	24 hr
<b>Assignments to support pupils and provide careers advice or pedagogical innovation projects carried out over the school year</b>	Coordinating and running pedagogical innovation projects	/
	Support for pupils with special educational needs	/
	Job discovery sessions in years 8, 9 and 10	/

# RECOGNISING THE VALUE OF ALL STAFF MEMBERS

who ensure that  
schools run smoothly

## CHANGES FOR SEPTEMBER 2023

- A pay rise for all sectors of educational provision: AESHs, school doctors and nurses, administrative and technical staff.

*School doctors, nurses and special needs assistants for pupils with disabilities (AESH) are an integral part of the school community and help all pupils thrive at school. Equally, administrative and technical staff are essential to the smooth running of the public education system.*

*All professional sectors will receive a pay rise in 2023-2024 in acknowledgement of their unflinching commitment and to enhance the attractiveness of these professions in a context where it is increasingly difficult to recruit such professionals into public service.*

### SPECIAL NEEDS ASSISTANTS FOR PUPILS WITH DISABILITIES (AESHS)

#### A pay rise

In September 2023, the average pay of the 130,000 special needs assistants for pupils with disabilities will be raised by 10% to 13% as the result of a range of measures.

- **The salary scale will be raised:** it starts at the higher index point of 366, which is 5 points above the minimum salary index for public servants, and increases the indexes of subsequent grades to enable a continued career progression based on years of service. This new scale will result in increases of between 5 and 15 index points depending on the grades.
- **A new special duty allowance of €1,529 gross per year** has been introduced.
- **The allowance paid to reference AESHs** who provide methodological and specific support to newly-appointed AESHs **has been increased by 10%.**
- **Rise in the value of the index point** in July 2023.

#### A faster pathway to a permanent contract

AESHs can also be awarded a permanent contract **after three years of service on a temporary contract**, compared to the previous figure of six years, so as to better recognise the value of the role they play for pupils.

### SCHOOL DOCTORS AND NURSES

The 800 doctors and 7,600 nurses working for the Ministry of National Education and Youth provide health protection and prevention actions for pupils. They also participate in health education and are, in all these roles, essential actors in the education community.

#### A pay rise

**Doctors** will receive an additional €3,000 gross per year in 2023, which represents a cumulated gross pay rise over the 2021-2023 period of €7,700, so as to increase the attractiveness of the profession.

In addition to the 2022 reforms to their salary scale with the implementation of the *Séгур de la santé* law (+ €957 gross per year), **nurses** will receive a gross pay rise of €580 per year on average per employee in 2023, which brings their gross pay rise since 2021 to nearly €1,700.

#### Reserved competitive exams

Following on from the measures introduced in the *Séгур de la santé* law, reserved competitive exams have been organised to encourage promotion from category B to category A and to offer better career prospects at the Ministry of National Education and Youth.

## ADMINISTRATIVE AND TECHNICAL STAFF

The 45,000 administrative staff are essential to the smooth running of the public education system. In the public services, they are responsible for managing human resources and funds, and organising exams and competitive exams. In the establishments, they contribute to managing the material, funds and administration. For these staff members, the Ministry has committed to a multiyear plan to improve pay conditions.

### A pay rise

This plan involves a salary convergence to enhance the attractiveness of these positions in line with the advantages offered by other ministerial departments and by regional public offices.

The initiative to raise salaries that started in 2021 and 2022 (+ €4,450 gross per year for administrative officers, + €2,480 for administrative secretaries and +€1,200 for administrative assistants) continues in 2023 with **another rise of €675** per year for all administrative assistants (category C), and which will be continued in the future.

### Job reclassification

The effort continues to take into account the skills acquired by staff members over the years through a reclassification of jobs and an increase in training and professional support provision in order to improve the services provided to the users:

- 260 positions in category C are transferred to category B;
- 490 positions in category B are transferred to category A.

### Engineering and technical teaching staff salaries

From laboratory staff to computing specialists, the 11,000 engineering and technical teaching staff will also be given a pay rise in 2023.

## COST OF LIVING MEASURES

### Index point measures

Staff who contribute to the smooth running of schools will benefit from all of the general measures announced by the government for state public servants, which are:

- a general index point rise of 1.5% starting in July 2023;
- all staff will be awarded 5 index points starting from January 2024.

A specific measure has been introduced for category C workers and some category B workers who will be awarded up to 9 additional index points.

These index measures represent **an index point rise of up to 7% for a category C worker** between January 2023 and January 2024, which amounts to €1,440 gross per year and €120 gross a month (or €95 net a month).

### Exceptional cost of living bonus

An exceptional cost of living bonus of up to **€800 gross** will be paid before the end of 2023 to all workers whose average monthly wage between July 2022 and June 2023 was below €3,250 gross.

### Transport allowances

In addition to these measures, the workers concerned will also receive a long-term allowance to cover 75% of their public transport costs, compared to the current figure of 50%.

### An example of a pay rise: AESH in the 1<sup>st</sup> pay grade

For illustrative purposes, other than the benefit of the exceptional cost of living bonus mentioned previously and, in some cases, a rise in the proportion of transport costs covered from 50% to 75%, an AESH in the first salary grade will receive a total pay rise between January 2023 and January 2024 of €1,769 gross per year for an average workload, which amounts to €119 net a month.

# TRUSTING IN

## experience in the field

# the NATIONAL COUNCIL FOR REFOUNDATION

### CHANGES FOR SEPTEMBER 2023

- Continue to gather feedback from projects on the ground so as to ensure the continuity of the “Let’s shape our schools together” initiative.
- Introduce a national reserve for pedagogical innovation funding to support 30 high-potential projects.
- Support the facilitation and promotion of the community of project managers across the whole country.

*One year since its launch by the French president, the Education part of the National Council for Refoundation (CNR), called “Let’s shape our schools together”, has been a success. One third of primary and secondary schools had already stated their interest in collaborating in the scheme by mid-2023, and more than 8,500 projects had been submitted by teaching teams. More than 3,000 projects have already received funding via the Pedagogical Innovation Fund (FIP), endowed with 500 million euros over the whole five-year period. The other projects are currently being appraised at regional level.*

### INNOVATIVE PEDAGOGICAL PROJECTS

#### A far-reaching cultural change

The Education CNR is giving new impetus to pedagogical innovation by teachers and a second wind to projects led by schools and establishments. The aim of this scheme is not a one-off experiment with a new tool, but **to support pedagogical projects that are designed and implemented by the teaching teams as part of a wide consultation over the long term.** The education policy is developed in the schools and establishments, and the teaching teams benefit from unprecedented resources and local support to build pedagogical projects that are suited to the needs of their pupils and the local context. The Education CNR is not an additional scheme, but a new method that allows each school and establishment to build its own project.

#### Projects to help pupils succeed

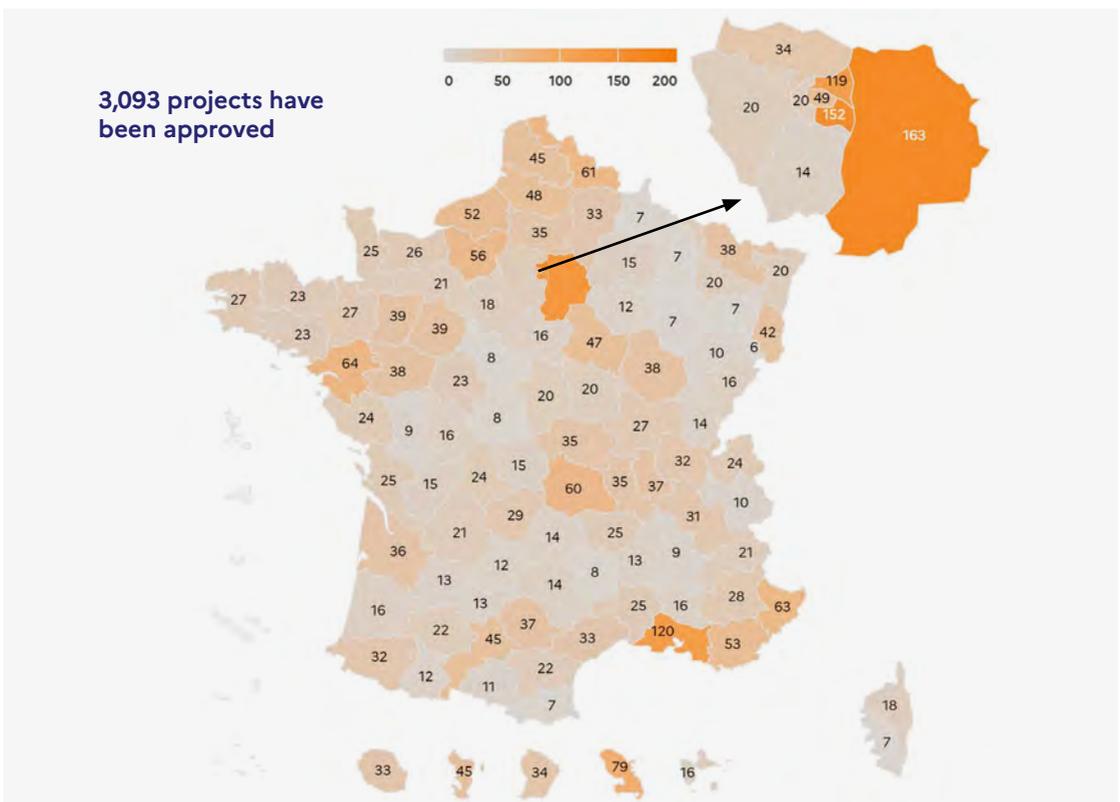
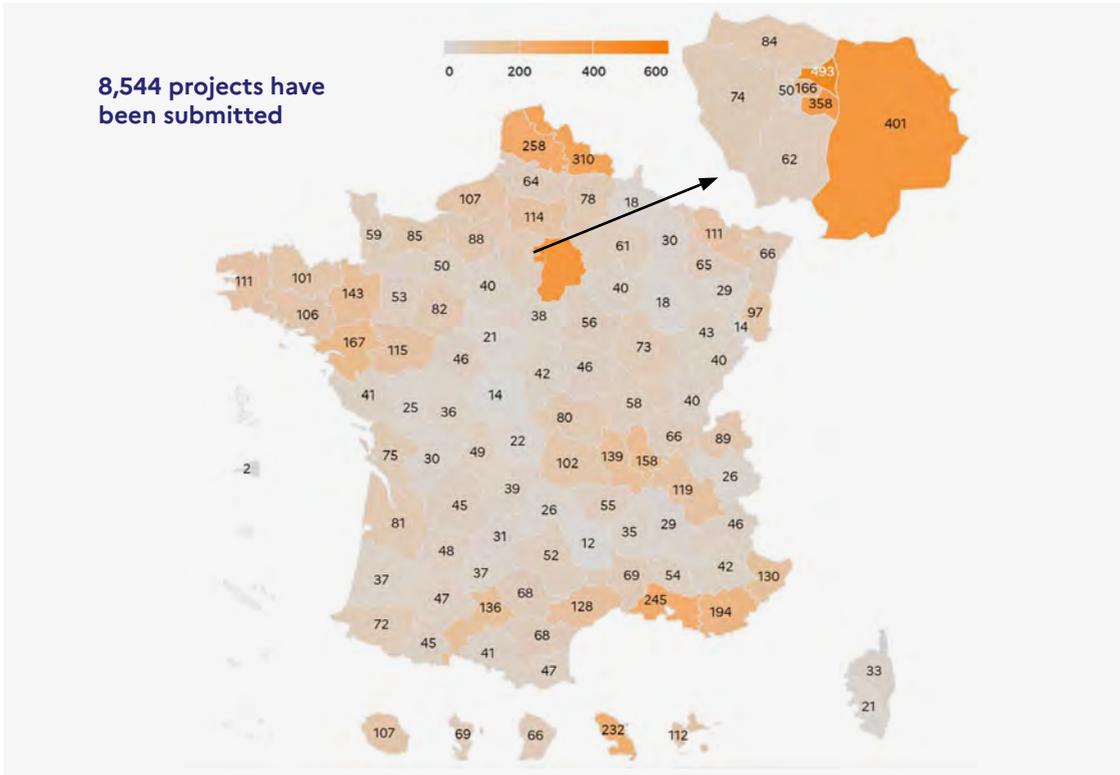
Every project is assessed by a regional education committee chaired by the rector of the regional education authority, **and each is unique:**

- a workshop to share, handle and discover digital resources in nursery school;
- a tool to help pupils learn to read;
- a project focussed on improving access to teaching for pupils with special education needs;
- the creation of maths clubs and a “maths school bag” involving several primary and lower secondary schools;
- reading aloud with a mix of primary and secondary pupils - up to vocational upper secondary - to encourage all pupils to act in support of the climate, etc.

The rich diversity of these projects reflects **the teaching teams’ commitment.** These teams, in collaboration with parents, local authorities and school partners, have created new pedagogical levers to promote the acquisition of basic skills, equal opportunities and the personal fulfilment of pupils. These projects for pupils, to help them progress and achieve well-being, are laying the groundwork for a better future in schools.

## The CNR in numbers

- **18,991 schools and establishments** have shown interest in this scheme.
- **Over 8,500 projects were submitted** by 24 July 2023, including 1,770 involving more than one establishment, covering 2.8 million pupils.
- **Over 3,000 projects have already been approved**, benefiting 1 million pupils, including:
  - 692 projects involving more than one establishment;
  - 23% in priority education areas.
- **46 million euros** have already been allocated.



## SUPPORT THAT IS BETTER SUITED TO NEEDS

### Local support teams

Local CNR support teams are the main contact point for establishments, and they are stepping up **their mission to provide local support at every stage of the project**. In all French departments, the support teams are known to the project leaders and serve as a point of contact to provide tailor-made support.

### Facilitating the CNR project community

One year since the launch of this scheme, with nearly 3,000 projects funded and implemented at the start of this school year, a large number of teachers, support staff and partners are involved in meeting the shared objectives to transform schools and help pupils succeed.

**One of the key aims of the year 2023-2024 will be to make it easier for all of these actors to communicate so as to foster a dynamic learning community.** This network of project leaders, which can rely on support from all levels, serves to ensure the durability of the scheme and enhance each participants' professional development in accordance with their needs. Events to highlight and promote the projects will be organised throughout the year in the departments and regional education authorities and at national open days.

## ADMINISTRATIVE AND FINANCIAL SUPPORT

The teams need support for their projects, including funding, training and human support over time.

### Pedagogical transformations for the long term

Establishing, assessing and revising new pedagogical practices is a long-term process that is necessary to ensure that the best effects are produced. This is why **the CNR projects will be supported over the long term by the regional education authorities' directors of services for national education (Dasen) and the departmental and local teams.**

The idea is to ensure the actions continue over time and to create an environment that helps to spread the ideas that meet their intended aims. Depending on the size of the projects and the number of pupils involved, **an adapted assessment method** will be introduced, so as to enable the effects on pupils' success rates to be monitored over time. Projects deemed to be of national interest will be assessed and monitored by research laboratories.

### Support for projects with high potential

Projects with high potential meet three criteria:

- high added pedagogical value that can be measured in the pupils' results;
- a project based on a shared local diagnosis established through a wide consultation process;
- a potential for spin-offs at local level, across the regional education authority or covering several of these authorities.

Teams from the schools and establishments, whose CNR project has been validated by the regional education authority committee and which has high potential, can apply for **funding from the national reserve**. The local support teams provide specific help throughout the project that is adapted to the needs of the teams.

# MARSEILLE EN GRAND:

a successful forerunner  
for the National Council  
for Refoundation (**CNR**)

## CHANGES FOR SEPTEMBER 2023

- An assessment approach led by the teaching teams.
- A dedicated scheme, modelled on the Culture Pass, to enhance artistic and cultural education actions in the schools of Marseille is running until January 2024.

*Two years since the launch of the Marseille en grand plan, the teaching teams at the first schools to commit to the project have all noticed improvements in the school environment, rejuvenated links with families and strengthened coeducation.*

### SCHOOLS WITH MORE AUTONOMY AND GREATER RESOURCES

#### Innovative pedagogical projects

The school teams who have chosen this approach have built the education project best adapted to their needs so as to help pupils successfully acquire basic skills.

The projects cover **six priority themes**:

- mathematics and sciences;
- arts and culture;
- physical and sports education;
- sustainable development education;
- modern languages and international perspectives;
- learning spaces.

There are three aims to each project:

- improve **pupil success rates** by enhancing basic skills;
- improve **pupil well-being**;
- strengthen **the link between schools, parents and all local stakeholders**.

The innovative nature of these projects lies in the freedom given to teachers to experiment with different pedagogical practices and to offer learning situations that meet their pupils' needs more closely.

#### Marseille en grand in numbers

- A positive spin-off effect: between 2021 and 2023, the number of schools signed up to the project increased from 59 to 82, which is **17% of all schools in Marseille**.
- **14,400 pupils** involved.
- **950 teachers** signed up.

#### Human and financial support

Every project receives unprecedented human and financial support, with **three million euros of pedagogical funds** allocated to the various projects.

#### A new approach to assessment

Starting in September 2023, and throughout the 2023-2024 school year, the teaching teams will undertake a new approach to assessment based on two types of indicator:

- **national tests in year 2/3**;
- **personalised indicators** or micro-indicators decided on by the schools that take into account the specific nature of each project.



CONSEIL NATIONAL  
DE LA REFOUDATION

## From *Marseille en grand* to the Education CNR: innovative projects for shaping the schools of the future

### Flexible teaching spaces for improved learning

How can we improve the teaching conditions for pupils and create a more peaceful and fulfilling school environment? The teaching team and stakeholders at the Rouet school in Marseille (regional education authority of Aix-Marseille) worked together to improve classrooms and their surroundings to promote the development of pupils' psychosocial skills and so help them acquire basic knowledge. The pedagogical innovation is based on two levers:

- **teaching in classes comprising pupils from different school years** (classes in the same 3-year cycle) to offer a variety of pedagogical approaches and more individualised educational pathways;
- **teaching in flexible classes** to increase attention and concentration, classroom practices based on mutual support, cooperation between pupils, managing autonomy and innovative school timetables.

### A bilingual approach from nursery school

The innovative project by the teaching team at Vilette Fonscolombe school in Marseille has introduced a bilingual approach from nursery age involving the children's families,

some of whom speak other languages at home. This serves to strengthen school-family ties. Additionally, the attention they pay to understanding and practising a foreign language from a very early age helps pupils to start learning to read, write and speak. The project involves developing specific training courses for teachers and has led to a broader consultation on changes to be made to school spaces so as to promote education alliances and links with families.

### A maths "laboratory" inspired by education practices abroad

At the nursery and primary school in the Menpenti district of Marseille, poor results in the year 2 and 3 national tests led to a reassessment of the learning conditions and methods used in mathematics. Based on observations made during Erasmus+ and Peer For Maths exchange programmes, the teams at the nursery and primary school in the Menpenti district of Marseille decided to change their educational practices in this subject. By creating a maths "laboratory", they hope to promote more active learning based on handling and confronting more concrete situations involving maths problems. The laboratory equipment also contributes to developing the pupils' digital skills.

This innovative learning space also encourages team work and makes it possible to organise discussions with researchers and other education partners. ■

## A DEDICATED SCHEME FOR ARTISTIC AND CULTURAL EDUCATION

Modelled on the group part of the Culture Pass allocated to year 7s and upwards, **the 82 schools in the *Marseille en grand* scheme will benefit from a specific mechanism to fund artistic and cultural education activities from a very early age.** This involves helping to create links

between schools and cultural partners in the region who offer educational and pedagogical opportunities in various fields of artistic and cultural education. This scheme aims to combat inequalities in access to culture by promoting cultural projects that can serve as fundamental levers to supporting the acquisition of basic skills and contributing to pupil well-being.

# ENHANCING THE HUMAN RESOURCES policy

## CHANGES FOR SEPTEMBER 2023

- A new human resources **strategy**.
- An ambitious **training plan for the administrative sector**.
- **Access to teleworking** for school establishment staff.
- A budget increase **to help with housing**.

*With all public services facing significant difficulties in recruitment, the Ministry of National Education and Youth is committed to a new human resources policy to rise to the challenges of increasing the attractiveness of jobs in education in order to provide more support for workers and to transform the HR positions at the Ministry and boards of education.*

### PROVIDING PERSONALISED SUPPORT FOR STAFF

#### More local support

Today, all 30 regional education authorities have agreed to offer more personalised human resources management for all staff through the “HR roadmaps” approach. **400 human resources managers and local HR advisers**, spread across the whole country, are available to advise and inform staff members, whatever their status or position. These HR specialists offer genuine support to local line managers (inspectors, primary and secondary head teachers, regional education authority heads of department, etc.) and staff members by providing them with advice and information about their professional development plans or practices.

#### Training programmes for all staff

**Lifelong Learning Schools (écoles académiques de la formation continue, EAFCs) run by the regional education authorities** create a long-lasting link between career path building and training within the regional education authority services. Staff members can thus acquire new skills, certificates and diplomas which can then be used to continue their professional development. The boards of education will be asked to make an effort to offer one third of the training courses outside face-to-face teaching time in the first term and then extend this to 100% by September 2024.

In addition to the training provision for teaching

staff, support and administrative staff working for the Ministry of National Education and Youth, and youth workers can access training through the **inter-ministerial Mentor platform**. Additionally, **an ambitious training plan for the administrative sector** will be deployed starting in September by the EAFCs to enhance the skills of administrative staff. This will help them meet all of the staff members’ requirements more quickly and in a more personalised way.

#### Roll out of teleworking

The opportunity to work at home is today a factor in the attractiveness of positions where this is feasible and contributes to introducing new managerial practices in labour collectives.

**An agreement on deploying teleworking** at the Ministry of National Education and Youth and the Ministry of Sports and Olympic and Paralympic Games was signed on 12 June 2023 with the majority of the trade unions. It applies the Agreement on Implementing Teleworking in Public Services of 13 July 2021.

**The opportunity to work at home is now available to school establishment staff**, excluding teaching staff (whose work performed outside the workplace has already been taken into account). This agreement thus allows management, administration, social and health education staff to work at home, provided that the framework guaranteeing the presence of sufficient adult staff members within the establishments is respected.

## ENHANCING SOCIAL ACTIONS

### Reform to the supplementary social protection scheme

The government has committed to **increasing the amounts paid to cover costs incurred by staff in cases of maternity, illness or accident.**

To this effect, it signed an agreement on 26 January 2022 with all the civil servant federations. Workers with a subscription to a mutual insurance policy and who apply to the scheme can now receive a payment of €15 from their employer.

**From 2025 onwards, all of the active staff working for the Ministry of National Education and Youth, the Ministry of Higher Education and Research and the Ministry of Sports and Olympic and Paralympic Games will be required to sign up to a collective agreement.** This reform will improve staff members' access to healthcare and guarantee them a better level of coverage for health risks, thus contributing to improving their working conditions and enhancing the attractiveness of these three Ministries, with:

- an advantageous care package: quality guarantees and high levels of reimbursement;
- half of the workers' subscription costs paid by their employer;
- low-cost subscriptions for retired people, spouses and children;
- the introduction of a solidary approach between workers regarding generations, families and salary scales;
- a steering and monitoring committee on parity, made up of representatives of the Ministry and the trade unions.

### Development of a ministerial housing policy

In 2017, the Ministry initiated a ministerial housing policy with the regional education authorities of Créteil, Versailles, Amiens and Lille to enable staff members to reserve housing units with housing associations.

In 2022, the Ministry negotiated national partnerships with housing associations across the country (CDC Habitat and Action Logement), and agreements with the regional education authorities were concluded to make a varied range of housing available to staff members.

A significantly increased budget for 2023 will serve **to enhance these actions to prioritise housing and expand the national partnership with Action Logement to all regional education authorities.** This will make a wide range of social housing available across the country that suits the personal and family circumstances of staff. Workers will be able to control the process of house hunting and follow developments in their application on an electronic platform.

**This priority policy applies to all staff** (teachers, engineering, administrative, technical, educational, social and health workers, tenured, trainee and contracted staff, education assistants, special needs assistants for pupils

with disabilities) so as to better welcome new workers in particular and to make it easier for them to set up home in time for the 2023-2024 return to school.

## STRENGTHENING THE HR SECTOR

In addition to the pay rise measures, the Ministry of National Education and Youth has committed to **a new human resources strategy** to create a genuine "public employer" identity, by enhancing the support provided when starting a job, as well as throughout the workers' careers, with simplified procedures, more rapid answers and enhanced support.

**Alongside the development of a new employer brand** that federates "men and women who change lives for life" (*des hommes et des femmes qui changent la vie pour toute la vie*), the Ministry of National Education and Youth has also defined its commitments to all of its employees. Starting in September 2023, the general directorate of human resources will provide support for this new approach to HR sector employees at the regional education authorities and areas.

### The Ministry's new employer brand

The new message from the Ministry of National Education and Youth emphasises **the central role played by teachers and education staff in the future of our children and our society.** This message is encapsulated in the following slogan and logo:



The related communications campaign includes a video clip that aims to ensure the perennity and enhance the value not just of the teaching professions, but also all professions in support and administration, etc. at the Ministry.

**The *Devenir enseignant* (Becoming a Teacher) website** has been updated. It is now divided into entries based on the type of profile: student, professional retraining, upper secondary pupil. The aim is to reach out to all types of public likely to be interested in these professions. More information can be found on the *Devenir enseignant* website: <https://www.devenirenseignant.gouv.fr/un-professeur-ca-change-la-vie-pour-toute-la-vie-1038>.

# An **EQUALITY-DIVERSITY** policy for staff members

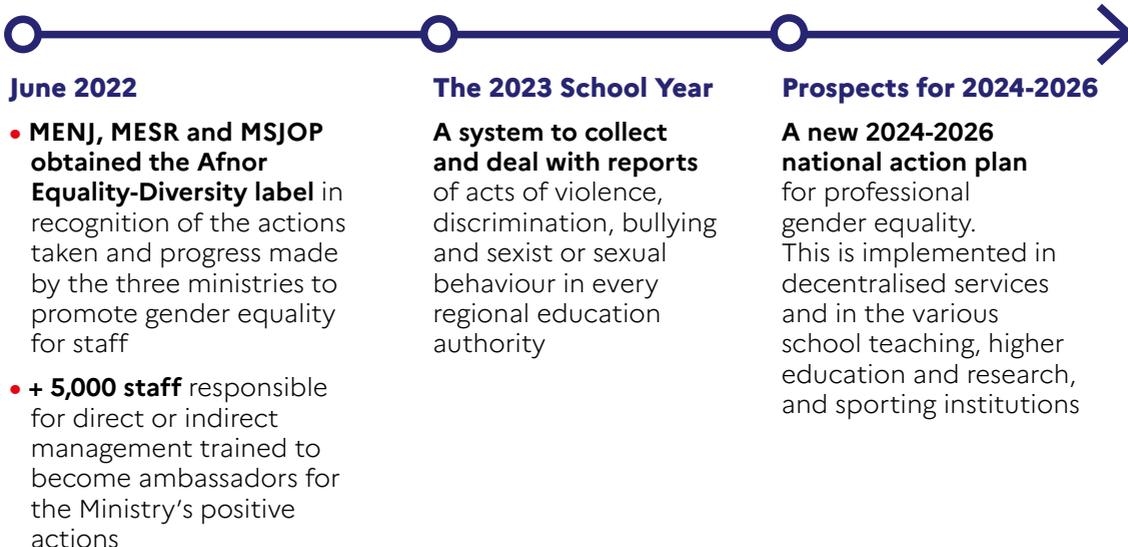
## Goals

- **To achieve professional gender equality**, parity in access to responsibilities and a gender-balanced workforce
- **To raise awareness of and strengthen the policy of inclusiveness** for disabled and LGBTQIA+ staff members
- **To promote intergenerational inclusion** and better support for older staff

## 3 LEVERS FOR ACTION

- **Committed initiatives and actions across the country:** discrimination observatories, mentoring and coaching for women, equality cafés for public servants, etc.
- A network of **30 Equality-Diversity advisers** in regional education authorities, with the support of advisers in the **101 French departments**, the **171 higher education institutions**, Creps<sup>1</sup>, schools and institutions specialised in sport and school teaching operators
- **Training programmes organised nationally and locally**, plus awareness-raising and action days on equality and inclusion

## TIMELINE



<sup>1</sup>. Expert resource and sporting performance centres (CREPS)



Whiteboard with illegible text.

Coin jeu





2. Transmitting  
**BASIC SKILLS,**  
the duty of schools  
in the French Republic

# PROGRESS for all

## PRIMARY SCHOOL PUPILS

### CHANGES FOR SEPTEMBER 2023

- 100% of year 1, 2 and 3 classes limited to 24 pupils.
- 84% of year 1 classes divided in two in priority education areas (100% in 2024).
- New tests in year 5.
- Enhanced tutoring for pupils.
- Regional education authority roadmaps for basic skills.

*The large investment made in primary schools should help to continue raising the educational level of all pupils. A tutoring scheme has been introduced as part of the Pacte enseignant as an additional lever to help teaching teams transmit solid knowledge to their pupils.*

#### NURSERY SCHOOL: GIVING EVERYONE THE SAME CHANCES OF SUCCESS

Nursery school plays a fundamental role in the development of young children.

It welcomes children from 3 years of age, sometimes even 2 years, in a caring and safe environment, which is crucial to transmitting initial literacy and numeracy skills. It is a springboard that provides all children with an equal footing to start learning the basic skills they will need in year 2 (6-year-olds). This is why nursery education has been made a priority.

#### Nursery school starting at 2 years of age.

The French president would like to give families the chance to put their children in school at 2 years of age, particularly those from socially vulnerable circumstances. **Indeed, research has shown the benefits that children can gain from early schooling, providing them with a richer vocabulary and an understanding of numbers.** Today, 71,410 pupils attend the lowest year group "toute petite section" (2 to 3-year-olds). The aim at first is to give priority to pupils from the most underprivileged areas. **First stage: as part of the *Marseille en grand plan*, schooling for 2-year-olds will be generalised.**

#### Teacher training

Between now and three years' time, all nursery teachers will be given specific training on the four priority areas:

- vocabulary;
- phonology;
- numbers;
- child development.

A new volume has been added to the "Basic teaching guidebooks" collection (*guides fondamentaux pour enseigner*), entitled **Constructing Numbers in Nursery School!**. It is now accessible online. Additionally, the Éduscol website provides all teachers with resources that set out learning benchmarks for the acquisition of the first mathematics tools and detail the strategies for overcoming any weaknesses<sup>2</sup>.

#### Limits on the number of pupils per class

**The limit of 24 on the number of pupils in year 1, 2 and 3 classes will come into full effect in September 2023.** In priority education areas, the effort to divide up all year 1 classes will be extended to years 2 and 3, thereby providing all pupils with highly favourable learning conditions for three years in a row.

<sup>1</sup> <https://eduscol.education.fr/3107/guides-fondamentaux-pour-l-enseignement>.

<sup>2</sup> <https://eduscol.education.fr/2819/acquerir-les-premiers-outils-mathematiques-cycle-1>.



CONSEIL NATIONAL  
DE LA REFONDATION

## The pleasure of reading and writing with families at home

**The education community at the Auguste Renoir nursery school in Angoulême** (regional education authority of Poitiers) were aware that their 3-year-old pupils found it hard to concentrate, lacked vocabulary, did not practice enough reading and had limited access to books.

So as to reverse this situation and promote a more fulfilling school environment, they held a wide consultation to come up with a pedagogical project based on two key themes. Firstly, they pay close attention to writing by building the pupils' vocabulary via psychosocial skills development in writing workshops. They also created "calm down corners" to encourage communication, listening and respect for others. The second theme pertains to reading practice and is closely linked to the families. It involves placing books at the heart of the school-family relationship by encouraging book lending and organising occasions for pupils to share their reading with families. ■

### YEAR 2: A KEY YEAR

The first term of year 2, when children are aged 5 or 6, is crucial in terms of learning to read, building on the skills acquired in nursery school. **With a steady pace of new discoveries every week and 2 hours of reading-based activities a day, the pupils will be awarded the most precious passport of all to gaining knowledge: reading.** For this reason, the Ministry will ensure that the learning conditions are highly favourable both before and after year 2, particularly for pupils with the most difficulties, so as to reduce the attainment discrepancies observed in September 2022.

#### The French language and Mathematics plans

In January 2023, 26% of pupils were still struggling to understand the basics of reading mid-way through their year 2, and 32.7% were having difficulties adding up<sup>3</sup>. Before such difficulties

become entrenched and risk harming the pupils' schooling, it is very important to ensure that all children have a good understanding of reading and mathematics tools. For this, the French language and Mathematics plans are now being implemented in all regional education authorities and **more than 50% of primary teachers have already received specific training.**

The situation in Mayotte illustrates the effect of this training on pupils' attainment. A specific Reading plan was introduced there, which provided training to year 2 and 3 teachers in 2022. The mid-year 2 assessments show that spectacular progress has been made. Whereas in 2021 one third of the pupils had started to read by mid-year 2, by 2023 this figure had risen to nearly 50%. The same progress can be found at the start of year 3.

#### Support for schools

During the year 2023-2024, schools with the greatest numbers of pupils in difficulty will benefit from specific support from national education inspectors to help them find levers to progress the children. **The projects of the Education CNR, "Let's shape our schools together", led by teaching teams, will be systematically funded and supported.**

### YEARS 5 AND 6: LOOKING AHEAD TO SECONDARY SCHOOL WITH CONFIDENCE

#### New tests in year 5

In addition to the assessments given by teachers, national tests offer robust, common indicators to better identify pupils' needs and combat school failure. Currently, primary school teachers benefit from national tests in year 2, mid-year 2 and year 3. **In September 2023, tests will be introduced in year 5 as well to better monitor pupils throughout their schooling.** Similar to the tests in years 2 and 3, they will help teachers modify their teaching so that the pupils acquire the necessary basic skills by the end of primary school, a key condition for success at lower secondary.

#### Enhancing basic skills learning

The memorandum of 10 January 2023 draws up a common road map to help pupils succeed better<sup>4</sup>. **The acquisition of language and French language skills, as well as calculation and problem solving abilities, are absolute priorities.** At the start of year 5, all pupils who are unable to read a text fluently and expressively, at a speed of around 90 words per minute, should receive additional daily practice sessions. The children should read at least two long texts (of at least 1,000 words) each week. In mathematics, an emphasis is placed on acquiring skills to solve problems in several stages.

<sup>3</sup> Direction de l'évaluation, de la prospective et de la performance (Department of Assessment, Forward Planning and Performance), Briefing note No. 23.30, June 2023.

<sup>4</sup> Memorandum of 10 January 2023: "Improving the acquisition of basic skills in year 5, 6 and 7 pupils (cycle 3) to ease their entry into secondary school" <https://www.education.gouv.fr/bo/23/Hebdo2/MENE2300947N.htm>.

### Regular writing practice

The process of learning and perfecting writing skills is done throughout primary school.

At the end of year 6, pupils should be able to write a text of at least 15 lines that respects all spelling, syntax, vocabulary and presentation rules.

To this end, pupils in years 5 and 6 should write *at least* one text that meets these criteria every week, in any subject. This regular writing practice should continue from year 5 to year 10. At the start of 2024, a reference guidebook on writing based on national and international research will be provided to help all teachers in their professional practice.

### A “basics” strategy in each regional educational authority

Each regional education authority is responsible for steering its “basics” strategy, as set out in a roadmap. This should be implemented on a multiyear basis to **enable tangible progress that can be observed in test results**. This strategy can be based on:

- **a work programme by the regional education authority’s inspection body** for both primary and secondary levels;
- **detailed analyses by the regional education authority’s statistics services** using the national tests and exam results (notably the Brevet national diploma at the end of year 10);
- **a staff training strategy that better meets the pupils’ needs** at the scale of the teaching and training area (*bassin d’enseignement et de formation*), for example.

# Improving **ENGLISH LANGUAGE**



## and other modern language learning

### Goal

In 2025, **80% of pupils** should attain CECRL level A2 in English by the end of year 10

### MEASURING AND PLACEMENT OF PUPILS' ACHIEVEMENTS

- **Ev@lang collège**: English placement test for all year 10 pupils  
Involvement of **815,000 pupils** in the 2023 campaign
- **Certificates** in German, English, Spanish, Italian and Arabic with international organisations

**NEW FOR THE  
2023 SCHOOL YEAR**

- **A modern languages certificate** awarded to all general and technological baccalaureate candidates

### PROMOTING EARLY LEARNING

- **1,256 schools with enhanced foreign modern language learning** through the creation of bilingual schools (EMILE)  
→ **230,000 eligible pupils**
- **An after-school language scheme** during extra-curricular time offering artistic, cultural and sporting activities using modern languages
- **Training courses** to teach subjects in English

### IMPROVING LANGUAGE LEARNING IN LOWER SECONDARY SCHOOLS

- **A bilingual approach in 3,300 lower secondary schools**
- **71 international sections** set up in primary and lower secondary schools in priority education areas, i.e. 18% of all sections

**NEW FOR THE  
2023 SCHOOL YEAR**

- **1<sup>st</sup> edition of the national competition The more I say** to reward spoken and written English  
→ **80 projects** shortlisted across all regional education authorities

### PROMOTING TRAVEL OPPORTUNITIES

- **4,400 positions for foreign modern language assistants** in schools and institutions
- **50% of schools and institutions in each French department** have developed projects using the online collaborative platforms eTwinning and Tele-Tandem
- **1,500 eTwinning projects** set up by French teachers and with other European teachers in 2022-2023
- **More than 1,100 schools and establishments** awarded the Euroscol label
- **100% of secondary schools** twinned with at least one counterpart abroad

# National strategy for **MATHEMATICS**



## Goals

- **To improve** every child's **mathematics skills**
- **To make use of the combined expertise** of primary and secondary school teachers
- **To change** how pupils **perceive** mathematics

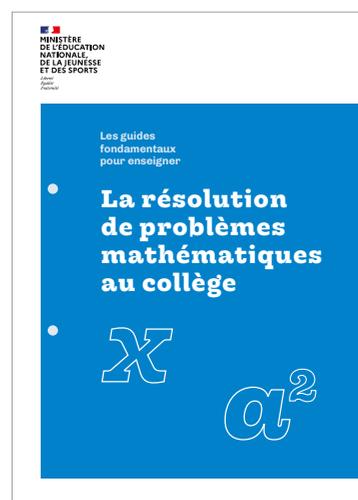
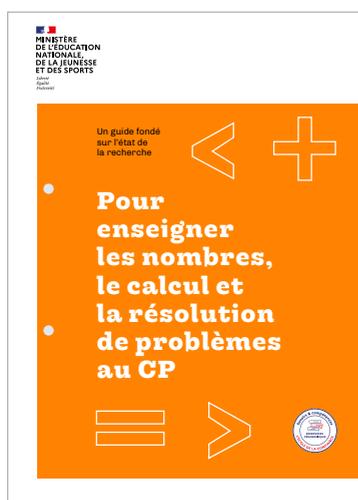
## SUPPORTING TEACHERS

**Basic teaching guidebooks** from nursery to lower secondary school (*guides fondamentaux de la maternelle au collège*)

**NEW FOR THE  
2023 SCHOOL YEAR**

**As an additional tool for progressive and structured maths teaching, from an early age,** the Guidebook to teaching the construction of numbers in nursery school demonstrates the Ministry's commitment.

The mathematics skills acquired in nursery school are essential for pupils to be able to look ahead with confidence to their basic learning in primary school and beyond.



## TEACHER TRAINING

- The **Mathematics plan** has been enhanced with:
  - **+ 150,000 primary school teachers** trained in five years
  - **Varied types of training:** constellation, classroom observation, hybrid methods using digital resources and the M@gistère online lifelong learning scheme
- **Regional education authority training** at lower secondary level based on online Éduscol resources
- A step up in the deployment of **400 mathematics “laboratories”** in secondary schools

## SUPPORTING ALL PUPILS

NEW FOR THE  
2023 SCHOOL YEAR

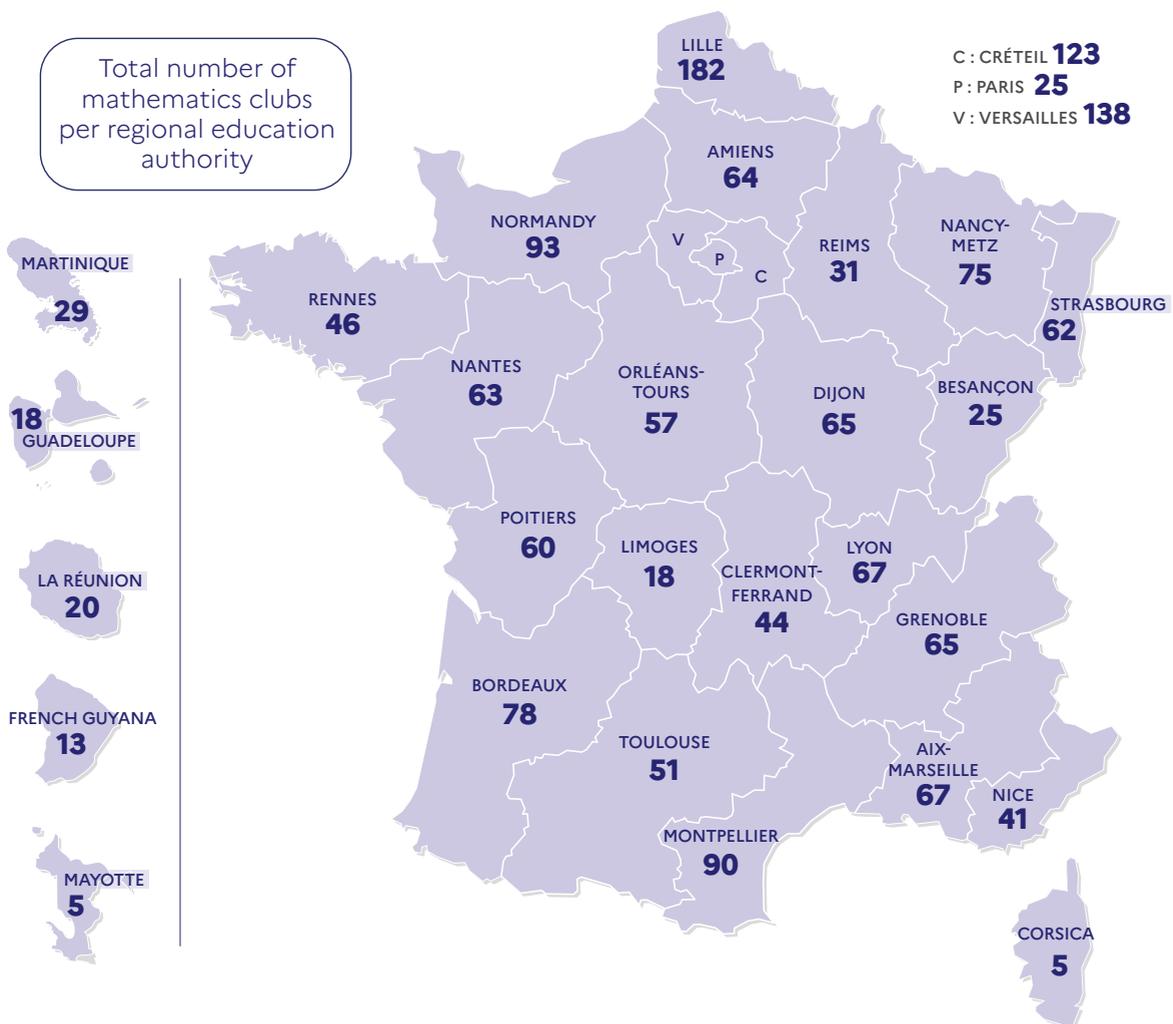
- In addition to the national tests in year 2, mid-year 2, year 3, year 7 and the start of year 11, there will be two more at the start of year 5 and year 9 to better identify pupils' needs and assess their progress

NEW FOR THE  
2023 SCHOOL YEAR

- **1 h a week of tutoring to improve skills** in French or maths in year 7, depending on the pupils' progress

- **Mathematics tutoring** in small groups in vocational year 11 and the 1st year of CAP (vocational training certificate)
- **1.5 hrs of specific mathematics teaching** for all year 12 pupils who have not opted for the mathematics specialisation
- **Online platforms** for cycle 2 pupils (6-8 year-olds) to practice their maths skills P2IA and Domino
- **1 mathematics club** in at least 30% of lower secondary schools → **Goal: 100 %**

Total number of  
mathematics clubs  
per regional education  
authority



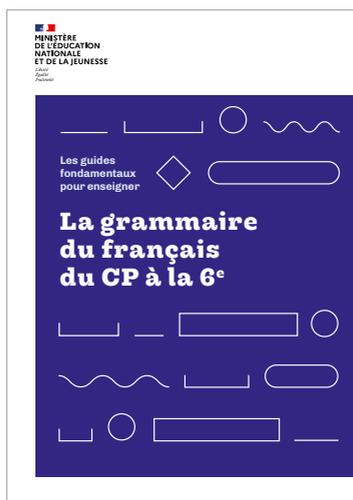
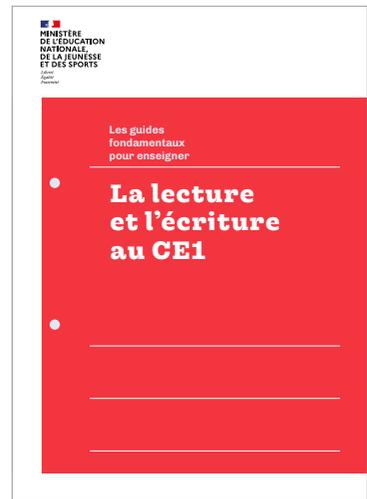
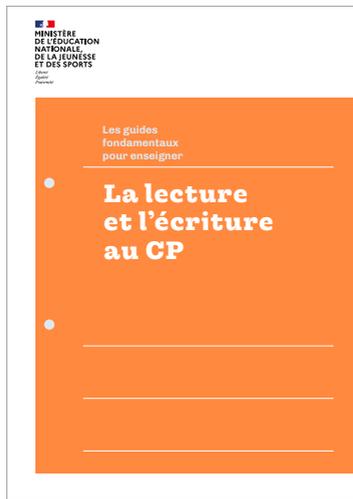
# Strengthening pupils' **WRITTEN EXPRESSION**



**Learning to write** is a skill that is acquired progressively from nursery school to the end of secondary school. From the physical mechanics of writing to long written pieces, written expression is needed in all subjects and requires exacting and rigorous progress.

## SUPPORTING TEACHERS

**Basic teaching guidebooks** from nursery to lower secondary school (*guides fondamentaux de la maternelle au collège*)



**NEW FOR THE  
2023 SCHOOL YEAR**

### Upcoming guidebook for cycle 3 (9-11 year-olds)

The writing skills acquired in years 5, 6 and 7 are essential for obtaining the level of autonomy expected in cycle 4 (12-15 years old). This is why the Ministry is committed to producing new teaching resources for the progressive and structured teaching of writing in years 5, 6 and 7.

## TEACHER TRAINING

- A detailed and ambitious **French language plan** to enable effective teaching with:
  - **Annual departmental and national training courses** to enhance the teaching skills of teacher trainers, particularly for writing
  - **Taking the “constellation” approach**, a system of enhanced peer-to-peer support and training for all teachers that is better suited to their needs
- **44,000** primary school teachers trained as part of the French language plan in 2023, with **15,400** attending training on teaching children to write
- **In 2024**, a national training course on writing skills, divided up into local units to reach 30% additional teachers

## SUPPORTING ALL PUPILS

- **In primary school**, in the context of:
  - Teaching
  - Extra-curricular activities (ECAs)
  - Tutoring
- **In lower secondary school**, in the context of:
  - Teaching
  - The 1hr a week of tutoring to improve skills in French or mathematics in year 7
  - Personalised support (PS)
  - The Homework Time scheme

The national tests will make it possible to monitor pupils' skills in French more closely so as to better identify their needs in terms of the different aspects of writing: vocabulary, spelling and grammar.

# REFORMS TO LOWER SECONDARY SCHOOLS

## to help **ALL PUPILS SUCCEED**

### CHANGES FOR SEPTEMBER 2023

- **Enhanced support in year 7** with one hour a week of tutoring to improve skills in French and mathematics and generalisation of the Homework Time scheme.
- **Educational continuity guaranteed from 8am to 6pm** in several experimenting *cités éducatives* (learning communities).
- **Expansion of the group part of the Culture Pass** to include years 7 and 8.
- **Job discovery activities** on offer from year 8 onwards.
- **National tests in year 9** in French and mathematics.
- **2 extra hours of sport:** a scheme to encourage sporting and physical activity during extra-curricular time.

### A NEW YEAR 7 THAT BETTER MEETS PUPILS' NEEDS

#### 1hr a week of tutoring to improve skills in French and mathematics

The preludes to success at secondary school include acquiring basic skills, building on these skills and developing a fondness for learning. Nearly one third of pupils have a poor understanding of basic French and maths skills when they begin year 7. **As such, all pupils starting secondary school in September 2023 will be given 1 extra hour a week of tutoring to improve their literacy and numeracy skills.**

To better meet the needs of pupils, these lessons will focus on precise knowledge and skills, identified through teacher appraisals and tests in year 7.

The extra hour of tutoring will be organised to include children from different classes and provide individualised supervision. Primary school teachers will also be involved to provide continuity of teaching and to facilitate the transition from primary to secondary.

#### Generalisation of the Homework Time scheme

Homework acts as an extension of teaching hours and plays a key role in ensuring the success of secondary school children. Starting in September 2023, **all year 7 pupils will benefit from Homework Time sessions at school.**

Depending on their needs, these sessions will strengthen their ability to work independently, and provide additional support to overcome

any difficulties or areas of misunderstanding. In the 30 *cités éducatives* (learning communities) that have signed up to the trial, educational continuity will be provided by keeping lower secondary schools open to pupils from 8am to 6pm. This will contribute to pupils' success rates by helping them do their homework and revise their lessons, build on their learning and solidify their understanding of the basics. This extended teaching time will also enable pupils to follow their particular interests further via educational and cultural workshops, and to develop their sporting practice.

### Homework Time in figures

- **More than 828,000 pupils benefited from the Homework Time scheme in 2022-2023**, which is 32% of all lower secondary pupils and 50% in priority education areas.

On average, a lower secondary pupil benefits from 2.5 hours of Homework Time per week.

- **Over 286,000 year 7 pupils** (or 45% of all pupils) benefited from the Homework Time scheme in 2022-2023.
- The generalisation of Homework Time in year 7 will cover **nearly 645,000 pupils** in the 2023-2024 school year.

## Resources to implement the new year 7

- Educational resources are available on Éduscol to help teachers set up the weekly hour of tutoring or to improve basic skills in French and mathematics.
- A booklet “Homework Time at the heart of anew year 7” is available on Éduscol.
- There is also a slideshow “A new year 7” aimed at head teachers and teachers: <https://www.education.gouv.fr/media/156047/download>

### Generalisation of PIX 6<sup>e</sup> (year 7)

The PIX 6<sup>e</sup> scheme (a digital skills awareness certificate) will cover all pupils from September 2023. This will ensure that every child has a good understanding of the digital world and is fully aware of the good practices that ensure respect for others.

New PIX courses have been designed, at the end of which pupils are awarded a PIX certificate of digital awareness. The pupils will learn to understand digital tools in continuation of the lower secondary curriculum, notably as part of the technology teaching that starts in year 8. This basic skill is assessed by PIX 3<sup>e</sup> (year 10).



CONSEIL NATIONAL  
DE LA REFOUDATION

## Psychosocial skills for learning to learn better

Teaching teams at Les Blés d’or lower secondary school in Bailly-Romainvilliers (regional education authority of Créteil) are experimenting with a scheme to help year 7 pupils learn more effectively by developing psychosocial skills. Every week, in coordination with the Homework Time scheme, children can discover and appropriate new learning methods and receive advice on their learning through specific workshops on stress management and personal work organisation. Teachers who sign up to this will benefit from specific training and sessions with educational science researchers to make use of the knowledge available in the cognitive sciences. ■

## LOWER SECONDARIES THAT SUIT PUPILS’ NEEDS

### New tests in year 9.

National tests provide robust and common indicators for teaching teams to measure pupils’ needs. Currently, there are already national tests in year 2, mid-year 2, year 3, year 7 and when starting upper secondary school (year 11). Following on from the year 7 tests and in coherence with the placement tests when starting upper secondary, **the new year 9 tests will involve a digital test in French and mathematics, and a fluency test to measure pupils’ ability to fluently read a text out loud while respecting the patterns of rhythm and sound.** As is the case in year 7, every pupil will be assessed on the basic items so that their teachers can identify their needs precisely. A summary of the results will be presented to families during parent-teacher meetings organised by the schools.

In addition, these tests provide teachers with a tool to work with so they can adapt their teaching plans, including by comparing the results obtained in year 9 with those from year 7.

### Enhanced Homework Time

In addition to the generalisation of the Homework Time sessions to all year 7 pupils, year 8, 9 and 10 pupils who chose to can also benefit from these sessions, which will be improved through the new opportunities offered by the *Pacte enseignant*.

## LOWER SECONDARY SCHOOL TO BROADEN PUPILS’ AMBITIONS

### Job discovery sessions in years 8, 9, and 10

Knowledge of the wide range of career paths available is a key issue in broadening pupils’ ambitions and reducing social inequality. This is why, **starting in September 2023, all lower secondary schools will progressively commit to organising job discovery sessions from year 8 to year 10.**

These activities will be included in the pupils’ timetables. The aim is to provide more information about the jobs market and its developments, as well as the training courses on offer for each career path. The pupils will also acquire the specific skills needed to decide on a career path (under a scheme entitled “Learn how to be yourself”) through meetings with professionals at school or during on-site visits as well as immersive experiences in the workplace. The National Office for Information on Studies and Professions (*Office national d’information sur les enseignements et les professions*, Onisep) provides resources to teaching teams and pupils via a new service: the *Avenir(s)* (Futures) platform.

Pupils will benefit from an individual session to help them record their progressive discovery of the world of employment.

**By the end of year 10, every pupil will know about at least 50 professions and will have visited a vocational upper secondary school, a training centre for apprentices or an agricultural school.**

### **Physical and sporting activity**

Sporting activity is essential for pupils' health. It promotes a team spirit and respect for others, and encourages children to push themselves. The prospect of the Paris 2024 Olympic and Paralympic Games is a perfect opportunity to get schools involved in this key activity. The **2 extra hours of sport** scheme is a joint endeavour between lower secondary schools, sports clubs and local sporting and leisure facilities. It aims to promote sport and physical activity among lower secondary pupils who want to get involved, and particularly among pupils who have had the least contact with sports, so as to contribute to improving their well-being and health.

This opportunity was launched as an experiment in 140 lower secondary schools in 2022-2023, and is being extended in 2023-2024. As such, **700 lower secondary schools across the country** will be introducing the 2 extra hours of sport scheme in extra-curricular time, in addition to standard PE lessons.

### **The lower secondary Culture Pass**

It is essential that our children know about the great works in our cultural heritage as well as more recent works. The Culture Pass contributes to this.

**This is why the group part of the pass will be extended to all year 7 and 8 children starting in September.**

Teaching teams will receive €25 per pupil per year to run group projects (i.e. €750 for a class of 30), as is now the case for years 9 and 10. Shows, concerts, workshops, meetings, conferences, exhibitions, visits, etc. The Culture Pass enables all eight fields of artistic and cultural education to be explored: history and remembrance, books and reading, cinema, media studies, scientific, technical and industrial culture, music, arts and heritage, performing arts.

The culture reference person at lower secondary schools and the Adage application are crucial relays for the teaching teams.

# Lower secondary SCHOOL

**NEW FOR THE  
2023 SCHOOL YEAR**

## A NEW YEAR 7 CLASS...

### → Improving pupils' basic skills

**1hr a week of additional tutoring to improve basic skills in French and maths**

- Hours organised into sessions
- On targeted skills
- Pupils divided into groups according to their needs
- With a secondary or primary school teacher
- Personalised support

### → Pupils receive more supervision

**Mandatory Homework Time sessions for all pupils**

- Help with homework in lower secondary school to learn methodologies
- Adapted to the needs of each pupil
- In addition to timetabled lessons
- With qualified teachers and staff members

### → Pupils are better prepared to use the internet and social media

**PIX 6° (year 7)**

- Enhanced online skills
- A specific module on cyber security and preventing cyber bullying
- A PIX 6° online certificate

## ... SPRINGBOARD FOR SUCCESS AT LOWER SECONDARY SCHOOL

### → Pupils are more fulfilled through arts and culture

**Culture pass**

- Expansion of the group part to include year 7 and 8 pupils
- €25 per pupil for each lower secondary year, i.e. €100 over 4 years
- The group part is exclusively for artistic and cultural education activities provided in groups and led by teachers

### → More open pupils with wider horizons

**Starting in year 8: job discovery**

- Dedicated teaching time to help pupils better understand career options, how these are changing and the training available
- Meetings with professionals, immersive experiences and introduction to training courses available after lower secondary school
- As part of the "Futures" pathway

### → Pupils with more solid knowledge and skills

**In year 9: new national tests to improve the monitoring of pupils**

- In addition to the year 7 and start of year 11 tests
- To better identify pupils' needs and enable teachers to meet them

### → More active pupils in better health

**2 extra hours of physical and sporting activity per week**

- 2 extra hours of sport per week in addition to scheduled PE lessons in lower secondary school
- For pupils who choose this and those less involved in sport in general
- During extra-curricular time, in school or nearby
- Activities offered by sports clubs and leisure and sporting facilities
- To promote partnerships between sport facilities and lower secondary schools
- 10% of lower secondary schools covered in the 2023-2024 school year, followed by the progressive inclusion of others

# SUBSTITUTING

## absent teachers:

# A NATIONAL PRIORITY

### CHANGES FOR SEPTEMBER 2023

- **Improvements in the substitution of absent teachers** in primary and secondary schools, whatever the length of absence.
- **Systematic short-term substitution** (less than two weeks) in secondary schools.

*One of the Ministry's priorities is to ensure substitutes are always available for absent teachers to guarantee teaching continuity for pupils. Unprecedented resources have been allocated to deploying short-term substitute teachers (less than two weeks) as part of the implementation of the Pacte, with incentivising pay offers for teachers who agree to take part: €1,250 gross for a set workload of 18 hours, which is €69 gross per hour.*

*The establishment will organise the monitoring of substitute teachers, but this will be steered at departmental, regional education authority and national level. This will ensure that the annual plans deployed in all establishments are delivered correctly, that their implementation is supervised, and that head teachers are supported.*

### A MINISTERIAL PRIORITY POLICY

In the organisation of national education, there are currently 15 million hours of teacher absences per year, resulting in hours of lost teaching time for pupils. In total, pupils can lose up to one year's worth of teaching during their whole school career. **To reduce all avoidable absences, all lifelong learning programmes for teachers and in-service meetings will be scheduled outside face-to-face teaching time by the end of the year.**

**For non-avoidable absences, the public education services have made it a priority to guarantee adequate substitution measures.** Ensuring the efficacy of the substitution system in primary and secondary schools meets the aims of educational continuity and **quality guarantees for the service provided to pupils and their families.**

The national education services are fully committed to ensuring the substitution of absent teachers, whatever the circumstances and reasons for the absence. **This includes short-term and long-term substitute teachers, in both** primary and secondary schools, so as to guarantee the continuity of educational provision for all pupils.

This endeavour is one of the government's priority policies, under the responsibility of the Ministry. **It will make use of all available organisational and digital levers** to ensure that

the substitution system is more effective in both primary and secondary schools starting in September 2023, in compliance with the objectives set by the French president.

### SHORT-TERM SUBSTITUTIONS IN SECONDARY SCHOOLS

Short-term substitution (up to two weeks) in secondary schools **is a key lever for progress** for the institution in order to cover absences that create holes in the pupils' timetables and hamper their learning *continuum*.

#### Dedicated budgetary resources

This ambition relies on implementing the *Pacte* in September 2023, which allocates **dedicated budgetary resources to allow teachers to commit to complementary assignments and to cover staff absences as a priority.**

Thus, the introduction of the *Pacte enseignant* provides all headteachers in all secondary establishments with a new means of paying substitute teachers, in addition to the already existing overtime hour payments (HSE) for teachers taking on short-term substitution assignments.

Head teachers can thus make use of:

- **teachers who commit to working (as part of the Pacte) a number of short-term substitution hours that is determined in advance: this number can vary by sets of 18 hours**

(called “functional portions”), paid at €1,250 gross per set;

- otherwise, teachers can be paid in overtime hour payments (HSE), a means of payment that remains unchanged, to be used in priority for adjustments during the school year or for teachers not eligible for the *Pacte*.

#### **An annual plan for short-term substitutions**

The aim is to **make short-term substitution systematic** in all establishments. Head teachers are responsible for drawing up an **annual short-term substitution plan (RCD)** in collaboration with the teaching teams. This provides a means of effectively covering the lessons scheduled in the pupils’ timetables in cases where teaching staff are absent for whatever reason.

The annual short-term substitution plan is an operational document that sets out **a collective strategy and the concrete actions to take to cover short-term absences. It relies in priority on teaching staff** and, if this is not possible, on school support staff who provide teaching sequences using digital tools. This short-term substitution plan is presented to the establishment’s board of directors and transmitted to the rector of the regional education authority who ensures that it is compliant. The plan is also subject to regular supervision so as to continually improve it.

### **Steering the short-term substitution policy**

In order to meet the objective of continual improvement and to best support those involved on the ground, the Ministry has introduced a **steering and supervision system for the priority short-term substitution policy**, in the establishments as well as at department, regional education authority and Ministry level. **A short-term substitution reference person for the regional education authority** has been appointed in each authority for September 2023 to:

- supervise this priority policy;
- advise and support head teachers to improve the short-term substitution system;
- facilitate a network of establishments to share good practices and set up tools;
- where appropriate, find substitution solutions.

# ACQUIRING DIGITAL SKILLS

## throughout the school career

### CHANGES FOR SEPTEMBER 2023

- **Generalisation of PIX 6<sup>e</sup>** (year 7).
- **A new “cyber security, computers and networks, digital” subject (Ciel)** in vocational courses.
- Online launch of the PIX+ Édu **training scheme for teachers**.

#### PIX in numbers

- **4 million pupils have used PIX.**
- **1,610,463 secondary pupils** were awarded a PIX certificate in 2022-2023.
- **14,680 teachers** have already signed up to the PIX course for teachers.

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

Digital skills are essential to education and a key element of lifelong learning, both in terms of learning concrete skills and exercising one's rights and duties. They constitute a benchmark of the school curriculum, professional inclusion and life as a citizen, in a society whose technological environment is constantly evolving.

From nursery to upper secondary, the curriculum is structured to ensure the progressive acquisition of digital skills. All types of lessons make use of digital tools and resources, thus contributing to developing digital skills. Children should, however, also be made aware of how to use these tools responsibly.

#### PIX certificates for daily digital use

In response to the need for digital education and to combat cyber bullying, discrimination and illicit online content, the Law to Consolidate Respect for the Principles of the French Republic states that: “On finishing primary school and lower secondary school, pupils will receive a certificate to show that they benefited from a campaign to raise awareness of how to use digital tools and social networks and related items responsibly and of the risks posed by these tools.”

The PIX digital awareness certificate for year 7 pupils will be available to everyone from September 2023, following a first phase that was open to all lower secondary schools who opted to take part during the 2022-2023 school year. This scheme is part of the 10 hours of teaching per year dedicated to the issue of bullying as part of the pHARe (combating bullying at school) programme. Pupils are trained in digital skills and tested on the skills they have acquired in this subject as part of the lessons planned in the timetables, and all subjects are involved. The certificate is part of a continuum of training, which concludes with a mandatory certificate for digital skills acquisition in year 10 and at the end of year 13.

#### Coding and specialisations, to progress towards expertise

France needs future digital specialists. This is why a new subject **has been introduced: “cyber security, computers and networks, digital” (Ciel) as a vocational training course.** The teaching of the digital and information sciences specialisation (NSI) has been developed, and is now chosen by one in ten general year 12 pupils, in continuation of the mandatory digital and technological science (SNT) course in year 11 for general and technological secondary pupils. Although the proportion of girls has been rising year on year since it was created, one of the main challenges for this subject is to attract female secondary pupils, our engineers of the future. **The Chiche (I dare you!) programme** meets two objectives. Under this programme, scientists visit classes of year 11 pupils. It is known as “1 scientifique, 1 classe : chiche !” (1 Scientist, 1 Class: I dare you!), and is a collaboration with the National Institute for Research in Digital Science and Technology (Inria) and France Universités. It aims to attract young people, particularly girls, to scientific subjects, especially NSI.

Finally, online information sharing is crucial. **The Capytale project**, offered by the regional education authority of Paris, is a digital educational service allowing teachers and pupils to create and share coding activities. This services gives teachers a means of sharing coding practices with their classes and of assessing their pupils' work. It provides pupils with a standardised work environment that is suited to secondary level and involves no software installation. It also enables teachers to share educational activity libraries with each other.

### **An ambitious renewal of vocational diplomas: the new Ciel course**

In response to the emerging challenges surrounding digital sovereignty and industrial competition, new diplomas have been introduced in September 2023 as part of a **new vocational training course**. These new diplomas are based on three main pillars: digital, networks and data.

**The vocational baccalaureate and the BTS (advanced technician's certificate) in "cyber security, computers and networks, digital" (Ciel)** will replace the "digital systems" vocational baccalaureate and BTS. Two complementary post-baccalaureate courses have been created: digital production and reparation, and cyber security.

This renewed professional pathway will make it possible to ramp up the strategies undertaken in terms of cyber security, increase French production of electronic components and contribute to setting up a Repairability Index for different product categories.

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

### **A guidebook on the educational use of digital tools**

A guidebook on the educational use of digital tools **will be published in 2024 to help teachers in cycles 3 and 4 (9 to 15 year-olds) identify the added value for pupils' learning and performance of using digital tools**. These take into account the different subjects and types of resources used and the levels required to make the most of technology in classrooms. This guidebook will aim to develop digital citizenship in pupils through online safety, critical thinking and access to reliable information. They will also define a framework for safe digital use in classrooms.

### **Training and supporting users in artificial intelligence**

The Ministry of National Education and Youth continues to reflect on **the best uses of artificial intelligence (AI) and its continual developments**. The Ministry shares this necessary vigilance with teachers, trainers, support staff and pupils in line with the subject-specific questions in media and information studies (issues of bias and disinformation such as *fake news*), and in terms of legal (General Data Protection Regulation) and ethical compliance.

### **PIX+ Édu certification**

The digital education strategy for 2023-2027, published on 27 January 2023, aims to involve a maximum number of teaching and education staff in digital skills development courses via the PIX+ Édu scheme.

In order to **increase the digital skills of teachers and education staff**, this scheme consists of an online self-assessment tool and a self-directed training and practice tool. It is linked to the training courses provided by Lifelong Learning Schools run by the regional education authorities.

**Starting this September, all teachers and education staff can seek out the PIX+ Édu scheme online**, assess their level of digital skills for education, and access training resources, including tutorials and webinars produced by Réseau Canopé. An assessment tool will also be available to attest to the skill level obtained at the end of the course.

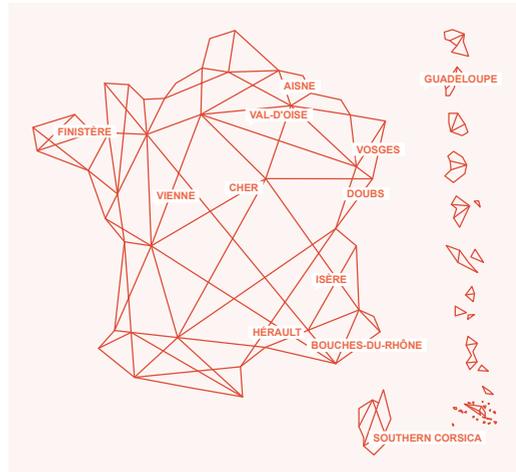
## A France 2030 programme: Educational Digital Regions (*territoires numériques éducatifs*, TNE)

TNEs are a France 2030 programme initiated by the General Secretariat for Investment and the Banque des Territoires. **The 12 TNEs serve to accelerate the development of digital skills.** In total, more than 197 million euros have been allocated to this initiative (27.3 million for the first pilot stage and 170 million to develop the projects in the ten additional departments).

Based on a regional diagnosis, the departments concerned have introduced new systems of governance centred on the coordinating authorities to coherently **develop digital training, resources and equipment**, with particular attention paid to parents with the least amount of digital experience.

**An innovative training package has been designed to adapt and respond**

**to the needs of teachers, schools and establishments.** This training package is cross-cutting, linking knowledge, skills and resources, and includes 69 resources from Edtechs and editors of the Canopé market. All pupils with special education needs can access innovative inclusive resources.



CONSEIL NATIONAL  
DE LA REFONDATION

## Cambuston lower secondary moves to digital

**In the regional education authority of La Réunion**, computing has become a means of improving learning and boosting pupils' ambitions in the high priority education area of Cambuston.

In this very underprivileged neighbourhood, where there is little cultural, sporting and economic infrastructure, it is still very difficult for many families to access computers and the internet. At the same time, the appetite of the young residents for the digital world is an opportunity to value these skills and help young people achieve excellence.

The digital learning course for pupils at this lower secondary school has been entirely reworked as part of the CNR's "Let's shape our schools together" scheme, making this school a pioneer. This includes

experimenting with PIX starting in year 7, a robot tournament, a Coding Night, a digital club, etc. The aim is to both counter the effects of the digital divide, and give pupils the desire and ambition to get involved in digital professions, particularly by breaking down the stereotypes associated with such jobs.

The CNR's "Let's shape our schools together" scheme has equipped this school with a significant digital infrastructure to facilitate access in and outside classrooms (tablets, mobile computing rooms).

The pupils can thus benefit from these tools during lessons and Homework Time sessions and to revise for the various competitive exams they enter. The project also includes the installation of an independent "digital kiosk" that is accessible to pupils and parents. When used appropriately, digital technology has the merit of providing access to knowledge, culture and information. ■

# Greater OPENNESS TO EUROPE AND THE WORLD

## CHANGES FOR SEPTEMBER 2023

- **Enhanced English language learning** for the 96% of primary pupils and over 99% of lower secondary pupils who study this language.
- More than **1,100 schools and establishments awarded the Euroscol label**.
- Encouraging **partnerships with schools abroad**.

*Opening up France's education system to Europe and the world is a key focus of the projects led by regional education authorities. The drivers of such actions are the regional education authority Delegations for European and International Relationships and Cooperation (délégation académique aux relations européennes, internationales et à la coopération, Dareic). In the establishments, the Reference Teachers for European and International Action (enseignants référents pour l'action européenne et internationale, ERAEI) also play a key role in providing advice and support.*

### BOOSTING INTERNATIONAL MOBILITY FOR PUPILS

#### Encouraging school twinning

Organising trips abroad is a key means of strengthening pupils' communication skills in modern foreign languages. Today, European and international exchange programmes in schools are a reality. School twinning programmes help pupils to travel abroad by providing a safe cooperation framework for schools and establishments. The aim is that, **by 2025, 100% of secondary schools** and as many primary schools as possible will have established **at least one twinning programme with a school abroad** so that every pupil has the opportunity to experience at least one trip abroad during their school career.

Through the online exchange platforms eTwinning (Erasmus+), Teletandem (FGYO) and FAAX (French-American platform), contact can be made initially online before the pupils make a physical journey abroad. The establishments are encouraged to set up active exchange programmes based on subject-specific or cross-disciplinary projects. Travel opportunities are conceived within a progression from primary to lower secondary, then to upper secondary, where such trips can be **counted in the general, technological and vocational baccalaureate marking systems**.

**136,135 trips abroad were funded** by the Erasmus+ programme in 2022. **France is the leading country for sending young people abroad** for school teaching and professional training purposes.

**Recognising and valuing trips abroad**  
At general and technological upper secondary

**schools**, it is now possible for a trip abroad to count in the baccalaureate marking system. These trips should be at least four weeks long and part of the Erasmus+ or Franco-German Youth Office (FGYO) programmes. After their return, pupils must submit a written report and present a viva, so that their trip to another European country or beyond can be endorsed in their diploma.

**At vocational upper secondary and in apprentice training centres**, pupils studying for a vocational baccalaureate or vocational capacity certificate (CAP) can receive recognition for a training period abroad by validating the optional mobility unit.

### The French International Baccalaureate (BFI)

Starting in September 2022, the OIB (International Baccalaureate Option) has been reformed to become the **French International Baccalaureate (BFI)**. The first exams for this new general baccalaureate option will take place in June 2024.

The BFI offers pupils who sign up to the scheme access to a **programme of academic excellence** with a highly-valued exam and an emphasis on **interculturality and multilingualism**. **There are 14 languages** available within this programme: Arabic, Chinese, Danish, Dutch, English (American, British, Australian), German, Italian, Japanese, Norwegian, Polish, Portuguese (from Portugal and Brazil), Russian, Spanish and Swedish.

## IMPROVING MODERN LANGUAGE LEARNING

Language teaching contributes to: developing a rich and diverse culture, **promoting a citizenship that is open to Europe and the world**, and improving employability on leaving the school system. In order to become independent foreign language speakers, pupils must acquire precise linguistic and cultural knowledge and skills throughout their school career as part of a structured, coherent and ambitious educational progression.

New measures have been introduced this year to **build pupils' skills in English and other foreign modern languages**.

### Improving teacher training

The Lifelong Learning Schools run by the regional education authorities are responsible for organising local training actions that foster a peer-learning approach based on the teachers' real-life professional experiences. The departmental service management teams (*directions des services départementaux de l'éducation nationale*, DSDEN) at the Ministry of Education and Youth are encouraged to **set up a language hub that offers training** and class observation modules. These aim to help participants learn professional techniques suited to the action-based teaching of languages and teaching in foreign languages. Additionally, to help generalise language teaching in primary and lower secondary schools, the EAFCs are responsible for providing teacher training in modern languages as part of the regional education authority training programmes.

Finally, high-quality training programmes are on offer for English teaching at primary level.

**Immersive linguistic training courses that help teachers develop the professional methods required to teach modern languages and improve their language skills.**

### Offering progressive teaching

A global and collective approach to educational management should be taken at all scales and levels of schooling so as to improve the pupils' general language level, particularly in English. **96% of primary pupils** and more than **99% of lower secondary pupils** are now taught English at school. To improve their skills, the curriculum now includes annual progression benchmarks and expectations for the end of each year. This

enables teaching teams to provide rigorous, explicit and progressive teaching from primary to lower secondary school. These learning benchmarks enable teachers to adjust their English teaching approach based on the target language levels for the 9 years the pupils spend learning the subject. They offer a clear and precise picture of pupils' progress to **improve the way they are taught to understand, speak and write in English and other foreign languages**. Indeed, developing pupils' English and other modern language skills is **a crucial challenge in the educational provision of each school and establishment**. As such, the educational authorities in schools and establishments (school board, council of teachers, cycle 3 council, educational council) should discuss and reflect on their language teaching for pupils and on European and international exchange programmes.

Foreign modern languages thus constitute a **systematic point of entry to a school or establishment project**, which defines the key approaches and indicators to oversee satisfactory progression.

In addition, the regional education authorities encourage and **support the Euroscol label scheme** in order to recognise and value the investments made by pupils, teachers and establishments in learning modern languages and promoting international exchanges.

### The Euroscol label

The Euroscol label was created in 2019 as part of the objectives set by the French president in his speech on Europe on 26 September 2017. All school structures, from nursery to post-baccalaureate, in both public and private sectors, can submit an application. The selection process is then run by a committee at the regional education authorities. In June 2023, **over 1,100 schools and establishments** in France and the Overseas Territories were selected, of which **50% were upper secondary schools** (and among these, 25% were vocational secondary schools), **25% were lower secondary schools and 25% primary schools**.

# Lifelong TRAINING FOR TEACHERS

## CHANGES FOR SEPTEMBER 2023

- **10 online training courses** for newly-qualified teachers.
- Training **mental health first aid advisers**.
- Expansion of the **pHARe (combating bullying at school) plan to include all upper secondary schools**.
- Training **job discovery advisers for every lower secondary school**.
- The introduction in 13 regional education authorities of a **training course for vocational teachers to help develop the skills their pupils will need in the 21<sup>st</sup> century**.

### TRAINING TO HELP NEWLY-QUALIFIED TEACHERS

The Ministry has created online training courses **to help newly-recruited primary and secondary teachers when they take up their posts** (particularly contracted teachers); these are available on the M@gistère platform. These courses provide new teachers with knowledge and points of reference on their missions, professional environment, relationships with school stakeholders and families, and essential professional activities.

The training modules were made available during summer 2023 to help teachers **prepare for their first months at work**, while giving them the means to **create their own educational scenarios throughout the year**. They coordinate with the training courses offered regionally. **The regional education authorities can use and add to the content** with:

- face-to-face time with trainers who focus more on professional positioning and analysing practices;
- the introduction of a tutoring system in schools and establishments;
- classroom visits by trainers;
- training courses on offer throughout the year.

### TRAINING TO ENHANCE THE EDUCATIONAL VALUE OF TEACHING

#### Training programmes to make the values of the French Republic a reality

Continuation of the mandatory staff training is underway with the aim of **training all staff members by 2025**. To date, more than 300,000 staff members have been trained since September 2021. In parallel, school support staff will receive specific training in continuation of the Secularism Plan of 9 November 2022. The enhanced training as part of university degree programmes will also be maintained for the year 2023-2024.

#### Pupil well-being and safety training

Teachers are asking to be better informed and trained on educational issues regarding pupil well-being and safety.

One example of this is how to identify situations that risk harming pupils' mental health. **Mental health first aid advisers** will be trained up for each establishment next year.

Another aspect of this approach is to **raise awareness in all teachers about sex education**.

So as to combat school bullying, **the pHARe plan** will also be extended to cover upper secondary schools, and a wide-ranging awareness-raising project for teachers will be launched in September 2023.

**The fight against discrimination** will also be stepped up, with training plans on combating racism, anti-semitism and homophobia.

Advisers will also be trained in every lower secondary school to **support the roll-out of job discovery schemes in cycle 4 (12-15 year-olds)**.

## TRAINING TO STRENGTHEN TEACHING CAPACITY

### Constellation training programmes for primary teachers

In 2019 and 2020, the French language and Mathematics plans propelled a new type of training: these “constellation” courses take place in small groups and lean on the professional practices of the teachers involved. In the constellation approach, the first step is to identify who will become the expert-peer of the group. This process is carried out at the first working meeting by the teachers and educational adviser. **A constellation is a laboratory for good practices, a place for discussion and a place of educational knowledge.**

During the national appraisal of this system, 80% of the teachers questioned were satisfied with this new approach to training and would like to apply it to other types of training. As such, the technique will be used in **the Languages Plan**, which is based on the EMILE approach. It aims to encourage teachers to emphasise modern language practice starting in nursery school.

### Renewed training for vocational courses

Every teacher in the vocational field can now benefit from a training course in a company or on a *Campus des métiers et des qualifications* (Campus of Professions and Qualifications) at least once every three years. **The ProFAN Transfert scheme** was launched this September 2023 in 13 regional education authorities and will be extended to all authorities in 2024. It will provide training for teachers on a professional development pathway for pupils in the skills they will need in the 21<sup>st</sup> century. This large training plan will be complemented by **increased investment in the FEEBAT programme** to provide training on energy renovation for buildings for all teachers working in relevant subjects (12,500 teachers).

### Training courses that address the challenges of the ecological and digital transitions

A vast **training plan for all public servants on the ecological transition** will be undertaken starting in 2024. By 2027, all workers will have attended a specific training course suited to the context of national education provision. In parallel, there will be an increased focus on digital issues and particularly artificial intelligence (AI) in subject-specific training courses. **The teaching materials for AI training courses and the projects and partnerships relating to AI and data** will be updated to account for the arrival of generative AI.

## TRANSFORMED TRAINING COURSES THROUGH EAFCS

### A new organisation for training courses that is better suited to needs

The creation of a Lifelong Learning School (E AFC) in each regional education authority has assigned a central role to training and professional development and given coherence to, and a better understanding of, the actions on offer. The methods of providing lifelong learning will be reconsidered in order to ensure that the training programmes are of high quality, do not interfere with teaching time and are adapted to the flexible organisation of teachers’ time.

By 2024, it should be possible to ensure all training is provided outside teaching time by **developing home or hybrid learning, and introducing training courses based on a series of shorter modules spread across the whole school year.**

### Support for local initiatives and innovative projects

The creation of EAFCs has increased the accessibility and understanding of lifelong learning for teachers. Teachers now have access to **courses that are better suited to their working environment, which can meet their needs in a more targeted way and provide an increased focus on skills and professional practice.** Although not all teachers are aware of these structures, the regional education authorities’ Lifelong Learning Schools are gaining ground and providing ever more locally available training. **The amount of training courses organised by local or regional initiative is rising** and the aim is to attain 25% of all training courses in 2024.

This training serves to help **the projects led by the teaching teams** as part of the CNR’s “Let’s shape our schools together” approach. It is also linked to the appraisal of education units, which is developing and leading to transformative projects that require support through training.

### The vitality of the lifelong learning sector

This training endeavour as a whole, both in individual and collective terms, has enabled **the number of training days completed in the regional education authorities to return to 2019 levels** (before the health crisis and the significant drop in training courses in 2020 and 2021).

**The number of certified trainers in the regional education authorities (primary and secondary levels) also increased in 2022.**

This demonstrates the vitality of the lifelong learning sector, which will be strengthened even more in 2023-2024.





3. The values of the  
**FRENCH REPUBLIC:**  
schools that  
**PROTECT**  
and **EMANCIPATE**

# COMBATTING SCHOOL BULLYING in all its forms

## CHANGES FOR SEPTEMBER 2023

- **Mandatory deployment of the pHARe programme** in 100% of primary and secondary schools.
- A designated **anti-bullying coordinator** in every lower secondary school.
- A **new regulatory framework** so that a perpetrator of bullying can be moved to a different school.

### ACTING INSIDE SCHOOLS AND ESTABLISHMENTS

#### Generalising the pHARe programme to all primary and secondary schools

The programme to combat bullying at school, known as pHARe, is a comprehensive plan to prevent and deal with bullying situations. It was launched in 2021 and rolled out to all primary and lower secondary schools in September 2022. It will be expanded to upper secondary schools in September 2023. As such, **100% of schools and establishments must now implement this programme.**

It aims to get all teachers and pupils involved, via:

- a **“resource team”** responsible for implementing the protocol for managing bullying situations in every primary school district and every secondary establishment. These teams will attend a week’s training by the regional education authority over two years, with a particular focus on identifying acts of intimidation and managing them;
- a **“programme team”** responsible for organising 10 hours of lessons per year, in every primary and secondary school and for pupils from year 2 to year 13, on preventing bullying and developing psychosocial skills;
- **pupil ambassadors** to combat bullying to be trained in secondary schools.

The PHARe programme also plans for **pupils to participate in three key prevention events** during the school year and for the organisation of **awareness-raising workshops for families.**

In September 2023, the Ministry will increase its funding to its partner, the EPE-IDF association, which runs the reporting and crisis hotline, 3018.

#### PHARe: 3 levels of label

All the actions undertaken by schools and establishments make them eligible for a pHARe label. The label now has three levels:

- **level 1 – commitment;**
- **level 2 – going further;**
- **level 3 – expertise.**

All state primary and secondary schools must obtain level 1.

The label level will be assessed at the end of each school year.

#### Implementing a protocol for anti-bullying actions

The national protocol for dealing with bullying, which was updated in September 2023 to include new measures, is available to teaching teams on the pHARe platform. It supports staff when dealing with situations of intimidation or bullying, from reporting to resolving the situation, with a detailed, traceable supervision system. In particular, the protocol describes the method by which the incident is taken into shared consideration. The pHARe resource teams are trained in this method and can also report the facts of an incident to the departmental services and the public prosecutor when necessary. **The priority for teaching teams is to immediately introduce protective measures for the pupil(s) affected.** In secondary schools, the head teacher must initiate a disciplinary procedure against the perpetrator(s).

## TRAINING FOR ALL PARTIES INVOLVED IN THE FIGHT AGAINST BULLYING

### At national and regional education authority levels

By 2027, all staff working in national education will be trained to manage situations of bullying between pupils. To achieve this goal:

- **training for trainers** will be organised in the 1<sup>st</sup> term of 2023-2024 on bullying and cyber bullying;
- **a training course** will be available to new teachers **on the e-Inspé platform**, coordinated by Réseau Canopé;
- a special anti-bullying unit will be introduced into the **initial training for school management and support staff**;
- the regional education authorities will continue the training courses planned as part of the pHARe programme and will add one day per year for members of the resource teams who have already been trained, and a half-day of training per year for managers (head teachers, national education inspectors).

### In schools and establishments

Establishments, schools, and in some cases, school groupings should become the main locations for training in combating bullying. Staff members will receive 6 to 9 hours of training with the support of the pHARe resource teams (and the anti-bullying coordinators in lower secondary schools). A customised training kit will be offered to help organise training courses locally.

## STEERING THE PUBLIC POLICY FROM NATIONAL TO INDIVIDUAL SCHOOL LEVEL

### Careful supervision of the pHARe programme and situations that arise

The pHARe programme is one of the government's priority policies, **and so the efficacy of its implementation is monitored at national, regional education authority and departmental levels** in close collaboration with the prefects.

The department and regional education authority anti-bullying advisors are able to communicate about the implementation of the pHARe programme and the ongoing situations through steering committees presided by the rector. Every regional education authority and department should appoint at least one full-time anti-bullying advisor. In each department, a departmental intervention team convened by the regional education authorities' director of services for national education (Dasen) may travel to the schools and establishments to help resolve complex situations.

### An anti-bullying coordinator in every lower secondary school

As from September 2023, head teachers of lower secondary schools must designate an

anti-bullying coordinator who has been trained to combat bullying. In particular, this employee supports the head teacher in dealing with and overseeing bullying situations. He or she is also responsible for implementing the anti-bullying plan (welcoming new pupils during the year, coordinating the pHARe teams, reporting actions on the platform, etc.). A specific assignment allowance (IMP) will be allocated for this work.



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DE LA REFOUDATION

## The whole school against violence at school

**Staff at the René Benazech primary school in Sorèze (regional education authority of Toulouse) sought to ramp up the commitment of all school stakeholders to improve the atmosphere at the school and effectively combat all forms of bullying.** So as to get everyone at the school and outside it involved, all pupils contributed to creating a multimedia communication campaign for adults (parents and local authority staff). At every stage - from writing the script to presenting the final version at an open day for parents and partners of the school - the project was closely tied to the pupils' education in writing, languages and digital technology. The project also helped develop psychosocial skills, notably self-respect and respect for others. It helped analyse the physical expression of emotions with the involvement of a hip-hop dance teacher and a body-percussion artist. ■

## COMBATING CYBER BULLYING: AT THE HEART OF PUBLIC POLICY

Pupils are taught about good practices in the use of digital tools through:

- **The PHARe programme**, which offers awareness-raising tools on the theme of cyber bullying and gets the community involved in *Safer Internet Day*;
- the deployment of the **Pix programme from year 7**;
- **education in media and information literacy.**

The Ministry grant paid to the E-Enfance association will increase in September 2023.

This partner organisation operates a reporting and crisis hotline for cyber bullying, 3018, and this additional money is needed to deal with the increasing number of calls. An inter-ministerial working group has been set up on this subject, which will also cover pupils outside the school context.

### Legal age for digital uses

The Law of 7 July 2023 aims to introduce a legal age for digital uses and to combat online hatred. It requires 15-year-olds to request express authorisation from their legal guardian when signing up to social media networks.

### No to bullying: highlights of the year

- **September-January 2024:** participation in the No to Bullying prize (more than 100,000 pupils took part in 2023)
- **9 November 2023:** national anti-bullying day (1,133,500 pupils from 54,000 classes took part in 2022)
- **6 February 2024:** *Safer Internet Day*: start of one month of actions for safer internet use (250% more classes in 2023)

Every school and establishment is required to get involved in one of these events.



# ENSURING pupils believe **IN SECULARISM AND THE VALUES OF THE FRENCH REPUBLIC**

## CHANGES FOR SEPTEMBER 2023

- Presentation of the **new moral and civic education curriculum (EMC)** by the High Council for the Curriculum (*Conseil supérieur des programmes, CSP*) to be implemented in September 2024 with a twofold increase in teaching time in cycle 4 (12 to 15-year-olds).
- **Specific training for national education inspectors and senior education advisors (CPEs)** as part of the Secularism Plan of 9 November 2022.

### TRANSMITTING THE PRINCIPLE OF SECULARISM AND THE VALUES OF THE FRENCH REPUBLIC THROUGH TEACHING

#### Teaching secularism in the different disciplines and in cross-disciplinary education

Schools play a key role in shaping children, both as individuals and as the citizens they will become. They are responsible for transmitting the fundamental values and principles of the French constitution to young people, and for helping them develop critical thinking skills. This is a precondition for fully exercising one's citizenship as a free, enlightened individual, with equal rights and responsibilities, united by the *fraternité* of the Republic.

**All teachers contribute to teaching secularism and the principles and values of the Republic, with all disciplines and cross-disciplinary teaching playing a part.** The head teachers and inspection bodies ensure that secularism and the values of the Republic are systematically transmitted.

#### A new goal for moral and civic education in September 2024

Principles and values are necessary for community life in a democratic society and are a crucial aspect of its foundation. As such, the Ministry has a new goal for the moral and civic education curriculum to provide a comprehensive response to the major issues and challenges facing the nation, as well as to the aspirations of young people. In autumn 2023, the High Council for the

Curriculum (CSP) will submit a plan to rework the moral and civic education curriculum, to be implemented in September 2024. **In cycle 4 (12 to 15-year-olds), the teaching time for this subject will be doubled** to 1 hour per week.

The new curriculum will apply to all levels, from year 2 to year 13, and will endeavour to transmit the values and principles of the French Republic that are the foundation of the Republican Pact in line with the current curriculum. The future curriculum should guarantee that pupils:

- **appropriate the cornerstones of the Republican motto:** liberty, equality, fraternity;
  - **are taught and understand the principle of secularism** as a means of respecting the diversity of religious beliefs and protecting against all forms of proselytising;
  - **have an understanding of citizenship**, emphasising both the citizens' autonomy and their membership of a political community formed around the values and principles of the French Republic, the very first of these being gender equality and combating all forms of discrimination;
  - **know about how the institutions of the French Republic and the European Union work**, to which the *Educdroit* passport contributes.
- The moral and civic education programme will also include media and information education (EMI), which helps pupils appropriate the principle of secularism and the values of the Republic. Indeed, in a society defined by an ever-growing and ever-faster flow of information, the development of critical thinking is of crucial importance.

## Generalisation of the Educdroit passport (Legal education) in year 10

The Educdroit passport is a new scheme developed in collaboration with the Ministry of Justice. It will provide pupils finishing their obligatory schooling period (16-year-olds) **with basic legal knowledge** so they can exercise their citizenship. This includes an understanding of how to exercise their rights and obligations, and an initial introduction to the justice system and the workings of the rule of law.

Republic to life in every establishment and for every child.

**Instilling respect for the principle of secularism**  
The regional education authority teams for **Republican values** (EAVRs) continue to act with schools and establishments to find tangible responses to the expectations expressed and the ever-increasing requests for advice. All staff are expected to commit to ensuring that the law of 2004, that prohibits the wearing of conspicuous religious symbols and clothing in state schools, is respected. In addition, an emphasis will be placed on secularism this year to protect children from religious proselytizing, from being pressured into a religion and from attempts at indoctrination. It will also be ensured that the teaching content is of a strictly secular nature.

## CONTINUING TRAINING FOR ALL STAFF

Mandatory training for staff will be stepped up to ensure that the principle of secularism and the values of the French Republic are transmitted to pupils. More than 300,000 employees have been trained since September 2021 by a network of nearly 1,500 certified trainers. **Every year until 2025, 300,000 more employees will be trained** so that every staff member receives training in this area.

Nearly 10,000 management staff have been trained under the Secularism Plan of 9 November 2022. **All management staff** (14,000 head teachers and deputy heads) will be trained by the end of 2023. Drawing on this model, a training course adapted to the needs of **primary school inspectors and senior education advisors** will be introduced in September.

Finally, 10,000 employees have signed up to the M@gistère online self-training course entitled “Making the values of the French Republic a reality”, which is still available to all staff. So far, 150 employees have obtained a university diploma allowing them to join the regional education authority steering teams.

## MAKING SECULARISM A REALITY THROUGH EDUCATIONAL ACTIONS

So as to make the principles and values of the Republic a reality and ensure respect for others in the educational community, all of the teaching time and suitable spaces in schools are used to promote and exercise these principles and values. Head teachers and staff can involve pupils in pedagogical and educational events planned in the calendar, such as the **Secularism Day at French Republican Schools, on 9 December**, which commemorates the date of the first law on the matter: 9 December 1905. This is an opportunity to get the whole education community involved in pedagogical and educational activities to create a shared culture on the Republican principle of secularism in primary and secondary schools. Other educational actions, school competitions, projects run in partnership with licensed associations, and multidisciplinary projects also make it possible to bring the values of the



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## Reversing gender discrimination

**In the regional education authority of Montpellier**, the Mont Duplan lower secondary school in Nîmes has a high level of social diversity (pupils from highly disadvantaged or advantaged backgrounds) and diversity of school pathways (Ulis, Segpa, UPE2A: teaching programmes for pupils with special needs).

Combating gender inequality is a key challenge for cultivating ambition and success in young girls and in shaping citizens who respect the values of the French Republic. As part of the CNR’s “Let’s shape our schools together” plan, this school has committed to an ambitious policy to involve the whole teaching team and all pupils in combating gender inequality. There are three key aims: raising awareness of inequalities; promoting gender equality in classrooms; and developing psychosocial skills to help pupils break down stereotypes.

In practice, the project takes a progressive approach, and involves appointing a gender equality advisor who is responsible for steering this educational action in the lower secondary school; training all teachers to promote gender equality and break down gender stereotypes in careers guidance; and awareness-raising actions for all pupils at the school with various partners in the region. The school has thus become a vector for gender equality, the cardinal principle of social contract, both inside and outside the school walls. ■

# 3.3

## Promoting

# EQUALITY and fighting AGAINST DISCRIMINATION

### CHANGES FOR SEPTEMBER 2023

- Establishments will be strongly encouraged to commit to the **Gender Equality label** (*label Égalité filles-garçons*).
- Priority will be given to **stamping out LGBT-related bullying**.
- **All children must visit** a historic site of remembrance during their school career.

#### **BUILDING GENDER EQUALITY AT SCHOOL: A NEW STEP**

The Ministry is continuing its commitment to promoting education against negative stereotyping, supporting pathways to success for girls and boys and career choices that promote diversity, and preventing and fighting against sexist and sexual violence.

##### **A new inter-ministerial plan for gender equality**

On 8 March 2023, the Prime Minister presented an inter-ministerial plan for 2023-2027 on gender equality; it is based on four themes that involve all educational institutions:

- **combating violence against women;**
- **women's health;**
- **professional and economic equality;**
- **culture of equality.**

The measures in this plan strengthen the key role played by schools in diffusing and transmitting a culture of equality in every learning situation and throughout the school career. In particular, the plan intends to **introduce targets for gender diversity to encourage young women to join scientific professions and overcome their under-representation in these career paths: 50% of girls in the mathematics and physics-chemistry specialisations in years 12 and 13, and 50% of girls in the expert mathematics option in year 13.** It also aims to increase the number of girls opting for subjects such as information technology, particularly the information science and digital specialisation in years 12 and 13.

#### **Continuing the development of the Gender Equality label**

The first **Gender Equality label campaign** was launched in 2022. It aims to create greater coherence in the gender policy in schools and get the whole education community involved in enacting an integrated approach to equality. More than **550 establishments were awarded the label** in all the regional education authorities.

##### **By 2027, all secondary teaching establishments should have joined this equality label scheme.**

The regional education authorities are acting on this goal by increasing their training efforts, notably for equality advisors in secondary schools, and by providing support to establishments through specific missions.

#### **SCHOOL: A PLACE OF SAFETY AND WELL-BEING FOR LGBT+ PUPILS**

The new national equality plan to combat hatred and discrimination of LGBT+ pupils (2023-2026), presented on 10 July 2023, makes the combat against school bullying of LGBT+ pupils a priority for school institutions. The Ministry is acting to expand the resources for establishments so as to better prevent and respond to the bullying of LGBT+ pupils.

**Reference advisors** will be appointed from the teaching body in every secondary school. They will be able to make use of the Observatories for the combat against bullying of LGBT+ pupils that are being set up progressively by the regional education authorities.

## Supporting the “Here you can be yourself” campaign



The prevention and awareness-raising campaign against LGBT discrimination, known as “Here you can be yourself” (*Ici on peut être soi*), was launched last May and continues to be deployed. It should back up the policies in the establishments aiming to prevent all forms of discrimination against LGBT+ pupils and help ensure they are welcome at school. There will be more resources available on the Eduscol portal and the Values of the Republic platform by Réseau Canopé, notably to help implement the new national plan steered by the Delegation for the Fight Against Racism, Antisemitism and Homophobia (Dilcrah).

## STEPPING UP THE FIGHT AGAINST RACISM, ANTISEMITISM AND ETHNIC DISCRIMINATION

The 2023-2026 national plan to combat racism, antisemitism and ethnic discrimination, presented on 30 January 2023, comprises two flagship measures.

### Better training for all staff

In order to stamp out racism, antisemitism and ethnic discrimination, more training will be provided to teachers and school and teaching establishment staff. **A mandatory training day will enable all staff to better respond to discriminatory acts of a racist or antisemitic nature.**

The training day will provide knowledge to understand the nature and scope of racist and antisemitic acts so as to better take into account their impacts, notably on pupils and the school atmosphere. Particular attention will be paid to legal education for staff to improve their understanding of this type of behaviour, which can take highly varied and changeable forms.

Preventive actions can also be organised so as to encourage a rapid and effective response to such incidents. These can be based on the resources in the school curriculum and on educational initiatives, such as taking part in competitions or initiatives run in collaboration with partners working in the fields of remembrance, culture, media and information education (EMI) and the development of psychosocial skills. The basis for deploying this measure in the regional education authorities will be the national programme for training and the diffusion of different resources, such as the **handbook entitled *Acting Against Racism and Antisemitism*.**

### Organising a visit to a historic site of remembrance

Visits to historic remembrance sites related to acts of racism, antisemitism and antigypsyism are already part of the practices in schools and teaching establishments, notably as part of the history-geography curriculum. This flagship measure aims to promote the transmission of memories and an understanding of events that have shaped France’s national history, such as the Holocaust, the internment of Travelling people, slavery, colonisation and immigration. Several actions are planned under this measure. The Ministry will coordinate the proposals from remembrance partners who work on these issues. These proposals will be listed in the Adage application and will be eligible for funding from the group part of the Culture Pass. **Visiting a historic site of remembrance as part of the curriculum can be a significant and transformative moment for children.** Teachers will be able to make use of the educational resources produced by these partners so as to link their educational actions with the curriculum in the various disciplines, particularly history-geography and moral and civic education, and with other preventive actions against racism, antisemitism and ethnic discrimination.

# DEVELOPING ECO-CITIZENSHIP

## CHANGES FOR SEPTEMBER 2023

- 1 “My 8 actions for the planet” poster distributed to all secondary schools and establishments.
- 1 **guidebook** on skills and **progress benchmarks** to facilitate the teaching of sustainable development.
- 300 **educational riverside areas** identified.
- 1,400 **managers to be trained in the ecological transition** in the 2023-2024 school year.

### SCHOOLS PLAY A PRIMARY ROLE IN GETTING CHILDREN INVOLVED IN THE ECOLOGICAL TRANSITION

#### 20 measures for the ecological transition

In a society that is increasingly impacted by the consequences of human activities on the climate, biodiversity and natural resources, schools should provide all pupils with an understanding of the ecological crisis - a necessary condition for commitment - so that they can act in favour of the ecological transition. The aim of the 20-measure plan published on 23 June 2023 is for schools to become catalysts for commitment to the ecological transition.

#### Sustainable development education

Sustainable development education (SDE) is cross-disciplinary education provided throughout all school years through the curriculum and educational projects. It has been enhanced since 2017, notably through a **revision of the curriculum** and the **creation of eco-delegates**.

#### Collective commitment for the ecological transition

As a contribution to the government’s ecological planning approach, known as *France Nation verte* (Green French Nation), the aim is to enable all stakeholders in schools - teachers and other national education staff, elected officials, regional authority employees, and above all pupils and parents - to appropriate these issues and integrate them in the teaching and functioning of schools and educational establishments.

### UNDERSTANDING THE CHALLENGES OF THE ECOLOGICAL TRANSITION

The Ministry is taking action through several levers:

- a **guidebook on skills** to facilitate the teaching

of sustainable development and the ecological transition, and **progress benchmarks** as part of the curriculum, will be published in September 2023. It will give examples of the progress to be made under several themes (biodiversity and ecosystems, food, water and climate change) in line with the teaching content and educational projects;

- the Ministry and regional education authorities will distribute the **B.A.-BA climate and biodiversity training course (B.A.-BA du climat et de la biodiversité) produced by Cned (national home-schooling programme)** to teachers, pupils and all other Ministry employees;
- during this school year, the Ministry will prepare a **skills attainment assessment** for year 9 pupils. It will also start working on revising **the technology and moral and civic curriculum for cycle 4 (12 to 15-year-olds)** to include the key issues of the ecological transition, which will be applied in September 2024;
- all regional education authorities are invited to provide a **comprehensive training course in sustainable development education**. Resources will be made available at national level. This year will also see the deployment of **awareness-raising and training programmes for all national education managers regarding the challenges of the ecological transition** as part of the government plan. By 2027, this plan will be expanded to cover all other national education staff;
- the **Pedagogical Innovation Fund** can be used to support local projects (with a budget of 500 million euros over the five-year period): schools and establishments are invited to plan for a SDE and ecological transition theme in their projects;
- starting in September 2023, the generalisation of the **jobs discovery scheme in lower secondary schools** will help to promote and



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## Working towards energy self-sufficiency in schools: let the sun in

The team at the La Tourelle polyvalent upper secondary school in Sarcelles (regional education authority of Versailles) have built an ambitious project involving all training courses to increase the school's energy self-sufficiency.

The project started in 2021-2022 when a year 13 class offered to install and connect solar panels that would provide self-sufficient lighting in classrooms for 12 hours. In close collaboration with the local authorities, the CNR Education's consultation approach made it possible to increase the impact of the project by getting all of the school's training courses involved. This enabled pupils from different sectors, who would not otherwise have met, to work together. The

pupils involved were studying "cyber security, computers and networks and digital" (Ciel) as a year 10 vocational preparation course, a BTS diploma or a vocational baccalaureate; "electricity and its surroundings" (Melec) as a vocational bac; or "Engineering techniques and sciences" (STI). For the year 10 pupils, it was an opportunity to discover the economic and professional world (for example, the job of installing solar panels), while progressing in their biology, physics and chemistry education with a focus on the environment and energy. The Ciel BTS diploma pupils were assigned the task of installing the computing network to run the solar panels, and were thus able to increase their knowledge of information system security, and the usage, routing and firewall protocols. Finally, the vocational baccalaureate pupils in the same sector (Ciel) were involved in running the project and maintaining it in operational condition. ■

publicise ecological transition professions;  
• the initiative to **revise the guidelines for vocational diplomas** will be stepped up to take account of the challenges of the ecological transition.

## COMMITTING TO AND ACTING FOR THE ECOLOGICAL TRANSITION

### Continuing to develop outdoor educational areas

The **outdoor educational area** scheme, which encourages children to work on their eco-citizenship, will be developed on a greater scale with the aim of covering 18,000 schools and teaching establishments by 2030. During the year, a project focusing on rivers and estuaries will be developed to create a network of **300 riverside educational areas**.

### Rewarding the commitment of eco-delegates

The regional education authorities are invited to **step up their support and training for eco-delegates**. The Ministry will make resources available and share good practices. For the new 2023-2024 edition of the Prize for Eco-delegate Action, a vote will be organised so that the eco-delegates **themselves can participate in choosing the winners** based on the jury's shortlist, so as to reward eco-delegates' commitment and publicise their projects.

### Promoting commitment in young people

Finally, in terms of policies for young people,

work to raise awareness about environmental challenges will be carried out as part of the **Universal National Service**, and by 2030, the number of **Civic Service Assignments** in the field of the environment will be multiplied by 10.

### Spaces for collective commitment to the ecological transition

The aim is to accelerate the deployment of the **E3D label (Schools for Sustainable Development)**: to double the number of labels to reach 20,000 by 2025, and to ensure that 100% of schools and establishments have been awarded the label by 2030.

Sustainable development education should be systematically included in the work of the **education committees for health, citizenship and the environment (CESCE)**.

The guidelines entitled **Acting for the Ecological Transition in Primary and Secondary schools**, published by the Ministry on 23 June 2023 should be widely distributed in the regional education authorities to support collective commitment and the E3D label scheme.

In September 2023, the poster **"My 8 actions for the planet"** will be distributed to all schools and teaching establishments.

During the year, the **"Building Schools" documentary collection** will be enlarged with new documents, particularly on nature at school and greening projects, school catering and specific issues in the Overseas Territories. These guidelines will be available on the <https://batiscolaire.education.gouv.fr/> website.

# EDURÉNOV



## a programme by the Banque des Territoires

**EduRénov is a programme designed to accelerate energy renovation efforts in school buildings.** It takes a new collaborative approach between public and private actors to simplify, structure and add value to renovation work.

### Goals

By 2027:

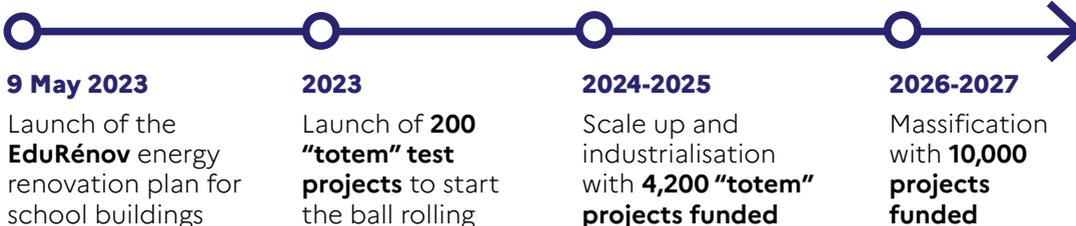
- **10,000 educational establishments** will be renovated
- **Energy savings of at least 40%**

### WHAT FUNDING?

→ **€50m** of engineering credits over 5 years to support local authorities in designing and implementing their projects

→ **€2bn** of funding under the "intracting" scheme or as savings fund loans over 25 to 40 years

### TIMELINE



### 5 LEVERS FOR SUCCESS

As partners of the Banque des Territoires, the Ministry of National Education and Youth intends to pull on several levers:

- 1. Participate** in drafting a National Charter for School Renovation then oversee and assess the progress of the plan
- 2. Produce** guidebooks and reference documents on renovation and to support users in implementing energy sobriety measures
- 3. Identify** the 10,000 "totem" schools in the regions in collaboration with local actors, and showcase exemplary projects and achievements
- 4. Involve** the network of "school buildings for the ecological transition" advisers
- 5. Develop** co-constructed guidebooks and workshops for the programme of renovation, awareness-raising and training in eco-actions so that the project is better understood and integrated into the educational challenges of the ecological transition.

### FOR MORE INFO

<https://www.banquedesterritoires.fr/batiments-scolaires-relever-le-defi-de-la-renovation-energetique> et auprès des [directions régionales](#).

# CREATING the conditions FOR COMMITMENT to THE VALUES OF THE FRENCH REPUBLIC AND MAKING THEM A REALITY

## CHANGES FOR SEPTEMBER 2023

- A new **Committed Upper Secondary Classes and Schools label** to reward educational projects on commitment: “Commitment Week”, commitment forums with partners, and social cohesion residential stays.
- **Development of the Universal National Service (SNU) for individuals** to continue the commitment of the **85,000 young volunteers**, aged between 15 and 17, who have already taken part in the SNU since its launch in 2019.
- **Strengthening the steering of school democracy**, notably by having regional education authority supervise the numbers of lower and upper secondary “school life councils”.
- Expansion of the **Children’s Parliament** to include year 7 pupils.

### A NEW IMPETUS FOR THE UNIVERSAL NATIONAL SERVICE (SNU)

Decree No. 2023-69 of 6 February 2023 establishes a General Delegation for Universal National Service, under the authority of the Ministry of Armies, and the Ministry of National Education and Youth. The aim is to help organise the voluntary commitment phase for young people and to prepare an extension of the SNU.

#### Voluntary extension of the SNU

The SNU is a milestone in every young person’s pathway to citizenship. It strengthens their commitment to serving others and the nation. It is intended for 15 to 17-year-olds and aims to **build national resilience**, develop national cohesion and promote a culture of commitment. It is based on a social cohesion residential stay in collective accommodation and a commitment phase under various forms (general interest task, a more long-term commitment to existing types of volunteering).

**Nearly 90,000 volunteers have already taken part** in one of the 11 social cohesion sessions organised by the SNU since 2019. These social cohesion residential stays will again be on offer during the 2023-2024 school holidays.

Applications will be open in the autumn on the [www.snu.gouv.fr website](http://www.snu.gouv.fr)

### Creation of the Committed Upper Secondary Classes and Schools (*Classes et Lycées engagés*) label

In September 2023, a **new label** will be introduced to support and promote the efforts already undertaken by many establishments **to promote commitment**. For pupils in year 11 and the first year of CAP (vocational training), Committed Upper Secondary Classes and Schools will develop an annual pedagogical project offering content and initiatives as part of the day-to-day educational and teaching actions in upper secondary schools and, above all, in the moral and civic education and citizenship curriculum.

The label will be defined according to the theme of the class project under one of the following categories: **defence and remembrance, sports and the Olympic and Paralympic games, environment, resilience and risk prevention**. The Committed Class label will be awarded to year 11 and the first year of CAP classes by a regional education authority committee in line with the educational criteria. The Committed Upper Secondary Classes and Schools label will be awarded to establishments that **make commitment a central theme in their school projects** and that have at least two Committed Classes.

One of the pillars of the educational project for Committed Classes is **participation in an SNU social cohesion residential stay**. It will enable pupils to discover various types of commitment, to **experience social cohesion, make the values of the French Republic a reality**, acquire knowledge and habits that can be used to confront risks and threats, and discover varied types of commitment. A specific budget will be allocated to the project, and a Commitment advisor will coordinate implementation in the school. A call for Committed Classes and Upper Secondary Schools projects was sent to all upper secondary schools on 29 June 2023. The establishments can apply online until 20 October 2023.

### Commitment Weeks

“Commitment Weeks” will take place from 18 September to 7 October 2023. During these weeks, secondary pupils will be **made aware of all types of commitment** within and outside the schools, through interventions held by **delegates of the lower and upper secondary school life councils (CVC and CVL)**, and representatives of associations, the Civic Service and the SNU. Commitment Weeks precede **school democracy week**.

## SUPPORTING GREATER CITIZEN COMMITMENT IN PUPILS

### Schools are also a place to learn the rules of democracy

Teaching establishments are **key places to learn and experience the rules of democratic life and the rights and duties** associated with exercising citizenship.

There are a great number of ways of getting involved in schools: class delegates, eco-delegates, pHARe ambassadors, school media journalists, young officials for UNSS (National Union of School Sports), joining a socio-educational association in lower secondary school or an upper secondary pupil association, tutoring and mentoring.

These aspects (participation in, representation and recognition of commitment) should be showcased, in line with the strengthened moral and civic education curriculum and through the educational actions implemented, such as national and regional education authority competitions that seek to **teach pupils about**

**the founding principles of the Republic** and get them started in their future role as citizens, in collaboration with institutional partners. This is the case, for example, with the Children’s Parliament (expanded to include year 7 pupils in September 2023) and the Discover our Constitution competition.

### Improving the steering of pupil representative bodies

**Pupil representative bodies** are genuine markers of school democracy, and so the regional education authorities will provide these bodies with more support and supervision. A fulfilling and dynamic citizen commitment also depends on successfully running elections and on the involvement of the adults in the schools to effectively take into account what the pupils are saying. **To this end, resources must be allocated to ensure all categories of upper secondary pupils are represented at the “Upper Secondary Life Council” (CVL)**, particularly those on vocational courses.

These bodies are “laboratories” for democratic experiences, where the **issues of representation and participation for all young people are played out**. Pupils get involved in these initiatives to improve the way their establishments function and to participate in thinking about the key priorities set by the Ministry, such as eco-citizenship, digital citizenship and stamping out bullying. The regional education authority tier (CAVL<sup>1</sup>) and national tier (CNVL<sup>2</sup>) of these democratic bodies have also proved to be highly beneficial and effective, particularly on issues surrounding the organisation of examinations and in the CNR’s “Let’s shape our schools together” project.

### National education is the leading organisation for hosting volunteers as part of the Civic Service

This service consists of a voluntary commitment by young men and women to serve the general interest. The Ministry of National Education and Youth proposes varied tasks in primary and secondary schools to contribute to educational actions and participate in schemes initiated by the Ministry. This collective effort has resulted in the approval of 20,500 contracts for the 2023-2024 school year.

<sup>1</sup> CAVL: *conseil académique de la vie lycéenne*, regional education authority council for upper secondary school life.

<sup>2</sup> CNVL: *conseil national de la vie lycéenne*, national council for upper secondary school life.

# The SNU

(Universal National Service),  
a commitment to serve  
others and the Nation



## Goals

- To build the resilience of the Nation
- To develop national cohesion
- To promote a culture of commitment
- To support social and professional insertion

## 2 STAGES

- **"Social cohesion" residential stay** of 12 days outside the participant's department of residence
- **Voluntary work** (general interest task, Civic Service, etc.)

## 7 THEMES

- National defence, security and resilience
- Sustainable development and the ecological transition
- Citizenship and national and European institutions
- Culture and heritage
- Physical, sporting and cohesion activities
- Autonomy, knowledge of public services and access to legal advice
- Discovering commitment

## KEY FIGURES

- **88,793** participants since 2019
- **39,908** participants in 2023, of whom **56%** were girls and **44%** boys
- **6,545** supervisors in 2023
- **300** sites hosting at least one "social cohesion" residential stay

**NEW FOR THE  
2023 SCHOOL YEAR**

### **Creation of the Committed Upper Secondary Classes and Schools (Classes et Lycées engagés) label**

- One of the pillars of the educational project for actively committed classes is participation in a SNU "social cohesion" residential stay.
- The residential stay for volunteers is organised around a common base and the specific project of the school volunteers come from.

### **4 themes to be chosen from for each committed class project**

- Defence and remembrance
- Sports and the Olympic and Paralympic Games
- Environment
- Resilience and risk prevention





4. Promoting equal  
**OPPORTUNITIES**  
and opening up new  
**HORIZONS**

# ENHANCING social and educational DIVERSITY

## CHANGES FOR SEPTEMBER 2023

- **Levers** to increase social and educational diversity.
- **A wider range of educational pathways** in less advantaged establishments.

*The positive effects of the actions taken to increase diversity in the social composition of the schools in question have been confirmed. This now calls for a more dynamic effort to increase the efficacy of these endeavours in all school establishments in both the public and private sector.*

*A clear objective has been set: to increase social diversity by 20% in all school establishments by 2027.*

### INCREASING SOCIAL DIVERSITY IN SECONDARY SCHOOLS

#### By changing the catchment areas

Social diversity in schools can be increased by creating more balanced school catchment areas. Such an endeavour requires detailed analyses of pupil catchment flows and the potential avoidance strategies that families might attempt. The responsibility for admissions to different schools is shared by **local catchment authorities** and the **Ministry of National Education and Youth**. As such, the two bodies will now be working in close collaboration to decide on the measures to be introduced to promote social diversity (changes to the types of teaching on offer, incentive measures, free school transport, support for pupils, dialogue with families, etc.). In September 2022, a policy to pool multiple lower secondary schools into one catchment area (*sectorisation multi-collèges*) was implemented in 41 departments across 25 regional education authorities and over 115 lower secondary schools. This approach, based on **multiple lower secondary catchment areas**, will be created across the country where locally relevant and suitable.

Equally, **multiple upper secondary school catchment areas** should be created in large city centres. These should be identified locally by the rectors of regional education authorities in consultation with the local authorities (municipalities and regions).

Finally, an effort will be made to identify lower secondary schools that are geographically close but socially disparate. This will serve to appraise the discrepancies in social composition that could be reduced by acting in a concerted manner and with the agreement of all stakeholders in school admissions.

#### Better coordination of the different equal opportunity measures

Starting in September 2023, the regional education authorities will increase efforts to admit and **support scholarship pupils** in the most advantaged secondary schools. 300 advantaged state schools have been identified as needing to significantly increase the number of scholarship pupils they take.

These pupils could receive support in the form of a **“diversity contract”** under which the school commits to:

- enhancing the existing measures, such as the *Cordées de la réussite* (Leg-up to Success) and *École ouverte* (Open School) schemes, providing support, tutoring and mentoring, and making use of the available social funds, etc.;
- undertaking **communication campaigns for families and the original schools alongside actions to provide support and raise awareness**, including to encourage scholarship pupils to apply for a derogation (to change school) with, for example, a systematic appraisal of scholarship applications starting in year 6 (last year of primary);
- **supporting the mobility of pupils** in priority education areas or living in disadvantaged urban districts (*quartiers de la politique de la ville*, QPVs) or rural areas by offering Boarding Facilities of Excellence. All families should be informed about the boarding bonus (*prime à l'internat*) for scholarship pupils living in boarding facilities.

#### Optimising the school admissions procedure

The school admissions procedures for courses that are subject to quotas will be harmonised in the regional education authorities (Classes with adapted timetables, international sections, sports sections, etc.). For these courses, which are not subject to the standard rules, head teachers will be asked to **include the criterium intended**

to increase social diversity in the recruitment procedure from the start.

The rectors of the regional education authorities will ensure that the bonus attribution procedures for school admissions are applied in each region (scholarship bonus weighting, a Social Position Index bonus (IPS) linked to the social composition of the pupil's original lower secondary school, as currently applied in the Paris regional education authority). **In the rules decided on for school admissions, the rectors will ensure that every pupil targeted by these measures has a chance to benefit from the range of courses on offer in the region.**



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### Class delegates as drivers of social diversity in upper secondary schools

**In the Strasbourg regional education authority**, in Achenheim, an appraisal in two lower secondary schools showed that families are trying to avoid sending their children to the local upper secondary because of its social diversity. The two lower secondary schools decided to make use of school democracy in an attempt to change perceptions and promote social diversity.

In practice, the two schools chose to work together to increase the coherence between citizenship teaching and class delegate training. As part of their citizenship and health lessons, all pupils in both schools were taught about respecting difference and combating discrimination. Meetings were organised between the class delegates of both schools, supervised by the teaching teams. Working together, they sought to change perceptions about the two schools and disseminate their common values. The delegates explained these ideas to all pupils during "school life" sessions. The class delegates first received training in each of the lower secondary schools, then in shared sessions at the upper secondary school or in the town's "Equality" space. At the end of the year, their work was fed back to pupils and parents. It helped to reduce the discrepancies between the two lower secondary schools and change the families' decisions regarding the upper secondary.

The CNR's "Let's shape our schools together" plan has helped to expand the initiative, originally conceived for year 10 pupils, to all school years in both lower secondary schools. ■

### MAKING LESS ADVANTAGED SCHOOLS MORE ATTRACTIVE

A powerful lever for increasing social diversity is to make disadvantaged schools more attractive by developing the range of courses they offer.

Actions have already been implemented that have reduced inequalities. These include:

- introducing **optional French and ancient cultures courses in year 7**;
- introducing **classes with adapted timetables, sports sections, bilingual classes etc.**;
- opening **43 international sections in September 2022 and 15 new sections in primary and secondary schools in September 2023**; this will continue in the future.

### INVOLVING NATIONAL EDUCATION-AFFILIATED PRIVATE SCHOOLS

**National Education-affiliated private schools should be fully committed to reducing discrepancies in social and educational diversity** in order to respect the families' right to free choice.

The action plan that was adopted foresees the following in particular:

- the creation of a public database with the conditions for accessing private establishments and **the development of social and educational diversity within National Education-affiliated private schools**;
- the development of initiatives to **admit scholarship pupils with special education needs**;
- improvements to implementing methods to adjust the amounts paid by families in accordance with parental income;
- a more systematic differentiation in the allocation of resources assigned by the state in order to support the establishments with the greatest social diversity or those willingly committing to increasing it.

All networks and establishments will be involved in the efforts to better meet needs on the ground. The rectors will initiate specific discussions with these schools and involve them in the efforts to increase social and educational diversity in all schools.

### A regional education authority body for dialogue and consultation on social diversity

**Regional education authority bodies for social diversity dialogue, consultation and steering, presided by the rectors, have been formed to create the practical conditions needed for this fresh impetus to inform, mobilise and involve all stakeholders.**

They will serve to share proven findings and plan the implementation of new or existing actions that have been shown to be pertinent.

# Improving THE SCHOOLING of pupils **WITH DISABILITIES**

## CHANGES FOR SEPTEMBER 2023

- **Special needs assistants for pupils with disabilities (AESHs):** 6,500 additional positions and pay-rise measures.
- The opening of **37 autism nursery teaching units (UEMAs), 44 autism primary teaching units (UEEAs) and 29 self-regulation schemes (DARs).**
- The creation of **25 positions for resource teachers for neurodevelopmental disorders (NDDs).**
- A new type of assignment offered to teachers as part of the *Pacte enseignant*: **support for pupils with special educational needs in primary and secondary schools.**
- Implementation of the measures decided at the **2023 National Disability Conference.**

### Inclusive Schools in figures

- **More than 436,000 pupils with disabilities** educated in mainstream schools.
- **3.6% of pupils** in schools and educational establishments have a disability.
- **More than 132,000 special needs assistants for pupils with disabilities.**
- **More than 164,000 Inclusive Schooling Reports (LPIs).**

### AN INCLUSIVE NEW SCHOOL YEAR FOR EVERYONE

#### Additional support workers

In this school year, the Ministry will continue to recruit AESHs (Special needs assistants for pupils with disabilities) so that all pupils receive the support they need to succeed at school. As such, nearly **6,500 additional assistants with be recruited this year.**

In total, more than 132,000 AESHs will be working to help pupils obtain greater autonomy in their learning.

Efforts to introduce more localised units that enable pupils with disabilities to attend mainstream schools (*unités localisées pour l'inclusion scolaire, Ulis*) are continuing, notably in lower secondary schools. **In order to better meet pupils' needs, a goal has been set for every lower secondary school to have an Ulis by 2027.**

### Crisis centres for Inclusive Schools

To ensure that no family is alone with their difficulties, the freephone number **0 805 805 110** can be used to call the departmental crisis centres and the national centre that are open throughout the summer. Families can find out information and receive personalised answers within 24 hours of their call.



The aim is for every child with a disability to be able to return to school at the same time as their classmates under the best possible conditions. At the start of the year, and wherever possible before their children return to school, families should be able to meet their child's future teachers and, if appropriate, the AESH who will be supporting their child in order to reassure them that the needs identified will be met appropriately.

#### Better support for pupils

Year-on-year support for pupils with special education needs is a key challenge in making French schools fully accessible.

Currently, more than 164,000 pupils have an **LPI Inclusive Schooling Report (livret de**

**parcours inclusif**). This LPI, which is designed for all pupils needing special arrangements, continues to progress and is now accessible to more types of school workers: from September, managers responsible for schools and educational establishments will have access to the application to help them provide better support to the teaching teams. Also from September, the children’s families will be able to see the arrangements put in place by teachers for their child in the LPI.

Finally, **the management application for pupils with disabilities (AGESG)** will be improved to better meet the needs of the teachers responsible for their schooling. A module will be developed to help implement school support hubs (*pôles d’accompagnement scolaire*, PASS) and to provide a powerful tool to oversee the responses provided to pupils’ needs.

## COOPERATION BETWEEN SCHOOLS AND THE MEDICAL-SOCIAL SECTOR

### Increased cooperation

Every pupil with a disability has a right to an adapted school environment. For this, it is essential that schools cooperate with the medical-social sector.

**The externalised teaching units (*unités d’enseignement externalisées*, UEEs)** in the medical-social establishments are responsible for this synergy, which is indispensable for the pupils’ schooling and health-care provision. These units are growing in number every year. The aim is to introduce one UEE for pupils with multiple disabilities per regional education authority, and new UEEs linked to integrated schemes: pedagogical and educational therapy institute schemes (*dispositifs instituts thérapeutiques éducatifs et pédagogiques*, DITEPs) and integrated medical-educational schemes (*dispositifs intégrés médico-éducatifs*,

DIMES). The decree governing the requirement specifications of the future DIMES will be published in autumn 2023.

**The mobile support teams for schooling (*équipes mobiles d’appui à la scolarisation*, Emas)** will continue to be deployed across the country.

**The Departmental Committees for Inclusive Schools Monitoring (*comités départementaux de suivi de l’École inclusive*, CDSEI)** are now responsible for dialogue between schools and the medical-social sector. Once a year, they will make an inventory of the inclusive schemes and set common objectives in order to meet the pupils’ needs across the region they are responsible for. Every department will organise specific school admission committees to guarantee successful schooling for all pupils with disabilities.

### A national autism and neurodevelopmental disorder strategy (NDD)

The national strategy will be enhanced with the **opening of 37 autism nursery teaching units (UEMAs), 44 autism primary teaching units (UEEAs) and 29 self-regulation schemes (DARs)**. These schemes will serve to strengthen the existing measures.

**25 positions for NDD resource teachers** will also be created to help teachers responsible for pupils with neurodevelopmental disorders. These will be added to the 101 resource teachers for autism spectrum disorders (ASDs) already employed in the departments.

## BETTER PAID AND BETTER TRAINED STAFF

### A more stable status for AESHs

AESHs professionals are now fully recognised as members of the educational community. These staff members are recruited for a period of three years, renewable once, with the

## Act 2 of Inclusive Schools is under way

At the **National Disability Conference, held on 26 April 2023, the French president presented a summary of the policies in place and outlined the prospects for the next three years**. These include improving the schooling conditions and supervision for pupils with disabilities, increasing interactions with families and coordination between schools and the medical-social sector, and training for professionals. The 12 measures announced will be implemented during the 2023-2024 school year in close collaboration with families, associations and the authorities.

The 12 measures:

1. Assign all children a National Pupil Identifier (INE).
2. Assign responsibility for the first level response to national education.

3. Transform the Inclusive Centres (*pôles inclusifs*, Pials) into Schooling Support Centres.
4. Improve access to educational materials
5. Reform the employment framework for AESHs by creating the position of Educational Success Assistant.
6. Deploy mobile medical-social teams to support schooling.
7. Bring health professionals to work within schools.
8. Deploy an ambitious training plan for teaching teams.
9. Deploy reference teachers in the establishments.
10. Improve pay for coordination time.
11. Deploy 100 pilot projects for medical-educational institutes (IME) in schools.
12. Generalise the extra-curricular bonus.

possibility of obtaining a permanent contract at the end of this period. They benefit from **60 hours of initial training** and can participate in training plans offered by the regional education authorities, as well as national training programmes. The goal now is to enable those who wish to do so to **be able to work full-time**. In September 2023, in addition to the pay increase measures applicable to all public servants, AESHs will benefit from:

- a **higher salary scale**;
- an **allowance for specific roles**;
- a **10% increase in the allowance for reference AESHs**.

#### **A new mission: help for supporting pupils with special education needs**

The Inclusive Schools initiative aims to meet the needs of pupils with disabilities and, beyond that, all pupils with special needs. In addition to specific staff for the inclusion of pupils with disabilities, improving school accessibility requires **specific teachers to support the teaching teams**. These teachers produce and share out adapted pedagogical resources, are

available to answer the teachers' questions and to support the teams in assessing the pupils' needs.

This is why, in September 2023 as part of the *Pacte enseignant*, primary and secondary teachers can sign up to a **new assignment to support the schooling of pupils with special education needs in primary and secondary schools**.

#### **Enhanced training**

In the 2022-2023 school year, 1,573 primary and secondary teachers obtained the **professional capacity certificate for inclusive education practices** (*certificat d'aptitude professionnelle aux pratiques de l'éducation inclusive, Cappei*), i.e. 223 more teachers than last year (1,350).

Throughout the whole 2022-2023 school year, 3,300 teachers, AESHs, national education psychologists, and support workers in the specialised help networks for pupils in difficulty (Rased) received **training on Inclusive Schools** as part of the modules produced nationally. This momentum is set to continue in 2023-2024.

# IMPROVING LEARNING CONDITIONS

## CHANGES FOR SEPTEMBER 2023

- A progressive expansion of the *Cités éducatives* initiative<sup>1</sup> with the aim of generalising the scheme to include all disadvantaged urban districts (identified as *quartiers de la politique de la ville*, QPVs).
- In every regional education authority, at least one *Cité éducative* will pioneer **extended lower secondary opening times from 8am to 6pm.**
- Initiatives to help schools admit more 2-year-olds.
- An increase in the number of year 1 nursery classes that are divided into two in priority education areas.
- **Stepping up the provision of Educational Holidays (*Vacances apprenantes*)** in disadvantaged urban districts.

### EXPANDING THE *CITÉS ÉDUCATIVES* SCHEME

#### A label of excellence

The label of excellence for the 208 *Cités éducatives* initiatives aims to combat inequality in children's future prospects by bringing together all stakeholders involved in the daily educational provision of under 25-year-olds. This programme takes a shared governance approach to promote collective emancipation and respond to the priorities determined in the local area. Currently, 1.2 million pupils benefit from actions implemented under the *Cités éducatives* initiative, which is active in 3,165 primary schools, 509 lower secondary schools and 422 upper secondary schools. 42% of pupils at school in a priority education area are covered by the scope of a *Cité éducative*. There are three key objectives in the *Cités éducatives* initiative:

- to consolidate the role played by schools;
- to organise educational continuity;
- to support pupils in their ambitions.

The approach is based on an alliance of three parties, organised around the lower secondary school leading the *Cités éducatives* initiative. The partnership approach brings together stakeholders in education, local authorities, state services, associations and parents so they can deploy more actions to promote successful schooling for disadvantaged young people.

#### A label for the new *Cités éducatives* initiatives

Starting in the 2023-2024 school year, a new

label for the *Cités éducatives* initiatives will be applied in **regions that have been identified as having proposals based on extended school opening times (8am-6pm).** The labels for the existing *Cités éducatives* initiatives will also be renewed so as to integrate the new educational measures for urban districts (*Quartiers 2030*).

### CONTINUOUS AND EXTENDED OPENING AT LOWER SECONDARY SCHOOLS

The Ministry of National Education and Youth, in close collaboration with all stakeholders in the *Cités éducatives* initiatives, is improving the educational provision by teachers and introducing educational continuity for all lower secondary pupils at school in *Cités éducatives* districts.

Consequently, as a trial, the measure aiming to **increase provision for lower secondary pupils from 8am to 6pm** will be introduced in **30 *Cités éducatives* districts starting in September 2023.**

This aims to boost success rates by helping pupils with their homework and revision, raising their attainment and strengthening their understanding of basic skills as part of the **Homework Time** scheme. This extended teaching time will also enable **pupils to follow their particular interests further via educational and cultural workshops, and to develop their sporting activities.**

The synergies and complementarities between the existing projects will be systematically enhanced so as to better reflect the local

<sup>1</sup> The *Cités éducatives* initiative aims to involve all stakeholders in school districts situated in underprivileged urban areas in helping young people from these areas succeed.

educational policies. Continual dialogue between regional authorities and the local voluntary sector will help to get associations involved in developing extra-curricular activities, such as the **two extra hours of sport in lower secondary**.

## CONSOLIDATED SCHOOLING IN NURSERY SCHOOLS

### Socialising children from 2 years of age

This policy will be fully expressed as the initiatives to bring more 2-year-olds into school are implemented. This measure is a key lever of the **Nursery Plan** presented in May 2023. It aims to ensure a smooth transition from pre-school care to school, consolidating young children's learning and socialisation so as to develop the social skills they need to thrive and succeed at school.

### Dividing up year 1 classes in priority education areas

The actions already undertaken to divide up year 1 nursery classes in priority education areas will be extended and amplified, starting in September 2023 and finishing in 2024.

## MORE SUPPORT FOR EDUCATIONAL HOLIDAYS

### The aim of the Educational Holidays scheme

The Ministry is deploying several different approaches through the Educational Holidays scheme; *École ouverte* (Open School), *Stages de réussite* (Success Courses) and *Colos apprenantes* (Educational Holiday Camps). These initiatives have been expanded and improved to help consolidate learning and contribute to the personal and collective fulfilment of young people through cultural, sporting and leisure activities supervised by qualified professionals. All of these coordinated schemes give priority to young people living in disadvantaged urban districts (QPVs) or priority and high priority education areas (REP/REP+) as well as those living in rural areas.

The schemes under the Educational Holidays banner will be developed during each school holiday period, **and more particularly in REP/REP+ districts**. These extra-curricular schemes should be designed to offer children better support through cultural and sporting activities. They will also help them acquire psychosocial skills and develop their ability to participate, act independently and live as part of a community in a functioning society. To this end, the schemes will seek to increase social diversity by offering opportunities for non-priority education schools to collaborate and act with the priority education lower secondary school leading the project.

### The Open School system

There have been new additions to the long-running *École ouverte* (Open School) initiative:

- **The *École ouverte buissonnière* (Outdoor Escape school)** offers pupils in years 2 to 13 the chance to go on trips to rural and coastal areas.
- **The *Mon patrimoine à vélo* (My Heritage by Bike)** project organises cycling excursions to discover cultural and/or natural heritage sites.
- **The *Été du pro* (vocational summer)** project enables vocational upper secondary pupils to build their professional abilities and skills and prepare for the world of work.

### Success Courses (*stages de réussite*)

Success Courses during the holidays are on offer to primary and secondary pupils who are having problems at school. They should help to **consolidate basic skills, particularly in French and maths**, and fill in any learning gaps via work in small groups. 290,000 pupils attend these courses every summer. The introduction of the *Pacte enseignant* makes it easier to offer such courses in all priority schools and establishments.

# RURAL FRANCE:

## guaranteeing **AMBITION AND SUCCESS** in rural environments

### CHANGES FOR SEPTEMBER 2023

- **121 new Rural Education Regions (Territoires éducatifs ruraux, TER)** to bring the total to 185 so that every department has at least one TER.
- **Labels of excellence for 3,000 additional boarding facility places** to add to the 132 Boarding Facilities of Excellence already functioning in rural areas.
- **15 Youth Service Spaces** in rural areas.

*In line with the work already undertaken to reduce regional inequalities, the Ministry of National Education and Youth continues to deploy public policies to take better account of life on the ground in each region, with particular attention on rural areas.*

*The projects implemented by the Ministry for rural areas are being strengthened by the Rural France plan announced by the Prime Minister on 15 June 2023. This aims to guarantee long-lasting improvements to the quality of the public education service in these areas through several educational levers.*

### NEW BOARDING FACILITIES OF EXCELLENCE PLACES

#### The Boarding Facility of Excellence label

This label was created in 2021. It aims to **improve the quality of boarding facilities so that they suit the needs of pupils and families, and are anchored in the local area.** The label rewards and encourages boarding facilities to develop the educational and pedagogical projects they run. These are devised in close collaboration with local authorities and partners in the region to promote academic success and personal development. It is a means of recognising the work done by teaching teams and regional authorities. It is also **a clear signal to families and pupils**, guaranteeing the genuine participation of all local stakeholders in the boarding facility project.

Of the 307 labelled establishments in 2021, **132 can be found in rural areas, and 18 are co-funded as part of the French Recovery Plan.**

#### Labelling an additional 3,000 places

The new Boarding Facilities of Excellence label has been announced as a high priority, notably by labelling 3,000 additional places.

**In September 2023, a new call for projects will be launched** for boarding facilities located in rural areas as well as urban facilities that give priority to rural pupils in order to support them with their goals. The initiative also aims to attract urban pupils to schools in rural areas. These two types of establishment will be eligible

to apply for the label. **Boarding facilities in rural areas will also benefit from additional appropriations to support regional authority investment** in building, extending and refurbishing boarding facilities.

### GENERALISATION OF RURAL EDUCATION REGIONS (TERS)

#### Aim of the TERS

The TER scheme makes it possible to deploy specific actions to help rural and mountain areas, and remote regions in general. These are designed to **improve pedagogical and educational provision** (before, during, in between and after school hours) for rural children and young people, and to offer pupils **the same career and personal development opportunities** as those living in other areas.

The projects have three main aims:

- mobilising a cooperative network around the school by strengthening links with the local authorities and all the school's partners;
- guaranteeing that young people living in rural areas have the means of acting for their future, with particular attention paid to career prospects and equal opportunities;
- increasing the attractiveness and professionalisation of rural schools through better support and training for staff assigned to them.

### At least one TER in every department

Since 2021, 64 TERs have been rolled out in 10 regional education authorities and 39 departments.

570 municipalities are involved, alongside 632 primary schools, 86 lower secondary schools and 53 upper secondary schools. This provides impetus to the actions to help the 43,000 primary pupils and nearly 25,000 lower secondary pupils targeted.

The Rural France plan has made all rural departments responsible for developing Rural Education Regions (TERs). This generalisation will mean that **all departments (excluding Paris and its inner suburbs) have at least one TER.**

## COORDINATION WITH EXISTING SCHEMES

These schemes should coordinate with the existing educational policies to provide even more help to pupils in rural areas. The actions of the Ministry of National Education and Youth make it possible to better combat social and educational inequalities to serve and benefit pupils living in rural areas.

### Cordées de la Réussite (Leg-up to Success)

In 2023, the Rural Agenda set an objective that 20,000 lower secondary pupils in rural areas should benefit from the *Cordées de la réussite* scheme. This has been greatly surpassed, with more than 37,000 rural secondary pupils receiving a leg up, which is nearly 25% of all pupils involved in the schemes.

### Youth Service Spaces (Espaces services jeunesse, ESJ)

This partnership scheme was launched in 2021 with a budget of 6 million euros from the state. The first 15 structures for young people have now been built in rural areas where there are problems due to services being located too far away. The ESJs are situated in state secondary schools and serve as a hub for education, training and youth services. These are run by regional authorities, decentralised services or operators of all types of state administrations, as well as by associations working in the fields of education, youth and training.



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### Board games as a learning resource

**Access to cultural content is essential for the acquisition of basic skills, and this can be more difficult in remote rural environments. In the regional education authority of Orléans-Tours, this constraint has been overcome by the Rivière nursery school as part of the CNR's "Let's shape our schools together" plan.** Playing board games in nursery school can help children learn while having fun. It can enable them to approach the various fields of learning differently and thus provides an alternative solution to some educational difficulties, particularly in mathematics. The games help to build a bridge between basic skills learning in class and families at home. They also serve to develop a thirst for learning. The project aims to introduce board games into family life and develop times for playing without screens. It also intends to get the children's parents involved in a school project, and take part themselves,

in classrooms or at home, by playing board games with a high educational value. The project is being built in partnership with the local games library and after-school care-providers to maintain this home-school link. It also serves to forge relationships with other classes in the inter-municipality teaching group (year 1 to 6 pupils from Ligré attend after-school care in Rivière). The teachers and pupils thus overcome some of the constraints of living in remote areas, while improving their educational attainment and developing the skills acquired in year 2 and onwards.

The CNR's "Let's shape our schools together" plan finances these games along with digital equipment to enable the children to create their own games. In parallel, the teachers also commit to a training course with the OCCE (Central Office for Cooperation at School). They can attend sessions held at the games library. The project is due to run for a three-year period, with a planned appraisal on the impact of the scheme on the cohort. ■

**Staffing numbers and *carte scolaire* (school catchment mapping) measures**

The Ministry is again increasing its support for rural areas by ensuring that staffing numbers in these regions are higher than the national average. In primary schools, the average number of pupils per class in rural areas is 21.20 and 20.28 for remote rural municipalities.

This attention paid to rural areas also reflects the promise made by the French president in 2019 never to close a rural school without the prior agreement of the mayor of the municipality in question. The *carte scolaire* (school catchment mapping) measures for primary schools (opening, closing or merging schools and classes) take into account the specific issues in rural areas and should be the result of a collaborative effort to restructure the networks in rural areas between the rectors of the regional education authority and local officials.

**A departmental body to rethink school catchment mapping**

The Ministry of National Education and Youth is planning reforms to the school catchment mapping in rural areas over a three-year period. This will involve systematically consulting local officials in advance as part of a departmental body that brings together the state and these officials.

This body will make it possible to make public policies more coherent and to co-construct the best educational decisions for these areas.

# Introducing a **CAREER GUIDANCE** culture in **SECONDARY SCHOOLS**

## CHANGES FOR SEPTEMBER 2023

- **Generalisation of the job discovery schemes in lower secondary schools:** an approach allowing pupils in years 8, 9 and 10 to find out more about the different sectors of activity, professions and professional practices.
- **A job discovery advisor** appointed and trained in every lower secondary school.
- **Guidelines for secondary school form teachers** detailing the different aspects of careers guidance.

### **JOB DISCOVERY IN ALL LOWER SECONDARY SCHOOLS**

#### **Generalisation of the scheme**

After a trial year in 2022-2023 in 640 establishments, including 176 in priority education areas, all secondary schools will now be offering job discovery activities from September. Pupils will partake in these activities during all or part of the three years they spend in cycle 4 (years 8, 9 and 10). These activities are included in the timetables and usually take place outside teaching times. They introduce the different sectors of activity (health, aeronautics, human services, etc.), and include visits to businesses and meetings with professionals (in and outside the establishment). This measure is a government priority. It aims to allow all pupils, **by 2026, to find out about at least 50 professions by the end of lower secondary.** It is a means of widening the horizons of all pupils and giving them the opportunity to make decisions for their future regardless of gender, social, regional or disability stereotypes. Thus, every child will be able to freely and progressively build an educational pathway that suits their talents and aspirations in lower and then upper secondary school.

#### **Lessons that include on-site discoveries**

Job discovery sessions, as part of the school's project, awaken vocations by helping pupils discover new types of jobs, particularly in technical, manual or people-facing professions. This serves to showcase the skillsets that fall outside the better-known academic types of skills. It aims to introduce pupils to professions and industries in the private and public sector and to inform them about the training needed

to work in these positions. This is done through varied actions, including **immersive experiences, meetings with professionals, educational activities linked to subject-specific content and sequences.**

It presents many different professional sectors and professions with all levels of qualification to break down stereotypes and ensure that girls take an interest as well as boys. Particular attention is paid to professions with severe recruitment shortages and those that help to achieve the country's industrial and agricultural sovereignty.

#### **State-region partnerships and wider mobilisation**

The job discovery actions in lower secondary schools are organised within a framework of shared expertise between the state and the regions in terms of information and career guidance.

The regional authorities are proficient in organising informative events on professions and training, **and are thus key actors in job discovery initiatives.** The range of services they provide, alongside their documentation, events and actions with the networks of actors, are essential and help mobilise the economic and professional communities.

### **TEACHERS WHO ARE BETTER TRAINED AND EQUIPPED**

#### **To facilitate job discovery sessions**

**A job discovery advisor** will be appointed in lower secondary schools to coordinate and plan actions involving external partners. Teachers can also be assigned a jobs discovery task as part of the *Pacte enseignant*. These advisors and, progressively, the teachers who sign up

to facilitation tasks, will receive training that includes a period of immersion in a business or training establishment, starting in September 2023-2024.

### To provide careers guidance

Teachers play a key role in providing careers guidance to pupils with the support of national education psychologists.

In lower and upper secondary schools, **form teachers are the first point of contact for pupils and their families.** Guidelines on this subject will be available to all such teachers in September. They detail the different aspects of career guidance and what is expected of teachers. The guidelines also provide new tools, including those from the National Office for Information on Teaching and Professions (Onisep), which has developed more than **700 educational resources. These resources are indexed to the skills toolkit for upper secondary careers guidance,** and soon to a comparable toolkit for lower secondary pupils. They aim to guide the careers guidance approach by focusing on helping pupils acquire the skills they need to make informed decisions throughout their educational pathway and professional life. By 2026, all form teachers in lower and upper secondary schools will receive support and training in careers guidance.

## MORE EFFECTIVE AND MORE EXTENSIVE ONLINE SERVICES

### Additional support tools

The transition from lower to upper secondary in years 10 and 11 is a key stage for decisions about careers and school admission. The online “careers” and “admissions” services were made available three years ago and are being continually improved. They aim to improve and simplify the stages in the process of choosing an upper secondary and career pathway for families. They are designed to give equal access to information in addition to the support provided by teaching and education teams to aid the process of making decisions and the related administrative steps.

### Using online services in 2023

In 2023, families with children educated in local state schools expressed their growing satisfaction with the services available to them. Indeed, more and more families now use these services for careers guidance:

- **65.9% for pupils in year 10** (compared to 62.6% in 2022);
- **72.5% for pupils in year 11** (compared to 65.6% in 2022);



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### The Bulle d'air (Air Bubble) initiative

In the regional education authority of Lyon, at Eugène Dubois lower secondary in Châtillon-sur-Chalaronne, the teaching teams have set up a scheme to reduce school dropout rates more effectively. This is aimed at pupils in year 9 and 10 who have lost their motivation to learn and progress.

These pupils can benefit from an adapted timetable over nine weeks to take part in mini-business activities in collaboration with the municipality's social action centre and the *Entreprendre pour apprendre* (Learning by Doing) association. The project creates the conditions for pupils to become actors in their own career pathways and discover new professional horizons. The aim is to boost their self-confidence and rejuvenate their thirst for learning. ■

### The school admissions service in year 10

The school admissions service presents an exhaustive list of the training possibilities after year 10. The list also features useful information taken from Onisep data and the InserJeunes platform. As such, pupils and families can access all the information they need to make their decisions about:

- the content of the courses on offer and the establishments providing them, through the **Onisep information sheets;**
- the numbers of pupils who continue to higher education or are employed directly in their region after completing the diplomas under consideration, via **the InserJeunes platform.**

For pupils applying for apprenticeships, it will be easier to make contact with the apprentice training centres (CFAs) and businesses that take on apprentices via the services available on the [labonnealternance.pole-emploi.fr](https://labonnealternance.pole-emploi.fr) website.

The entire range of options available to pupils in their region and across the country can now be accessed all year round, including outside the periods when choices have to be made, so as to ensure pupils can discover the options and prepare for their decision starting in the first term of the school year.

# IMPROVING the MENTORING SYSTEM

## CHANGES FOR SEPTEMBER 2023

– A two-fold increase in the number of young people receiving mentoring in the next four years by involving the entire educational community and all stakeholders (businesses, citizens, etc.).

### Mentoring in figures

- **85%** of the young mentees in primary and lower secondary schools were from a priority education establishment (REP and REP+).
- **49%** of the 150,000 young mentees in 2022 attended primary or secondary schools.

Source: 2022 activity report of the Collectif Mentorat (Mentoring Collective)

### THE 1 YOUNG PERSON 1 MENTOR (1 JEUNE 1 MENTOR) PLAN

The 1 Young person 1 Mentor programme, supported by the Ministry of National Education and Youth, is aimed in priority at **young people in vulnerable situations, aged between 6 and 30 years**, across the whole of France. These young people can be from modest economic and social backgrounds, have disabilities, have encountered problems at school, or live in disadvantaged urban districts or remote rural areas, etc.

It should be stressed that although the main aim of mentoring is to help young people find autonomy, it also offers benefits that can vary depending on the young person's needs. For example, mentors can help young people with their schooling or offer support when choosing a school or university. As such, **72% of the young people who have received mentoring say that this relationship helped them better understand their educational and professional career options**. Equally, 89% of the young people concerned say that their mentoring relationship had a positive impact on their school marks<sup>1</sup>. The relationship between the mentor and mentee should last at least 6 months. **Half of the mentees attended state schools, and 40% were university students.**

### MENTORING: A MAJOR NATIONAL CAUSE FOR 2023

The Prime Minister named mentoring as a major national cause for 2023 to help all young people find professional emancipation.

Mentoring for school pupils will play a key role in this great cause as part of an **education-employment continuum**.

In addition, in his speech on 4 May 2023 on the theme of vocational upper secondary schools, the French president stated that **mentoring should become "universal"** for all pupils requiring it. The 2023-2024 school year will mark the start of this commitment.

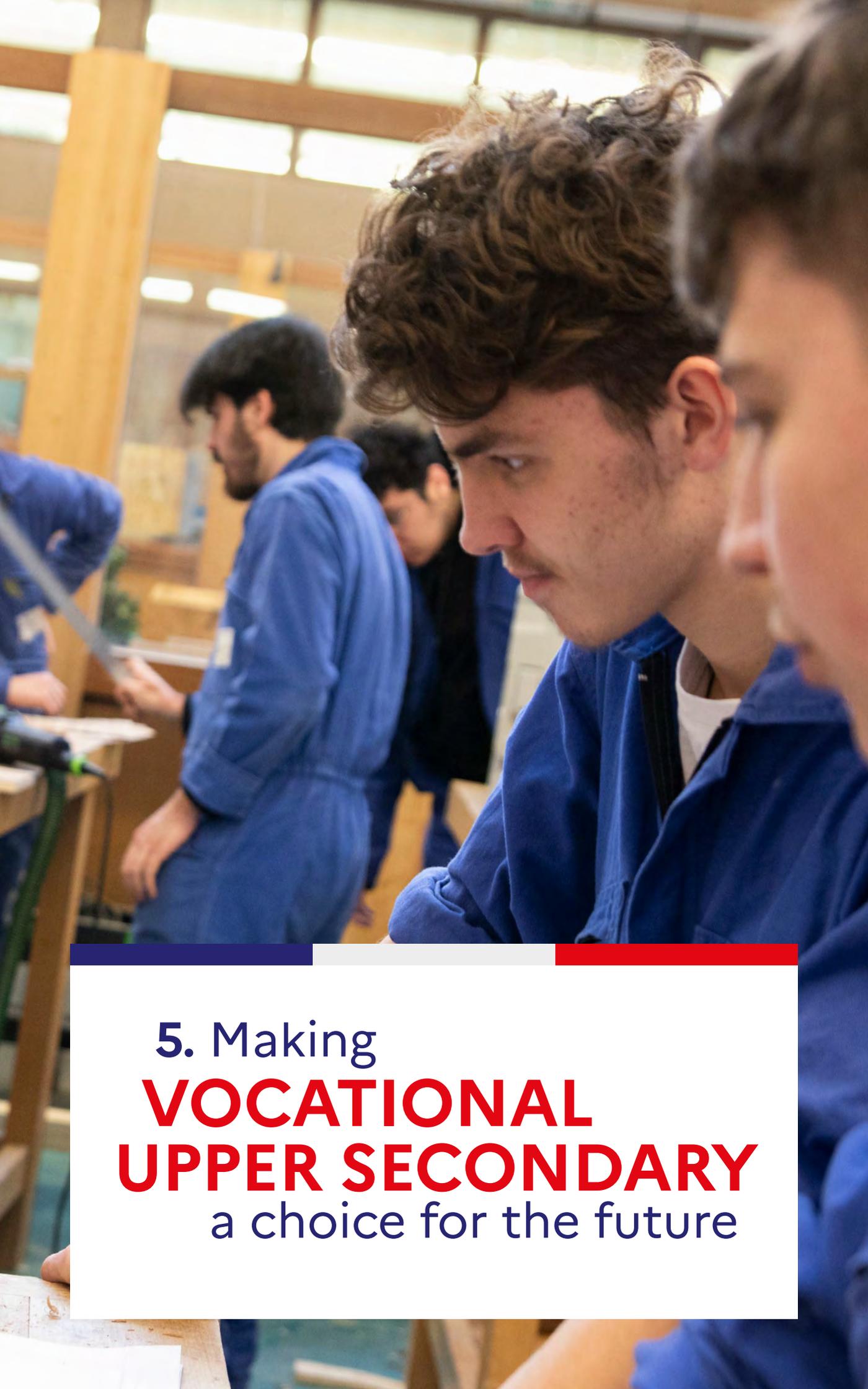
Reinforcing the mentoring system is the key aim of this ministerial initiative. The Ministry launched a wide-reaching campaign to support this over the 2022-2024 period. It encourages associations to offer the most relevant mentoring programmes to enable young French people to find success. Nearly 90 million euros will have been allocated by the state to support mentoring by the end of 2023 and since the plan was launched in 2021. This investment has enabled 62 associations, selected through a call for projects, to work on raising awareness about the benefits of mentoring, identifying mentors and mentees, putting these parties in contact and providing support for and supervision of the relationship.

### The 1 Young person 1 Mentor platform

The 1 Young person 1 Mentor platform (<https://www.1jeune1mentor.fr/>) run by the Collectif Mentorat accepts applications for mentors and mentees. It builds links between these candidates and the expert organisations in the field of mentoring. The applications are sent to the most relevant Collectif Mentorat association.

<sup>1</sup> Survey carried out by the Collectif Mentorat.





5. Making  
**VOCATIONAL  
UPPER SECONDARY**  
a choice for the future

# Improving SUPPORT FOR UPPER SECONDARY PUPILS

## CHANGES FOR SEPTEMBER 2023

- **Paid work placements** for all pupils on vocational training courses.
- **Resources for teaching basic skills in small groups.**
- **A choice of optional workshops** for pupils depending on their interests and motivation.
- **Greater focus on reducing school dropout rates** during and after upper secondary.
- **Support for pupils from external partners** so they can start their working careers more successfully.

### PAID WORK PLACEMENTS FOR ALL VOCATIONAL UPPER SECONDARY PUPILS

Starting in September 2023, all pupils on vocational courses will be paid during the work placements they attend as part of their training course, whether they are studying for a professional diploma or a local-initiative additional training course (*formation complémentaire d'initiative locale*). Paying young people during their work placements is a way of recognising their commitment and adding value to the time they spend in the workplace. The payments will be made at the end of each work placement.

The payments increase progressively:

- **€50** a week for pupils in their first year of a CAP course or in year 11 of a vocational baccalaureate;
- **€75** in the second year of a CAP course or year 12 of a vocational baccalaureate;
- **€100** in year 13 of a vocational baccalaureate.

**A vocational upper secondary pupil can thus be paid up to €2,100 over three years of work placements as part of a vocational baccalaureate.**

### Offering financial education

The Éducfi passport, initially offered to lower secondary pupils, is now also available in upper secondary. It will help vocational secondary pupils learn how to manage their work placement payments and provide a better understanding of financial, economic and budget management in their professional environment.

### ADDITIONAL RESOURCES TO ENSURE ALL PUPILS SUCCEED IN THEIR TRAINING PATHWAY

#### Lessons in small groups to consolidate progress Lessons can now be given in small groups

formed by looking at an individual's results in French and mathematics placement tests. This organisation makes it possible to approach the notions in the syllabus differently, especially by getting pupils involved in activities and using digital tools, which are harder to do with a whole class.

### Optional activities to enrich upper secondary experiences

Pupils can now choose one or two optional activities as a maximum in addition to their timetabled lessons; these activities are not assessed in the examinations.

These activities are chosen by the pupil and can be a way of combining a training with the thirst for learning. They can help pupils acquire the basics and develop their psychosocial skills. This range of optional activities is constructed in accordance with the establishment's projects, its internal resources and the partnerships it has built. They can include an introduction to entrepreneurship, coding, practising a foreign language, artistic workshops (performing or visual arts), philosophy, writing and eloquence, digital design, etc.

### NEW SCHEMES TO REDUCE SCHOOL DROPOUT RATES

#### An unprecedented mobilisation of partners to reduce school dropout rates

The new scheme *Tous droits ouverts* (All Rights Open) offers new opportunities to respond to the wide variety of needs for pupils at risk of dropping out. It is based on encouraging the local organisations working in training and job-seeking to offer a broader range of solutions to renew these pupils' motivation.

In upper secondary schools, the school dropout prevention group identifies the needs of pupils who are likely to drop out of education and the most appropriate response, whether available in the establishment itself or offered by an external partner.

**With *Tous droits ouverts*, pupils can now choose to join a local organisation:** a local jobs counselling service (*mission locale*), a second-chance school, an Integration and Re-entry into Employment Centre (Épide), an Apprentice Training Centre (CFA), the National Agency for Professional Adult Training (Afp), etc.

#### Guaranteed access to qualifications and employment after upper secondary school

When finishing a vocational upper secondary course, some young people find themselves with no means of finding job or further education options. Every one of these school leavers will now meet with a local jobs counsellor.

Pupils who have failed their exams will be encouraged to come back to school in the following year.

The **Ambition emploi (Job Ambition) pathway** is designed to suit the needs of the pupils who sign up, in partnership with public service operators for employment, led by the local jobs counselling services.

For at least four months, the pupils will retain their status as being in full-time education and



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### Cultural openness at the heart of the Odyssee vocational upper secondary school

**In the regional education authority of Grenoble**, the Odyssee vocational upper secondary school in Pont-de-Chérury has made access to culture a lever to improve the school climate and prevent pupils from dropping out.

In a context where the local cultural life is very limited, the project aims to bring culture into the school, particularly at lunch times. The school has built a network of partnerships (Municipal music school, Pont-de-Chérury cinema, CCR d'Ambronay [Ambronay Cultural Meeting Centre] to run joint projects that help create bonds, valorise the pupils and improve the image of the school. In the past, there were no activities at lunch times (which last 2 hours in France), and so these periods were a byword for inactivity. They have now become time of culture and education for the pupils, many of whom are from disadvantaged backgrounds. Shows, educational projects and cinema screenings are now the beating heart of school life.

These projects seek to inspire pupils to get involved in connection with the progression of their learning. These cultural opportunities help pupils gain self-confidence, develop psychosocial skills and learn to work together. The initiative has transformed the whole school: the school climate has improved and the outdoor spaces have been redesigned and renovated.

The CNR's "Let's shape our schools together" initiative provides funding for purchasing musical instruments and equipment to redevelop the spaces. The funding to pay the staff from the music schools and cultural organisations has been allocated for a three-year period. ■

benefit from:

- **support to look for work or an apprenticeship;**
- **support** to sign up to an additional training course;
- **various** forms of help (with health, housing, travel, etc.);
- vocational or general **courses**;
- paid **work placements** in companies, etc.

**In addition to this support, the *Ambition emploi* scheme is there to help every young person finishing vocational upper secondary school design their future plans while retaining their status as a student.** Young people who sign up can benefit from personalised support from teachers in collaboration with the local jobs counsellors and economic partners in the region.

### **Support to succeed on a BTS course**

Although the most common educational route taken by vocational school leavers is the BTS, only 3 out of 5 pass their first year and 1 out of 2 obtain their diploma within two or three years. In 2022-2023, a trial was launched in all regional education authorities: **consolidation pathways** were offered in the first year of a BTS course to vocational school leavers identified by the teaching teams as fragile - at risk of failing or dropping out - because of their academic attainment and/or methodological skills and ability to work autonomously.

This consolidation pathway consists of **temporarily organising a training route that provides a personalised approach to the difficulties faced:** smaller groups, individual support, methodological and subject-specific consolidation, mentoring, etc. It allows these young people to continue their

BTS course with much greater chances of passing the exams, in two years if possible, or otherwise in three.

The consolidation pathway will be introduced this September in around 100 pilot establishments. The scheme will be extended progressively before being generalised so that it is available in all establishments offering a BTS course by September 2024.

### **PREPARING SCHOOL LEAVERS BETTER FOR THE WORLD OF WORK**

The *Avenir Pro* (Professional Future) trial was initiated by Sciences-Po Paris and Pôle emploi (the French national employment centre, soon to be renamed *France Travail*). In 2022-2023, it supported 8,000 pupils in 340 vocational upper secondary schools with their professional career plans.

**In 2023-2024, half of the pupils in the last year of a CAP or vocational baccalaureate course who want to start their professional life will have access to this scheme. It will then be generalised to all such pupils in 2024.**

They will receive specific support via workshops organised by specialised counsellors from France Travail. This will help them find out more about the labour market, understand and use the different job-search tools and prepare for job interviews.

These actions will serve to enrich and complete the professional insertion preparation module introduced in the lesson times reserved for careers guidance.

# SALARY INCREASES

for the entire educational team  
and the **PACTE**  
to help pupils succeed

## CHANGES FOR SEPTEMBER 2023

- An unprecedented pay rise for all teachers, senior education advisers and national education psychologists, who will receive an unconditional net rise of **€125 to €251 per month**, regardless of their status, sector or years of service.
- The **Pacte**: new resources for successfully reforming vocational upper secondary schools.
- A specific training course for newly-appointed management staff in vocational upper secondary schools.
- Revamped training courses for vocational upper secondary teachers.

### A SPECIFIC TRAINING COURSE FOR VOCATIONAL SECONDARY TEACHING TEAMS

#### A specific training course for newly-appointed management staff

A new training course specifically for the needs of head teachers was introduced at the launch seminar on 28 June at the *Institut des Hautes Études de l'Éducation et de la Formation* (Institute for Higher Studies in Education and Training, IH2EF). It focusses on issues specific to vocational education.

**This training course is an unprecedented effort to better understand the complex ecosystem of vocational upper secondary schools**, the structure of the professional partners the school interacts with and the highly specific educational context of these schools.

#### Increased training for vocational upper secondary teachers

The reforms to vocational upper secondary schools seek to give priority access to training to vocational upper secondary teachers, particularly those working in the professional sectors that are subject to the acceleration strategies in the France 2030 Plan. These training courses should meet the needs of the teachers as closely as possible and be differentiated according to the map of initial vocational training courses in schools and its annual changes.

With the support of the General Directorate for School Teaching (Dgesco) and the networks

developed by the *Campus des métiers et des qualifications* (Campus of Professions and Qualifications), the Lifelong Learning Schools run by the regional education authorities (EAFC) will develop **training courses that include a large amount of immersive training (work placements in companies)**. The national objective is to enhance this training package in workplace settings (*at least every three years for vocational teachers*) so as to enable the teachers to continually improve their professional practices and thus better identify the new activities and contexts of the professions they are teaching. These placements can be on business sites or at a Campus of Professions and Qualifications. This requires a **threefold increase in the number of teachers receiving such training**.

### THE PACTE TO HELP IMPROVE TRAINING IN VOCATIONAL UPPER SECONDARY SCHOOLS

The *Pacte* for vocational upper secondary schools aims to provide them with new resources to:

- support every pupil and overcome their difficulties;
- help every pupil realise their plans for the future;
- support the establishment projects;
- support the relationship between the establishment and its economic fabric.

It provides a means of boosting the ambition of some missions that have already been accomplished and to deploy new ones. It offers teachers who sign up the opportunity to earn more for additional tasks to encourage their pupils to succeed and give them better support. The *Pacte* for vocational upper secondary schools is aimed at all tenured and contracted teachers, senior education advisers assigned to vocational upper secondary schools or *lycées polyvalents*, and national education psychologists working in these settings, as well as teachers working in the advanced technician sector (BTS).

**The *Pacte* in vocational upper secondary schools can be divided into 6 functional assignments. This number of assignments can also be lower.**

The head teacher is responsible for adapting the *Pacte* according to the establishment's project and the degree of commitment expressed by each teacher. As in lower secondary and general and technological upper secondary schools, a priority is placed on short-term substitution assignments to ensure educational continuity. The assignments on offer are detailed in the table opposite.

Like all head teachers, **the commitment of head teachers in vocational upper secondary schools will be recognised in the organisation of the *Pacte* by a gross rise in salary of €1,000 per year.** Deputy heads in vocational and technological training (DDPFT) will also be awarded the same pay rise.

### **An example of the *Pacte* for vocational training courses**

A *Pacte* comprising 6 vocational training courses can entail:

- 1 short-term substitution assignment (RCD) of 18 hrs;
- 3 face-to-face teaching assignments of 24 hrs each;
- 2 functional assignments involving an annual commitment.

Each assignment is paid €1,250 gross per year; a 6-assignment *Pacte* results in a gross payment of **€7,500 per year.**

Type of assignment in the ruling	Assignments	Quantum	Description of the assignments in the ruling
<b>Supporting pupils</b>	Short-term substitution	18 hr	Short-term substitution
	Teaching small groups of pupils depending on their needs and difficulties (dyslexia, dyspraxia and other “dys” problems, disabilities, general learning difficulties)	24 hr	Additional teaching in small groups
	Opening up horizons and ensuring self-fulfilment for pupils through a choice of options (coding, entrepreneurship, 2nd modern language, public speaking, philosophy, etc.)	24 hr	
	Action to consolidate learning in the advanced technician sector to increase the chances of success for weaker students	24 hr	Teaching and support in the post-vocational baccalaureate period
	Teaching in professional specialisations	24 hr	
	Action as part of the <i>Stages de réussite</i> (Success Courses) and <i>École ouverte</i> (Open School) schemes	24 hr	Action as part of the <i>Stages de réussite</i> (Success Courses) and <i>École ouverte</i> (Open School) schemes
	Action as part of the job discovery scheme in years 8, 9 and 10	24 hr	Organising job discovery sessions
<b>Participation in pedagogical innovation assignments</b>	Coordinating, managing and implementing innovative pedagogical projects (including Education CNR)	flat rate	Coordinating and running pedagogical innovation projects
<b>Assignments to support pupils’ decision-making on careers and further study</b>	Support for pupils with special educational needs	flat rate	Support for pupils with special educational needs
	Coordinating the job discovery scheme	flat rate	Running job discovery sessions in years 8, 9 and 10
	Tutoring a group of pupils as a reference teacher	flat rate	Supporting pupils in difficulty
	Identifying pupils at risk of dropping out and contributing to supporting them in collaboration with partners of the vocational upper secondary school	flat rate	
	Supporting year 13 pupils before, during and after they join the Pôle emploi’s personalised support scheme	flat rate	Providing support to find employment
	Supporting young people after year 13 who have found neither a job nor a training course under the <i>Ambition emploi</i> scheme	flat rate	
	Business-establishment links (training workplace tutors, business offices)	flat rate	

# GREATER RESOURCES

## and more room for manoeuvre for HEAD TEACHERS

### CHANGES FOR SEPTEMBER 2023

- A **business office** in every vocational upper secondary school.
- **Mentoring** for pupils.
- **Work to transform the upper secondary training courses.**

#### A BUSINESS OFFICE IN EVERY VOCATIONAL UPPER SECONDARY SCHOOL

##### A new joint service

The 2023 new school year will take place under the banner of partnerships and strengthened relationships between schools and businesses. As such, **a business office, managed by a coordinator, will be set up in every vocational upper secondary school and lycée polyvalent.** These will serve the organisational and developmental needs of the partnerships with the professional actors.

It acts as a single venue to welcome all types of learner at the upper secondary school: pupils, apprentices, students and trainees in lifelong learning. This office also serves as a reception service for all external partners to facilitate the development of joint actions.

#### MENTORS FOR VOCATIONAL UPPER SECONDARY PUPILS

Given that mentoring has been named as a great French national cause for 2023, new mentoring schemes will also be launched this September as part of the plan **to introduce mentoring opportunities for all vocational secondary pupils who want them by 2025.**

#### Business offices in 5 missions

- 1. Supporting teachers and trainers** in their interactions with the world of work.
- 2. Introducing joint actions** between upper secondary schools, the world of work and local actors.
- 3. A resource to find and successfully complete work placements,** training periods in workplaces and high-quality vocational sandwich courses.
- 4. Nurturing a sense of belonging to the vocational upper secondary school** and an alumni network.
- 5. Monitoring the success of the vocational training pathway** and job insertion for every trainee in the establishment.

#### PROGRESSIVE TRANSFORMATIONS TO THE MAP OF TRAINING COURSES

The map of initial vocational training courses is currently being revised with the aim of helping more young people on such courses find employment.

Multi-year objectives to transform the training courses will be set in consultation with the regions. Several actions will be implemented.

### Revision of vocational qualifications

This will be accelerated to better suit the needs of the changing job market. The **aim is to renew 50 diplomas in 2024, then 100 in 2025**. The idea is to take into account the great transformations underway in society and to create new diplomas that correspond to the new emerging professions.

### Specialisations in Bac + 1 (one year post-bac)

It has been observed that the chances of vocational secondary pupils finding work are increased by 20 points if they take a Bac + 1 specialisation. Thus, from this year, every vocational baccalaureate course will offer at least one speciality so pupils can continue to a Bac + 1. New additional qualifications will be created, which will be known as **specialisation certificates**. The aim is to increase the number of places in Bac + 1 specialisation courses from 4,500 to 20,000 by September 2026.

### Getting all stakeholders involved

It is important for all stakeholders to get involved so as to facilitate the work underway in the regional authorities and regional education authorities to transform the range of regional training courses available. Thus, discussions within each vocational upper secondary school will serve to outline the potential ways of changing the local training package in relation to the employment area, the economic players in the region and the professional sectors represented. All of the state services in the regions and their respective partners will contribute at the level of the employment areas. All of this will fit into a regional schema that is coherent with the general trends in needs for employment and skills at national level. **The aim is to work towards zero school dropouts and 100% employment.**

### The Orion steering tool

The Orion tool aims to increase transparency in terms of the admission capacity of each training course, the number of candidates, the diploma pass rate and the number of trainees who continue their studies or find work after completing the course. This “steering console” has been tested in five regions and is today deployed across the country and is available to all interested parties.

The new Orion service will make it easier to manage the training courses based on annually-updated indicators and case-by-case discussions.

For more information:

<https://orion.inserjeunes.beta.gouv.fr/>



### Creating training courses that lead to job integration through the **France 2030 Plan**

**France 2030 will be enacted during this five-year presidential term to accelerate the transformation of training courses offered by vocational upper secondary schools.** The funding makes it possible to renew the technical platforms, train teachers and promote new sectors to young people.

Starting this September, **1,050 new training places for professions of the future** will be opened across the country in the fields of information technology, soft mobility, photonics and energy. This first step represents an investment of 13 million euros (by the state, regions and businesses).

This state-region programme is a decisive lever to reform vocational upper secondary schools and better prepare pupils for the professions of the future. It contributes to preparing the French nation to respond to the most pressing issues of our times: decarbonising industry, energy and industrial sovereignty, economic competitiveness, healthy and sustainable food, etc.

### Reforming the **Lycée des métiers (Vocational Secondary) label**

The **Lycée des métiers (Vocational Secondary) label** is changing to increase recognition of vocational upper secondary schools through:

- partnerships with the world of work;
- the training courses proposed;
- the work carried out by networks of establishments;
- responses to needs in terms of educational and training pathways.

### **The coherence with the Campuses of Professions and Qualifications (CMQs) will be strengthened.**

The designation “*Lycée des métiers en réseau*” (vocational secondary networks) is designed to highlight the first level of activities carried out in networks of several establishments which can serve as a starting point for a future CMQ or CMQ of excellence.





6. The right to  
**THRIVE**  
at school

# Promoting HEALTH and WELL-BEING for all pupils

## CHANGES FOR SEPTEMBER 2023

- The introduction of the **Promoting Health at School approach (École promotrice de santé)** to develop a protective environment and instigate good habits to promote health.
- **Three measures to promote mental health:** introduction of a protocol, training in mental health first aid and publicising the 31 14 hotline.
- **Effective implementation of emotional and sexual life education:** writing the syllabus, deploying an ambitious training plan and new resources to promote responsible behaviour and build a culture of equality and mutual respect.
- **The development of psychosocial skills:** improving self-knowledge and relationships with others.

### The Promoting Health and Well-being at School approach

The **Promoting Health and Well-being at School** approach (recognised by the Édusanté label) is a global and positive approach to health with a focus on physical, mental and social well-being. It concerns all members of the school community and aims to **promote good practices** (a balanced diet, good quality sleep, regular physical activity, etc.) and a healthy environment at school.

### THREE MEASURES TO BOOST CHILDREN'S MENTAL HEALTH FOR THE NEW SCHOOL YEAR

In response to the deterioration in the mental health of children and young people observed in the last few years, pupil health and well-being now take a central place in the priorities in education policy.

#### Training two adults per establishment in mental health first aid

During the 2023-2024 school year, two adults per establishment will be trained in mental health first aid (initial response to a mental health crisis),

with a priority of training at least one senior education adviser. This will help the participants to **better identify pupils in fragile condition**, organise an appraisal by national education resource staff (doctors, nurses, psychologists, social work assistants) and then refer them, if necessary, for appropriate care provision. Starting in the autumn, these members of staff will also be trained in their role as mental health first aid advisers. Finally, in 2024, supervisors will be trained in each regional education authority to support these teams. The bullying advisers will liaise directly with the staff trained in mental health first aid whenever they are advised of a bullying situation.

#### Producing a mental health protocol for educational establishments

Every educational establishment should have a mental health protocol in place so as to formalise the procedure for caring for the pupil affected, ascertain what care is needed and clearly identify the role of each actor (identifying pupils who are suffering, raising the alert and referring to appropriate healthcare when required). It will also outline the communication circuit between pupils, families, staff and partners, and the confidentiality rules.

### **Listing the suicide prevention hotline number in the parent-teacher notebooks**

The suicide prevention hotline number, 31 14, will now be posted in schools and listed in the pupils' parent-teacher notebooks alongside the 119 hotline for child abuse. This suicide prevention hotline (31 14) offers a listening service for young people and their families and can serve to refer pupils for healthcare provision. It is also a precious help to national education staff in their decision-making and must be better publicised.

## **STRUCTURING AND SUPPORTING EMOTIONAL AND SEXUAL LIFE EDUCATION**

### **An education programme on emotional and sexual life**

A request has been made to the High Council for the Curriculum (*Conseil supérieur des programmes*, CSP) to **include sessions on emotional and sexual life in a coherent educational progression**, giving clear benchmarks **in line with the children's age** and defining the key notions. In secondary schools, the implementation of this programme (expected for the start of 2024) will be organised within the framework of the Committees for Education on Health, Citizenship and the Environment (CESCEs). It will contribute to **developing a culture of equality and mutual respect**, particularly between men and women, to combating sexist and sexual violence with a particular focus on the issues of consent and discrimination against LGBT people, and to making pupils aware of how to prevent sexually-transmitted diseases (STDs) and the risk factors of unwanted pregnancies.

### **Training and support for teaching teams**

An ambitious training plan will be put in place to help teaching teams on several levels, through the **M@gistère for all (online lifelong learning platform)** training pathway. A course will be organised by the regional education authorities for those working in schools and establishments and at national level as part of the university diploma (UP) for trainers, whose expertise will thus be developed and harnessed. In addition, new resources will be produced and made available to the teaching teams at the start of 2024.

### **Steering emotional and sexual life education**

Following a first edition in the summer of 2023, every year will see the publication of an appraisal of the implementation of emotional and sexual life education based on a survey carried out in secondary schools and establishments and on feedback from the regional education authorities. In addition, a liaison committee will be set up comprising the various actors in emotional and sexual life education (institutions, associations, qualified individuals, parent and pupil representatives) so as to both supervise and support this implementation.

## **PSYCHOSOCIAL SKILLS TO HELP PUPILS SUCCEED**

### **Why work on psychosocial skills at school?**

The term psychosocial skills refers to **cognitive, emotional and social skills** that help to meet the requirements and challenges of daily life. Scientific research has shown such skills to be effective in improving mental health and well-being. Developing psychosocial skills has positive effects on learning and professional integration.

These skills also improve the school climate and contribute to effectively combating violent behaviour, including bullying.

### **Regional education authority delegations and territorial committees (Coter)**

A national education road map will be disseminated that outlines the **main strategic directions concerning the development of psychosocial skills for pupils**. Regional education authority delegations for psychosocial skills have been set up to pilot this project alongside the territorial committees at departmental level, which will be progressively created in the first term of this school year. These territorial committees will be managed by the regional education authorities' director of services for national education (Dasen), a representative of the departmental board, and a representative of the regional health agency. In the development of psychosocial skills, the aim is to ensure **a coherence between all the actors contributing to educating children and young people** in school hours, at after-school care, during extracurricular activities and in families.

### **Training for professionals**

A framework document has been produced by a working group made up of professionals from all sectors that work with children and young people, and steered by the General Directorate for School Teaching (Dgesco). **This establishes the principles of quality psychosocial skills training** and a charter for trainers. In addition, a national plan for trainers will serve to support the regional education authority delegations with their operational application of the road map in the regions, and in particular with the training of teaching teams in primary and secondary schools on these new professional practices. Thus, the skills that will now be consciously and explicitly developed include self-esteem, managing stress and emotions, problem-solving and effective communication so that they can be used to promote well-being and academic success.

# Encouraging **PHYSICAL AND SPORTING ACTIVITIES**

## CHANGES FOR SEPTEMBER 2023

- **Expansion of the 30 minutes of daily physical activity scheme to cover all schools.**
- **700 voluntary lower secondary schools** will commit to progressively rolling out the scheme to introduce 2 extra hours of sport in addition to PE lessons.
- **Educational and sporting projects will be organised from September onwards for this exceptional year** marked by the Olympic and Paralympic Games.

*Physical and sporting practice for school-age children plays a crucial role in combating sedentarism and inactivity. The fact that France is hosting the Paris 2024 Olympic and Paralympic Games offers a unique opportunity to develop the role of physical activities in the life of every child.*

### TWO ADDITIONAL PHYSICAL EDUCATION MEASURES

#### 30 minutes of daily physical activity

This measure was extended in September 2022, and will affect all schools from September 2023.

The teaching teams are provided with educational kits containing small equipment to develop daily physical activity sessions as an addition to Physical Education (PE) lessons. The aim is to ensure that every pupil practices a minimum of 30 minutes of such activity every day, which is good for concentration, self-fulfilment and academic success. The activities on offer can involve partnerships with local sporting associations with the agreement of the school board and subject to a contract. Éduscol and M@gistère provide tools to help teachers come up with ideas on how to put this measure into practice.

In partnership with the Ministry of Sport and the Olympic and Paralympic Games, voluntary high-level sportspeople have been recruited by their sports federation to join the “30 minutes of daily physical activity” French team. They are tasked with promoting Olympic and Paralympic values among children and running the scheme across the whole of France.

#### 2 extra hours of sport in lower secondary school

The first trials to introduce 2 extra hours of sport in 170 lower secondary schools, in addition to PE lessons, took place in 2022 2023, and will be extended in September 2023

to 700 establishments across all French departments. The scheme targets pupils who rarely practice any sport apart from in PE lessons. It involves building a partnership with a local sports club or association to offer activities in addition to those organised in PE lessons and by the lower secondary school’s sports association.

### SPORT AS A VECTOR TO HELP SPORTING PUPILS THRIVE

One key aim of the partnership between the Ministry of National Education and Youth and the Ministry of Sport and the Olympic and Paralympic Games is to enable pupils involved in top-level sports and those with high potential to succeed with their dual sporting and educational aims. For this new school year, the two Ministries are committed to revising the dual cursus for sporting children via appropriate adjustments and supportive actions.

#### School sports sections

Across France, 793 upper secondary schools and 2,580 lower secondary schools have special sports sections for one or more of the 95 sporting disciplines on offer. They aim to help sporting children thrive more generally without aiming for on high performance. More than 90,000 pupils will be supported this year through establishment projects that offer 3 hours a week of physical and sporting activity in addition to normal PE lessons, potentially with the help of local sports clubs.

### **This revised personalised cursus will help children access the top level in a sport and boost their performance.**

For the several thousand elite sporting children in France, the “sporting excellence” sections will enable them to follow an adapted dual cursus promoting both sporting and educational excellence and very high levels of performance. Indeed, given the stringent requirements to access the top level and achieve high performance in sport, the notion of adapted schooling should be reconsidered based on a better complementarity between the times dedicated to sport and those set aside for academic study.

An inter-ministerial discussion process (MENJ-MSJOP) in collaboration with the National Sports Agency (ANS) and the sports federations will enable the 13,000 top-level sports people under 18 years of age (1,600 of whom sit the baccalaureate exam every year) to follow an adapted dual cursus. This will take into account the duties and obligations in the sporting calendar from September 2024 with the aim of doubling the number of beneficiaries.

## **A SCHOOL YEAR UNDER THE BANNER OF OLYMPISM AND PARALYMPISM**

### **Sharing a culture of Olympism and Paralympism**

Starting in September and throughout the school year, teaching teams will be encouraged to organise varied pedagogical actions in all disciplines that help pupils from year 2 to year 13 understand and appropriate the values and symbols of Olympism and Paralympism. The school year will be an opportunity to learn about the history, symbols and great sportsmen and women of the Games. Educational resources will be published every month to facilitate these educational actions and encourage the appropriation of the Olympic and Paralympic culture with a coherent progression leading up to the Games. The schools and establishments in the departments situated on the route of the Olympic torch relay will focus on educational projects about the history, symbols and cultural heritage of the Games.

### **Celebrating Olympism and Paralympism**

After the start of the new school year under the banner of Olympism and Paralympism, several events will mark the year and provide opportunities for teaching teams to get their pupils involved: National School Sports day (20 September 2023), Paralympics day (8 October 2023), International Women's Sports Day (24 January 2024), Olympics and Paralympics Week (2-6 April 2024), Olympics Day (23 June 2024), and the Olympic torch relay across the whole of France (8 May - 26 July 2024). The Primary School Sports Union (Usep) and National School Sports Union (UNSS) for secondary schools will be closely involved in this initiative, which will be led by teachers.

The Generation 2024 label, Usep's “United for 2024” programme and UNSS's “Towards a responsible generation” programme will contribute in particular to boosting commitment to sport among young people.

### **Cultural Olympiad**

The Ministry of National Education and Youth will take part in the Cultural Olympiad. This includes a specific label attributed to projects submitted to the Adage platform, which is accessible to all teachers. This initiative aims to create, publicise and strengthen the links between arts and sport by participating in a national movement inspired by the Paris 2024 Olympic Games.

### **Attending the Paralympic Games with the “My class at the Games” project**

The state's accessible ticketing programme will provide more than 194,000 pupils and accompanying adults with free tickets to a session of the Paralympic Games in the first week of September 2024. In 2023-2024 pupils will get involved in educational projects related to the Games, and students will be selected to benefit from this ambitious programme that will enable them to experience a unique moment in their history.



CONSEIL NATIONAL  
DE LA REFOUDATION

## **Sporting and digital practice**

**Following a consultation with GIPUN (group for pedagogical innovation in digital uses), a PE and sports teacher at Mendès-France lower secondary school in Morlaix (regional education authority of Rennes) came up with a project to combine digital and physical education.**

After a consultation, the PE and technology teachers at the school joined forces to teach geometry and movement dynamics in PE lessons. This involved the purchase of micro:bit cards financed by the pedagogical innovation fund. There are two phases to this project. The pupils first study how the micro:bit cards work in technology lessons before putting them to use in PE lessons. By analysing the data they produced, they were able to map their physical movements to better understand the geometry of motion and the concepts of trajectory and speed. ■

# AN OLYMPIC

back-to-school with the

# GENERATION 2024 label

The Generation 2024 label aims to build bridges between school communities and the sporting movement to encourage young people to take part in physical and sporting activities.



## Goals

- **To develop** projects with local sports clubs
- **To participate** in events promoting the Olympics and Paralympics
- **To support** or host top-level sportspeople
- **To open** school sports facilities to the public

## GENERATION 2024 FOR BACK-TO-SCHOOL 2023

- **8,709** establishments awarded the label
- **over 5,500** projects submitted
- **66** pupils involved
- **2,000,000** pupils involved

## WHO CAN OBTAIN THE LABEL?

- **School and educational establishments** under the Ministry of National Education and Youth
- **Higher education and research establishments** under the Ministry of Higher Education and Research
- **Establishments in the AEFÉ1 network** under the Ministry of Agriculture and Food Sovereignty and some establishments under the Ministry of Health and Prevention

## HOW?

- **By exemplifying the values of the French Republic:** liberty, equality, fraternity and secularism; by refusing all discrimination and including people with disabilities
- **By respecting the number of PE teaching hours** planned in timetables
- **By having a sports association that is a member of one of the school federations** (Usep<sup>2</sup>, UNSS<sup>3</sup>, UGSEL<sup>4</sup>)
- **By signing up my class or my establishment** to the "Ma classe aux Jeux" (My class at the Games) initiative by answering one of the four calls for expression of interest on:
  - building knowledge (Dicosport) about the Olympic Games from 1924 to 2024
  - organising a day (Intégrathlon) to showcase inclusive sports, sport for people with disabilities and parasports
  - producing a collective piece of work symbolising the shared world, sport and the arts
  - taking part in the great gathering of archives from the sporting world

1. Agency for French language teaching abroad  
2. Secondary school sports union  
3. National school sports union  
4. General independent schools sports union

# Enhancing ARTISTIC AND CULTURAL EDUCATION for all pupils

## CHANGES FOR SEPTEMBER 2023

- Increase in the number of artistic and cultural education (ACE) activities in primary schools in collaboration with partners of the Ministry.
- Expansion of the group part of the Culture Pass to include year 7 and 8 pupils.
- A national training plan to enhance ACE in primary schools, in collaboration with the 30 ACE resource centres (Preacs) across the country and the National Higher Institute of ACE (Inseac) which deliver higher education courses, Bac + 1, master's and doctorates.
- A project at regional education authority level to enhance ACE teaching as part of the pupils' general educational pathway from nursery to year 13.

### THE THREE PILLARS OF ACE

Artistic and cultural education (ACE) aims to provide pupils with high-quality artistic, cultural and scientific experiences. It shapes their relationship with otherness and aesthetics, i.e. their understanding of the world and awareness of our shared future. ACE enables every pupil to develop their sensibility and creativity. Linked to basic skills learning, it promotes individual and collective fulfilment.

ACE is based on three pillars:

- **acquiring knowledge:** in this way, it is of educational value;
- artistic and cultural **practice:** "doing" to foster a desire to learn;

- **meeting** artists and hearing their testimonies, as well discovering works and places of art.

### TWO TOOLS TO IMPLEMENT ARTISTIC AND CULTURAL EDUCATION

#### The group part of the Culture Pass

The group part is exclusively for **artistic and cultural education activities carried out in groups and supervised by teachers**. Starting on 1 September 2023, the group part will be **extended to pupils in years 7 and 8**. It will now apply to all lower and upper secondary levels under the following conditions:

Group part Pupils under MENJ, National Education-affiliated private schools, Masa (agriculture teaching), and military and marines schools	Class level	Year 7	Year 8	Year 9	Year 10	Year 11 or CAP	Year 12	Year 13
	Amount per pupil	25 euros	30 euros	20 euros				

These new and exceptionally important credits are applicable in the eight fields constituting ACE. They thus concern all secondary school teachers.

A culture reference person is now designated in every lower and upper secondary school, supported by additional resources. These **contacts are the first point of call for teachers on this subject.**

### The group part of the Culture Pass in figures

- When calculated pro rate in terms of class size, the Culture Pass represents **750 euros per year for a class of 25 pupils.**
- In June 2023, **53.3% of eligible pupils had benefited from an ACE action.** This was only 5.7% in September 2022.
- In July 2023, **83.4% of schools had planned at least one action as part of the Culture Pass.** In July 2022, this was 3.5%.

### The Adage application

Adage is a digital national education platform that seeks to generalise ACE in primary and secondary schools. It is a **tool for all teaching teams** at national, regional and regional education authority level. The application is accessible to all national education staff so they can:

- **oversee** every pupil's ACE pathway from nursery to year 13;
- **sign up classes and pupils** to ACE projects and actions via a single visit to the site;
- **find out** about the proposals for groups in the Culture Pass, for which Adage is the only means of access;
- **build** ACE projects;
- **look for partners** via a themed or geographical search;
- **obtain funding**;
- **respond to regional education authority calls for projects**;
- **consult resources.**

## THE EIGHT ACE FIELDS

ACE projects fall under one of eight overlapping fields. **As such, every primary and secondary school teacher, in all subjects, can find a way of developing artistic and cultural education projects with their pupils.**

### Books and reading

This field comprises five main themes with support from numerous schemes.

- **Reading out loud**, with the *Les Petits champions de la lecture* (Little reading champions) scheme, which has reached more than 134,000 pupils in years 5 and 6. In secondary schools, 130,000

pupils took part in the *Si on lisait à voix haute* (If we read aloud) competition with France TV and La Grande Librairie.

- **Meeting with actors in the book industry:** a partnership with the *Centre national du livre* (National Book Centre) has organised several types of unifying actions, such as meetings with authors (nearly 230 over the year) and 1,000 masterclasses in schools funded by the group part of the Culture Pass.
- **Choosing the winners of a literature prize:** children are invited to refine their critical thinking by voting for the winners of prizes such as the *Goncourt des lycéens*, the *Fauve des lycéens* (literature prize for graphic novels), and the *Prix des incorruptibles* (children's literature).
- **Writing** to encourage creativity through actions such as the *Concours des dix mots* (Competition of Ten Words), the *Prix du jeune écrivain* (Young Writers' Prize), and the creative writing workshops run by *Labo des histoires*.
- **Taking time to read** with the "15 minutes of reading time" scheme, which is now fully generalised, and the *Un livre pour les vacances* (A book for the holidays) scheme under which all 800,000 year 6 pupils were given a copy of Homer's *Odyssey*.

### Arts and heritage

Awareness-raising actions on creativity and heritage are organised to teach pupils about all types of visual art: fine art, photography, applied art, sculpture, painting, architecture, drawing, design and heritage. The projects are built through partnerships.

The learning goals are:

- **Discovering an artist or monument:** the *Levez les yeux!* (Look Up!) project, scheduled for the day before the European Heritage Days, invites school children from nursery to year 13 to discover their (material and immaterial) heritage. It does this via special access to dedicated venues and associated activities (meetings, practical workshops). The *Musée Mobile* (Mobile Museum) project also seeks to reach out to young people who have little access to cultural sites.
- **Learning an artistic practice:** the *Art en immersion* (Immersive Art) programme aims to promote social inclusion through culture, particularly through the use of digital tools.
- **Sparking children's interest in artistic and cultural forms based on observations of their everyday environment.**

Artists' residencies and practical art workshops so children can discover the creative act as a whole and to spark their imagination. To this end, the Ministry has now formed partnerships with the great national public establishments such as the National Estate of Versailles and the Quai Branly Museum.

### History and memory

**The actions for young people as part of the remembrance policy are fully in line with ACE.**

They aim to build a collective memory based on shared values, addressing fundamental notions such as the values of the French republic, advocacy and citizenship.

The Ministry's remembrance project is enacted in close collaboration with the Ministry of Armies and a set of partners such as the *Mémorial de la Shoah* (Holocaust Memorial). It is based on three themes:

- **participation in commemorations;**
- **visits to places of remembrance;**
- **participation in school competitions** (National Competition for the French Resistance and Deportation, *Flamme de l'égalité* [Flames of Equality] competition).

### **Technical, industrial and scientific culture (CSTI)**

CSTI benefits from all of the resources and tools developed in ACE, of which it is an integral part. ACE serves as a complement to the teaching of mathematics, biology, geosciences, physics, chemistry, engineering sciences, technology, and computing. Indeed, 2023-2024 will be the year of physics. In addition, nearly 100,000 pupils participate in the Mathematics Week every year. Another emblematic action gets secondary school pupils to vote for the winner of the *Prix du livre Sciences* (Science book prize) in collaboration with the French Academy of Sciences.

### **Performing arts**

The *À vous de jouer!* (Your turn to play!) programme was launched in March 2022. It aims to help **young people discover the performing arts** and consolidate drama projects undertaken in extracurricular time. The objective is to develop drama groups in lower secondary schools.

The Ministry would also like to add an artistic dimension to the practice of dance. Accordingly, the *Constellation* project run by the National Dance Centre (CND) offers "open experiences" through an approach adapted to both primary and secondary school pupils. School classes will be offered choreography workshops, dance shows, conferences and meetings.

### **Media and Information Education (EMI)**

Through EMI, pupils learn to **become responsible citizens** in a society marked by ever increasing and faster flows of information. They develop their critical thinking and ability to act in an enlightened manner when searching for, receiving, producing and disseminating information via the increasingly diverse forms of media. EMI helps to **strengthen the cross-disciplinary skills that are crucial** for navigating a world where the vectors of information and communication are rapidly multiplying. As such, EMI is part of the common core of knowledge, skills and culture, and children's pathways to citizenship and artistic and cultural fulfilment. The Ministry is now collaborating closely with Clemi, France Télévisions, Arcom and Radio France. The Media and Press Week, organised every year at the end of March, is a major event in which nearly 4.5 million pupils take part. **Its particular focus this year is the états généraux de l'information (National Information Conference).**



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## **School of arts**

**The teaching team at the Parc Kalliste primary school in Marseille** (regional education authority of Aix-Marseille) has to deal with high numbers of pupils in precarious socio-economic circumstances, many of whom also have difficulties at school. To act more effectively against inequalities and to give every pupil the same chances of success, the teachers decided to lean heavily on the lever of artistic and cultural education.

Based on the *Marseille en grand* plan and CNR's "Let's shape our schools together" initiative, an art room and a third space were developed so as to offer workshops focused on remediation, rhythm, body expression and musical instruments in collaboration with the cultural partners in the region (Cité de la musique, Conservatoire, Musadys, Concert de poche, etc.). By contributing to building a relationship with otherness and aesthetics, i.e. an understanding of the world and an awareness of our shared destiny, artistic and cultural education activities closely linked to basic skills teaching promote a more peaceful school climate for the entire school community.

### **Music**

In addition to music lessons in schools, practical workshops (choirs, concerts, orchestras, creativity), partnerships and meeting with artists will be organised to help children progress along their musical journey. These actions can be individual or collective, and will help to develop children's vision of the world and help every one of them thrive.

As part of the Choir Plan, 7,000 pupils will take part in the *La mêlée des chœurs* (Medley of Choirs) initiative. They will learn to sing the national anthems of the countries playing in the Rugby World Cup in September 2023. Some of the Ministry's key partners in organising projects throughout the year are Orchestre à l'école, Les Concerts de poche, the Paris Philharmonic and Jeunesses Musicales de France. One key event in this project will be the *Rentrée en musique* (Musical Back-to-School).

### **Cinema and audiovisual**

Images play a central role in many young people's cultural practices. Understanding how images and sound are produced, practising varied techniques and discovering the diversity of creative arts (historical and contemporary) makes it possible to sharpen perceptions and appreciate the great richness of cinematographic and audiovisual language.

The projects, events and resources supported by the Ministry offer a range of approaches: viewing and reviewing films, being part of a jury, planning and making films (screenwriting, production, editing, etc.), meeting professionals. The ***Ma classe au cinéma* (My class at the cinema)** scheme, run in collaboration with the National Cinema Centre (CNC), benefits two million primary and secondary pupils every year.

# Promoting **SELF-FULFILMENT** through **EDUCATIONAL TRIPS**

## CHANGES FOR SEPTEMBER 2023

- **End to the limitation on the length** of school trips.
- **Simplification** of the authorisation procedures.
- **Reduction in the** time taken to process an application.
- **Increased flexibility in staffing numbers.**

*School trips are an important event in every child's schooling. They help pupils acquire knowledge and skills, contribute to their self-fulfilment and encourage them to open their eyes to the world.*

### SIMPLIFIED PROCEDURES FOR ORGANISING SCHOOL TRIPS

All pupils, whatever their background, should be able to **experience at least one school trip during their school career**. In addition to giving every pupil practical experiences to consolidate their knowledge, school trips enable children to leave their day-to-day environment, gain independence and make shared and lifelong memories. Consequently, schools and teaching establishments are invited to boost the organisation of such trips under **conditions that aim to encourage a new momentum**.

The duration of these trips should be compatible with the teaching programmes. As such, the timing should be decided on by the teachers in close contact with their pupils, rather than in a standardised way at national level. **To this end, the Ministry has removed all time limits on school trips.**

The procedures **for organising school trips have been simplified**. This means, above all, the end to the dual authorisation procedure where the regional education authorities' directors of services for national education (Dasen) of the department of origin and the department hosting the trip must both authorise the trip. At primary level, the trips will be authorised by the inspector responsible for the school district.

The time taken to process school trip applications will be **shortened**. As from now, the

requests for authorisation must be answered **within two weeks of the deadline for receipt of the application**.

For primary school trips of up to 24 pupils, two supervising adults are needed, and one of these must be a teacher. An extra adult is needed for every 12 pupils above this threshold.

### EDUCATIONAL HOLIDAY CAMPS FOR EVERY SCHOOL HOLIDAY

#### Ensuring educational continuity

The Educational Holiday Camps scheme was set up in June 2020. The exceptional circumstances during the successive lockdowns highlighted a pressing need: to **prevent the disruption to learning** brought about by school holidays. This issue is all the more important since the length of the school holidays contributes to increasing educational inequalities<sup>1</sup>.

Educational Holiday Camps have three aims:

- **social**, by helping young people to go on holiday, especially those from less advantaged backgrounds, for whom this is often their first experience of travel;
- **educative**, by helping participants **acquire and consolidate knowledge** and skills through popular education methods and approaches;

<sup>1</sup> See Briefing Note No. 2317, Depp

- **cultural**, by discovering new regions and activities.

Educational continuity is **important during every school holiday**, and not only in the summer. This is why Educational Holiday Camps are organised **during all holidays throughout the year**. **This September, the aim is to encourage as many pupils as possible to sign up for an Educational Holiday Camp in the autumn holidays.**

### **Guaranteeing access to Educational Holiday Camps to the greatest number of children**

A central focus of the Educational Holiday Camps scheme is to **increase social, cultural and regional mixing**, and so the aim now is to expand the range of beneficiaries to include middle class children. These educational trips mean the local authorities supervise young people more closely throughout the process, from preparing to go away to the use they make of these trips after they come home. So as to offer every young person the chance to benefit from such trips, **a specific Educational Holiday Camp allowance** has been introduced. The eligibility criteria for this allowance are:

- a family quotient (monthly parental income) below or equal to €1,500;
- a disability;
- a pupil likely to drop out of school;

- a protection measure under the *Aide sociale à l'enfance* (Childhood social security);
- residence in a disadvantaged urban district (QPV) or rural revitalisation area (ZRR).

The allowance can cover up to 100% of the cost of the trip (with an upper limit of €500 per pupil per week). The other family allowances (holiday checks, local allowances, child benefits, etc.) are cumulative with the state allowance as long as the total sum does not exceed €500 per child per week.

### **Educational Holiday Camps in figures**

- In 2023, for the 4<sup>th</sup> year running, Educational Holiday Camps are hosting **tens of thousands of children and teenagers** in one of the **5,500 state-certified centres** and run by more than 1,000 organising centres.
- In 2022, **85,000 children** benefited from this scheme. For half of these beneficiaries, **this was their first experience of a collective holiday**. Almost all of these trips offered stays in the countryside together with physical and cultural activities.

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