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AN EDUCATION SYSTEM IN WHICH EVERYBODY SUCCEEDS

The ESEC's report from September 2011 entitled "Inequalities in the Education System" (Xavier Nau, opinion and report No. 2001-09) has already criticised the fact that the French education system is failing to mitigate inequalities resulting from social or cultural origin. The French National Education Reform Act dated 8 July 2013 particularly stresses the inclusive nature of the education system; the success of all students should be a central concern. To enable all children and young people to go on to be citizens in a democracy, fully integrated into society - this is the challenge that the education system must take up.

We cannot address the issue of inequality resulting from social or cultural origins without first hearing from the most socially excluded parents. They have a lot to tell us about the education system and about the orientation guidance received by their children. It is on the basis of progress made by children from the most deprived families that we can assess the capacity of the education system to ensure that all children succeed.

Priority education is one of the responses deployed to combat inequality in the education system. However, it cannot be the only response and it is no guarantee of an open education system that is transparent for everyone. Other approaches must also be taken.

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wayside. They are many in number and they receive little attention. They open up avenues that can enable the obstacle of social determinism facing the education system to be overcome.

In the area of compulsory schooling (primary and intermediate secondary school), many interviews have given us an opportunity to hear about the experiences of actors in the education system working for the success of all children. These actors did not expound theories. Rather they recounted what they have experienced with pupils. Some make reference to long-standing teaching methods, e.g. Freinet, Montessori, institutional pedagogy, etc. Others draw upon these methods to adapt them to the actual circumstances within their establishments. Some make use of teaching experiments that have emerged in other countries and that have been shown to get results. They all strive to adapt to the needs of their pupils to try to make school a place where learning is a pleasure,

without losing sight of the need for knowledge acquisition.

Because school is not the only place where children and young people are educated, it was important to hear how projects undertaken in partnership with local neighbourhoods can come about and what these provide for children, within a relational fabric in which their parents play a special role.

By hearing from these classes, primary schools, intermediate secondary schools and neighbourhoods, some little explored avenues within the French education system have come to light. These have been shown to be beneficial for pupils at all school levels, even though there is obviously still room for improvement.



Marie-Aleth Grard

is a photographer and Vice President of ATD Fourth World. She is also a member of the French Senior Council for the National Curriculum (CSP - Conseil Supérieur des Programmes). She is a member of the ESEC within the Section for Education, Culture and Communication, where she represents the Qualified Individuals Group.

Contact:

alethgrard@gmail.com
+33 (0)6 65 32 81 24

ESEC recommendations: three principles

An inclusive education system; A genuine social and academic diversity; A public policy that supports and evaluates initiatives.

1 – AN EDUCATION SYSTEM THAT INCLUDES EVERY CHILD**➤ A – Prepare for schooling difficulties from nursery school**

- Guarantee a place at nursery school from age two onwards where necessary;
- Prevent school closures in small administrative areas;
- Scale up the networks of specialised help for pupils in difficulty (RASED – Réseaux d'aide spécialisée aux élèves en difficulté) and the "more teachers than classes" initiative ("plus de maîtres que de classes").

➤ B – Reduce inequalities in educational guidance

- Greater inclusion of General and Vocational Adapted Learning Sections (SEGPA – Sections d'enseignement général et professionnel adapté) in intermediate secondary schools;
- Remove the social component for placements;
- Make these placements reversible again;
- Increase the number of tools that enable all children to grow up together.

➤ C – Expand the priority education framework

- Turn it into a framework fostering an "education system in which everybody succeeds";
- Foster teaching exchanges between priority areas and other territories.

➤ D – Pay particular attention to the overseas territories

- Provide schooling for everybody under the same conditions as on the mainland;
- Draw up construction plans; Develop continuous teacher training.

2 – FURTHER DEVELOP THE SCHOOL AS A "SOCIAL SPACE"**➤ A – Foster encounters with, and an understanding of the social environment**

- Organise meeting and training times for all the actors of Territorial Education Projects (PEDT – Projet éducatif territorial),
- Open schools up to partnerships;
- Develop co-training and joint training;
- Provide establishments with a work space for teachers.

➤ B – View parents as an essential link

- Receive all parents on both formal and informal occasions;
- Increase the number of professionally run parent areas
- Train parent representatives and think about granting them a specific status.

3 – INNOVATIVE TEACHING PRACTICES

- Make the importance of what is being taught clear to all pupils;
- Adhere to the breakdown of schooling into three-year blocks;
- Develop cooperative teaching; Increase project-based work;
- Promote learning about democracy by speaking out;
- Use a form of assessment that encourages pupils and provides them with a common framework;
- Give all students the means to do their own work during school time.

4 – STEP UP TRAINING

- Include all of the training elements set out in sections 1, 2 and 3 in French Teacher Training and Education Faculties (ESPE);
- Work to the standards and ethics of the teaching and education professions;
- Make the analysis of teaching a core practice in establishments;
- Develop establishment training programmes to be followed by all personnel.

5 – GOVERNANCE AND DISSEMINATION

- Train management personnel in team management and collaborative working to disseminate "an education system in which everyone succeeds";
- Engage in far-reaching reflection on teacher assessment;
- Think about how we recognise and value the work of teachers.
- Develop research and action programmes within establishments
- Launch a national call for research projects on ensuring success for all pupils.