

COUNTRY SYSTEM MAPPING

Country Report: France

European Agency for Special Needs and Inclusive Education



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INTRODUCTION

The goal of the Country System Mapping (CSM) activity is to identify, map and analyse the key features that impact the effective implementation of inclusive education policy in practice in all Agency member countries' education systems. In a departure from previous thematic activities undertaken by the European Agency for Special Needs and Inclusive Education (the Agency), CSM considers the **whole** education system from the perspective of implementing policy for inclusive education in practice. However, within this system-wide view, there is a focus on the specific priorities Representative Board members (RBs) have already identified in relation to monitoring and evaluation, cross-sector working and quality assurance.

The main output from the CSM work is a systematic mapping of information on each country's education system.

Information from the individual CSM Country Reports has been analysed in two ways:

- **Thematic Analysis** to highlight issues (challenges and opportunities) emerging from the reports to use as the starting point for the Agency's Thematic Country Cluster Activities (TCCA).

Challenges for inclusion are defined as things the country needs to work on to reach an inclusive education system. Strengths for inclusion are things that encourage and reinforce inclusive practice in the country and could potentially be shown as an example to other countries.

- **Mapping** to inform TCCA groupings, based on the system structures and processes countries have (or do not have) in common.

The agreed goal for the mapping element of the CSM analysis work was to highlight parameters, or comparative factors, that indicate which country systems are structured and/or working in different – or similar – ways.

The information from the CSM work will be used within the remainder of the [Multi-Annual Work Programme 2021–2027](#) (MAWP). As of autumn 2024, country cluster activities will be organised which are closely aligned to individual country approaches to key issues for inclusive education, as well as system structures and processes countries have in common.



Work within a shared vision for inclusive education systems

All Agency work is aligned with the [position on inclusive education systems](#). This agreed position states that the ultimate vision for inclusive education systems is to ensure that:

All learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers ([European Agency, 2022, p. 1](#))¹.

Agency work focuses on supporting the development of inclusive education systems in member countries to ensure every learner's right to inclusive and equitable educational opportunities. This aim is directed at all learners. However, all aspects of Agency work clearly recognise that some groups of learners face obstacles and barriers that mean they should be considered **learners vulnerable to exclusion from inclusive education in mainstream schools in their local community, alongside their friends and peers**.

UNESCO identifies the possible obstacles and barriers to education learners may face as arising from:

... gender, remoteness, wealth, disability, ethnicity, language, migration, displacement, incarceration, sexual orientation, gender identity and expression, religion and other beliefs and attitudes ([UNESCO, 2020, p. 4](#))².

Many learners may face a combination of these factors and the intersectional (inter-connected) nature of learners' needs must be acknowledged. Every learner has their own unique experiences of discrimination and/or barriers to learning. Everything and anything that can marginalise learners and increase their chances of exclusion from mainstream inclusive education must be understood and recognised.

All Agency member countries are committed to working towards ensuring more inclusive education systems. They do so in different ways, depending on their past and current contexts and histories. Inclusive education systems are a vital component within the wider aspiration of more socially inclusive societies that all countries align themselves with, both ethically and politically. However, all Agency work clearly recognises that countries have differences in their ways of thinking about, identifying and making provision for different groups of learners who may be considered vulnerable to exclusion from inclusive education.

All countries have undergone key conceptual changes in their thinking and policy priorities for developments as they move towards inclusive education as an approach that ensures high-quality education for all learners. Across countries, the first shift was made from the concept of special educational needs to special needs education. This shift represented a focus away from the learner (identified as having special educational needs) towards a focus on the provision they receive (special needs education for learners who experience difficulties at school). The term 'special needs education' has also widened the focus

¹ European Agency for Special Needs and Inclusive Education, 2022. *Agency Position on Inclusive Education Systems*. Odense, Denmark

² UNESCO, 2020. *Global Education Monitoring Report: Inclusion and education: all means all*. Paris: UNESCO



beyond learners with disabilities to include learners who appeared to be failing in school for a wide variety of reasons.

It is worth emphasising here that there have never been agreed definitions of the concepts of special educational needs or special needs education that can be consistently used across countries. The groups of learners considered as having special educational needs which require additional provision largely differ across countries.

The most recent shifts emphasise a move away from a concern with types of special needs or the categories a learner may or may not fall into, towards thinking of inclusion and inclusive education as an approach for all learners. They emphasise the barriers experienced by learners and focus overall on learners who may be vulnerable to exclusion from educational opportunities for different reasons.

Agency work focuses on supporting the development of inclusive education systems in its member countries to ensure every learner's right to inclusive and equitable educational opportunities. This aim is directed at all learners, while recognising the need to specifically address learners who may be vulnerable to exclusion from inclusive education.

Overview of the Country System Mapping

The information collected in the CSM activity aims to provide evidence of and reflection on **where countries currently are** in their inclusive thinking, policy and provision for all learners, but in particular for those learners vulnerable to exclusion from inclusive education.

CSM work focuses on the **whole** education system and how certain structures, mechanisms and processes may impact on the implementation of policy for inclusive education in practice. It aims to get insights into how the needs of all learners – including individuals or groups of learners vulnerable to exclusion from inclusive education – are being considered. Many questions refer to learners vulnerable to exclusion from inclusive education. Countries have opportunities to clarify what 'learners vulnerable to exclusion from inclusive education' means for them and their systems.

However, it is acknowledged that it may not be possible for countries to provide information covering all learners and all learner groups.

The questions specifically focus on four priorities RBs have identified for wider future Agency work in relation to:

- Monitoring and evaluation
- Cross-sector working
- Quality assurance
- Effective policy implementation.

There are six main sections:

Section 1. Background to the inclusive education system

Section 2. Overview of the education system

Section 3. Legislative and policy framework



Section 4. System governance

Section 5. Quality assurance and accountability

Section 6. Stakeholder collaboration, co-operation and effective communication

Where countries have provided additional comments and reflections, these are included in a separate Section 7.

In each of these sections, relevant information was collected covering International Standard Classification of Education (ISCED) levels 02 (pre-primary education) to 3 (upper-secondary education).

Each section has two subsections which require different types of country information, as outlined below.

All questions were rephrased into statements for the purpose of this report.

System description

Sections 1 to 6 include specific questions that aim to provide a factual description of key aspects of the legislation and policy framework for inclusive education in the country. The system information aims to accurately describe the relevant policy frameworks in countries.

Different types of questions are used to collect information that describes important system features – structures, mechanisms and processes – relating to governance, monitoring, quality assurance and collaboration. The descriptive information includes sources of original material and, where possible, is supported with quotes and citations from relevant policy documents and published work.

The descriptive information will be analysed to highlight parameters, or comparative factors, that indicate how countries are structured and/or working. This mapping will be used to inform country cluster groupings based on system structures and processes that countries have in common.

The descriptive information will also be used to prepare thematic cluster activities with Agency member countries. These activities will elaborate and collect even more detailed country information for the different priority areas from 2023 onwards.

Evaluative commentary

An important element of the questions is the evaluative, qualified and evidenced-based reflection on the factual information provided in sections 1 to 6.

The evaluative commentaries aim to provide a qualified reflection on the implementation of the legislation and policy framework for inclusive education in practice. They provide observations on and interpretations of the system factors that impact positively or negatively on inclusive education.

The evaluative commentaries reflect on **where and why the practice of inclusive education differs from or actively supports the stated policy intentions and goals** in the system description.



For the evaluative commentaries linked to each section, the following general questions are posed:

- What have been the perceived main challenges (barriers and hindrances) for inclusive education? Why do they exist and what are the consequences?
- What have been the perceived opportunities (support and ways forward) for inclusive education? What areas for development are identified and how can they be successfully implemented?

In addition, specific topic-related questions are also suggested.

The analysis of the evaluative commentary information will take a grounded approach. It will aim to identify issues that emerge as barriers to or supporting factors for meeting the needs of all learners in inclusive systems.

This analysis will be used to inform future Agency activities with member countries regarding country-specific and common system challenges and opportunities.



SECTION 1. BACKGROUND TO THE INCLUSIVE EDUCATION SYSTEM

This section provides key background information in relation to inclusive education in the country.

1.1 Overview of the historical development of inclusive education

The policy towards people with disabilities was gradually built up during the 20th century. Today, it is no longer a question of charity but of national responsibility. After the right to reparation, then the right to re-education, the principle of non-discrimination is replacing that of rehabilitation.

Prior to the adoption by the General Assembly of the United Nations of the Declaration on the Rights of Disabled Persons in December 1975, the law of 30 June 1975 on the orientation of disabled people set the legal framework for the action of French public authorities around disabilities. The law included access for people with disabilities to the same institutions as the general population as well as the obligation to educate children and adolescents with disabilities.

Historically, learners with disabilities were still cared for by specialised institutions and mainly depended on medical and health services. Over the years, the gap between the National Education mainstream settings and the medical-social and health sector has reduced. In the 2021 school year, 86% of learners with disabilities were enrolled in the national mainstream education system and 14% in the medico-social sector.

[Law 2005-102 of 11 February 2005](#) on the equal rights and opportunities, participation and citizenship of people with disabilities asserted the right of learners with disabilities to schooling in mainstream educational settings. The 2005 law provided the basis for school integration: learners with disabilities were integrated to mainstream educational settings but often segregated within them. Quality education for all progressively became a key issue, with mainstream educational settings adapting to take into account each learner's needs. To this end, Law 2013-595 of 8 July 2013 recognises that every child has a capacity to learn and improve, and states the principle of an inclusive school. According to this principle, the school has to insure that the environment is adapted to the schooling of a child, whatever special needs they may have.

[Law 2019-791 of 26 July 2019: Pour une école de la confiance](#) (Title 1, Chapter 4) specifically reinforces inclusive education. It outlines a series of measures to better support learners with disabilities. In 2019, inclusive education officially became a necessary priority in keeping with the Ministry's slogan: '*pour une école de la confiance*' (for a school of trust).

For the 2022/2023 school year, consultations are being organised by the Ministry of Education, bringing together various stakeholders involved in the national policy. Almost 20 years after the 2005 law, and three years after the 2019 law, the goal is to engage, in an 'Act II' of inclusive education.



Sources: [European Agency, France country info](#) (checked and updated); Vie publique articles – [Chronologie – évolution du regard sur les personnes handicapées](#); [La politique du handicap: la mise en oeuvre de l'accessibilité universelle](#)

1.2 Legislation and policy definitions linked to key concepts within inclusive education systems

Inclusive education

Legislation and policy give an official interpretation of inclusive education

There is an official definition of 'school inclusion' in the Glossary of Education and Higher Education (list of adopted terms, expressions and definitions), [Journal officiel of 25 February 2018](#). However, this definition is never referred to and has gone rather unnoticed. In everyday language, the term '*école inclusive*' (literally 'inclusive school') is used.

The Education Code mentions 'inclusive schooling' as part of the public education service. [Article L111-1](#) states

The public education service is designed and structured for pupils and students. It contributes to equal opportunities and to combating social and geographical inequalities in school and educational achievement. It recognises that all children share the capacity to learn and progress. **It ensures inclusive schooling for all children**, without distinction. It also ensures social diversity of the school population in school establishments.

[Circular 2017-084 of 3 May 2017](#) gives an interpretation of article L 111-1 mentioned above. It affirms the shift from a medical model of disability to a social model that recognises the role of the environment in the construction of disability:

Article L. 111-1 of the Education Code states that the public education service shall ensure the inclusion of all children in school without distinction. It thus enshrines a new approach: **whatever the special needs of the pupil, it is up to the school to ensure that the environment is adapted to his or her education.**

Legislation and policy focus on disability-inclusive education

[Article L111-2](#) of the Education Code also states:

In order to foster equal opportunities, adequate provisions are made to ensure that everyone has access to the different types or levels of school education, **according to his or her particular abilities and special needs.**

[Law 2019-791 of 26 July 2019: *Pour une école de la confiance*](#) states:

Every child has the right to schooling which, in addition to the activities of his or her family, shall contribute to his or her education. ... In order to promote equal opportunities, adequate provisions shall be made to ensure that each



child has access, **on the basis of his or her abilities and special needs**, to the different types or levels of school education.

A broader definition of inclusive education can be found in practice

The decree on special teachers' training and certification sets a broader scope to special needs in education. SNE does not only relate to children with disabilities and ill children, but also to children with severe educational difficulties. See [Decree 2017-169 of 10 February 2017](#) on the CAPPEI (certificate of professional competence in inclusive education practices and specialised vocational training).

The acronym 'ASH' – standing for '*Adaptation Scolaire et scolarisation des élèves en situation de Handicap*' (school adaptation and education of learners with a disability) – is commonly used, for instance, for inspectors specialised in adapted schooling and disability (IEN-ASH at the *département* level) and rectors' technical advisor in adapted schooling and disability (CT-ASH, *académie* level). However, more and more, the terms 'inclusive education inspector' or 'inclusive education technical advisor' are used by *départements* and *académies*.

Regarding teachers' practices, the development of the *Livret de parcours inclusif* (LPI) shows that inclusion applies to all children beyond existing categories of disabilities, severe learning difficulties or special needs. The LPI is a digital booklet for inclusive education. It introduces a pedagogical approach based on the assessment of the learner's educational needs by their everyday teacher.

Special needs education

There is no official definition of special needs education. The law of 11 February 2005 suppressed any reference to special education.

Decree 2005-1752 of 30 December 2005 determines the training plan for learners with disabilities. It presents the various modes of schooling for learners with disabilities, emphasising that the mainstream curriculum must always be the reference for building their school career. Learners with disabilities are enrolled in mainstream educational settings as a priority. The settings may be public or private, depending on the parents' choice. The law also provides for education options in specialised settings for a given time or for the whole education process, and various arrangements such as help from external support services ([European Agency, France country information](#)).

[Article L351-1 of the Education Code](#) shows that schooling in special establishments or special classes under the authority of the Ministry of Health and Social Affairs is possible by decision of the CDAPH (a commission at the *département* level) and in agreement with the child's parents: 'Parents are closely involved in the decision on guidance and may be assisted by a person of their choice. The decision is taken by the commission'. It is stated that learners are educated 'if necessary, within adapted facilities, when this type of education meets the needs of the learners ... In all cases and when their needs justify it, the learners benefit from the necessary complementary assistance and support'.



Learners vulnerable to exclusion from inclusive education

[Article L11-1 of the Education Code](#) (stated above) more specifically associates individualised support to ‘learners with difficulties, whatever their origin, in particular health issues’. It also distinguishes areas where learners are vulnerable to exclusion: schools in remote places and schools in disadvantaged social environments.

Socio-economic background

In France, underprivileged background is not directly identified in relation to the learner (individual approach) but associated to specific areas (geographical approach).

The priority education policy is based on a map of networks consisting of a *collège* and surrounding schools accommodating the same public. Two types of priority education network have been identified: the REP+ (*réseau d'éducation prioritaire renforcé +*), which concern neighbourhoods or isolated sectors with the greatest concentrations of social difficulties that have a strong impact on academic success, and the REP (*réseau d'éducation prioritaire*), which are more socially mixed but face more substantial social difficulties than *collèges* and schools outside the priority education system.

Non-French-speaking children

The policy on the schooling of newly arrived children and children from itinerant families show that children with a bad command of the French language are vulnerable to exclusion. The category commonly used to refer to these learners is ‘*élèves allophones*’ standing for ‘non-French-speaking learners’. [Circular 2012-143 of 2 October 2012](#) organises centres at the *académie* level for the Education of Newly Arrived Foreign Speaking Learners and Children from Itinerant and Travelling Families (CASNAV). It defines the CASNAV’s mission:

Its priority is the command of the French language and school learning in order to give everyone access to the common base of knowledge and skills, which implies the enrolment of all learners and the harmonious completion of their education.

Learners with special educational needs

Learners with special educational needs is a broad category that includes learners with a disability. In France, special needs in education fall within two fields of action: disability (schooling of learners with disabilities) and adaptation (adapted education for learners with severe educational difficulties).

[Law 2005-102 of 11 February 2005](#) gives a legal definition of disability:

A disability is any limitation of activity or restriction of participation in society suffered by a person in his/her environment due to a substantial, lasting or permanent impairment of one or more physical, sensory, mental, cognitive or psychological functions, a multiple disability or a disabling health disorder.

As stated above, the decree on special teachers’ training and certification sets a broader scope to special needs in education. SNE does not only relate to children with disabilities



- the remuneration of teachers;
- in public education only, the recruitment, assessment, training and management of teachers, school heads and inspectors.

Departments and regions are responsible for:

- investments in infrastructure in *collèges* and *lycées* (ISCED 2–3)
- in *collèges* and *lycées* (ISCED 2, 3), the recruitment, training and remuneration of non-teaching staff.

Municipalities are responsible, in primary education only (ISCED 02, 1), for:

- investments in infrastructure;
- the provision of education materials;
- the recruitment, training and remuneration of non-teaching staff

In non-contract private schools

These schools receive approximately 0.3% of all learners.

The state is responsible for:

- the inspection of qualifications of school heads and teachers;
- schooling obligation and compulsory education;
- respect for moral order and public understanding;
- sanitary and social prevention.

The private sector is free to:

- adopt the school curriculum defined by the Department of Education;
- control the administration and finances;
- issue schooling certificates which are not diplomas.

In home education

Academic Director of National Education Services (DASEN):

- reviews and delivers official home-schooling authorisation;
- is responsible for inspection.

The municipality/the mayor is informed of official authorisation for parents to provide home schooling for their child.

The family/parents must:

- request a home schooling authorisation from the DaseN based on the conditions defined by the law;
- provide the required content, indicate their pedagogical approach and methods, and submit the child every year to tests to check the knowledge acquired.



Source: [Eurydice, Organisation and governance; Organisation of private education](#) – updated).

2.4 Levels of autonomy open to educational institutions – schools, local authorities, school maintainers, etc. – within the system

Académies and départements

At the regional level, the state implements its education policy through the '*académie*' and '*rectorat*' systems. The '*académie*' is an administrative district: there are 30 *académies* covering 26 regions. The '*rectorat*' is the directorate of education at the level of the *académie*, which has authority over primary and secondary schools and is managed by a '*recteur*' appointed by the state and responsible for education in the district, for all levels of education of public and private education under contract.

At the level of the *département*, the state's educational policy and the *rectorat*'s education strategy are implemented by the '*directeur d'académie*' who manages school affairs, such as the organisation of staff (in primary education), examinations and admission exams.

Pre-primary and primary education

At the school level, nursery and elementary schools do not have a legal status as a separate institution. In everyday management of nursery and elementary schools, the main roles are:

- **school head**, appointed from the teaching staff, who ensures compliance with regulations and proper teaching procedures in the school;
- the *conseil d'école* (**school council**), consisting of the school's teachers, elected parent representatives, and the mayor of the commune or municipal councillor in charge of school affairs. It is to be consulted on all the material and financial operating conditions of the school, the use of school premises, the school rules, the organisation of the school week, and the organisation of complementary educational, sporting and cultural activities;
- *inspecteur de l'Éducation nationale* (IEN – **school inspector**) in charge of the district, ensuring good administrative operation and application of national education directives and attending the school council meetings.

The *coopérative scolaire* (school co-operative) also contributes to the smooth operation of primary schools. It is a group of adults and learners who decide to implement an educational project based on the practice of associative and co-operative life. With its own budget, it can fund educational projects or solidarity actions at the school, as long as these do not substitute the obligations of the commune which should cover maintenance and operating costs. It contributes to the development of the spirit of solidarity between learners, and improvement of the school environment and living and working environments of learners in the school ([circular of 23 July 2008](#)).



Secondary education

Collèges and *lycées* are *Etablissements publics locaux d'enseignement* (EPLE – local public-sector schools), created by the [decentralisation laws of 7 January 1983 and 22 July 1983](#). EPLEs have an administrative and financial autonomy granted to them by the [Decree of 30 August 1985](#). They also have teaching and educational autonomy which is expressed in the school project, adopted by the school's board of trustees (whose members are described below). The competences of EPLEs are listed in article [R421-2 of the Education Code](#): *Collèges, lycées*, regional first degree schools and regional institutions for adapted education have, in teaching and educational terms, an autonomy which bears on:

- the organisation of the school into classes and groups of learners as well as the conditions of distribution of learners;
- the use of endowments in teaching hours made available to the school in compliance with obligations resulting from statutory hours;
- the organisation of school time and conditions of school life;
- the preparation of careers guidance as well as social and professional integration of learners;
- the definition, in view of regional plans, of complementary and continuing training actions aimed at young people and adults;
- the opening of the school to its social, cultural and economic environment;
- the choice of subjects specific to the school, in particular to complete those featured in national curricula;
- subject to permission from families for under-age learners, the optional activities that contribute to educational action organised by the school for learners as well as actions to accompany the implementation of actions for a successful education, as defined in article 128 of Law 2005-32 of 18 January 2005 for social cohesion planning.

Secondary schools also have pedagogical and educational autonomy, which is reflected in the school project adopted by the school's board of directors. The school project is the expression of secondary schools' (*collèges* and *lycées*) autonomy recognised by the state. It was made compulsory by the [Guidance Law 89-486 of 10 July 1989](#). In this project, the educational community of each school (i.e. management staff, teachers, guidance personnel, parents, learners) defines the most appropriate strategy – depending on learners' needs and local resources – to attain the educational objectives set at the national and *académie* level. This implies choices in terms of management of space and premises, management of school rhythms (timetable in the school day, in the week), availability of educational material, and definition of specific educational provisions to implement national objectives and curricula. In its project, the school ensures the consistent application of provisions that contribute to its own educational policy, such as:

- reception and information of parents;
- guidance;



- documentary policy;
- individual monitoring of learners;
- being open to the economic, cultural and social environment, and European and international opening;
- health education;
- civic education;
- environmental education for sustainable development.

The main administrative and teaching bodies are:

- the *conseil d'administration* (board of trustees), which is the school's decision-making and consultative body that defines the school's project, organisational rules and the budget;
- the *conseil pédagogique* (educational board), which consists of at least one class teacher of each school year, one teacher per disciplinary field and a principal education advisor, aimed to promote co-operation between teachers;
- the *conseil de classe* (class council) examining educational issues affecting class life;
- the *commission permanente* (permanent committee), consisting of representatives of the civil service and the school's personnel, parents, learners, the *commune* and *département*, discussing issues relating to educational and teaching submitted to examination by the board of trustees;
- the *conseil de discipline* (disciplinary council), chaired by the school head, competent to take punitive actions against learners (warning, reprimand, temporary suspension or expulsion);
- the *comité d'éducation à la santé et à la citoyenneté* (health and civic education committee) that discusses, observes and monitors everything that contributes to civic education, a risk behaviour and violence prevention plan, actions to help parents in difficulty, fight exclusion, and defines health and sexual education;
- the *conseil de la vie lycéenne* (CVL – school life council) which groups learners and adults representing personnel and parents, and is consulted on organisation of studies, development of the school project, development or modification of school rules, organisation of school time, etc.

Parents

Parent involvement in the operation of the education public service is done via parents' associations, aimed to defend the moral and material interests common to learners' parents. It represents parents attending school councils, boards of trustees of schools and class councils. There are several levels of **representation of parents' associations**: on the national level, the *conseil supérieur de l'éducation* (CSE); on the *académie's* and *département's* level, academic and departmental councils of the Department of Education, Higher Education and Research; on the local level, school councils, school boards of trustees and class councils.



Non-contract schools

Non-contract schools are free to adopt the curriculum defined by the Department of education ([Eurydice, Administration and governance at central and/or regional level](#)).

2.5 General mechanisms for funding schools

Education is financed by the state, local and regional authorities. Furthermore, there are contributions from families and companies, which account for a larger proportion in private schools.

Public education

In public education, public funding covers over 90% of education costs.

The state finances more than half of public pre-primary and primary education, and almost half of secondary education expenditure. The state's high expenditure is largely due to the remuneration of education staff and the payment of grants.

Local authorities' funding covers the cost of technical staff, operational and investment costs, catering and accommodation, school transport and the remuneration of non-teaching staff. More specifically, for *lycées* and apprenticeships these costs are financed by the regions, in '*collèges*' by the *départements*, and in (pre-)primary education by the municipalities. For example, in *collèges*, *départements* lend learners the required textbooks, while in *lycées*, regional councils may provide textbooks or families may purchase them.

Families contribute to fund catering, extra-curricular activities and learners' personal equipment. For example:

- municipalities are responsible for a catering service in (pre-)primary schools for which they may charge families;
- on request, schools are responsible for organising a '*garderie*' after school hours;
- school insurance is compulsory for children who attend the canteen and participate in extra-curricular activities organised by the municipality after school;
- in *lycées*, the purchase of textbooks is theoretically the responsibility of families.

In general, individual school supplies that remain the property of the learner are not covered by the principle of free education. The Ministry of National Education recommends that teachers limit the prescription of school supplies and establishes a list of recommended school supplies. The costs of equipment in the technological and vocational streams of secondary education can be significant.

Companies contribute through their expenditure on continuing education and apprenticeship taxes aimed to promote equal access and to ensure the development of apprenticeships.

Apprenticeship taxes: This contribution is progressive, depending on a company's number of work–study learners.



Private schools under contract

In private schools that have signed a contract of association with the state, the state covers the remuneration of teaching staff (salaries, social security and tax charges payable by the employer and the costs of initial and in-service teacher training). In return, these schools must provide the same education as public schools, recruit teachers who are employed under public law and undergo the same inspections as public schools.

The departments and regions also contribute to the financing of secondary schools under contract (*collèges* and *lycées* respectively).

Non-contract private schools

There is no funding from the state. Teachers' salaries, maintenance of the premises and operating costs are paid for by the parents.

The tuition fees of private schools are set by each school and therefore vary.

Source: [Eurydice, Funding in education](#)

2.6 Specific mechanisms for funding the inclusion of learners vulnerable to exclusion from inclusive education

Additional funding and resources for priority education networks

At the national level, priority education policies aim at reducing learning inequalities linked to socio-economic backgrounds. Schools (ISCED 02, 1, 2 or 3) that are in priority education (the list is provided by decree) are organised in networks, they structure their actions around the same educational project and have additional means compared to non-priority education schools ([Eurydice, Educational support and guidance](#)).

Grants based on socio-economic background

In public secondary education, families can apply for a student grant, e.g. a *collège*-grant paid by the secondary school and based on certain income conditions. For the 2020/2021 school year, the annual amount of the grant was EUR 105 for level 1, up to EUR 459 for level 3. Families can also apply for a *lycée*-scholarship which is divided into six levels depending on the household income and the number of children in the household (from EUR 441 to 933). This can be supplemented at certain levels of schooling, e.g. by a special equipment allowance, a boarding bonus for scholarship students who attend a boarding school, a qualification bonus for students enrolled in CAP or BEP, or a '*bourse de mérite*' depending on the child's results in national exams.

In public lower and upper secondary schools, a social fund for secondary school students makes it possible to provide exceptional assistance to a learner to meet the costs of school life and education. This aid – granted by the head of the school, on the advice of a committee chaired by the head of the school and made up of members of the educational community, student representatives and parents – is in cash or in kind.

In addition, learners can benefit from financial aid offered by the municipalities, departments and regions. Financial aid at the local level varies from one



region/municipality to another (e.g. for half-boarder children, to attend school's canteen, for school transport, or provision of individual school material).

Learners enrolled in private schools under contract are entitled to the same financial aid and grants as learners enrolled in public schools. Learners enrolled in private schools without a contract have access to public grants and scholarships only if the school is authorised by the Rector of the *Académie* ([Eurydice, Early childhood and school education funding](#)).

Grants for learners with a disability

The education allowance for learners with disabilities (*'Allocation d'éducation de l'enfant handicap'*, AEEH) is intended to compensate for the education and care expenses of the child. The allowance is given to the person responsible for the child. The basic allowance is independent of a family's income. Supplements are subject to meeting certain conditions. In order for a person who assumes responsibility for a child with a disability to receive the AEEH, the child must be under 20 years of age and have a disability of at least 80%, or between 50% and 79% if the child attends an adapted educational institution, or if their condition requires the use of an adapted device, or if their condition requires the use of care as part of measures recommended by the Commission for the Rights and Autonomy of Disabled Persons (CDAPH). In addition, both the person claiming this benefit and the child with a disability must be permanently resident in France.

The AEEH is made up of a basic allowance (in 2020, this was EUR 132.61 per month), to which a supplement may be added, depending on the cost of the child's disability, the cessation or reduction in the professional activity of one of the parents due to the disability, and the hiring of a third person. A specific increase may be added when a child receiving the AEEH is dependent on a single parent, including exemption from boarding costs in regional adapted education institutions, reimbursement of accommodation and treatment costs by the health insurance fund or social assistance, transport costs for learners in medico-social institutions borne by the care bodies, and school transport costs to their institution borne by the department or (for the *Ile-de-France* region) by the state. The basic AEEH, plus its supplement and increase for a single parent, can reach up to EUR 1,568.70 per month. On 31 December 2018, there were 287,440 AEEH recipients.

In addition to the AEEH, appropriate educational devices (braille keyboards, specific software, etc.) may be provided to the student for individual use in the framework of a lending convention. The devices belong to the state, but the student keeps the device during their whole school career, even if they change school or department ([European Agency, Financing of inclusive education systems; Eurydice, Special education needs provision within mainstream education](#)).

Although grants for learners do not exist in (pre-)primary education, primary schools can receive a financial allowance to support learners from families whose resources do not exceed a certain ceiling. It is paid for by the family allowance funds (CAF). It includes the *'allocation de rentrée scolaire'* (ARS – start of school year grant), which was set at EUR 469.97 for a child aged 6 to 10 in 2020 ([Eurydice, Early childhood and school education funding](#)).



Funding of learners with disabilities' additional support and education provision

The National Education budget devoted to the schooling of learners with disabilities increased six-fold between 2005 and 2020. It increased to EUR 2.9 billion in 2020, or 4% of the overall national education budget (5.5% of the budget excluding public pensions contributions). It includes funds for the remuneration of specialist teachers, the cost of support assistants, including state-subsidised jobs, and miscellaneous expenditure associated with the schooling of learners with disabilities (such as adapted teaching materials and support assistants' travel expenses).

Since the start of the 2019 school year, Inclusive Localised Support Centres (PIAL) have been developed to better co-ordinate and manage human support means (AESH support assistants, as well as educational and health support). For the 2021/2022 school year, 56% of learners with a disability were helped by a support assistant in class (67% in pre-primary and primary education, 45% in secondary education). Support assistance was mutualised 69% of the time compared to only 39% in 2017/2018. Commitment appropriations for financing the inclusion of learners with disabilities show a EUR 237 million increase ([Draft Budget Bill for 2020](#), French Ministry of Education; [European Agency, Financing of inclusive education systems](#)). In 2022/2023, 81,630 full-time equivalent amounts were allocated to *académies* for the funding of support assistants (AESH). An estimated 132,200 AESH are helping more than 250,000 learners with disabilities in inclusion processes. An additional number of 4,000 new support assistants are to be recruited for the 2022/2023 year. The number of support assistants increased by 42% since 2017 (DGESCO, going back to school survey for inclusive education).

At the start of the 2021 school year, 5,338 teaching posts (special teachers under the authority of the Ministry of Education) were dedicated to the education of learners with disabilities outside mainstream education. Of these 5,388 posts (FTE):

- 3,307 public primary education teaching posts were assigned to medico-social establishments and services;
- 766 to hospitals;
- 313 to teaching units in a specialised establishment (UE);
- 858 to external teaching units (UEE) in mainstream schools.

Source: *Budget Bill for 2023, first euro justification*

Evaluative commentary

This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of system features and structures for the implementation of inclusive education in practice. It specifically considers the impact of policy-making, structures and processes at national, regional, local and school levels on inclusive education practice.

Statistics

The number of learners enrolled in the medico-social sector has decreased by 4% since 2017, from 70,000 learners to 67,000 in 2021. Over the same period, the number of



learners with disabilities enrolled in mainstream schools has increased by 57%. The increase is twice as great in secondary education (+82%) than in primary education (+40%). As a result, the share of learners with disabilities is higher in *collèges* (4.4% in 2021, 4.1% in 2020, 3.8% in 2019, 3.5% in 2018 and 3.3% in 2017) and vocational *lycées* (4.9% in 2021, 4.3% in 2020, 3.8% in 2019, 3.4% in 2018 and 3.0% in 2017) than in pre-primary and primary education (3.2% in 2021, 3.0% in 2020, 2.9% in 2019, 2.7% in 2018 and 2.7% in 2017). However, the share of learners with disabilities in general and technological *lycées* remains low (0.9% in 2021, 0.8% in 2020 and 2019, 0.7% in 2018 and 2017).

Supporting learners with disabilities at all stages of their school career has become a priority. For instance, over the past 10 years, for every ULIS facility created in primary education, three were created in secondary education. The challenge remains to avoid pre-determined school orientation.

Finding balance in the provision of human support (AESH)

The number of learners with disabilities enrolled in mainstream schools has increased by around 6% per year since 2017. At the same time, the number of learners helped by a support assistant (AESH) has increased by around 11% per year since 2017. The increase in human support is sometimes criticised for being out of control and having the perverse effect of taking responsibility away from teachers. The continuing increase in the number of learners accompanied by an AESH should be understood in the light of three trends:

- The number of learners with disabilities enrolled in mainstream schools continues to increase (especially in secondary schools).
- The proportion of learners with a disability notified for human support is also increasing (and continues to increase, particularly in secondary education).
- The type of human support provided is changing, with the generalisation of pooled support and a very clear reduction in individual support (with the exception of kindergarten learners, most of whom receive individual support).

The ‘Start of the school year survey on inclusive education’ shows that the main challenge for *académies* is not to finance human support but rather to find skilled human resources.

Efforts are made to make support assistants (AESH) a real profession, make them part of the educational community and provide access to training. The start of the school year 2022 circular states,

... the continuation of their (support assistants’) upgrading, but also the effective possibility for those who wish to work full time, in school or extra-curricular activities, will be at the heart of the work in the coming year.

However, contrary to teachers, the pool of AESH is not stabilised, and fluctuates continuously during the year. At the *département* level, such fluctuations in available human resources make it harder to ensure human support for learners with disabilities who need it. Furthermore, the ‘Start of the school year survey on inclusive education’ also showed that organising human support is more difficult in remote or mountain areas because of the remoteness of the school and scarce candidates to recruit as AESH.



Finally, co-operation between the Ministry of Education and Ministry of Health reveals that the difficulties to provide support assistants or to find places in ULIS facilities or medico-social units are interdependent. For instance, ULIS support sometimes becomes a back-up solution for learners with a disability who cannot be schooled in medico-social units (UE or UEE) for lack of places. At the same time, many children are schooled in mainstream class with an individual support assistant for lack of places in ULIS facilities.

Reshaping provision of support

In an activity report for 2021, the Mediator of National Education and Higher Education (see part 5.5) recommended:

to study any means of resolving the gap between an authority that notifies the means of support (the MDPH), notifications that create rights, and an administration that must implement these notifications by working in particular on the phasing of procedures.

It also promoted provision of support in favour of learners' autonomy rather than support measures that end up 'accentuating their isolation and difference'.



SECTION 3. LEGISLATIVE AND POLICY FRAMEWORK

This section provides information on the overall framework of legislation and policy governing the whole of the education system in the country.

5.2 Is there a single legislation and policy framework covering all learners in all educational settings?

Yes.

3.1a Description of the single legislation and policy framework

The [Code de l'Éducation](#) (Education code) unites all legislative and regulatory provisions relating to the French educational system in a single reference document, dealing with general principles and administration, teaching, higher education and personnel.

The [Guidance and Programming Law 2013-595 of 8 July 2013 for Restructuring Schools](#) sets the framework for the overall reform of the school system. It aims at success for all learners: raising their level of knowledge, skills and culture, and reducing social and regional inequalities in academic success. It lists 'preparation for lifelong learning and education', and 'development of initiative-taking' and 'combating innumeracy' as the purposes of education (article 4 and article 9 respectively). The Law aims to ensure (article 2) 'school inclusion for all children, with no distinction' as well as 'the social mix of learners enrolled in educational institutions'; it must guarantee the means by which all learners can acquire a common base of knowledge, skills and culture, which must enable 'the pursuit of studies, construction of a personal and professional future and preparation for exercising citizenship' (article 13). The Law also stresses the importance of all stakeholders in the educational community (parents, educational staff, etc.) playing a part in children's academic success. The Law also ensures the programming of resources and guidelines for restructuring French schools, with priority given to primary schools (ISCED 0 and 1). Measures include, among others, the creation of a *Service public du numérique* (public digital technology department) (articles 16 and 17), which promotes the use of technology in schools ([Eurydice, Legislation and official policy documents](#)).

3.1b Overview of the general education legislation and policy framework guiding the whole system

Not applicable.

3.1c Overview of the specific education legislation and policy framework impacting on the inclusion of learners who are vulnerable to exclusion from inclusive education

For learners with a disability, article L351-1 of the French [Code de l'Éducation](#) and [Law 2005-102 of 11 February 2005](#) – which defines the rights of people with a disability – state the principle of priority given to mainstream education. In particular, Law 2005-102 of 11 February 2005 supports the right of each child and adolescent to schooling in mainstream education, as close as possible to their home, following an on-going and adapted school pathway. It aims to provide for a tailor-made educational project at school



and in close collaboration with parents, and redefines the adjustments that can be implemented so that learners with a disability may pursue their studies into higher education. The law also promotes active citizenship, e.g. by supporting disability awareness programmes in primary and secondary schools ([Eurydice, Legislation and official policy documents](#)).

See section 1.2 – Learners vulnerable to exclusion from inclusive education

See section 2.1 – Learners with a disability

5.2 Is there a single curriculum framework covering all learners in all educational settings?

Yes.

3.2a Description of the single curriculum framework

The common base of knowledge, skills and culture defined by [Decree 2015-372 of 31 March 2015](#) applies to all learners in compulsory education in elementary schools, colleges and *lycées*, both public and private, under contract to the national education system and agricultural education, and, for the appendix, to children educated at home or in private educational establishments outside the contract.

The common base of knowledge, skills and culture identifies the knowledge and skills that must be acquired at the end of compulsory education. It is structured around five areas that provide an overall vision of the objectives of the elementary and lower secondary school programmes that define and specify this new foundation. Its mastery is acquired progressively during the three cycles of primary and lower secondary school.

The five areas of training, defining the knowledge and skills that must be acquired at the end of compulsory education are as follows

- languages for thinking and communicating;
- methods and tools for learning;
- the training of the person and the citizen;
- natural systems and technical systems;
- representations of the world and human activity.

The mastery of each of these domains is assessed globally, except for the domain of languages which, due to its specificities, includes four objectives, each of which must be assessed in a specific way:

- to understand and express oneself using the French language in writing and orally;
- to understand and express oneself using a foreign language and, where appropriate, a regional language (or a second foreign language);
- to understand and express oneself using mathematical, scientific and computer languages;
- to understand and express oneself using the languages of the arts and the body.



There are, therefore, a total of eight components of the common base (the four objectives of the first domain and the four other domains) for which the learner must acquire a sufficient level of mastery (Eduscol – [‘common base of knowledge, skills and culture’](#)).

However, it must be noted that the current government focuses on the ‘mastery of basic knowledge’. The [circular for the start of the 2023 school year](#) stresses the mastery of basic knowledge as such:

The mastery of basic knowledge – reading, writing and mathematics – is a prerequisite for success at school and thus constitutes the priority objective of our policies for reducing inequalities.

The priority is reflected in school curriculum, learners’ national evaluation and teachers’ in-service training.

The [Guidance and Programming Law 2013-595 of 8 July 2013 for Restructuring Schools](#) includes the creation of the *conseil supérieur des programmes* (higher programmes council) (article 32), tasked with making suggestions concerning the reform of teaching content (ISCED 0 to 3), also provided for by the Law ([Eurydice, Legislation and official policy documents](#)).

3.2b Overview of the general curriculum framework

Not applicable.

3.2c Overview of specific curriculum framework(s) for different groups of learners who are vulnerable to exclusion from inclusive education

In mainstream education, there are several [schemes to meet learners’ specific needs](#) within schools. [Circular 2016-117 of 8 August 2016](#) on learners with SEN’s training programmes within mainstream educational settings specifies the use of four existing plans used in schools: PPS, PAP, PPRE and PAI. Each is explained below.

The [personalised schooling project \(PPS\)](#) for learners with disabilities.

If learners with SEN are recognised as having a disability, their family approaches the *département*-based centres for people with disabilities (*maison départementale des personnes handicapées* (MDPH), one for each French *département*). These are intended to facilitate procedures for people with disabilities. The MDPH multi-disciplinary assessment team generates a PPS ([projet personnalisé de scolarisation](#)).

The project is conceived according to the learner’s needs and proficiency and their family’s opinion on implementing:

- schooling in mainstream class or with support of a ULIS facility;
- pedagogical adaptations (differentiation/adaptation of the curriculum);
- assessment accommodations (e.g. extra time);
- assistive technology;



- human help from a support assistant (*accompagnant d'élèves en situation de handicap* – AESH) who provides individual help to learners with an official decision of SEN in mainstream education.

If necessary, specific arrangements – including help from external support services – can be organised (e.g. speech therapists). An implementation document is generated to summarise all adaptations (e.g. [PPS implementation document for primary school learners](#)).

The personalised support plan (PAP) for learners with specific learning disabilities

The PAP is intended for learners with SEN who are more autonomous and for whom curriculum adaptations can be dealt with at the school level. Composed solely of educational measures, the PAP ([Plan d'accompagnement personnalisé](#)) is aimed at learners whose academic difficulties result from learning disabilities (dyslexia, language disorders, etc.). The PAP only requires a school doctor's notice and establishes assessment accommodations and pedagogical adaptations.

The [personalised educational success programme](#) (PPRE) for learners experiencing temporary school difficulties.

This scheme is less formal since it is established by the team teaching and the learner's family. The personalised educational success programme (*Programme personnalisé de réussite éducative* – PPRE) is put in place at the school level for six-week cycles. It establishes pedagogical adaptations to help the learner build the skills and knowledge required.

The [individual reception plan](#) (PAI) for learners with health disorders

The PAI (*Projet d'accueil individualisé* – PAI) provides learners with health disorders (e.g. allergy, asthma, diabetes, chronic illness) with a treatment protocol and assessment accommodations (if necessary).

The digital booklet for inclusive education (LPI)

The French Ministry of Education is developing a digital application to combine and digitise all existing plans. This LPI (*Livret de parcours inclusif* – digital booklet for inclusive education) is adaptive and evolving. It aims to facilitate dialogue and procedures between the MDPH, school doctors, teaching team and families. The LPI introduces a pedagogical approach based on the assessment of the learners' educational needs by their teacher. The application allows teachers (more broadly, the pedagogical team) to plan and monitor pedagogical adaptations and/or additional support. Thanks to a bank of pedagogical adaptations, the teacher can plan adaptations in class and transfer them to the learner's new teacher the following year.

5.2 Is there a single legislation and policy framework for all teacher education and professional development?

Yes.



3.3a Description of the single legislation and policy framework for teacher education and professional development

The Guidance and Programming Law 2013-595 of 8 July 2013 for Restructuring Schools created *écoles supérieures du professorat et de l'éducation* (Higher education for teacher training and education/ESPE within universities) tasked with organising initial training for future teachers and education staff and with participating in their further training (articles 68–76). They teach subject-based and didactic modules as well as modules on pedagogy and educational sciences (article 70) and deliver master's degrees.

ESPE became INSPE (*Instituts nationaux supérieurs du professorat et de l'éducation* – National higher education institutions for teaching and education). There are schools where students learn the teaching profession progressively and through work experience. They offer students a four-semester course leading to a national master's degree: the master's degree in teaching, education and training (MEEF).

Also, a 'Preparatory course for the professorship of schools' (PPPE) is implemented, which covers three years of a master's degree and will allow students to prepare for the teaching profession. It combines generalist teaching, specialist teaching and periods of observation and accompanied practice in a primary school for the first degree or in an establishment for the second degree, from the first year.

To be recruited, primary and secondary school teachers, like education staff in secondary schools, must pass a competitive examination at the end of the second year of the MEEF master's degree. Students who win one of the teaching competitions become 'student civil servants on probation'. They then become 'trainee civil servants'. A minority of teachers (0.9% at pre-primary and primary level; 8.7% at secondary level) do not hold a competitive examination; they are known as 'contractual' teachers. They are recruited for specific assignments, such as short-term replacements for permanent teachers ([Eurydice, Initial education for teachers working in early childhood and school education; Legislation and official policy documents](#)).

Policy states competence areas for all teachers at all levels of the education system. A [decree of 1 July 2013](#) establishes the list of the professional competences required in teaching and education professions. The fourth professional skill requirement listed in the decree states that teachers must consider the diversity of learners by adapting teaching and educational action according to the diversity of the learners, working with professional resources to implement personalised schooling projects for learners with special needs, and identifying the signs of drop-out in order to prevent difficult situations ([European Agency, 2020, TPL4I – Policy Mapping Grid: France](#)).

Article L111-3 (second subparagraph) of the law titled 'For a school of trust' ([Loi pour l'école de la confiance, 28 July 2019](#)) states that within the framework on inclusive education, the educational community's cohesion (i.e. school staff, parents and any actors related to the educational public service) relies on complementary expertise (*Code de l'éducation*, Article L-111-3). The law 'For a school of trust' also states that French initial teacher education institutions, INSPE (*institut national supérieur du professorat et de l'éducation*) must plan training courses on learners with SEN and disabilities, and on inclusive education. The French initial teacher education institutions organise training to raise awareness about schooling 'learners with special educational



needs, including learners with disabilities and gifted learners' (European Agency, 2020, [TPL4I – Policy Mapping Grid: France](#)).

[Decree 2018-666 of 27 July 2018](#) defines the recruitment conditions of individual and collective support assistants (AESH) who support the schooling of learners with a disability and whose activities and missions are defined by [circular 2017-084 of 3 May 2017](#).

3.3b Overview of the general legislation and policy framework for teacher education and professional development

Not applicable.

3.3c Overview of specific legislation and policy framework for teacher education and professional development and what and who this specific framework focuses on

In-service training for all teachers and Ministry staff

The law 'For a school of trust' also affirms the compulsory nature of continuing professional learning for all teachers. For primary schools, a minimum time for professional development for all teachers is set by the regulations and amounts to nine hours per year. There is no minimum professional development time for secondary schools, but there is a master plan that sets out the principles, guidelines and procedures for continuing professional learning ([Eurydice, Initial education for teachers working in early childhood and school education](#)).

The fourth range of action in the school start circular 2019, 'For an inclusive education' ([Circulaire 2019-088 du 5-6-2019, Pour une École inclusive](#)), is to recognise teachers' work, to support them and provide an accessible professional training offer. *Académies* and *départements* were urged to include inclusive education programmes for primary and secondary education teachers in their training plan, in particular on co-operation and on learning support for learners with special educational needs. In addition, courses for inspectors are developed to encourage the implementation of co-operative inclusive projects. At the start of the new academic year, teachers and education professionals are advised about the upcoming training courses on inclusive education available in their department ([European Agency, 2020, TPL4I – Policy Mapping Grid: France](#)).

The [circular of 11 February 2022](#) describes the master plan for the in-service training of Ministry of Education staff 2022–2025. The 2022–2025 in-service training master plan (*plan national de formation – PNF*) concerns all Ministry staff, regardless of their status and functions. It is structured around six priority training areas, covering the essential themes for supporting educational policies.

As far as national education is concerned, one of the main national priorities of the PNF is centred on the promotion of the values of the Republic, but also on their embodiment and transmission in the professional practices of staff. The theme of equal opportunities is also strongly represented: learners with special educational needs, inclusive education, the most fragile territories, gender equality. A significant part of the training is also dedicated to artistic and cultural education as well as to digital education and innovation as levers for transforming the education system.



Professional development related to inclusive education

[Decree 2017-169 of 10 February 2017](#) implemented a new certification both for primary and secondary education teachers: the *Certificat d’Aptitude Professionnelle aux Pratiques de l’Éducation Inclusive* (CAPPEI – Professional Aptitude Certificate of Inclusive Education Practices). The creation of the CAPPEI introduced a reform of training for specialist teachers, e.g. for teachers leading a ULIS (*Unités localisées pour l’inclusion scolaire*, local units for inclusive education). Teachers willing to pass the CAPPEI receive professional training in four steps: a common core curriculum (six mandatory modules); advanced courses (two in-depth modules of candidate’s own choice); a professional course (one module, candidate’s own choice); for four years following CAPPEI graduation: right of access to additional 100 hours of professional training through the National Initiative Module (MIN), specifically dedicated to inclusive education.

Inclusive education initial and in-service training

[Law 2019-791 of 26 July 2019: *Pour une école de la confiance*](#) (Title 1, Chapter 4) outlines the terms of reference for teaching to children with disabilities in initial teacher training.

According to the [order of 10 February 2017](#) on the organisation of specialised professional training and preparation for CAPPEI, each rector of the *académie*, in connection with the academic directors of the national education services, has to analyse the specialist training needs of their *académie*. Based on this analysis, the rector adopts a provisional plan for specialist training, in consultation with the training institutions. The preparation and follow-up of the national map of training courses is the subject of consultation between the *académies*, the concerned central administration *départements* and the training operators.

The Professional Learning for Inclusive Education Handbook ([Livret de formation à une école inclusive](#)), which was released in 2019, outlines local and national training programmes for support assistants (*accompagnants des élèves en situation de handicap* – AESH), teachers and teacher educators regarding the principles of inclusive education.

Moreover, the online platform [Cap école inclusive](#) was created in September 2019. It facilitates access to continuing professional development on inclusive principles and learners with SEN. Each teacher can log in and download adaptation guidelines according to learners’ needs (e.g. reading difficulties, speaking difficulties, concentration difficulties). *Cap école inclusive* is currently promoted as an online learning tool which can meet teachers’ needs for professional training on learners with SEN and inclusive education. It provides immediate answers for concrete teaching issues (European Agency, 2020, [TPL4I – Policy Mapping Grid: France](#)).

5.2 Is there a single legislation and policy framework to ensure support for all learners throughout their school careers?

Yes.



3.4a Description of the single legislation and policy framework that ensures support for all throughout their school careers

[Article L111-1](#) of the Education Code states:

The public education service is designed and structured for learners. It contributes to equal opportunities and to combating social and geographical inequalities in school and educational achievement. **It recognises that all children share the capacity to learn and progress. It ensures inclusive schooling for all children**, without distinction. It also ensures social diversity of the school population in school establishments.

If needed, a learner can benefit from a individual plan to organise provision of support and teaching adaptations (see part 3.2).

RASED

All learners in primary school with learning difficulties can benefit from hours of personalised assistance, provided within the school framework. In addition, there are particular prevention schemes in cases of major school difficulties. They consist of assistance networks specialising in learners in difficulty (RASED) specific to primary schools, set up by Circular 90-082 of 9 April 1990. Circular 2014-107 of 18 August 2014 specifies the missions of these networks and the qualifications of the staff within them. Within each district, a resource hub gathers all the staff that the national education inspector can call upon to respond to the requests of a teacher or a school, in order to help learners and teachers to deal with educational difficulties.

The RASED were initially systems to help learners with difficulties in school and not learners with disabilities. This changed with Circular 2002-113 of 30 April 2002, which authorised RASED teaching personnel to provide special assistance to learners with disabilities. Circular 2014-107 of 18 August 2014 relates to the operation and staffing of specialist networks to support learners in difficulty. It consolidates the missions of specialist teachers and of school psychologists within RASED. The school psychologists and RASED specialist teachers contribute to the development and the implementation of personalised support schemes and monitor the individual education plans. They are a resource and support for the teaching team in their relations and discussions with the families of learners in difficulty or with disabilities.

Priority education networks

Equality of chances and every learner's success are fundamental objectives of the French education policies and are principles that are inscribed in [article L.111-1 of the French Code of Education](#). Moreover, Law 2013-595 of 8 July 2013 recognises that every learner has a capacity to learn and improve, and states the principle of an inclusive school. According to this principle, the school has to insure that the environment is adapted to the schooling of a learner, whatever the special needs they may have ([Eurydice, Educational support and guidance](#)).

Mechanisms exist to support measures of improvement in schools with lower educational outcomes. Since the 1980s, **priority education policies** aim at reducing learning



inequalities linked to socio-economic backgrounds. Schools (ISCED 02, 1, 2 or 3) that are in priority education are organised in networks. The list of institutions registered in priority education networks is decided by the Minister in charge of National Education and is revised every four years. Priority education was reworked in 2014 in [circular 2014-077 of 4 June 2014](#). Since the circular, there are two types of networks: priority education networks (REP) and reinforced priority education networks (REP+). These replace all previous mechanisms. REPs include *collèges* and primary schools with more significant social difficulties than *collèges* and schools outside of priority education. REP+ concern isolated neighbourhoods or areas with the highest concentrations of difficulties in the territory. [Circular 2017-090 of 3 May 2017](#) specifies what is expected at the national, academic and local level of management of these networks.

Priority networks have additional means to structure actions around the same educational project or to access pedagogical tools. Heads of school define a strategic project for their school on the basis of a territorial diagnosis, socio-economic indicators, observed results of learners and data arising from inspection of classes. National Education Inspectors (IEN) are mobilised to support educational teams and monitor networks. They bring their expertise to the management of networks, meetings of educational teams or management teams and especially in the framework of school-*collège* boards organised under their responsibility. Schools and *collèges* of priority education benefit from an increased staffing (additional teachers and teaching assistants) offering greater flexibility in the organisation of class hours. They facilitate the management of learners with learning difficulties, within the classroom or in support and support systems such as personalised educational success programmes (PPRE).

Priority networks promote the continuity of learning paths from pre-primary education to lower secondary education, with a particular focus on the transition from pre-primary to primary, and then from primary to lower secondary education. The coherence of the actions undertaken, both in school time and out-of-school time, is reflected in the success and development of all students. The actions implemented within classes, schools or *collèges*, help to guarantee school learning and mastery of the common core by all students. Students of priority education may benefit from school support if they wish, including the [courses for success](#) in elementary school and the [Homework Done](#) programme in *collège*.

As an example of key actions for priority education, the government endorsed halving classes of CP and CE1 in REP and REP+ networks. The aim is to reduce the educational difficulties of learners from disadvantaged neighbourhoods and urban areas, by acting from the first years of the learning of basic knowledge (*Cours préparatoire*, CP – 1st grade) and *Cours élémentaire 1* (CE1 – 2nd grade). In 2018, 5,600 classes of CP were split in REP and REP+ networks thanks to 3,881 additional teaching positions. This measure was supported by the ‘more masters than classes’ system set up by [circular 2012-201 of 18 December 2012](#) and re-affirmed by [circular 2014-077 of 4 June 2014](#).

In addition, support for all students is reflected in [decree of 28 August 2018](#) in a revalorisation of teacher salaries in REP+ networks, to increase the attractiveness of positions and stabilise the teams in these networks, and by a revalorisation of *collège* scholarships, to offer increased support for families in economically precarious situations



([European Agency, 2016, CPRA: France](#); [Eurydice, Educational support and guidance](#); *ibid.*, [Support measures for learners in early childhood and school education](#)).

3.4b Overview of the general legislation and policy framework that ensures support for the majority of learners throughout their school careers

Not applicable.

3.4c Overview of the specific legislation and policy framework that ensures support for learners who are vulnerable to exclusion from inclusive education throughout their school careers

According to [Article L351-1 of the French Code of Education](#) and Law 2005-102 of 11 February 2005 priority is given to mainstream education. As a consequence, schooling in special needs institutions has become an exception. However, access to education may differ for specific groups of learners ([Eurydice, Educational support and guidance](#)). In order to support access to mainstream education, specific mechanisms and measures apply:

For learners with a disability

For learners with a disability ([Eurydice, Special education needs provision within mainstream education](#)), measures to facilitate access to mainstream education are based on the Personalised schooling project (PPS) which defines and co-ordinates methods corresponding to education, psychology, social and medical needs of the learner. They are decided upon by the *Commission des droits et de l'autonomie des personnes handicapées* (CDAPH – Commission of rights and autonomy of disabled individuals). The CDAPH operates under the authority of the *Maison Départementale des personnes handicapées* (MDPH), which monitors and allocates the following services to improve access in mainstream education.

Schooling in a mainstream class in the local school. The learner's schedule can be organised to comply with the number of hours decided by the Commission on the Rights and Autonomy of People with Disabilities (CDAPH) if it is not full time. Constraints related to the learner's transport and any obligations arising from care provided outside the school can also be organised in the same way.

Schooling in mainstream school with support of a Local Unit for Educational Inclusion (*unité localisée pour l'inclusion scolaire* – ULIS). ULIS are inclusive facilities located in some mainstream primary schools, *collèges* or *lycée*. They facilitate the schooling of a small group of learners with disabilities. Learners are oriented in ULIS when pedagogical adaptations and specific arrangements in mainstream classes no longer suffice and special education in a smaller group becomes necessary.

ULIS are co-ordinated by specialist teachers whose role is to adapt teaching to their learners' needs and capacities in accordance with national programmes. They are not a temporary remedial system but rather inclusive facilities which gradually include learners with disabilities in mainstream classes. Learners are encouraged to follow subject areas (e.g. physical education, mathematics, etc.) in their mainstream 'reference class' at their own pace and ability, allowing them to keep up with their peers' learning rhythm. ULIS organisation and functioning are specified in [Circular 2015-129, 21 August 2015](#) on local



units for education inclusion (ULIS), facilities for learners with disabilities' schooling in primary and secondary education.

Support assistants (AESH) are a specific type of personnel who support schooling learners with disabilities. [Circular 2017-084 of 3 May 2017](#) defines their activities and missions and their recruitment conditions are defined in [Decree 2018-666 of 27 July 2018](#). Two types of AESH exist: individual AESH (providing individual support for a learner with a disability) and mutualised AESH (providing support for several learners with a disability at the same time).

Appropriate educational devices (braille keyboards, specific software, etc.) provided to the learner for individual use in the framework of a lending convention. The learner keeps the device during their whole school career, even if they change school or department.

Specific arrangements for exam conditions support learners with a disability to take part in national exams (Law 2005-102 of 11 February 2005), such as a helper, a longer timeframe or specific material.

Specific education services and home care (SESSAD) provided by teams of professionals whose aim is to support children and adolescents with a disability that are in mainstream education at every location of the learner's life, including ULIS classrooms. The care may be of multiple forms (physical therapy, speech therapy, etc.). Their name differs according to their speciality and the learners' age:

- SAFEP: for 0–3 year olds with hearing or visual impairments;
- SSEFIS: for children beyond 3 years old with hearing impairment;
- SAAAIS: for children beyond 3 years old with visual impairment;
- SSAD: home care for children with several disabilities.

As stipulated in article 21 of Law 2005-102 of 11 February 2005, students with a disability may also attend a medico-social establishment. Orientation to medico-social services is part of a personalised schooling project (PPS) and falls under the decision of the CDAPH. Their schooling remains under the control of the Ministry of National Education based on a convention signed between the medico-social body and the state providing for the creation of a teaching unit ([article D351-18 of the French Code of Education](#)). The methods of schooling and training offered must respond to the personalised schooling project (PPS) of the learners received. The convention specifies the characteristics of the population of learners received, the organisation of the teaching unit, the number and qualification of the teachers who work there, the arrangements for co-operation with schools, the role of the director and the educational manager and the school premises. The unit can be organised for all or part of a school. The courses are taught by specialist teachers holding the certificate of professional aptitude to practices of inclusive education (CAPPEI), set up by [circular 2017-026 of 14 February 2017](#), or another diploma. The purpose of the teaching unit is to provide a basic education, but also to design, for each learner, a training project whose aim is achieving the greatest possible autonomy in their adult life and their integration into society. The progression of disabled learners enrolled in medico-social structures is examined by the multi-disciplinary team that takes care of these learners ([article L. 112-2 of the French Code of Education](#)). Organisation of exams and certification is governed by [Circular 2015-127 of 3 August 2015](#). Applicants with a



disability apply to one of the doctors designated by the CDAPH, according to the organisation defined locally. The doctor gives an opinion on the particular conditions proposed for the conduct of the tests with regard to exam arrangements.

There are different types of institutions:

- special education institutions for children with intellectual disabilities: they include specialist kindergartens and medical educational institutes (IME);
- Motor Education Institutes (IEM): they receive children and adolescents with a very significant physical disability. Some institutions specialise in accommodating children with multiple disabilities;
- Therapeutic, educational and pedagogical institutes (ITEP): they welcome young people with behavioural disorders, with and without intellectual disabilities;
- Sensory Education Institutes (IES): include institutions for the hearing impaired, institutes for the visually impaired and sensory-education institutes for deaf or blind children.

For learners who are temporarily away from school for health reasons

For learners who are temporarily away from school for health reasons, due to an accident, chronic illness requiring repeated breaks in schooling, or long-term illness, admission to a health facility including a teaching service for sick learners is based on a medical prescription. These learners can continue their education through the following structures.

Large hospital departments that provide schooling structures, mainly for primary education: nearly 800 specialist teachers are assigned to hospitals or children's homes of a health nature, hospitals are linked to one or more schools, and many associations approved by the Ministry of National Education provide the hospital with free education for sick or injured children.

Home education for the convalescent sick learner back home, to continue their studies. Home-based educational assistance service is set up for sick or injured learners (SAPAD) by the Ministry of National Education. It concerns all learners, from the last year of pre-primary education to the end of secondary education, whose planned absence is greater than three or four weeks and makes it possible to propose individualised solutions of schooling by appealing in priority to the teachers of the sick learner.

Children's homes of a health nature (MECSA), as defined in [articles L199 to L208 of the Public Health Code](#), to host children and adolescents from 3 to 17 in order to provide them special treatment, a special diet, a spa or climatic cure. Each institution is specialised in the treatment of a type of pathology.

Distance education for sick children who cannot attend a regular or specialist institution, and who are authorised, with medical justification, to have training through the National Centre for Distance Learning (CNED). CNED covers all primary and secondary school levels under the supervision of the Ministry of National Education.



For other learners

To support **learners with language (oral or written) and learning difficulties**, such as dyslexia, dysphasia, etc., **learners with long term educational difficulties** who are at risk of not mastering knowledge and skills that are required at the end of a cycle, **learners with chronic diseases and food intolerance**, and **gifted students**, specific measures include differentiated educational support, curriculum arrangements or streaming options, as described in 3.2c ([Eurydice, Special education needs provision within mainstream education](#)).

To ensure the success of **learners from disadvantaged socio-economic and/or linguistic-cultural backgrounds** ([Eurydice, Support measures for learners in early childhood and school education](#)), the French education system implements various mechanisms. See priority education and non-French-speaking learners.

Priority education policy (see 3.4b) has existed for **learners from disadvantaged socio-economic backgrounds** since the 1980s. This positive discrimination policy aims to reduce the effects of social and economic inequalities on school success. [Circular 2014-077 of 4 June 2014](#), and [circular 2017-090 of 3 May 2017](#) specify what is expected at the national, academic and local level of the renewed and reinforced networks of priority education.

Specific mechanisms and measures exist for **learners recently arrived in France and children from non-sedentary families**.

The term ‘learners recently arrived in France’ refers to learners who have not attended school in France in the previous school year and for whom it is assumed that they do not have sufficient mastery of the curricula to enter an ordinary course immediately. The term ‘children from non-sedentary families’ refers to learners from families of travellers, also those travelling for professional reasons (boatmen, fairground and circus people, for example). Both groups of learners are, like all other children aged 6 to 16, subject to compulsory schooling and inclusive education, regardless of their nationality (articles [L.111-1](#), [L. 122-1](#), [L. 131-1](#) of the French Code of Education) and without distinction (Law 2013-595 of 8 July 2013).

[Circulars 2012-141](#), [2012-142](#) and [2012-143](#), published on 2 October 2012, define, respectively, the organisation of the education of newly arrived allophone learners, the schooling of children from non-sedentary families and the missions of the academic centres for the education of newly arrived allophone children and children from non-sedentary families (CASNAV). These circulars set out principles intended to promote:

- the fight against discrimination;
- the harmonisation of reception procedures;
- the guarantee of the acquisition of the common core of knowledge, skills and culture;
- taking into account the multilingual wealth of these audiences.



Learners who recently arrived in France

Learners who recently arrived in France benefit from an evaluation, as stipulated in [circular 2012-141 of 2 October 2012](#), to highlight:

- the knowledge of the learner in French, to determine if they are a complete beginner or if they have mastered elements of spoken or written French;
- their verbal and non-verbal skills in other living languages taught in the French educational system, particularly in English;
- their degree of familiarisation with the written word, whatever the writing system;
- their academic skills built in the language of previous schooling, in mathematics, for example.

In primary education, the assessment of recently arrived learner is conducted by the person appointed by the national education inspector, with the assistance of the trainers of CASNAV. In secondary education, the family and the learner meet a guidance counsellor (psychologist) who analyses the learner's school path and organises the educational evaluation.

At the pre-primary and primary school level, newly arrived students in France are enrolled in regular classes, where the mastery of written French is not fundamental (including music, visual arts, etc.), while also from entry in primary school being grouped in educational units for allophone learners (UPE2A). In these units they receive daily teaching of French as a second language according to their needs. The objective is to participate as soon as possible in all lessons of the mainstream classroom.

At the level of secondary education, in addition to conventional UPE2A units, specific units for allophone learners who have not previously attended school exist: UPE2A-NSA. The assignment of the learner to UPE2A(-NSA) is decided on the basis of the assessment made upon arrival at school. The UPE2A-NSA allow learners with little or no schooling prior to their arrival in France and who are old enough to attend *college* to learn French and acquire basic knowledge corresponding to Cycle 3. UPE2A-NSA units provide tailored instruction based on learner intake assessments. Learners are enrolled in regular classes corresponding to their educational level, without exceeding an age difference of more than two years with the reference age corresponding to these classes. An individual schedule is set up to follow, as often as possible, the teaching in mainstream classes. In total, the school timetable must be identical to that of other learners enrolled in the same levels. The maximum number of learners in reception classes is 15. Co-operation between *collèges* and *lycées* is encouraged to allow continuity in the reception of these young people.

Learners from non-sedentary families

[Circular 2012-142 of 2 October 2012](#) sets the guidelines and general conditions for schooling of **children from non-sedentary families**. Inclusion in mainstream classes is the main form of schooling and the goal to achieve, even when it temporarily requires special arrangements and mechanisms. Considered as transitional and as gateways to mainstream schooling, these arrangements can be specific pedagogical units, possible inter-degrees, mobile school antennas, distance education, etc. In addition, these learners



must be able to benefit under the same conditions as the others, from actions in favour of learners in difficulty.

The implementation of educational monitoring tools, inserted into the school record book, is an essential condition for the effectiveness of the school path of learners from non-sedentary families. These pedagogical monitoring tools must give information on the work programme, on the didactic material used if necessary, significant achievements of the learner and an assessment of their prior learning. The objective is to enable teachers from different schools to immediately realise the level reached, to ensure continuity in learning.

Boarding schools

Boarding schools for everyone's success welcome and support any learner who needs it, whatever their school results, at their request or that of their parents, the school head, the principal adviser of education (CPE), the teachers or the social worker, as stipulated in circular 2016-076 of 8 May 2016. However, boarding places for everyone's success, offering educational support, must be allocated in priority to learners:

- under priority education and priority neighbourhoods of city policy;
- from isolated and disadvantaged rural areas;
- whose family residence is far from the establishment, or training is rare;
- belonging to families whose living conditions are not conducive to study;
- whose parents lack availability (e.g. single-parent families).

For detained minors

The fundamental right to access to education for detained minors (articles D. 450 to D. 456 of the Code of Penal Procedure) is provided based on a convention between the Ministry of National Education and the Ministry of Justice and Freedoms set out in [Circular 2011-239 of 8 December 2011](#) to organise education in local units of education in penitentiary institutions (EPM). For young people who were studying before incarceration, teaching in EPM takes over from their previous school to avoid a break in the curriculum. Teaching is integrated into the whole reintegration process of detained minors, from the reception phase, where the identification of illiteracy and a review of acquired knowledge is systematic, until the preparation of the exit. Primary education is provided in all penitentiary institutions by National Education teaching staff made available to the prison administration.

[Law 2007-293 of 5 March 2007](#) on the prevention of delinquency introduced the measure of daytime activity (MAJ). This penal educational measure is pronounced by the magistrate or the juvenile court against a minor, author or alleged perpetrator of a criminal offence (crime), aged from 10 to 18 years. As stipulated in [memo 2008-131 of 2 October 2008](#), the MAJ offers an alternative or a complementarity to the judicial educational measures and consists of 'the participation of the minor in activities of professional insertion or school ...'. It is defined according to the needs of the young person, their level and their school situation; it differs from the various support systems offered outside school hours by the school ([Eurydice, Separate special education needs provision in early childhood and school education](#)).



Young offenders

Under the joint authority of the Ministry of Education and the Ministry of Justice, the closed educational centres (*centres éducatifs fermés* – CEF) are one of the placement solutions available to the Judicial Youth Protection Service (PJJ) for young offenders under 18 years-old. They were created by the law on the orientation and programming of justice of 9 September 2002.

CEF are not detention centres, but a place of residence. It differs from foster homes in that the placement is imposed as part of a judicial supervision, a suspended sentence with probation or a conditional release. It is referred to as ‘closed’ because young people are obliged to reside there under the permanent supervision of adults and to respect the conditions of placement. A maximum of 12 minors, aged between 13 and 18 years and involved in a course of delinquency, are accommodated in the CEFs. The supervision in CEFs is reinforced, the minors take part in educational activities and benefit from academic support adapted to their level, with a view to their academic and professional reintegration. [Circular 2018-154 of 14 January 2019](#) provides details on access to education and knowledge for minors placed in closed educational centres.

5.2 Is there a single legislation and policy framework to ensure support for all learners at times of transition between phases of education and into adult life?

Yes.

3.5a Description of the single legislation and policy framework that ensures support for all learners at times of transition between phases of education and into adult life

There is no examination at the end of primary schooling that determines the transition to the next grade and orientation in lower secondary education. All learners automatically transfer to lower secondary school unless the teacher concerned objects. There is no document certifying completion of primary schools ([Eurydice, Quality assurance in early childhood and school education](#)).

[Law 2019-791 Pour une école de la confiance of 26 July 2019 \(For a School of Trust\)](#) introduced an obligation for all learners to receive training until they are 18 years old. This training could be in a higher education institution, an apprenticeship or vocational training, working or performing a civic service, or a social or professional placement.

Specific school personnel are available to support the transition of learners: the **guidance counsellor** who participates in continuing observation of learners and helps to prepare their schooling and professional choices; the **guidance counsellor–psychologist** who provides information to learners and their families and who contributes to the continuing observation of learners and implementation of conditions for their success at school. They also participate in the development and fulfilment of school, university and professional projects of learners in initial training in order to satisfy their entitlement to advice and information on courses and professions, and work in favour of young people who, at the end of compulsory education, have not reached the recognised initial level of qualification ([Eurydice, Administration and governance at central and/or regional level](#)).



3.5b Overview of the general legislation and policy framework that ensures support for the majority of learners at times of transition between phases of education and into adult life

Not applicable.

3.5c Overview of the specific legislation and policy framework that ensures support for learners who are vulnerable to exclusion from inclusive education at times of transition between phases of education and into adult life

Learners with disabilities

All learners with disabilities are assigned a reference teacher (*enseignant référent*), who will follow their progress throughout their school career. All of those involved in the education process (parents, teachers, various other stakeholders) must be able to clearly identify the reference teacher and be able to contact them. The PPS (personalised schooling project) is intended to continue throughout the full training period but the role of the 'referral' teacher finishes at the end of the school course. A vocational referrer from the Department for People with Disabilities (MDPH) takes over for the entry into a vocation or higher education ([European Agency, 2016, CPRA: France](#), p. 35).

Circular [2019-088 of 5 June 2019: Pour une École inclusive](#) states:

A better reception of the learner upon his/her arrival in the school or establishment, adaptations and pedagogical arrangements put in place in the classroom, as well as a close monitoring of his/her needs, improve the fluidity of the learners' school careers and their opportunities to graduate with a view to their social and professional integration.

Co-operation between schools under the authority of the Ministry of Education, and establishments or services under the authority of the Ministry of Health and Social Affairs, should guarantee support of learners with disability in times of transition.

[Article L. 312-1 of the Social Action Code](#) states that co-operation between schools and establishments or services from both sectors,

shall be organised by agreement in order to ensure the continuity of the schooling of the learners with disabilities they support and to determine the conditions for intervention in school.

Transition between pre-primary education and primary education

Since the start of the 2017 school year, schools in priority education network (REP+ or REP) have organised the halving of CP (first year of primary school) and CE1 (second year of primary school) classes. With a class size of around 12 learners (instead of 25), learners in these schools benefit from a framework that is a more supportive environment for the acquisition of basic skills (reading, writing, counting, respecting others), as a good command of basic skills is one of the main levers for reducing social inequalities. At the start of the 2021 school year, the measure has benefited nearly 330,000 learners (all CP and CE1 learners in REP and REP+ and 74% of GS learners (learners in the last year of pre-primary school) ([Eduscol – Des dispositifs en éducation prioritaire](#)).



Transition into secondary education

Particular attention is paid to learners' transition to secondary school, in particular by helping them to manage their homework. The aim of the 'Homework Done' programme (*devoirs faits*) is to offer learners, in school but outside of school hours, a time of guided study to complete their homework. Each child has the opportunity to work individually, in a quiet environment, to do exercises, repeat lessons or exercise their memory and analytical skills, with the possibility of being helped when needed.

At national level, one in three secondary school learners currently takes part in the programme (for two and a half hours per week on average); one in two learners in REP+ schools takes part. At the school level, the number of learners who can benefit from the programme depends on the situation of each school, according to the needs of its learners and the resources available to it.

Learners with disabilities can benefit from Homework Done, whether they are in a mainstream class or with ULIS support. The programme continues to diversify its offer and is enriched with the development of 'Homework done at home', enabling learners in rural areas with transport constraints to take part in the programme and benefit from homework assistance remotely.

Source: [Eduscol – 'Devoirs faits'](#)

Transition into lycée and higher education

In line with the changes brought about by the reform of the general and technological *lycée*, the re-valuation of vocational education and training, the Law on student guidance and success, and the creation of the 'Parcoursup' platform, the '*Cordées de la réussite*' programme aims to use guidance support as a real lever for equal opportunities.

In mountain climbing, the French word '*cordée*' refers to a group of climbers linked together by a rope to make an ascent. In the programme, a *cordée* is based on a partnership between a higher education establishment (the leader and general), and technological or vocational high schools ('corded establishments').

The '*cordées de la réussite*' are intended primarily for learners in priority education or urban policy districts, as well as secondary school learners in rural and isolated areas and vocational secondary school learners. Their aim is to combat self-censorship and encourage learners' academic ambitions through a continuum of support from the fourth year of secondary school through to higher education.

The networking of *collèges*, *lycées* and higher education establishments on a common project facilitates the transition from one level to another. It takes the form of a set of support measures implemented in the connected *college* or *lycée* for the benefit of volunteer learners. The support methods offered help learners to build their own pathway to success from lower to upper secondary school and from upper secondary school to higher education or professional integration.

Source: [Eduscol – Les cordées de la réussite; instruction of 21 July 2020](#) – '*cordées de la réussite*' official guidelines



Evaluative commentary

This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of the legislative and policy framework for inclusive education in practice. It specifically considers the main challenges and opportunities for effectively translating policy into regional, local and school level practice.

Review of co-operation actions carried out

Some learners may need support from the medico-social sector to facilitate their access to school. Close co-operation is already in place throughout the country: 203 mobile schooling support teams (EMAS) help to analyse learners' situations in schools. The reinforced PIAL make it possible to co-ordinate actions aimed at the most vulnerable learners. In addition, the 0–6 and 7–12 platforms are intended to provide better support for children with autism or neurodevelopmental disorders. Finally, in each department, a specific assignment committee, created by the law for a school of trust, is organised to enable each learner with a disability to find a schooling solution. The close work carried out with the departmental offices for the disabled (MDPH) and the medico-social sector should make it possible to jointly define the priorities for admitting learners to the national education system, to medico-social structures or to ordinary schools.

The on-going CNH (National Disability Conference) concertation aims to find solutions to better provide support at the school level, using medico-social expertise as a resource for all learners within mainstream schools. According to feedback from the field, two types of ULIS operation sometimes exist: functioning as an inclusive facility in co-operation with schools' mainstream classes (as provided by law) or functioning as a specific class (as a legacy of previous laws). As a consequence, particular attention is paid to ensuring that ULIS do not close themselves off and actually operate as inclusive facilities rather than segregated classes. With regard to bringing national education and medico-social sector together, the example of the DAR (*dispositifs d'auto-regulation* for children with autism) makes it possible to reflect on the issues of the number of places and MDPH referrals. The DARs facilitate schooling in mainstream class with co-intervention to complement, diversify and support certain learners in the collective tasks organised by the teacher in the mainstream class. Feedback shows that DARs have a transformative effect on pedagogy and accessibility within the whole school, beyond the individual compensation concentrated on one learner. It should be noted that there are a few transpositions of the DAR model to secondary schools, as well as a study of DARs currently underway (comparison of student career paths) funded by the National Solidarity and Autonomy Fund (CNSA).

To this aim, the National Consultative Council of Disabled People (CNCPPH – see 6.4) recommends:

Instead of mutualised support assistant, to consider assigning 'accessibility actors' within the school system in order to develop a prioritised approach to accessibility before considering, if necessary, individual support within the framework of compensation.



The operation of medico-social or health institutes as an integrated structure (*'dispositif intégré'*) is an avenue for the further development of inclusive policies. Integrated systems aim to de-compartmentalise structures, particularly between the medico-social sector and the national education system, and to provide a flexible response adapted to the changing needs of all learners within mainstream settings. The ambition is to implement article L111-1 of the Education Code in a concrete and real way. Inclusive schooling is not only for learners with disabilities but for all learners; it is not a reductionist approach to learners with disabilities.



SECTION 4. SYSTEM GOVERNANCE

This section provides information on aspects of governance across and between different system levels, bodies and stakeholders in the country.

4.1 Shared responsibilities across and between central and local government

The French education system is regulated by the *Ministry for National Education and Youth*, within the framework of fundamental principles of education defined by the parliament.

The state's role is key in the governance of the education system. The state is in charge of education policies, recruitment, training and remuneration of teaching staff, recruitment of inspectors, funding of public education, subsidising private schools under contract, and defining the details of curricula at all education levels.

Local authorities contribute to the governance of the education system: the region, the *département* and the municipality each have responsibilities regarding operational processes, such as construction and maintenance of school buildings, school transport, supply of educational materials, and the management of technical personnel. The school management is responsible for the daily management of the school, in co-operation with consultative organisations.

National consultation bodies that advise decision-making bodies are:

- The *Haut Conseil de l'Éducation* (HCE) consists of nine members designated for six years. Its mission is to:
 - give an opinion and make proposals on the definition of the indispensable knowledge and skills that learners need to master by the end of compulsory education;
 - make an annual appraisal of the results obtained by the education system, in particular with respect to objectives on coverage of the common base;
 - give an opinion and make proposals, when requested by the Minister of Education, on questions relating to teaching, curricula, learner knowledge assessment methods, organisation and results of the education system and teacher training;
 - determine the specifications of teacher training.
- The *Conseil supérieur de l'Éducation* (CSE) chaired by the Minister of Education or their representative is a consultative body required to give opinions on the objectives and operation of educational public service, programmes, examinations, issuing of diplomas, and questions of national interest relating to teaching or education.



- The *Comité technique paritaire ministériel* (CTPM) includes an equal number of department representatives and personnel designated by the unions. It discusses questions bearing on:
 - the organisation and operation of departments, institutions or units;
 - programmes to modernise work methods and their effect on the situation of personnel and statutory rules;
 - major guidelines to accomplish the department's tasks and the distribution of resources;
 - hygiene and safety issues;
 - plans on multi-annual objectives to improve women's access to senior management positions.
- The *Conseil territorial de l'Éducation nationale*, composed of representatives of the state, regions, departments, communes and public inter-municipal institutions, may be consulted for issues interesting local authorities in the education field and makes recommendations to promote equality of users in education public service.
- The *Commissions administratives paritaires nationales* (CAPN) are competent in terms of tenure, transfer, rating and promotional issues and for individual issues.
- The *Commissions professionnelles consultatives (CPC) du ministère de l'Éducation nationale* (Consultative professional commissions of the Department of Education) include persons qualified by their professional activity or work and representatives of government authorities, employers and employees. They are assigned by the minister to give their opinion and make proposals concerning the definition of school, continuing vocational and apprentice training to prepare for the functions and positions of the various activities, the diversity of training needs at different levels, and the consistency of training programmes with qualification objectives. No technological or vocational diplomas are created or modified without their approval.
- The *Conseil national de la vie lycéenne* (CNVL – National council of *lycée* life) includes 30 representatives of *lycée* learners elected within each *lycée* academic council and three representatives of the CSE. It allows *lycée* learner representatives to be informed and to dialogue with the Department of Education.
- The *Observatoire national de la Lecture* (ONL – National Reading Observatory) reports to the Department of Education on scientific data available in order to:
 - enlighten teaching;
 - improve reading and educational practices;
 - study learning problems;
 - favour the exchange of information and experience between scientific partners, professionals and parents;
 - analyse educational practices;
 - gather information on on-going measures and experiments;



- make recommendations to improve initial and continuing training of teachers to prevent illiteracy and develop diversification of teaching practices.
- The *Observatoire de la laïcité* (Secular Observatory) assists the government in its action aimed at upholding the principle of secularism in public service. As such, it brings together data, and produces and commissions analyses, studies and research to enlighten public authorities on secularism.

Source: [Eurydice, Administration and governance at local and/or institutional level](#)

4.2 Specific areas for shared responsibilities across and between central and local government

Policy development, implementation and co-ordination

Since 1 January 2020, 18 academic regions have been set up in response to the new regional framework created by the law of 16 January 2015. The *académies* are headed by rectors of *académies*, who represent the Minister of National Education within the *académie* and its constituent departments. The rectors are key players in the contractualisation between the central administration and the *académies*. The management dialogue with schools is a means for the *académies* to study the schools with their own characteristics, to identify their problems, to set objectives to be worked on as a priority and the measures to achieve them.

The academic directors of national education services (DASEN) are responsible for implementing, at departmental level, the academic strategy defined by the rectors. They are deputies of the rector of the *académie* and represent them at departmental level. The DASENs are, among other things, responsible for evaluating school heads and the implementation of the contractualisation between *académies* and schools ([Eurydice, Administration and governance at local and/or institutional level](#)).

Identification of needs / referral for services

If learners with SEN are recognised as having a disability, their family approaches the *département*-based centres for people with disabilities (*maison départementale des personnes handicapées* (MDPH), one for each French *département*). These are intended to facilitate procedures for people with disabilities. The MDPH multi-disciplinary assessment team generates a PPS. The plan is conceived according to the learner's needs and proficiency and their family's opinion on implementation. The MDPH are a 'single window' for children with disabilities, gathering in one single place the personnel of all public services involved.

Data collection and sharing

As a ministerial statistical service, the Department of Evaluation, Forecasting and Performance (DEPP) has relays in the decentralised administrative levels, i.e. the *académies* and the vice-rectorates. These relays, of which there are 33, are the academic statistical services (SSA). They contribute to the quality of the data collected, relating to learners and schools in the *académie*, but also to their dissemination at local level and to the production of synthetic analyses of these statistical data. The academic authorities



thus have the information they need for decision-making and steering (indicators, forecasts, management charts) ([Eurydice, Quality assurance in early childhood and school education](#)).

Monitoring and evaluation

The DGESCO (*Direction générale de l'enseignement scolaire* – Directorate-General for School Education) defines and leads the policy for territories with specific social or geographical difficulties. It is broken down by *académie* and includes a series of indicators on the context, academic success and orientation, on the levers, measures and resources implemented. It makes it possible to monitor the differences between schools in the priority education system and those outside it over the last five years. The document also includes cost elements (specific cost overall and per learner for priority education).

Other bodies are directly involved in the evaluation education, in particular the *Cour des Comptes*, which published a report on priority education in 2018, and is currently working on education for detained minors.

Quality assurance and accountability

At central government level, the strategic performance dialogues between the DGESCO and the *académies* are organised each year (in November and December). The DEPP and DGESCO produce a wide variety of indicators and analyses on the education system, which are broken down by territory in order to compare the multiple dimensions at stake in educational success for each of the territories. Some of these indicators are part of the RAP (Annual Performance Reports) associated with the finance bill. Indicators exist for all education policies led by the government, including inclusive education policies. These annual strategic performance dialogues are another opportunity for quality assurance and accountability for the implementation of inclusive education policies in *académies*.

Funding

See 2.3.

4.3 Formal and informal collaboration across ministries

Collaboration at the ministry level

At the ministry level, collaboration is formally strengthened by inter-ministerial bodies such as the *Comité Inter-ministériel du Handicap* (CIH). The CNH also aims at bringing together ministries to work on the inclusion of people with disabilities.

The Inter-ministerial Committee on Disability (CIH), as provided for in the law of 11 February 2005 on equal rights and opportunities, participation and citizenship for people with disabilities, was created by decree on 6 November 2009. It is 'responsible for defining, co-ordinating and evaluating the policies conducted by the state for people with disabilities'. Under the leadership of the prime minister, the CIH brings together all the members of the government every year.

The CIH thus makes it possible to initiate, co-ordinate and evaluate ministerial and inter-ministerial actions. It takes decisions, provides a perspective and draws up a roadmap for



all members of the government. In addition, the CIH is an opportunity to highlight all of the actions carried out by associations representing people with disabilities and by local authorities, particularly the general councils.

Its main tasks are as follows:

- preparing the CIH and the National Disability Conference (CNH) as well as the report to parliament;
- leading the network of senior officials in charge of disability and inclusion;
- ensuring the general secretariat of the National Consultative Council of Disabled People (CNCPPH);
- ensuring the co-ordination of universal accessibility;
- monitoring France's commitments to the ICRPD
- strengthening the participation of people with disabilities;
- mobilising civil society.

Since 2016, a CIH has been organised each year to carry out, under the leadership of the prime minister, this precise follow-up of the actions to be carried out and to set priorities and new perspectives each year. In 2022, a CIH was organised in February before the end of Emmanuel Macron's first term of office, with a second one in October 2022 marking the government's re-commitment.

Source: [Secrétariat général du Comité Interministériel du Handicap](#)

The National Inclusive School Monitoring Committee (CNSEI), set up by Jean-Michel Blanquer (former Ministry of Education) and Sophie Cluzel (former State Secretary for people with disabilities) in July 2019, embodies the joint commitment of the various actors – the state, local authorities and associations – to achieving a school for all. This committee is still responsible for monitoring the deployment of inclusive education and identifying the conditions for success and the obstacles.

Collaboration to provide qualified human resources

Teaching is also provided by qualified staff from the Ministry of Education when children with disabilities are schooled within medico-social units (UEE in mainstream schools or UE in medico-social establishments). These staff are either special public teachers placed at the disposal of these establishments, or private teachers under a contract between the establishment and the state (Article L351-1 of the Education Code).

Since the start of the 2019 school year, Inclusive Localised Support Centres (PIAL) have been developed to better co-ordinate and manage human support means (support assistants, as well as educational and health support). For the school year 2022/2023, 4,089 PIAL cover almost every French school establishment. Two out of ten PIAL are 'reinforced', meaning they rely on reinforced co-operation with the medico-social sector (Article L351-3 of the Education Code). PIAL constitute resource centres for the educational community; to this end, they associate health professionals and the managers of medico-social establishments and services. The aim of these arrangements is to take better account of the particular educational needs of learners with a disability with a view to developing their independence.



Collaboration at the school level

[Decree 2009-378 of 2 April 2009](#) on the 'schooling of children, adolescents and young adults with disabilities and on co-operation between institutions' sets out the terms of co-operation between schools, medical and social establishments, and services for disabled learners. The aim of this co-operation is to guarantee the continuity of the school career of these learners with disabilities by decompartmentalising the two sectors.

At the local level, co-operation between the medico-social and the education sector can be regulated by agreements between primary and secondary schools and health establishments or sectors. [Article L. 312.1 of the Social Action Code](#) states:

The terms and conditions according to which the establishments and services (under the authority of the Ministry of Health) ... provide their expertise and support for the educational team to accompany learners with disabilities attending establishments ... (schools under the authority of the Ministry of Education) are also determined by convention.

4.4 Specific mechanisms for formal and informal collaboration that impact on inclusive education

Development of a shared vision for inclusive education

See explanations on CIH, CNSEI, CNH in Section 1, Evaluative Commentary.

Policy development, implementation and co-ordination

Legislation defines conventional procedures for organising co-operation between schools and health and welfare services (Decree 2009-378 of 2 April 2009 about the education of children, teenagers, and young disabled adults, and co-operation between schools and health and welfare services).

Maison départementale des personnes handicapées (MDPH) are a 'single window' for disabled people, gathering in one single place the personnel of all public services involved ([European Agency, 2016, CPRA: France](#), p. 7).

Identification of needs / referral for services

A multi-disciplinary team develops the personalised schooling project (PPS) based on the information gathered during the assessment, particularly from the educational team or the schooling monitoring team. Once developed, the project is submitted to the Commission for the Rights and Autonomy of People with Disabilities (CDAPH). The PPS is an aspect of the Personalised Compensation Plan. The PPS 'proposes methods for educational pursuit, co-ordinated with measures to support it shown in the compensation plan' (Article L 112-2 of the Code of Education). It 'defines how the schooling takes place, along with pedagogical, psychological, educational, social, medical and paramedical actions to meet the special needs of students with disabilities' (Article D 351-5 of the Code of Education) (European Agency, Organisation of Provision, p. 13; [European Agency, 2016, CPRA: France](#), pp. 7-8).



Data collection and sharing

Referral teachers complete statistical surveys number 3 and number 12. Medico-social establishments complete statistical survey number 32.

Other DGESCO internal surveys are completed by *académies* or *départements*' inclusive education services.

Monitoring and evaluation

See 4.2.

Quality assurance and accountability

See 4.2.

Funding

No information.

Evaluative commentary

This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of system governance for the implementation of inclusive education in practice. It specifically considers the impact of levels of decentralisation/centralisation in the country on inclusive education in practice.

Law 2005-102 of 11 February 2005 on equal rights and opportunities, participation and citizenship for people with disabilities has encouraged the rapid development of mainstream schooling for learners with disabilities. The organisation of the French education system facilitates the dissemination of inclusive education in the discourses and practices. For instance, a public service of inclusive education must be implemented at the *académie* and *département* level. At the *académie* level, each rector is supported by a technical advisor specialised in inclusive education. At the *département* level, one or several inspectors on inclusive education provide local support and guidance to teachers in schools, secondary schools and specialist institutions, as well as to head teachers and their mainstream inspector colleagues in charge of primary school districts. Their former missions of inspection in class gave way to broader tasks of improving the quality of the follow-up of learners with disabilities' school careers and developing strategies adapted to their particular needs.

Article L. 111-1 of the Education Code, amended by the law of 26 July 2019 for a school of trust, states that 'the public education service ensures the inclusive schooling of all children, without any distinction'. It is up to the school to act on the school environment in which learners' needs are expressed in order to ensure that learning is accessible to all.

At the school level, [Article L401-2 of the Education Code](#) states that every primary and secondary school must mention inclusive education in its rules of procedure: 'It (rules and procedure) sets out the principle of inclusive schooling and the main rights and duties attached to it'. Similarly, inclusive education actions have become criteria for French establishments abroad to be accredited.



Thus, efforts were made to harmonise practices and facilitate the translation of national policy at the *département* and school level.

- Decree 2015-85 of 28 January 2015 on the composition and functioning of the multi-disciplinary team mentioned aims to improve the assessment of the needs of learners with disabilities, by making it compulsory for a teacher to be present on the multi-disciplinary team when it makes a decision on schooling issues.
- The order of 6 February 2015 relating to the document formalising the personalised schooling project (PPS) mentioned in Article D. 351-5 of the Education Code defines a national PPS model in order to harmonise the practices of the various multi-disciplinary assessment teams.
- The order of 6 February 2015 relating to the document for collecting information mentioned in Article D. 351-10 of the education code, entitled 'guide to assessing compensation needs in terms of schooling' (GEVA-Sco), defines a national support for collecting information relating to the learner's situation, which will then be sent to the multi-disciplinary assessment team. The GEVA-Sco is filled in by the schooling monitoring team for learners who already have a personalised schooling project (PPS) and by the educational team.

However, practices still vary between *départements* and the assessment process needs to be harmonised. For instance, in metropolitan France, the share of learners with disabilities varies between 2.2% and 5.5% across *départements* (average 3.3%). Similarly, the share of learners with disabilities who benefit from a support assistant varies from 37% to 73% (average is 57%). The type of human support also varies across *académies* and even across *départements*.

The main challenge is to harmonise children's assessment and procedures to provide different types of support (enrolment in special schools, support assistant, special material, etc.). As clear as the procedure is for MDPH to generate the learner's PPS, only half of learners with disabilities benefit from a formal PPS. The other half does not have access to any formal PPS (not generated by the MDPH or formalised according to a former model). It must, however, be noted that learners with disabilities who do not have any formal PPS benefit from the 'PPS implementation document' shared with the family and educational team.

Similarly, the development of the LPI (digital booklet for inclusive education) shows that the use of different types of personalised plan probably differs from their initial goal. Whereas the PPRE is conceived for learners experiencing temporary school difficulties, and the PAP for learners with specific learning disabilities, data show that the type of plan used seems to be related to the learner's level of education. PPRE is mainly used for learners in pre-primary and primary schools (estimated 92% of PPRE for pre-primary and primary learners according to the last LPI data early December 2023) contrary to PAP (only 14% of PAP for pre-primary or primary learners).



SECTION 5. QUALITY ASSURANCE AND ACCOUNTABILITY

This section provides information on the general and specific quality assurance and accountability frameworks and mechanisms informing the country's education system.

5.1 School inspection processes and structures for all forms of educational provision

School evaluation is carried out by the General Inspectorate of Education, Sport and Research (IGÉSR), academic authorities and school heads, who must carry out self-evaluations and draw up a report on the actions implemented in their school. Each school is subject to a compulsory double contractualisation (school project and contract of objectives) and an annual progress report sent to the academic authorities. In addition, there are indicators and tools to assist in the diagnosis, steering, evaluation and monitoring of schools drawn up by the Ministry of Education, in particular by the DEPP (ministerial statistical service) and DGESCO directorates and the School Evaluation Council.

The IGÉSR is governed by [Decree 2019-1001 of 27 September 2019](#) and carries out inspection, control, audit, evaluation, expertise, support and advisory missions in the fields of education, higher education, research, youth and sports. Inspectors are civil servants of the French state. They belong to national (IEN) and territorial (IA-IPR) inspection bodies. The IENs-CCPD are in charge of primary education districts, IEN-ET-EG are responsible for technical and general education provided in vocational schools, and IENs-IO are in charge of information and guidance under the authority of the academic director of national education services (DASEN). IA-IPR are regional education inspectors who work in secondary education. They carry out their duties within the framework of the academic work programme, under the authority of the rector of the *académie* and in liaison with the Inspectorate General. All in all, there were 3,597 inspectors in 2019/2020.

The Department of Evaluation, Forecasting and Performance (DEPP) participates in the quality assurance of the education system by providing statistical data and analyses of the education system. The DEPP summarises these data in various publications, starting with its annual publication *Etat de l'École*, which brings together thirty indicators that appear essential for analysing the education system.

The *Conseil d'évaluation de l'école* (School Evaluation Council), created by Article 40 of Law 2019-791 of 26 July 2019 for a School of Trust, which reports to the Minister of National Education, is responsible for independently evaluating the organisation and results of school education. It ensures the coherence of the evaluations conducted by the Ministry on the achievements of learners, educational measures, including those in favour of inclusive schools and school establishments. In addition, it defines the methodological framework and tools for self-evaluations and evaluations of secondary schools conducted by the Ministry of Education, and analyses the results of these evaluations. It proposes methodologies for measuring school territorial inequalities and makes recommendations for reducing them. The evaluation framework details self-evaluation and external



evaluation, specifies their outlines, principles and methods, and provides recommendations. The School Evaluation Council ensures that existing evaluations are consistent. It is made up of representatives of the Ministry of Education (DEPP, DGESCO, IGÉSR), parliament, the OECD and academics, ensuring an external, neutral and objective view of the performance of schools. The *Conseil scientifique de l'éducation nationale* (CSEN), created in 2018, works in close collaboration with the School Evaluation Council.

In December 2020, the School Evaluation Council defined the general framework for institutional evaluation. The evaluation is carried out in two phases:

- **Self-evaluation:** A set of data and indicators is defined by the School Evaluation Council for all schools. This can be completed by the *académies*, but also by the school itself according to its needs. A self-evaluation guide is added by the School Evaluation Council, intended to be enriched and contextualised at the level of the *académie* and/or the school. It proposes evaluative questions and provides tools to build their self-evaluation around these areas. The self-evaluation is subject of a report presented to the board of directors and intended for external evaluators. It is part of the evaluation file to be communicated to the academic and local authorities.
- **External evaluation:** This external evaluation puts the self-evaluation into perspective by means of a distanced analysis of the indicators and the documents in the self-evaluation file, an overall observation of the school and in-depth discussions with all those involved in learners' success. It aims above all to identify strengths, weaknesses and possible progress in order to guarantee solid achievements for all learners in the school. It does not result in any ranking or evaluation of staff or head teacher. It includes a preparation stage, a visit to the school, a provisional report, exchange during the return of the report to the institution, and a final report.

Each year, at the end of the school year, the rector of the *académie* sends the School Evaluation Council the results of the evaluations carried out during the previous school year, the proposed programme for the coming school year and a summary of the feedback that will contribute to the continuous improvement of the evaluation process. At the request of the Council, it also provides the evaluation reports.

Source: [Eurydice, Quality assurance in early childhood and school education](#)

5.2 Other quality assurance processes for all forms of educational provision

Evaluation of the school system

The [Guidance and Programming Law 2013-595 of 8 July 2013 for Restructuring Schools](#) ensured the creation of an independent body, the *Conseil national d'évaluation du système scolaire* (National Council for Evaluation of the School System), tasked with evaluating the organisation and outcomes of school education (article 33). Its mission is to examine the entire educational system, to monitor the application of the principles contained in the law on the reshaping of the schools of the Republic, and to formulate proposals in view of international comparative surveys (of the PISA type).



([European Agency, 2016, CPRA France](#), p. 27; [Eurydice, Legislation and official policy documents](#)).

Monitoring and evaluation in the context of student panels

The DEPP set up eight panels to describe and understand the educational trajectories of learners in the education system. The principle of the panels is to follow the educational trajectory of a sample of learners entering a given level at a given date (CP, 6e, etc.). The 2021 panel includes for the first time the pre-primary section. It is based on annual observation of the learners' school situation, regular questioning of their families, and regular measurements of their cognitive and conative skills, as well as observation of their teachers' practices. This panel is made up of approximately 35,000 learners enrolled in primary schools in 2021/2022 in 1,700 pre-primary classes spread throughout the country. The monitoring includes learners' observations by their teacher, at random tests, a questionnaire for the families and a teacher survey ([Eurydice, Quality assurance in early childhood and school education](#)).

Teacher evaluation

Teachers in primary and secondary education are evaluated by the territorial inspection bodies. The framework for the action of the IENs and IA-IPRs is the academic project, defined by the rector and the academic correspondent of the Inspectorate General. This project establishes the educational and teaching priorities of the *académie*, sets quantitative and qualitative objectives for the inspectorates in terms of improving the quality of teaching and school results, and specifies the objectives by subject or by speciality. Teachers are assessed at several stages in their careers: at the time of the competitive examination, at the end of the professional training period with a view to tenure, and at four career interviews (on average every seven years). The PPCR system (professional career paths, careers and remuneration) links evaluation to career development and progression on the index scale, reflecting career advancement from 'normal class', to 'senior' and finally to 'exceptional class' ([Eurydice, Quality assurance in early childhood and school education](#)).

Evaluation of educational policies and experiments

The educational policies implemented to improve student achievement and the results of the education system are evaluated mainly by ministerial departments, the IGÉSR and other national bodies. The IGÉSR's Establishments, Territories and Educational Policies section covers all issues relating to educational policies (apart from teaching content), their organisation, operating methods and means of action in the school sector, including school climate and life, guidance and educational support. The DEPP contributes to the steering of the education system by supporting research teams evaluating educational policies or experiments, reporting on the effects of reforms or experimental schemes and providing evidence to shed light on their implementation and relevance.

Evaluation of digital equipment and its use in education

The Digital Education Directorate (DNE) is responsible for evaluating digital education. It launched the national PROFETIC survey aimed to find out about teachers' practices in the use of digital technology and to provide information to promote dialogue with local



authorities. EVALuENT serves as the framework for evaluating the use of digital education (ENT), on the basis of which annual surveys are conducted. These surveys, which are offered alternately in primary and secondary education, provide qualitative indicators at national level and allow for longitudinal monitoring. In addition, the DEPP conducts the Longitudinal Evaluation of Activities Related to Digital Education (ELAINE), a scientific study to describe the place and uses of digital technology in schools and to better understand the nature and diversity of the effects on students' learning.

The crisis context: COVID-19

The DEPP has devised different approaches to measure the effects and assess the impacts of the health crisis on education, to gather the feelings of all those involved in the education system and to report on inequalities ([Eurydice, Quality assurance in early childhood and school education](#)).

5.3 Evaluation mechanisms used to monitor outcomes at different system levels

General outcomes (academic, social, well-being, etc.) for all learners

The Ministry of Education organises standardised assessments of learners at different levels of their schooling: CP, CE1, *sixième* (sixth) and *seconde* (second). Learner assessments are supplemented by international surveys: PISA, TIMSS, PIRLS and ICILS.

Comprehensive assessments of student achievement in French and mathematics is done for all CP and CE1 learners in public and private education under contract. This enables teachers to better position their learners and to support their learning. In CP, these assessments enable teachers to complete the summaries of learning outcomes at the end of pre-primary school for each of their learners. In both CP and CE1, learners' results are entered by teachers on a dedicated national digital platform. Individual results are made available only to the school, with the teacher having a profile for each learner, and learner results are transmitted to parents. The data are then anonymised and, once aggregated, made available to district inspectors for steering purposes.

All sixth grade learners in public and private education under contract take standardised assessments in French and mathematics at the beginning of the school year via an online platform. This enables their teachers to have an overview of certain skills and knowledge of each learner and to encourage the development of teaching methods adapted to their needs. With a focus on reading comprehension in French and problem-solving in mathematics, a detailed report on each learner's results is provided to allow teachers and learners to assess their level of mastery in these areas.

At the beginning of the second year of secondary school, learners entering the general and technological or vocational second year take placement tests in French and mathematics to identify the achievements and needs of each learner and to offer them personalised support and remediation ([Eurydice, Quality assurance in early childhood and school education](#)).

The evaluations are designed by the *Direction de l'évaluation, de la prospective et de la performance* (DEPP) in close collaboration with the National Education Scientific Council



(CSEN), the General Inspectorate of Education, Sport and Research (IGÉSR) and the General Directorate of School Education (DGESCO). The involvement of the CSEN makes it possible to benefit from the latest advances in research with a view to increasing the effectiveness of these assessments and thus better meeting the needs of learners. ([Eduscol](#)).

Standardised sample assessments are implemented by the French Ministry of Education based on samples at national level, which complement the OECD's PISA survey. The *Cycle des Évaluations Disciplinaires Réalisées sur Échantillons* (CEDRE) measures learners' skills at the end of primary school (CM2) and at the end of secondary school (3ème), assessing a subject area of the curriculum within a six-year cycle. In primary education, the areas assessed are language skills, foreign languages, history–geography and civic education, experimental sciences and mathematics ([Eurydice, Quality assurance in early childhood and school education](#)).

Specific outcomes (academic, social, well-being, etc.) for learners vulnerable to exclusion

The DEPP panels (see description above) help to describe and understand the educational trajectories of learners in the education system. Specific analysis is undertaken on school educational context (priority education, number of foreign students in class), or learners' national origin and socio-economic characteristics. Since 2013, the DEPP has conducted a longitudinal survey monitoring a panel of two groups of disabled learners (7,000 learners born in 2001 and 7,000 learners born in 2005). This survey includes a major qualitative part that consists of collecting the opinion of families about the education of their children. An additional panel focuses on learners autism schooled in UEMA.

Outcomes for schools (professional development, staff and personal well-being, etc.)

Head teachers (ISCED 0 and 1) and school principals (ISCED 2 and 3) are evaluated as teachers with a view to their practices as school heads. Head teachers are therefore also subject to career appraisals. As the primary school is not autonomous, the responsibility of head teachers is limited.

Heads of school of public secondary schools are evaluated every three years by the DASEN of their *département*. When assigned to a new school, and every three years thereafter, head teachers must provide the DASEN with a diagnosis including an overall analysis of the school and its operation, as well as a proposal for the implementation of three areas of progress in the medium term. The school's EAPA performance indicators must be included. After analysing the diagnosis, the DASEN and head teacher determine the framework and objectives of the actions to be taken, taking into account the proposed areas for progress, in a mission statement or letter of assignment. At the end of the three-year period, the head teacher draws up an activity report to be sent to the DASEN to assess the work and results obtained in the light of the objectives set out in the letter of assignment. The head teacher is assessed on their activity report, on the achievement of the objectives set out in the mission statement, and also on their management of the school. For each of these areas, the head teacher receives an assessment which may be supplemented by observations or recommendations from the DASEN. The Ministry of Education created the OAPE website to help school heads evaluate their school's policy.



Headteachers are the first target group for this, but also other members of the school can use it ([Eurydice, Quality assurance in early childhood and school education](#)).

Outcomes for parents and families (support, participation, family well-being, etc.)

No information.

5.4 Evaluation mechanisms used to monitor the effectiveness of processes at different system levels

Effectiveness of teaching and learning processes

Evaluation of teaching practices consists of studying different aspects of the teaching profession in different contexts in order to provide tools for reflection to characterise professional practices. The DEPP's Periodic Survey on Education (EPODE) was implemented in 2018 in collaboration with teachers and school managers to analyse teaching processes and their evolution, at national level, in both primary and secondary education. The survey gives teachers the opportunity to express themselves on the feasibility and meaning of the various practices recommended to them. The DEPP also developed a survey on content-specific teaching practices (*PRAtiques d'Enseignement Spécifiques aux COntenus* – PRAESCO), i.e. in mathematics didactics in primary and lower-secondary school (*collèges*).

The assessment of learners' achievements is central to the operation, management and evaluation of the French education system and its various levels (national territory, *académies*, departments, districts, schools). To this end, many forms of assessment co-exist according to the objectives assigned to them. Continuous assessment, which is both formative and summative, follows learners throughout their school career. It enables teachers to measure the progress of learning and, if necessary, to set up remedial measures for learners experiencing difficulties. The national assessments leading to a diploma attest to the acquisition of a level of knowledge and skills that will enable learners to move on to the next level of education or to enter working life. Finally, standardised national assessments, whether exhaustive or based on a sample, developed by the DEPP contribute to the local management of schools and establishments, but also to the assessment of the education system as a whole.

Source: [Eurydice, Quality assurance in early childhood and school education](#)

Effectiveness of school management processes

The DEPP contributes to the steering of the education system by producing or supporting work aimed at evaluating educational reforms or experiments and to provide evidence of their implementation and relevance.

The *Conseil scientifique de l'éducation nationale* (CSEN), contributes to the dissemination of applied research throughout the education system, by providing the results of research, experimentation and international comparison, evaluating existing pedagogical and educational tools, and issuing recommendations to enrich the initial and in-service training of teachers as well as that of national education managers.



Article 25 of Law 2008-1249 of 1 December 2008, set up the *Fonds d'Expérimentation pour la Jeunesse* (FEJ), to finance experimental programmes involving external evaluators. These programmes aim to promote the academic success of learners, contribute to equal opportunities, and improve the social and professional integration of young people under 25.

Source: [Eurydice, Quality assurance in early childhood and school education](#)

Effectiveness of teacher professional development processes

TALIS surveys (OECD) focus on the evolution of practices in relation to the changing educational landscape, motivations to become a teacher, job satisfaction and teacher education. TALIS results are available in the form of publications from the Directorate for Evaluation, Forecasting and Performance (DEPP) and the OECD ([Eurydice, Quality assurance in early childhood and school education](#)).

[Qualinclus](#) is a tool created to help school leadership in their self-assessment regarding inclusive education. The third data sheet aims at evaluating the teaching team's training and support for the education of learners with SEN ([European Agency, 2020, TPL4I](#), p. 21).

Efficiency and effectiveness of funding mechanisms

The General Inspectorate of Finance (IGF) is involved in the evaluation of the education system through the drafting of various reports. The Court of Audit is the highest authority in the field of public finance, evaluating public policies, including educational policies and, in 2012 and 2018, priority education ([Eurydice, Quality assurance in early childhood and school education](#)).

Effectiveness of (vertical) co-operation between stakeholders at different system levels

An annual survey conducted by the Department of Teaching in Schools produces statistical data about the schooling of disabled learners. In the framework of the Inter-ministerial Committee for the Assessment of Public Policies (2013), two priority themes were chosen: the fight against dropping out of school and the schooling of learners with disabilities. The National Solidarity and Autonomy Fund (CNSA) conducts a permanent steering mission with the MDPH to guarantee territorial equity in decisions taken by these commissions. ([European Agency, 2016, CPRA: France](#), p. 13).

Effectiveness of (horizontal) co-operation between ministries and ministerial departments

The ANESM (National Agency of Assessment of the quality of medico-social institutions and services), created in 2007, has the task of periodically assessing medico-social services and institutions (in the framework of the renewal of their authorisations to operate) and of publishing 'recommendations for good professional practices'. Since 2007, the ANESM has published more than 10 recommendations on subjects such as: early support for disabled learners, the education of young people with autism, the quality of services provided in addition to schools, or child protection services ([European Agency, 2016, CPRA France](#), p. 14).



Other(s)

The DEPP contributes to the development of international education indicators. To this end, it collaborates actively within the networks of the OECD, the European Commission (and Eurostat in particular), UNESCO and the International Association for the Evaluation of Educational Achievement (IEA). In France, it pilots the international surveys on student skills – PISA with the OECD, TIMSS, PIRLS or ICILS with the IEA, and the TALIS survey on teachers with the OECD. In addition, it contributes to putting European statistics into perspective, to the exchange of information between the countries of the ‘Erasmus +’ programme, and to the comparison of their education systems. In this context, it takes an active part in the Eurydice network and co-ordinates the work of experts who participate in the network’s international reports ([Eurydice, Quality assurance in early childhood and school education](#)).

5.5 Specific monitoring mechanisms relating to learners vulnerable to exclusion from inclusive education

Monitoring at the ministry level

On 25 July 2022, the Mediator of National Education and Higher Education submitted to the Minister of National Education and Youth her activity report for the year 2021, entitled ‘[Renewing the dialogue](#)’. Like all reports of this kind, the document includes, after the statistical and analytical elements reporting on the past year, three chapters devoted to specific themes. This year, the third of these (p. 74 onwards) is devoted to the education of learners with disabilities.

In August 2023, the Human Rights Defender, Claire Hédon, published a report entitled ‘[Human support for learners with disabilities](#)’ and proposed 10 recommendations for a truly inclusive school without discrimination.

In April 2022, the General Inspection published a report on [the education of learners with disabilities](#). The report analyses the evolution of the demand for human support for the schooling of learners with disabilities (ESH) in mainstream education in public and private education under contract, in order to have a prospective vision of future needs.

Also see the discussion above on CNH and CNSEI in Section 1, Evaluative Commentary.

Monitoring at the local level

In [circular 2019-088 of 5 June 2019: Pour une École inclusive](#), the seventh section concerns ‘Better monitoring of inclusive educational pathways and evaluation of the quality of actions’. It insists on the role of schools’ directors and inspectors to work closely with teachers, referral teachers, parents, MDPH and schools.

At the school level, [Qualinclus](#) is a tool created to help school leadership in their self-assessment regarding inclusive education. The third data sheet aims at evaluating the teaching team’s training and support for the education of learners with SEN.



5.6 Specific evaluation mechanisms relating to learners vulnerable to exclusion from inclusive education

When learners first enrol in primary education, a 'single' digital school record book is created to monitor their knowledge and skills in relation to the objectives of the programmes and the common base of knowledge, skills and culture. The single school booklet was introduced by Decree 2015-1929 of 31 December 2015 for the start of the 2016 school year. This booklet will be used for the entirety of the learner's schooling from primary education to the end of the first cycle of secondary education, and therefore covers cycles 2, 3 and 4 in a coherent manner. Assessments of the schooling cycles are reported by teachers, among others, so that they can attest to the level of their learners. They are based on the achievements, progress and difficulties observed in the learners.

According to Article D321-15 of the Education Code, in pre-primary and primary schools, a learner's progression in each cycle is based on a proposal from the teachers' council. The cycle teachers' council formulates its opinion concerning the passage of a learner through the school system: a simple passage, an advancement of one year, or the repetition of a year may be proposed. The teacher council can only decide on one repetition or one shortening of a cycle during a learner's entire schooling in primary school. The school director transmits the proposals to the parents. The parents can contest them within 15 days, by sending a reasoned appeal to the inspector of the *académie*, Director of Departmental Services of National Education, who will give a final decision.

In secondary education (first and second cycles), the procedures for moving from one class to another meet the provisions set out in the legislative part of the Education Code (article L331-8) and the regulatory part (article D331-23 onwards). According to these provisions, depending on the assessment report, the parents of the learner make a request to move up to the next class, a request for guidance or to repeat the year. This is examined by the class council, which takes into account all the information gathered by its members and in turn makes a proposal for promotion or repetition. When they are in line with the requests, the head teacher takes the decisions and sends them to the parents. When they do not comply with the requests, the head teacher receives the parents of the learner, informs them of the proposals and collects their observations. They then take the decision. If the disagreement persists, the parents (or the learners of age) have the possibility of appealing to an appeal commission chaired by the inspector of the *académie*, who gives a final decision. The teachers' council and the class council are the key moments of the evaluation of the level and the achievements of the learners during the school year.

[Decree 2021-1246 of 29 September 2021](#) on the processing of personal data known as '*Livret de parcours inclusif*' (LPI): The LPI is a digital booklet for education. It introduces a more pedagogical approach based on the assessment of the learners' educational needs by their teacher. The application allows teachers (more broadly the pedagogical team) to plan and monitor pedagogical adaptations and/or additional support.

To this end, the purpose of the data processing is more specifically: To gather in a single document all the information on the situation of a learner with special educational needs, in order to facilitate the work of the pedagogical



team in drafting the support provision, and, if necessary, the implementation of solutions differentiated according to the individual situation of each learner' (European Agency, 2022, France: Legal definitions around learners vulnerable to exclusion, p. 4).

Source: [Eurydice, Quality assurance in early childhood and school education](#).

5.7 Specific accountability mechanisms to ensure the inclusion of learners vulnerable to exclusion from inclusive education

Financial law

The LOLF (*loi organique relative aux lois de finances*) is a true financial constitution of the state and has profoundly reformed the construction and monitoring of the state budget. The LOLF proposes a readable budget, presented by public policies (security, culture, education, justice, etc.) called 'missions', and no longer exclusively by type of expenditure (personnel, operation, investment, intervention, etc.). These missions are themselves broken down into programmes, and programmes (e.g. 'learners' day-to-day life' which covers for the funding of support assistants) into actions (e.g. school health).

The LOLF proposes a transparent and complete budget, allowing parliamentarians – and through them, citizens – to have a precise and substantiated vision of public policies and the associated state expenditure. Indeed, administrations must explain how they plan to use the credits and personnel made available to them from the very first euro – this is known as 'justification at the first euro'. The LOLF also proposes a budget based on performance, i.e. specifying for each public policy, objectives associated with expected results. For each programme, there is a strategy, objectives and quantified performance indicators. These elements appear in the annual performance projects (PAP) annexed to the finance bill. Under the authority of their minister, the person responsible for the programme (RPROG) commits themselves on this basis. They are required to report on the effectiveness of the use of the funds allocated to them. The objectives are evaluated the following year in the Annual Performance Reports (RAP). RAP combine several indicators disaggregated by *departement* and *académie*, for instance: share of learners with disabilities among the whole school population, share of learners waiting for the attribution of a support assistance, share of learners with assistive technology or device, share of special teacher posts occupied by mainstream teachers, etc. The person responsible for the programme will report to parliament in the RAP on the management carried out and the results obtained during the examination of the settlement law.

Sources: National Budget – [La loi organique relative aux lois de finances \(LOLF\)](#); *Vie publique* [infographic](#)

Government's priority policies

In August 2022, 60 government's priority policies (PPG) were identified by the government to respond to the major challenges and battles to be won by 2027 (ecological transition, full employment, sovereignty, equal opportunities).



As far as the Ministry of Education is concerned, six PPGs are defined under the heading ‘guaranteeing equal opportunities and promoting excellence’, including ‘making education more inclusive’.

The PPGs require precise and shared monitoring of their progress. The inter-ministerial delegate for public transformation (DITP) is responsible for monitoring priority policies, under the authority of the prime minister.

Ministerial and inter-ministerial steering

The government’s priority policies are regularly monitored at a high level by the secretary general of the French presidency and the prime minister’s cabinet director. The aim is to ensure that goals and decisions are consistent, to identify and remove obstacles and, if necessary, to bring about the necessary arbitration at inter-ministerial meetings.

Territorial roll-out

The *préfets* are responsible for adapting the government’s priority policies locally, in each *département*. The motto ‘implementation right down to the last kilometre’ is different from the LOLF’s presented above (‘justification to the last euro’) and emphasises the monitoring of the implementation of priority policies across the whole territory, at all scales. Inter-ministerial meetings to monitor priority policies, chaired by the prime minister’s cabinet director and involving the regional prefect, the decentralised authorities and representatives of the ministries concerned, are held every month.

The government’s priority policies and the prefects’ inter-ministerial roadmaps are monitored by a territorial dashboard (PILOTE) provided by the DITP. This shared tool enables each operational level to report to the government on the progress made in implementing priority policies and to mobilise the support of higher levels in order to overcome any difficulties encountered. For inclusive education, three indicators were identified and reported for each *département*: the proportion of learners waiting for human support, the number of ULIS units deployed, and the number of autism units deployed. These indicators may change from 2023 onwards.

Sources: *Ministry for public transformation – [Assurer la mise en oeuvre des politiques prioritaires du Gouvernement](#); [Circular of 19 September 2022 on government priority policies](#)*



Evaluative commentary

This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of quality assurance and accountability for inclusive education in practice. It specifically considers the implications of how different stakeholders across the education system are accountable for ensuring the effective implementation of policy for inclusive education in practice.

National steering

As shown before, the management of the budget and the definition of priority policies involving all political actors (beyond the actors of the education system) allow a national vision of the resources allocated and achievement of local targets and national goals for inclusive education.

‘Embracing the culture of evaluation to better meet the needs of students’

The [2022 start of the school year circular](#) emphasised the importance of national evaluation for teachers and school leaders to better assess the needs of all learners. It states:

The national evaluations have given our teachers benchmarks for identifying the needs of their learners, providing appropriate responses and enriching their teaching practices. They should also provide rectors and academic directors of national education services (DASEN) with a tool for analysing the needs of their territory and guiding their action towards teachers through appropriate support and training. This is why we must take hold of it at all levels in order to help our learners succeed and lead them along the path to success. The evaluation of secondary schools, which began in 2020, is a new feature of the educational landscape, which the teams have seized upon in the interests of their students’ success. It will be continued at the start of the next school year and initiated in primary education.

Towards information system dedicated to inclusion

Regarding learners with disabilities, many surveys make it possible to obtain updated data on learners with disabilities education and provision of support.

- Surveys number 3 and number 12 provide detailed and individual data on all learners with disabilities enrolled in mainstream schools. They are completed each year by the referent teachers. These surveys are co-piloted by the DEPP and the DGESCO and are the main source of data for internal analyses useful for steering and implementing inclusive education policies.
- A different survey led only by the DEPP collects data on learners with disabilities schooled in medico-social sector.
- At the beginning of the 2022/2023 school year, a weekly survey has been implemented for three years to better monitor the start of the school year for learners with disabilities and obtain updated data. This survey collects global data



by department on ULIS facilities, PIAL and support assistants, learners with disabilities and their mode of schooling.

- Additionally, a survey every three months more specifically deals with PIAL functioning, support assistant prescriptions and attribution.

However the accumulation of surveys is proving to be time-consuming for *académies'* and *départements'* inclusive services. The development of the inclusive education management and information system will be in future a solution to obtain real-time data and allow a better-quality monitoring. Furthermore, by combining three different digital application (AGESH for learners with disabilities, LPI for every learner's special needs, Incluscol for learners needing exam accommodations), a broader vision of inclusion education, relying on all learners' evolving needs throughout their school career, will be reflected.



SECTION 6. STAKEHOLDER COLLABORATION, CO-OPERATION AND EFFECTIVE COMMUNICATION

This section provides information on the structures, mechanisms and opportunities for stakeholder collaboration and co-operation in the country.

6.1 Does the legislation and policy framework specify learner voices are used to inform the development of learning and teaching environments?

Yes.

6.1a Description of the legislation and policy framework around the use of learner voice

The parents' role in school is recognised by the law ([articles L111-2 and L 111-4 of the Education Code](#)) and their rights guaranteed by regulatory provisions. Parents are considered as players in their own right in the education community: they are entitled to be informed about their child's behaviour and school results, as well as being entitled to participate in the school's educational actions. Parent involvement in the operation of the education public service is done via parents' associations. A parents' association aims to defend the moral and material interests common to learners' parents. It consists of learners' parents only, together with persons with legal responsibility over one or several learners. It represents parents attending school councils, boards of trustees of schools and class councils. [Articles D111.6 to D111.9 of the Education Code](#) define the field of action and rights of parents' associations. The application conditions of these provisions are set out in [circular 2006-137 of 25 August 2006](#). There are several levels of representation of parents' associations: at the national level, the *Conseil supérieur de l'éducation* (CSE); at the level of the *académies* and *départements*, academic and departmental councils of the Department of Education, Higher Education and Research; at the local level, school councils, school boards of trustees and class councils ([Eurydice, Administration and governance at local and/or institutional level](#)).

6.2 Does the legislation and policy framework ensure curriculum development processes take account of all learners and their communities?

No.

6.2a Description of how the legislation and policy framework around curriculum development processes take account of all learners and their communities

No information.



6.3 Does the legislation and policy framework support the active involvement of different stakeholders in ensuring inclusive learning environments?

Parents and families

Yes. According to Article D321-15 of the Education Code, in pre-primary and primary schools, the cycle teachers' council formulates its opinion concerning the passage of a learner through the school system (e.g. the repetition of a year). The school director transmits to the parents the proposals made. The parents can contest them within 15 days, by lodging a reasoned appeal with the inspector of the *académie*, Director of Departmental Services of National Education, who will give a final decision ([Eurydice, Quality assurance in early childhood and school education](#)).

See section 2.4 – Parents.

School-leaders/leadership teams, teachers and specialist staff

No information.

Stakeholders in the local communities

Subsidies, approvals and agreements granted by the central administration of the Ministry of Education or by the *académies* support the work of associations for the inclusion of learners with disabilities in school.

Local-level decision-/policy-makers

No information.

Non-governmental organisations, disabled people's organisations or other organisations representing vulnerable groups

Within the DGESCO, work with associations takes various forms:

- hearings at the request of certain associations to discuss some of their problems;
- participation in conferences, round tables, etc. (e.g. Dys Day);
- regular links with associations represented on the CNCPH for the presentation of regulatory texts for their opinion, for the request that CNCPH members participate in working groups, and for the presentation of an annual report on the Ministry's action.

Other(s)

The last national conference on disability was held on 11 February 2020, and a new CNH will be organised early 2023 under the authority of the CIH (see. Part 4.3). This meeting is important because it should enable the ministry to consolidate and develop the roadmap for the development of inclusive schools.

As far as inclusive education is concerned, the CNH brings together representatives of all the stakeholders in inclusive education policies: CNCPH, Ministry of Education, Ministry of



Health, national strategy for autism, academic directors, departmental directors, MDPH directors, technical advisors for inclusive schools to the rectors, inclusive school inspectors, parents' associations.

6.4 Does the legislation and policy framework ensure that curriculum development processes involve the participation and contribution of different stakeholders?

Yes.

6.4a Description of the legislation and policy framework ensuring the involvement of stakeholders in curriculum development processes

CNCPH

The National Consultative Council of People with Disabilities (CNCPH) is a consultative body that involves and organises the participation of people with disabilities or their representatives in the development and implementation of disability policy. Now composed of 160 members, the CNCPH ensures a better representation of people with disabilities and reinforces their participation in the co-construction of public policies.

In summary, the CNCPH's missions are :

- to accompany and advise the public authorities in the development, implementation and evaluation of public policies and actions;
- to formulate independent opinions and recommendations and to make them public.

Thus, the CNCPH may be consulted or may take up any issue relating to disability policy on its own. The law of 11 February 2005 on 'Equal rights and opportunities, participation and citizenship of disabled people' strengthens its missions and provides for the CNCPH to be consulted on all draft regulations adopted in application of this law. Generally speaking, this law gives the CNCPH the task of assessing the situation of disabled people and proposing actions to be brought to the attention of parliament and the government. A thematic commission deals with 'Education, schooling, higher education and co-operation between ordinary and adapted education'.

Source: *Government website on disability* – [Le conseil national consultative des personnes handicapées](#)

Higher council for Curricula

The Higher Council for Curricula is an independent body reporting to the Minister of National Education, which must offer the scientific guarantees necessary to issue opinions and make proposals in its areas of competence. It is open to national and social representation because of the importance of its missions.

The High Council for Curricula brings together: three deputies and three senators, two representatives of the Economic, Social and Environmental Council (EESC), ten qualified persons. The qualified persons are appointed by the Minister of National Education for



their excellence in their field and their knowledge of the education system. They may be doctors, inspectors general, researchers, etc.

See Ministry of Education – [Le conseil supérieur des programmes](#) (including infographic on curricular development).

6.5 Does the legislation and policy framework support the development of learning communities in local/regional areas?

Yes.

6.5a Description of the legislation and policy framework that supports the development of learning communities

The central administration of the Ministry of Education entrusts certain evaluation activities to research teams (university or under the direct supervision of the Ministry), with which they sign agreements. The Inter-disciplinary Laboratory for the Evaluation of Public Policies (LIEPP) at Sciences Po conducts research and analyses the functioning and effects of many public policies, such as education policies. It contributes to the public debate and to reflections on evaluation involving other actors (administrative, parliamentary, associative, etc.).

The Paris School of Economics (PSE) currently holds, under the aegis of the DEPP, the research chair 'Educational Policies and Social Mobility', whose ambition is to shed light on the mechanisms of unequal access to education and to determine the policies and actions likely to correct them.

In addition to trade unions (such as the *Fédération des parents d'élèves de l'enseignement public* – PEEP), there are institutions such as 'think tanks' like the *Institut Montaigne*. Their work carries different weight in the public debate, particularly with regard to school failure.

See

- section 1.5 (educational innovation fund to provide national support for the development of innovative projects);
- section 5.2 – Evaluation of educational policies and experiments.



Evaluative commentary

This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of stakeholder collaboration, co-operation and effective communication for the implementation of inclusive education in practice. It specifically considers how effectively different stakeholders across the education system are supported to increase their personal and collective ability to be inclusive in practice.

Consultation mechanisms, financial support to association and involvement of all stakeholders for the CNH make it possible to collectively shape inclusive education. As stated before, the CNSEI meetings are also important opportunities for the ministry to give feedback to all stakeholders on the implementation of inclusive education.

Within the framework of local co-operation, it is necessary to work on the cultures of the establishments, particularly through cross-training. Implementing a common vision for school inclusion is a challenge.

The DGESCO's Inclusive School Office is making a transition in the dissemination and presentation of resources to teachers: the aim is to move away from an approach based on disorders (of learners with disabilities) to one based on needs (of all learners). In this respect, the information and resources available on Eduscol are being redesigned to be presented in a new structure ('teaching ...'). Similarly, a cross-curricular *m@gistère* is being initiated as part of a PNF in order to jointly address behavioural difficulties, school drop-out, high intellectual potential, etc.

Additionally, the training offer of the National Initiative Modules (MIN) is now subject to a harmonisation commission in order to ensure that the training offer meets the needs of the field and national guidelines. In this respect, training courses focusing on disorders (e.g. schooling learners with autism spectrum disorders) are supplemented by more cross-cutting training courses aimed at strengthening the capacities of those working in the field ('exercising the functions of a resource person', 'universal accessibility of learning'). It should be noted that 20% of those enrolled in MIN 2022/2023 training courses are AESH.



SECTION 7. FINAL COMMENTS AND REFLECTIONS

Editing the document shows how difficult it is to explain the complexity of the inclusive education system. This kind of mapping exercise is always useful to take a step back from an education system that we deal with on a daily basis and to put on the same levels different policies for learners vulnerable to exclusion that are usually handled by different actors.

The 2013 law was over-quoted compared to its use and the prevalence of the 2019 law for a school of trust. Implicitly, some of the previous answers go back to former president François Hollande's mandate and aimed at highlighting his actions towards inclusion.

More specifically, the task has been challenging because most of the information provided was updated but presented in an outdated manner. Section 3.2c is a good example of a mainstream discourse that did not reflect the inclusive education approach of the government. Indeed, the different types of school curriculum and provision were presented by categories of learners and types of disabilities or health issues, whereas efforts are made to insist on the needs and the different plans (PPS, PAP, PPRE, PAI) or facilities to provide support (ULIS, AESH, UEE, etc.). Similarly, Section 2 mentioned 'Three categories of learners can have schooling outside the ordinary school environment' which was edited to 'Three types of education exist outside of mainstream education'.