

### WHAT SCHOOL FOR THE XX1st CENTURY?

Our School is not a bubble "above ground", away from our daily life, quite the contrary. In this period of uncertainty and instability, it cannot resume as before.

From a health point of view, the virus has not disappeared and it imposes one year under surveillance. At the school level, the end of the year and the vacations did not allow to catch up and to make up for the inequalities between students.

That is why, in this context which remains marked by instability and a permanent fear of a new epidemic wave that does not spare the school, socialists have the duty to develop proposals that are equal to the educational challenge of the 21st century. It is not by taking refuge in the past and nurturing nostalgia for a golden age of the republican school, as a whole body of literature invites us to do, that we will be able to build the School of tomorrow by taking refuge in the past and by nourishing nostalgia for a golden age of the republican school, as a whole body of literature invites us to do. To do this, three axes seem to us essential for the school year beyond, to build the School of tomorrow: to accelerate the transformation of the school, to help families and students in difficulty and to give the school the means to succeed in its mission.

### *Accelerating school transformation*

Our country has experienced an unprecedented epidemic episode that has not failed to affect educational actors, National Education staff, facilitators, parents and students themselves.

This sequence showed the strengths and weaknesses of our education system. It would be futile to want to turn the page without taking the full measure of it and learning from this crisis. How can we be better prepared in the face of an epidemic risk? How can we prepare our schools, educational teams and parents for the risk of a reduced but not eliminated containment? How can we reorganize schools and institutions to limit the isolation and dropout rates observed in recent months, in the event of a new crisis?

**-Review the sequence with the educational actors** and take into account the experiences of parents and students. This could result in a major national survey and more targeted approaches in certain academies, with the collection of testimonials from parents, students, teachers... but also by the creation of a site of good practices implemented by teachers at the end of the year.

**-To train personnel to face the challenges of epidemics and more generally the new global challenges (heat waves, etc.) in crisis management**, be it health, climate or other, and to better integrate these risks in the disciplinary contents, by developing in the school curriculum social and emotional skills that will enable young people to overcome them in the decades to come: autonomy, cooperation, stress management, empathy, etc...

**-Strengthen the school medicine network and develop psychological support for students and staff to better cope with crises.**

**-Emphasize the training of teachers to digital tools** and build efficient and solid public tools so as not to depend on private actors and digital giants, build digital resources adapted for all media and especially for smartphones. The confinement has shown the unpreparedness of the school in this area, both in terms of the lack of equipment for teachers and students, and the difficulty of organizing courses through digital tools. Numerous initiatives have emerged, which should be valorized and disseminated very widely.

**-Avoid the illusion of "100% distant" teaching.** This has not really proved its worth during the confinement period for at least two reasons: on the one hand, there was a massive dropout rate, particularly for students from the most disadvantaged families; on the other hand, the majority of teachers worked more on learning rather than on passing on new learning.

The "school after" could articulate a majority of face-to-face and a part of distance learning and all of it conceived in a global pedagogical project.

-The **individualization of the courses but without breaking with the "class group"**. There is a tendency at work which would like to forget that an individual is built up in the interactions that he or she can establish in a social or family setting, among other students. It would be a mistake to send the learning process back exclusively to the individual. The learning process also relates to the social dimension of the individual. It will be necessary to find the right articulation.

**Elaborate pedagogical continuity plans** at the level of primary school districts and secondary school establishments Pedagogical plans including face-to-face break times in the event of total or partial closure of schools and educational establishments, providing in advance for emergency kits to make students work and small solidarity groups such as trinomas so that students are not isolated.

-To **set up local third places that** allow families and students to be supported in order to ensure educational continuity in the event of school and school closures.

**-Accelerate work in schools and institutions and implement** binding ecological specifications for the construction of school buildings to meet the requirements of the fight against climate change in terms of freshness, autonomy, energy efficiency and sustainable materials. The new establishments could, for their part, adapt to the new climatic and epidemic requirements (larger classrooms, decarbonated and energy-producing materials, etc.).

### **Helping families and students in difficulty**

Beyond **the increase in the back-to-school allowance, the cost of the back-to-school period for families should be further reduced.** Social pricing for canteens should be introduced everywhere, in conjunction with local authorities. For its part, the State should commit itself by financing, for example, the creation of a free school meals section for families living below the poverty line.

**-Mitigate the cost of university education for the most modest students.** During the health crisis, many students found themselves with diminished resources - or no resources at all, without access to university restaurants and struggling to make a living - which may have affected their studies. The doubling of the number of zero-rate scholarships is more necessary than ever, as is the freezing of university restaurant prices and student residence rents for 2020 and 2021.

**-Strengthen the network of specialized help for students with special needs.** Specialized teachers and school psychologists are useful reinforcements for teaching teams and parents. In the new context that the school institution is experiencing, it is not possible for it to deprive itself of their

skills. The need for jobs existed before the health crisis, and has not disappeared since, quite the contrary.

For this reason, a moratorium on the closure of RASED posts should be implemented, as well as a map of the reinforcements needed in connection with the national collective of RASED.

In the second degree, it is urgent to supplement the social funds of the institutions. for poor families and their children.

**-Schooling of children with disabilities:** despite the efforts that have been made to recruit AESH positions, the situation on the ground is not satisfactory. These students have had a painful experience of confinement and, since the resumption, very few of them have been able to return to schools and educational institutions.

The status of accompanying persons (AESH) should be secured and a real training should be provided. Classes in which students with disabilities are enrolled should not exceed 20 students and students enrolled in ULIS systems should be taken into account in the class size in application of the decree of the beginning of the 2019 school year.

**-Priority education:** the period of confinement and the resumption of classes, despite the investment of teachers and local authorities, were particularly detrimental to students enrolled in EPR and EPR+. Housing conditions, the lack of resources in the family environment, and the absence of materials have had an impact on the academic learning of these students. To re-mobilize the students and teaching teams, additional resources will have to be committed, particularly in the pivotal classes.

**-For a recognized and supported parentality:** parents remain the first responsible for the education of their child, for which they must be advised, supported, recognized and allow them to know and understand the expectations of the school so that they can help their child in his or her development.

### **Giving the school the means to succeed in its mission**

Of course, not everything can be reduced to a question of means, but without sufficient means, this is the best way to make students fail, especially those who drop out or have real difficulties keeping up in class.

**-First degree: for a real pedagogical differentiation:** all teachers note an accentuation of heterogeneity between students. What happens next will strongly depend on the way in which the students have been helped and accompanied during the last six months. Pedagogical differentiation within the classes should be facilitated.

The government should relaunch the "more teachers than classes" system by reallocating part of the resources allocated to split classes, which would make it possible to reach a greater number of schools for the benefit of a greater number of students - about 6 times more.

**-The secondary level is in need of improvement: as a reminder,** the government has voted to cut 440 jobs while 30,000 additional students will have to be accommodated in the secondary level. It would be advisable, on the other hand, to give resources to the secondary level and to open up positions accordingly to competitive examinations in order to fill these new positions.

**-Vocational education has been neglected:** the resumption of classes in vocational high schools, which enroll 643,800 young people, or 40% of high school students in France, cannot be envisaged on a constant basis. This is Minister Blanquer's "*top priority*", but it is also where the dropout rate has been the highest. Teachers are rightly calling for an increase in the

number of places in vocational high schools and higher technician sections, to allow the continuation or resumption of training for young people whose apprenticeship contract has been terminated or whose professional integration project is jeopardized by the deteriorated economic situation

#### **-A chosen and not suffered orientation for all students**

Today, orientation aid is insufficient, not very effective and penalizing for students from modest backgrounds; orientation is too often experienced negatively by young people and their families. We must move from a logic of orientation by default to a logic of educational and professional path chosen, constructed and accompanied, whatever their social background.

The choice of orientation is also very often determined by the training offers at the basin level. The more complete and coherent the offer, the more real the choice offered. While the latter is legally dependent on the State, it is essential that greater cooperation be developed with the local authorities in charge of building, renovating, maintaining and equipping schools.

Municipalities, departments and regions must continue their increasingly important educational role by setting up systems aimed at the success of students. Their experience in the extracurricular field, particularly for municipalities or intermunicipalities, can only be an asset. However, the most relevant level for setting up a structure for observing and evaluating territorial educational policies is the region.

#### **-A successful university career**

The failure rate in the first year of university is unbearable - more than 50% of students fail in the first year of a bachelor's degree - and penalizes students from the most modest backgrounds. This is why each student must be offered the guarantee of support in his or her studies, to gradually build a project and to benefit from a first experience during their studies.

It is also necessary to guarantee access to IUT training for young people who have passed the technological and professional baccalaureates. In this selective stream, students in the general baccalaureate program are competing for places, as in the case of science baccalaureate students, who account for 25% of the total number of students.

In addition, a system of income-tested and interest-free public allowances to be paid by the student must be put in place in order to put an end to the profoundly unequal nature of students' income conditions.

#### **-Education personnel: upgrading careers and salaries.**

More than ever, teachers need to work in a safe and grateful environment, commensurate with their level of qualification and social responsibility. The revaluation initiated in 2016 in the Professional Career Path Remuneration must be continued. Salaries must be revised upwards, not to offset the effects of an announced unfair pension reform, but to better appreciate their work and take into account the social utility of their profession.

The promise of a multiannual programming law for the period 2022-2026 will have to be kept and the amount of the envelopes discussed with the social partners.

*It is urgent to return to the emphasis on the promotion of excellence for a few to the detriment of the initial objectives of transformation and democratization of our educational system.*

*While the current government has deliberately chosen the promotion of individualism, withdrawal and conservatism to the detriment of education, solidarity and citizenship, we, socialists, reaffirm that only education allows each individual to build himself and that as such the necessary priority in school is to invest in knowledge to rehabilitate the republican promise of democratization of educational achievement.*

*It is an issue but above all a challenge: that of guaranteeing the right to success for all our young people, wherever they live, wherever they come from, everywhere on the territory of the Republic.*