



From secondary to higher education
how to support the path for
multilingual students?



Celebración 15 años MUFAMEX

Seminario Internacional PIPE-MUFAMEX
**Calidad y desigualdad
en la educación superior:**
Estudios comparados Francia-México



Noviembre 5 y 6, 2019

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República de Brasil No. 31 y Donceles No. 100
Centro Histórico, Ciudad de México

Entrada limitada - con invitación SEP/MUFAMEX



« International Seminar: Quality and Inequalities in Higher Education. Comparative studies between Mexico and France »

Seminar PIPE-MUFRAMEX, 5-7 november 2019, Mexico

From secondary to higher education : how to bridge the gap for disadvantaged students ?

Frédéric FOREST

Inspector general for education, sport and research
France

HIGHER EDUCATION

SECONDARY EDUCATION

MASSIFICATION !

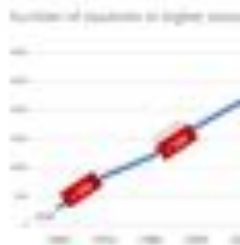
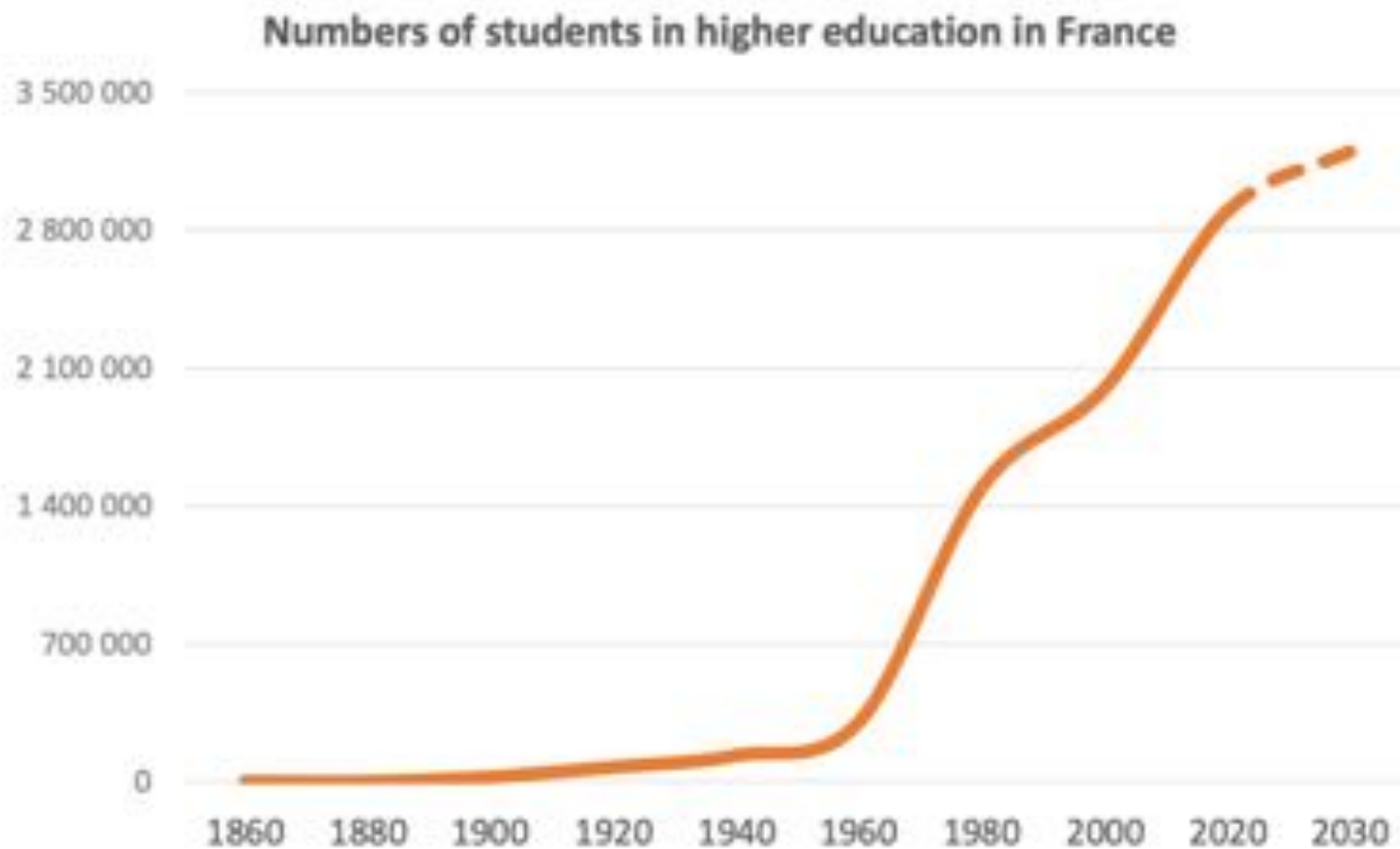


Inequalities in France : where are we ?

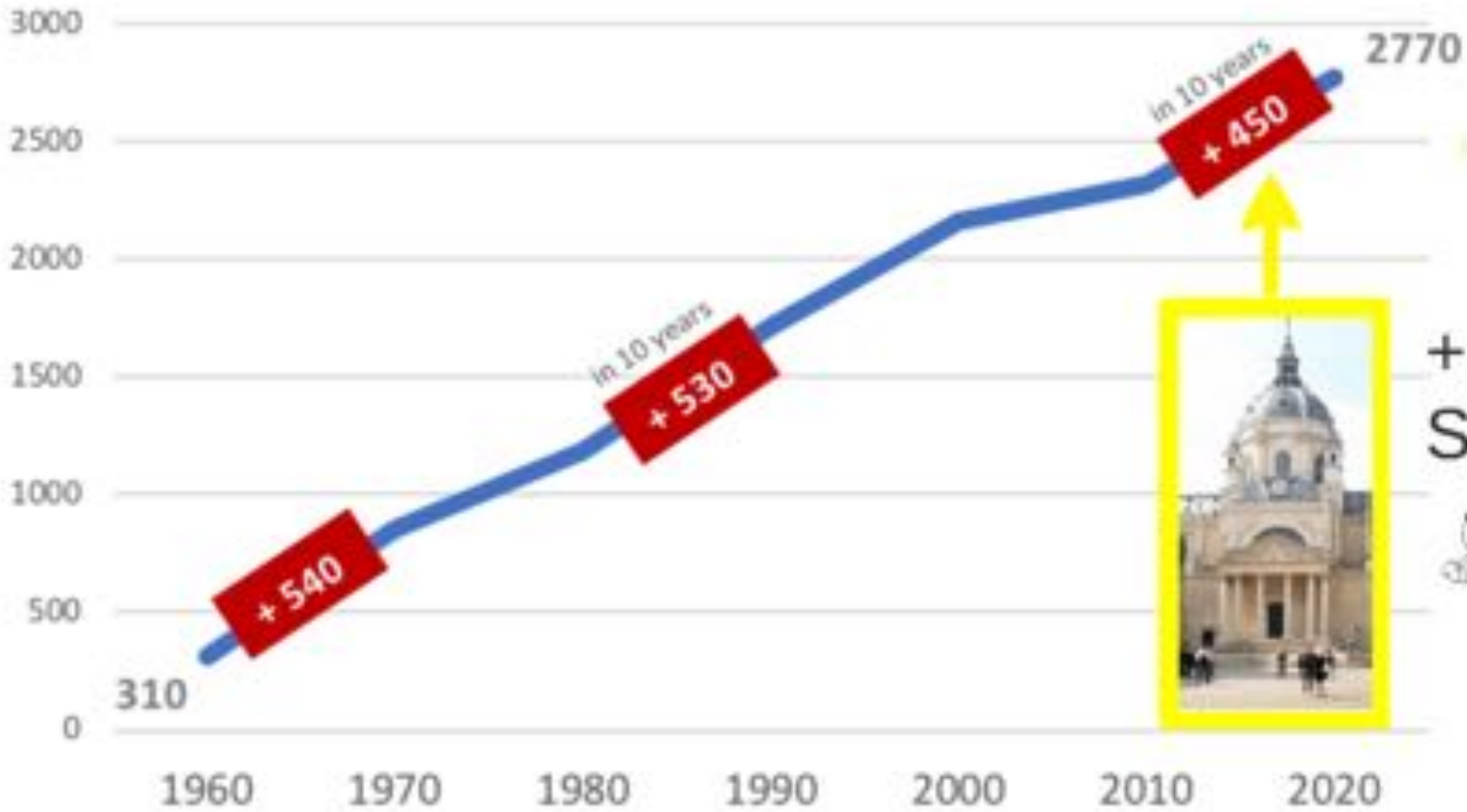
The massification of higher education

Inequalities in France : where are we ?

The massification of higher education



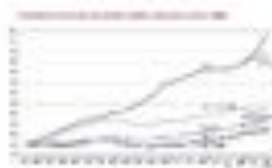
Number of students in higher education in France



+11 Sorbonne

+27% universities

education in France



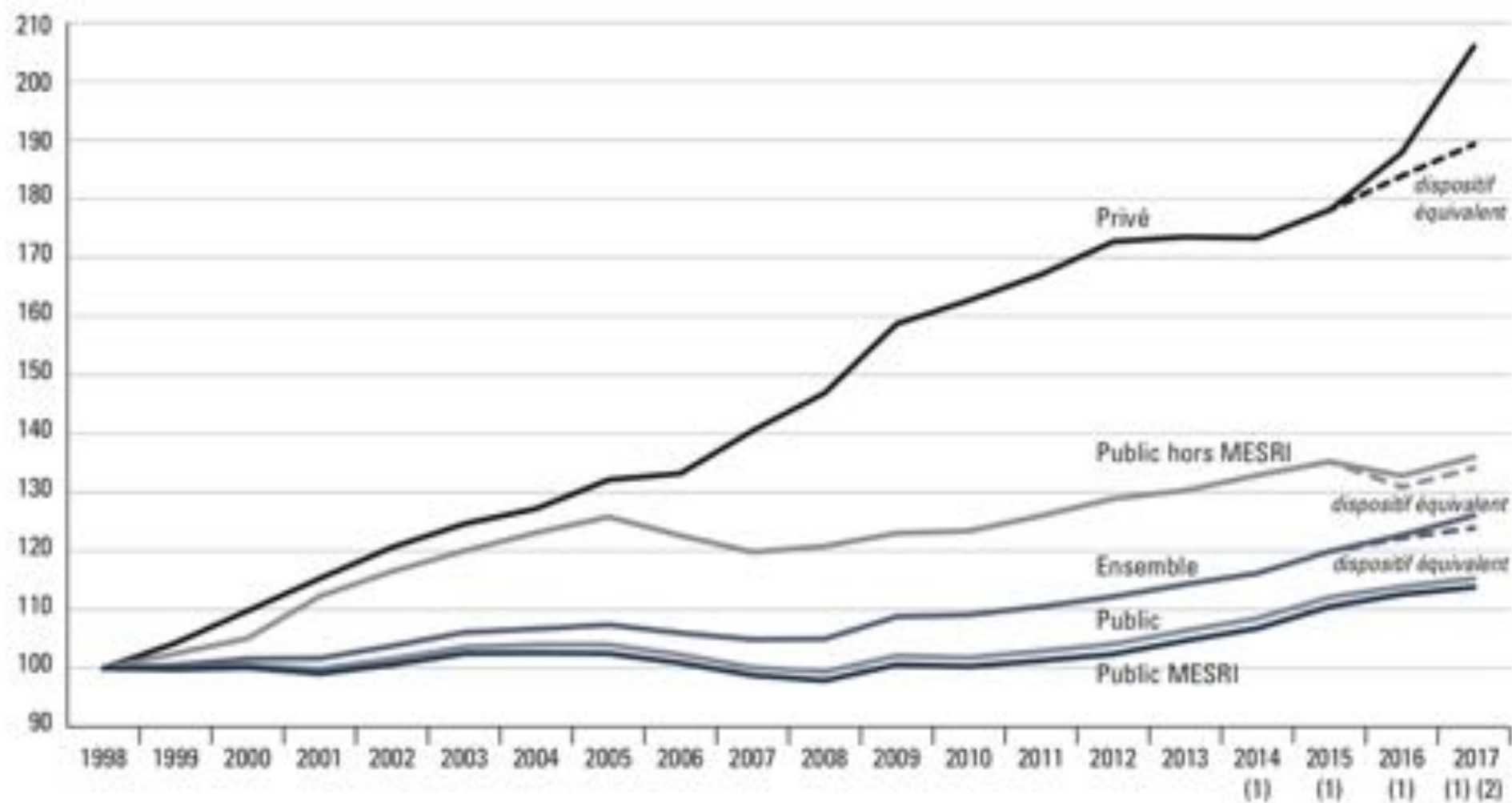
+11

Sorbonne university



+27% new entrants to university since the 2000 boom

Evolution of private and public higher education since 1998



Inequalities in France : where are we ?

The massification of higher education

- Increase in the number of universities since the 1960s
- Maintaining degree-granting institutions up to PhD level
- Creation of a quality assurance :
CNE 1984, AERES 2007, HCERES 2013

DEMOCRATISATION ?

« It would be wrong, however, to imagine that inequality of access to higher education arises only in the United States. This is one of the most important issues facing the social state

CAPITAL
in the Twentieth Century

« It would be wrong, however, to imagine that inequality of access to higher education arises only in the United States. This is one of the most important issues facing the social state in the 21st century »

Thomas Piketty, Le capital au XXI^{ème} siècle, p.485

CAPITAL

in the Twenty-First Century

**THOMAS
PIKETTY**



Inequalities in France : where are we ?

1960s A first period of democratisation

- Democratization in the 1960s and access of employees and worker to higher education *C. Thelot and M. Euriat*
- But :
 - a larger gap between universities and Grandes ecoles
 - constant inequalities within the Grandes ecoles



Source : OECD

**Figure 13 – Tertiary educational attainment
2011, 2014, 2017**



Inequalities in France : where are we ?

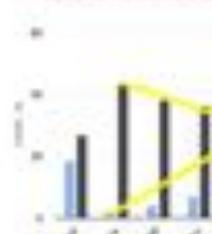
1990s A broken democratization

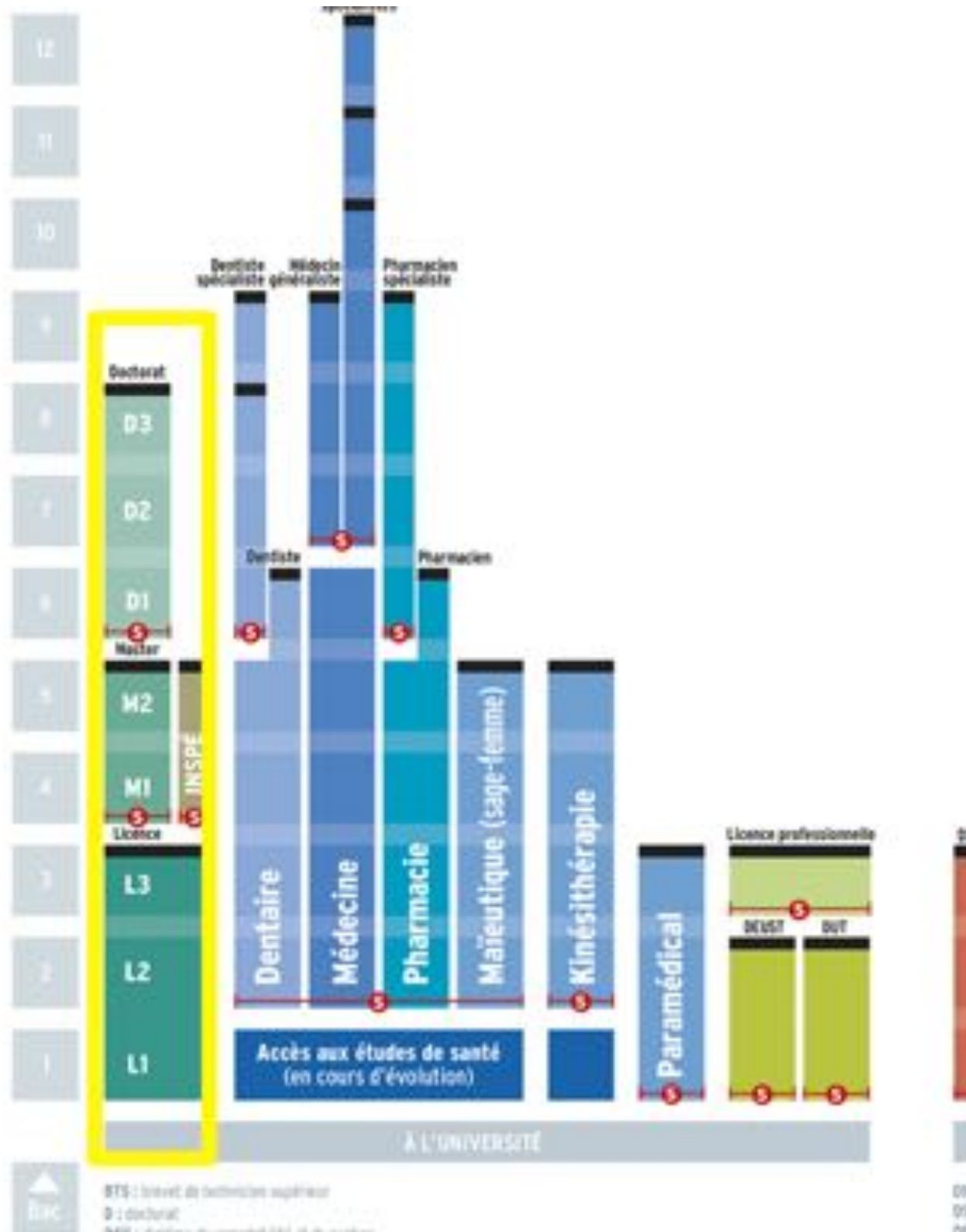
- Social mobility has deteriorated since the 1990s
C. Peugny
- Stable recruitment in preparatory classes
A. Allouch, H. Buisson-Fenet
- "Ambiguous results" of the democratization
Y. Bodin

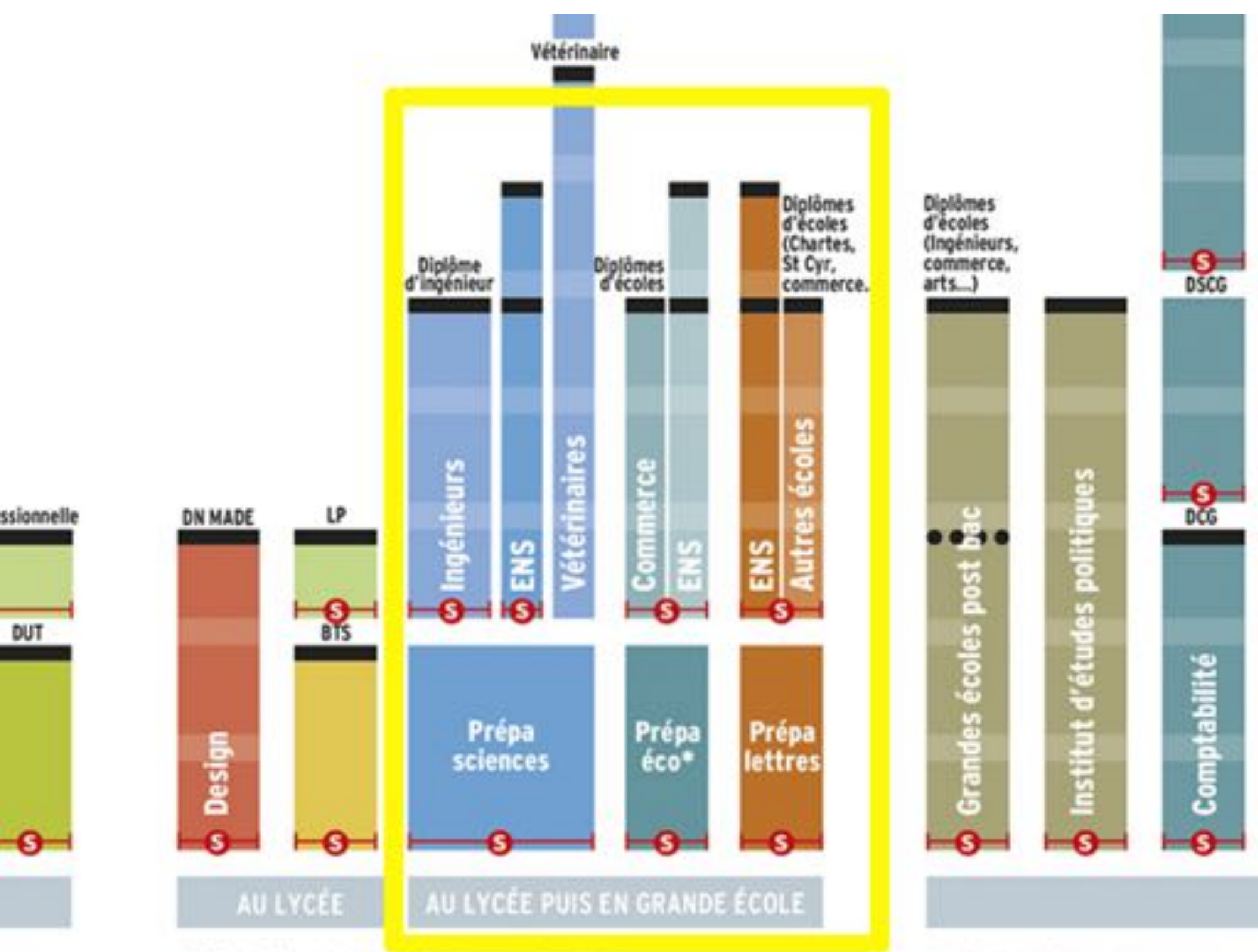
Higher education in France



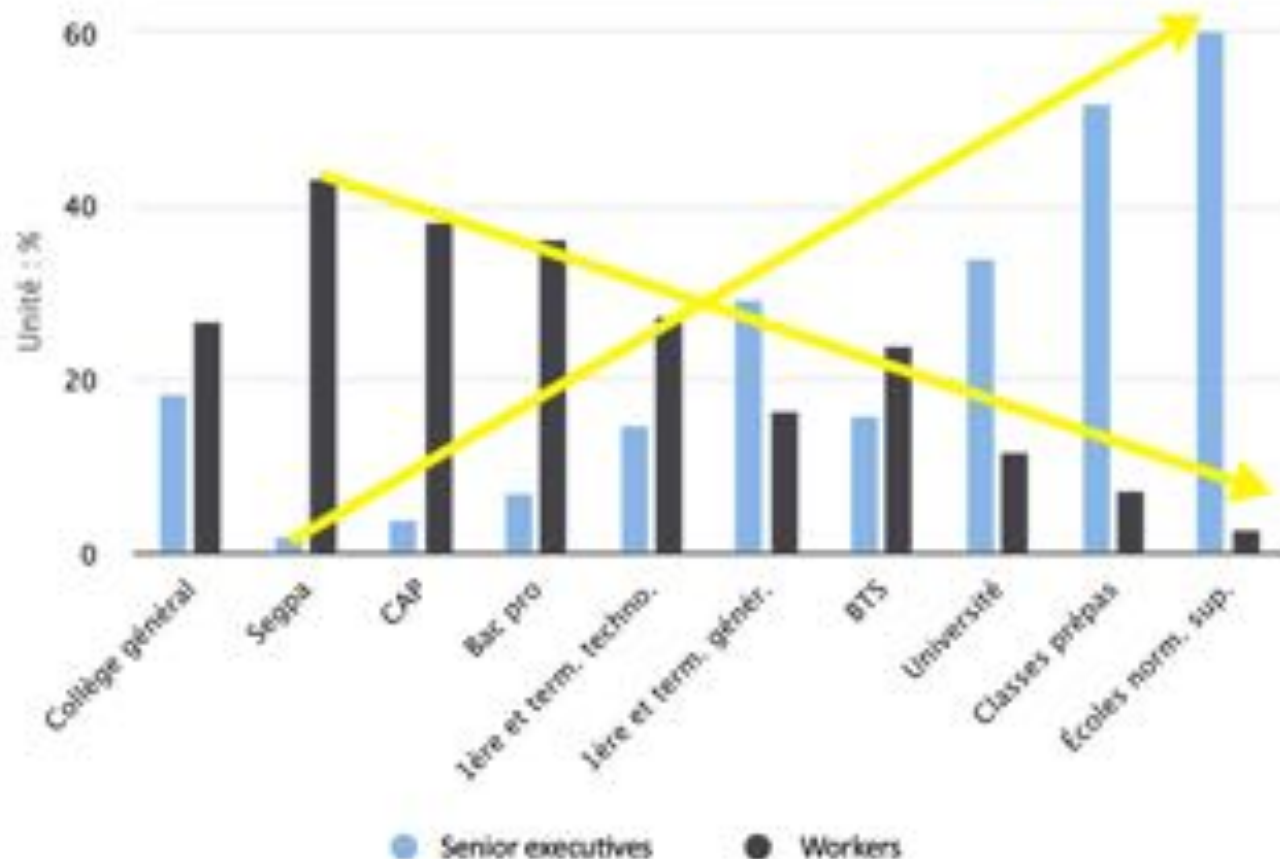
Share of executives in







Share of executives 'and workers' children by sector



- Stable proportions for 10 years
- "Orientation pipeline" *A. van Zanten*

Inequalities in France : where are we ?

2009 to 2013

Social determinism increases in secondary education

- Singular situation of France in PISA in relation to inequities.



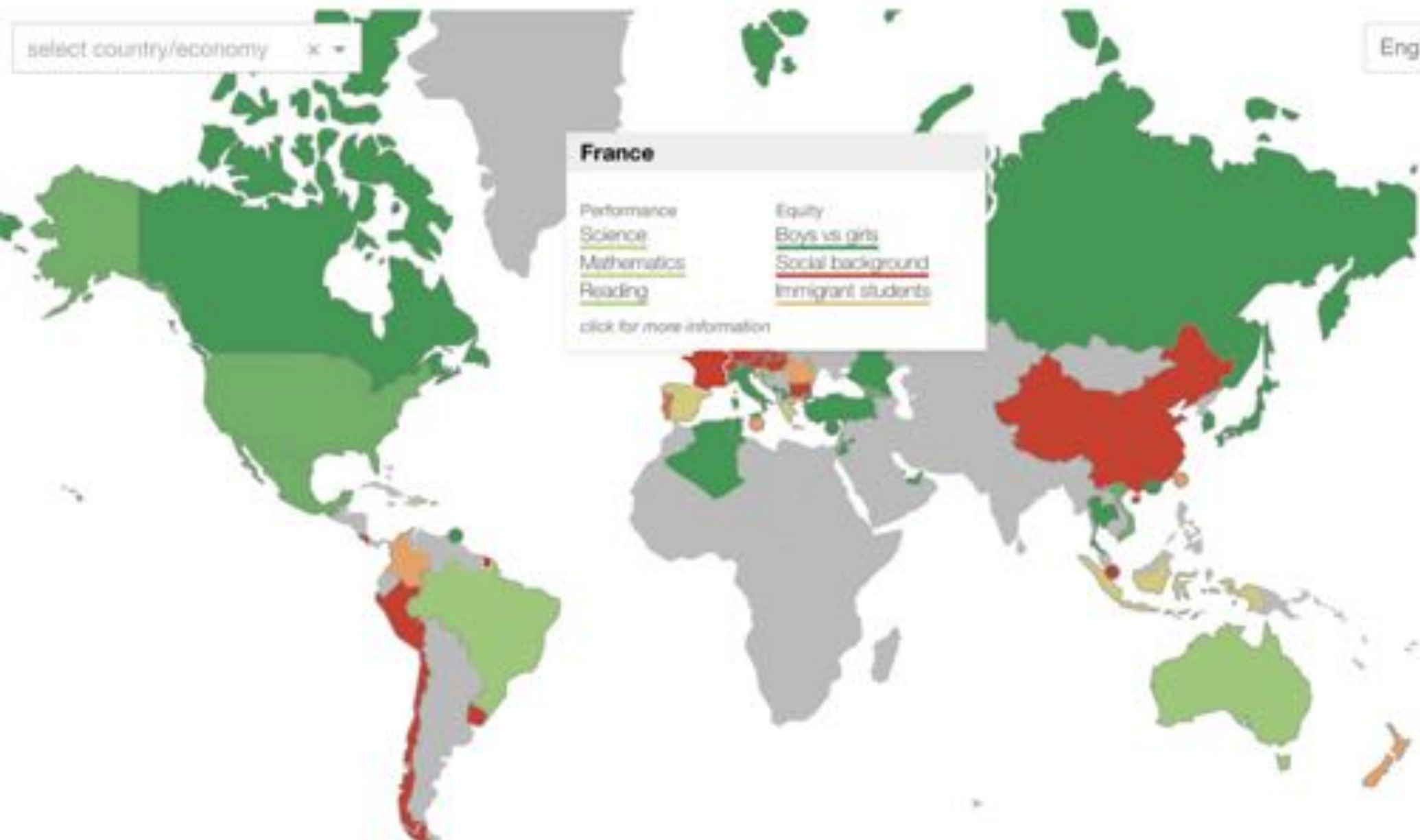
select country/economy x

English

France

Performance	Equity
Science	Boys vs girls
Mathematics	Social background
Reading	Immigrant students

[click for more information](#)

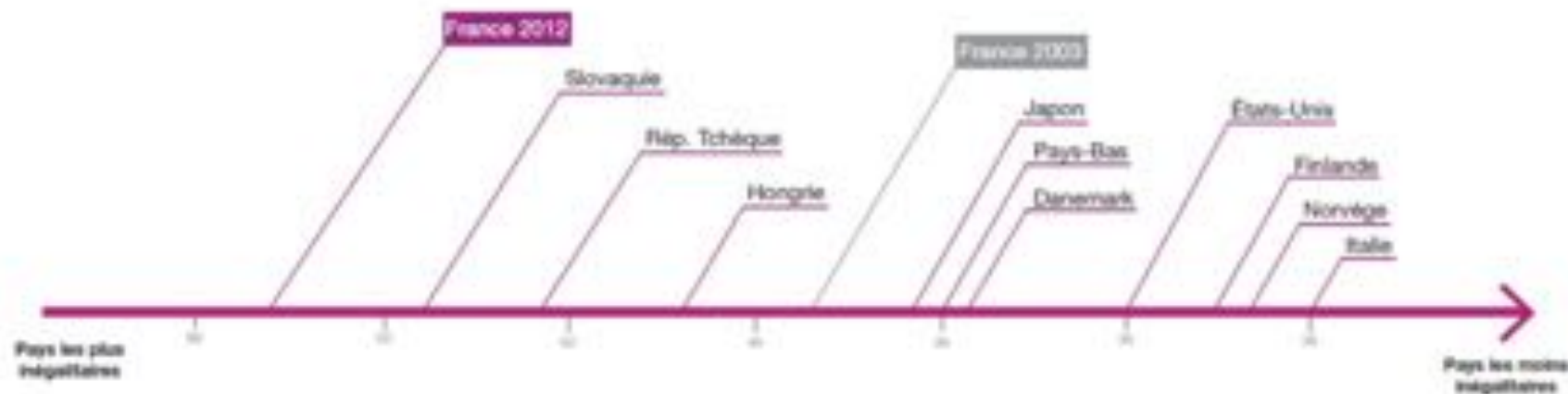


Inequalities in France : where are we ?

Social determinism in France

- +57 pts PISA for 1 pt of Economic, Social and Cultural Status (ESCS), the strongest social determinism in OCDE

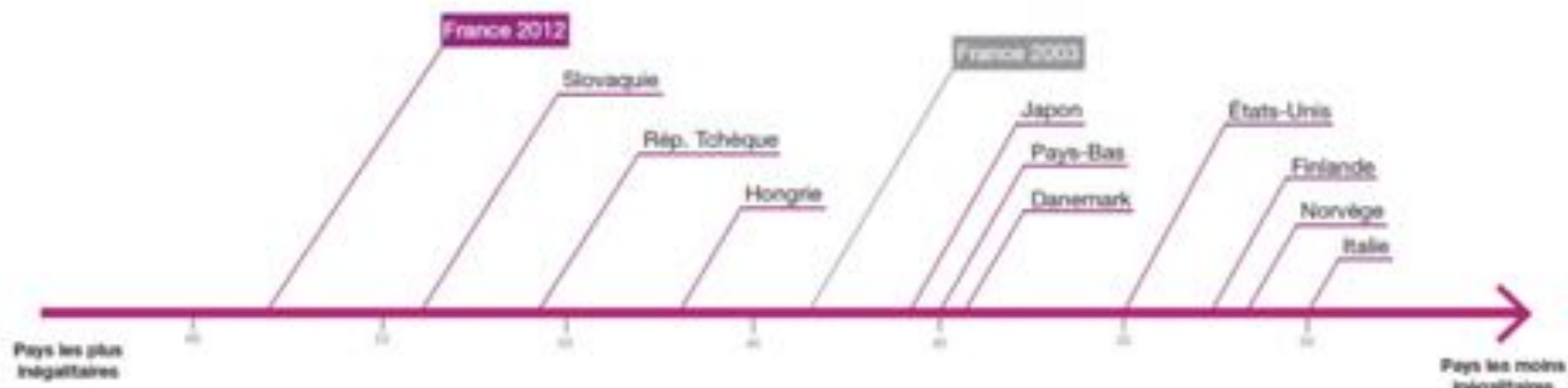
Differences in mathematical performance due to social position



Données : OCDE-DEPP

- +57 pts PISA for 1 pt of Economic, Social and Cultural Status (ESCS), the strongest social determinism in OCDE

Differences in mathematical performance due to social position



Données : OCDE-DEPP



Figure I.1.3 [Part 1/2] ■ **Snapshot of equity in education**

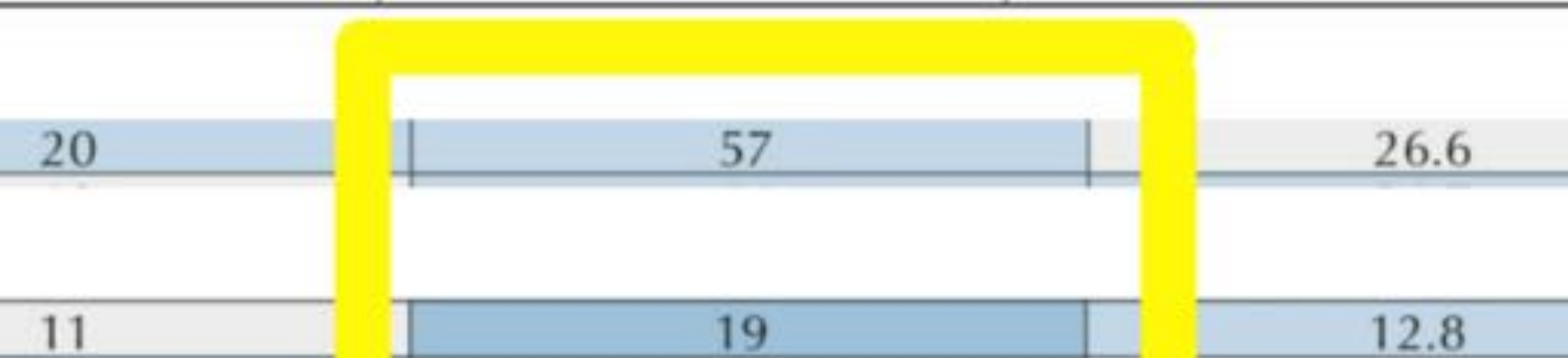
	Inclusion and fairness indicators				
	Mean science score in PISA 2015	Coverage of the national 15-year-old population (PISA Coverage index 3)	Percentage of variation in science performance explained by students' socio-economic status ¹	Score-point difference in science associated with one-unit increase on the PISA index of economic, social and cultural status ¹	Percentage of resilient students ¹
	Mean	Mean index	%	Score dif. ²	%
OECD average	493	0.89	12.9	38	29.2
France	495	0.91	20	57	26.6
Mexico	416	0.62	11	19	12.8

Difference in science performance in each country by socio-economic status of students



Inclusion and fairness indicators

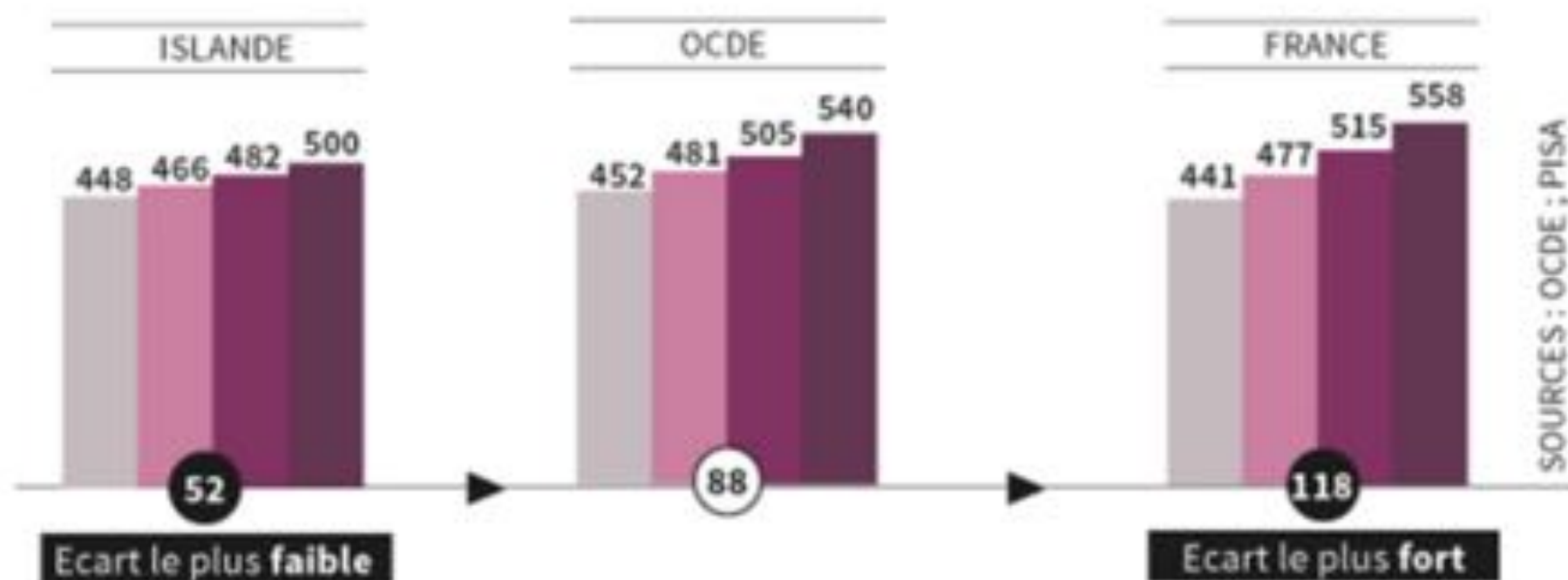
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%	Score dif. ²	%
12.9	38	29.2



Difference in science performance in each country by socio-economic status of students

QUARTILE INFÉRIEUR (élèves les plus défavorisés) → [light pink] [medium pink] [dark pink] → QUARTILE SUPÉRIEUR (élèves les plus favorisés)

DIFFÉRENCE DE SCORE ENTRE LES QUARTILES SUPÉRIEURS ET INFÉRIEURS → XX



Inequalities in France : where are we ?

Social determinism in France

- High performing countries are also those where the gap between the strongest and the weakest is the lowest
- French students are anxious (PISA, OCDE)

Inequalities in France : where are we ?

Social determinism in France

- "Collective disappointment" with the school, P. Bourdieu, 1985
- "Long chain of inegalitarian processes has made the school ultra-reproductive", CNESCO, 2016





France is a country where the **link between school performance and social categories** is firmly established in the primary cycle

- "System polarization", CNESCO
- "Continuous segregative distillation", DEPP
- "Segregative democratization", P. Merle
- "Inequalities work by geometric growth from small differences", F. Dubet

Inequalities in France : where are we ?

Educational issues

From « more means worse » to « more means different »

Christopher Ball, *C. More Means Different, Widening Access to Higher Education*, Royal Society of Arts, Industry matters, 1990

inequalities in France - where are we ?
Educational issues

- A French tradition between meritocracy and a strong demand for equality
- Positive discrimination ?
 - See the French system
 - [Accession 2002 for a limited number of 2nd year students](#)
- Rather the French way
 - Priority going to students "black applicants"
 - Social benefits for unemployed or declining students
 - Legal to maintain allocation to students
 - Fight against discrimination related to social position
 - "Rights of parents association" since 1985

inequalities in France - where are we ?
Educational issues

- Make universities more inclusive without diminishing quality, pull out programs, A. Alford
 - 1996 Upward Bound in the USA
 - 2001 Surestart in UK
 - 2008 Cordées de la Réunion in France
- **Why ?**
Because returns to higher education are now larger than the returns to any other education sector (investment in human capital) (J. Pissinatti, 2011)

Inequalities in France : where are we ?

Educational issues

- A French tradition between meritocracy and a strong demand for equality
- Positive discrimination ?
 - Not the french tradition
 - Meritocratic ideal, but a "summit meritocracy" (P. Rosanvallon)
- Rather the French way
 - Policies aiming to restore "equal opportunities"
 - Social handicap to compensate for deserving student
 - Logic of students' adaptation to institutions
 - Fight against determinisms related to school guidance
 - Policies of "priority education" since 1982



« The greatest injustice is to
treat equally unequal things »

Aristotle



- Positive discrimination ?
 - Not the french tradition
 - Meritocratic ideal, but a "summit meritocracy" (P. Rosanvallon)

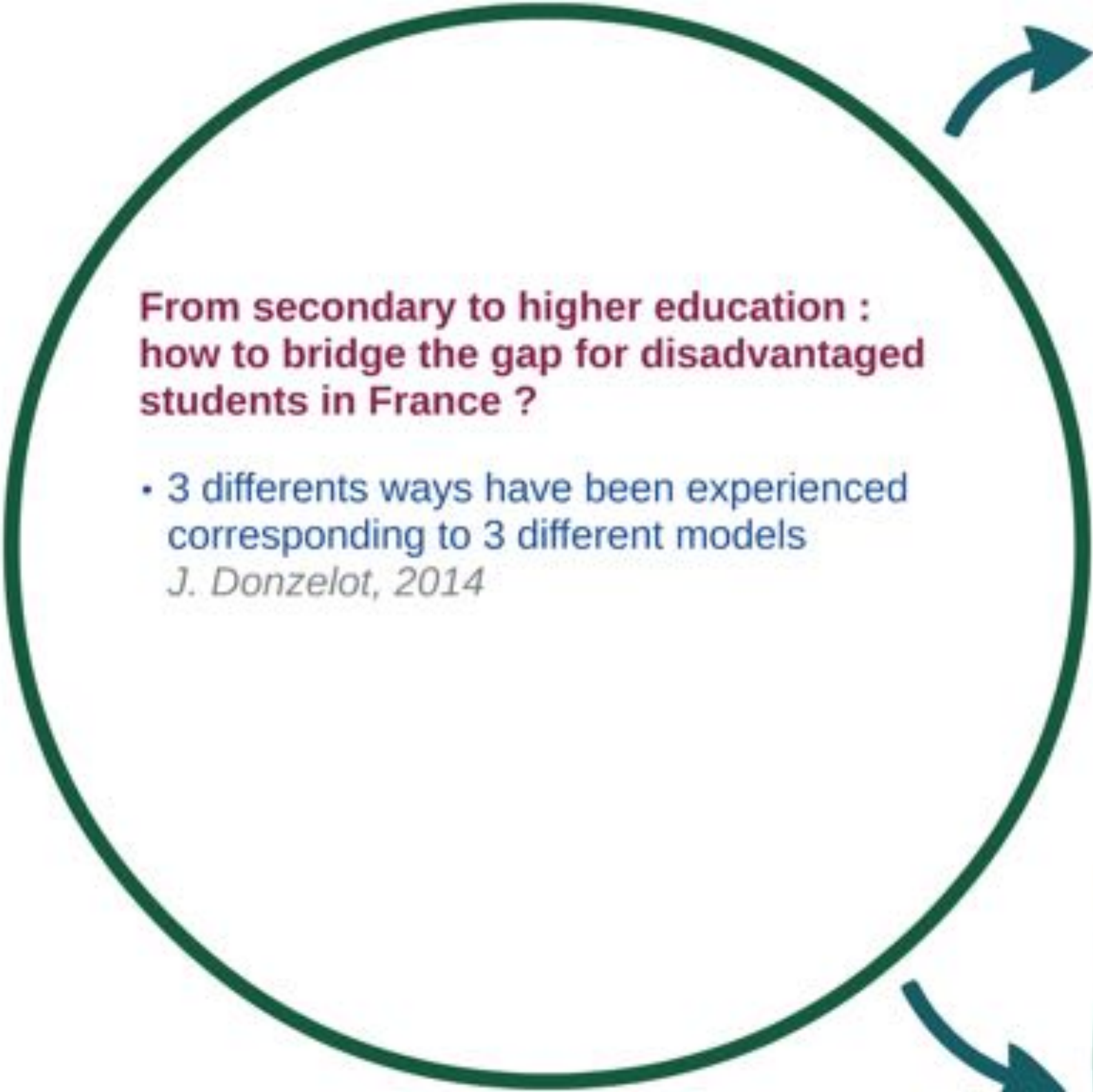
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Inequalities in France : where are we ?

Educational issues

- Make universities more inclusive without diminishing quality, pull out programs, *A. Allouch*
 - 1996 Upward Bound in the USA
 - 2001 Aimhigher in UK
 - 2008 Cordées de la réussite in France
- **Why ?**

Because returns to higher education are now larger than the returns to any other education sector : investment on human capital *G. Psacharopoulos, H. Patrinos*



**From secondary to higher education :
how to bridge the gap for disadvantaged
students in France ?**

- 3 different ways have been experienced
corresponding to 3 different models

J. Donzelot, 2014

Sciences P
convention

3



Discriminatory model

Sciences Po and the "priority education conventions" (2000) including reserved competitions

2



Compensatory model

Preparatory Classes for Graduate Studies
at Henri IV high school (2001) including
intensive acculturation program

3



Preparatory model

"A grande école, why not me ?"
at ESSEC (2002) including support
to improve cultural capital



Conclusion
Thinking new ways

A project to evaluate the effects of this action
that works and to find
concrete means, methods and the
impact of capital formation on the social inclusion and
mobility in France, 2011 and 2012

December 2010
Despite the effects of globalization and
multiculturalism, include the global

The choice of the preparatory model in France

The "Cordées de la réussite" outreach intervention

Objective :

to promote equal opportunities for selective training

« Contribute to the orientation of young people towards higher education (...) as well as to bring to the paths of excellence talents who are slow to flourish because of social and cultural blockages or initial inequalities of all natures »

The choice of the preparatory model in France

The "Cordées de la réussite" outreach intervention

- 2005 Signing of a charter for equal opportunities in access to training of excellence by the Grandes écoles conference
- 2008 Launch of the "Cordées de la réussite" initiative
- 2010 Extended to universities
- 2012 Generalization of the initiative

The choice of the preparatory model in France

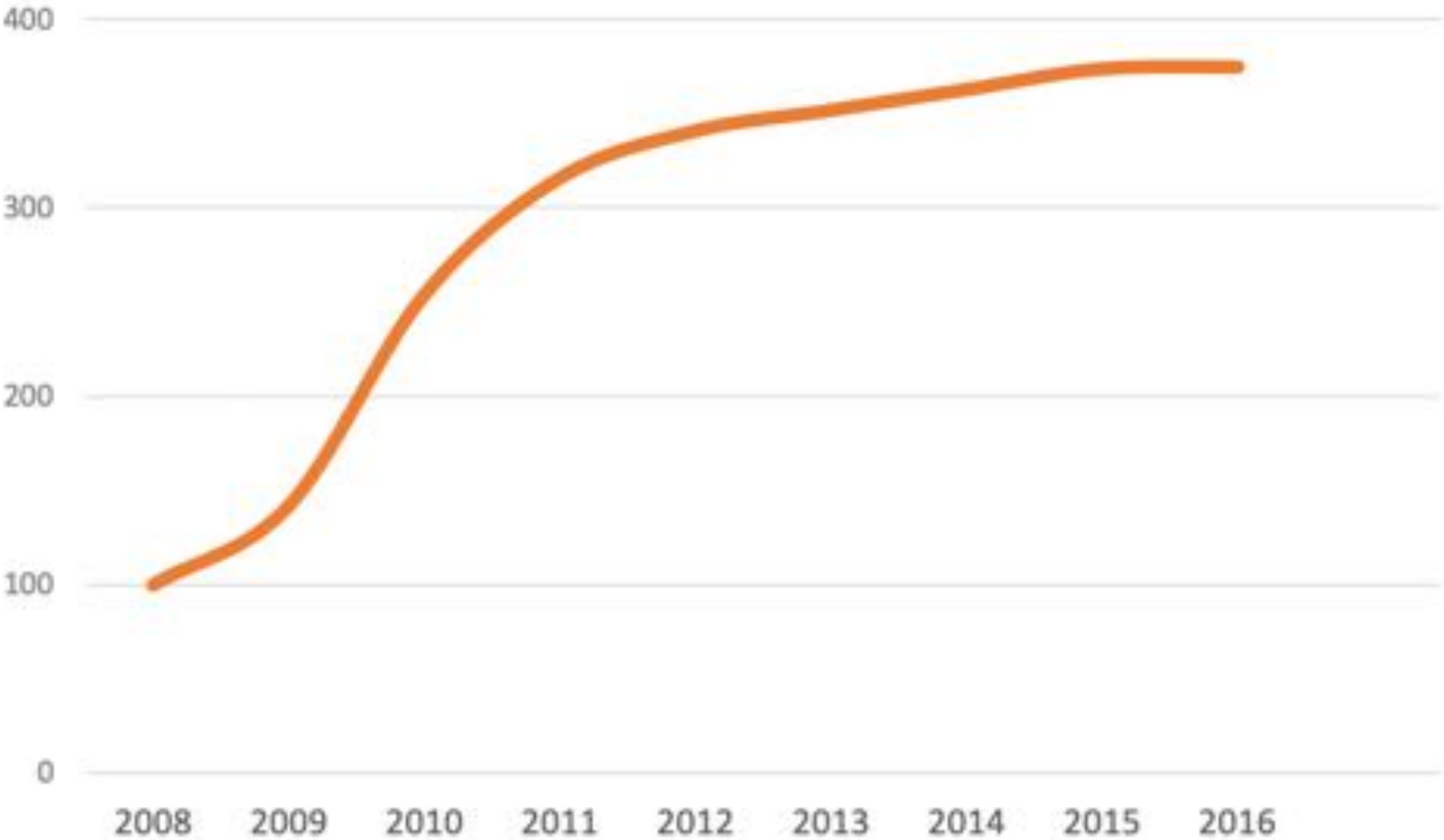
The "Cordées de la réussite" outreach intervention

- Public funding up to 5 M€/year
- 80.000 pupils included in 2019
- Aim of the minister of education : toward 180.000 pupils included

Number of labeled initiatives



Number of labeled initiatives



The choice of the preparatory model in France

The "Cordées de la réussite" outreach intervention

- **Who is leading ?**

28% Vocational short studies or Preparatory classes, 25% engineering schools, 21% universities, 11% business schools, 2% IEP



What are they doing ?

- Individual and group tutoring in small groups or one-on-one with a student. 2016: 71% have collective tutoring weekly, 19% every two weeks, 29% remote
- 51% of the Cordées are in partnership with associations

Leading ?

educational short studies or Preparatory classes, 25%

primary schools, 21% universities, 11% business schools, 2% IEP



What are they doing ?

- Individual and group tutoring in small groups, often by a student. 2016: 71% have collective tutoring. 31% weekly, 19% every two weeks, 29% remotely
- 51% of the Cordées are in partnership with student associations.
- 25% of students involved obtain ECTS
- Visits to higher education institutions (88%)
- Business visits (41%)
- Information on orientation, educational workshops ...

The choice of the preparatory model in France

The "Cordées de la réussite" outreach intervention

The results ?



- A continuation of studies in higher education, 60 % in universities or equivalent, 13 % in preparatory classes, 26 % in higher education and only 1 % out of the system



- No change in social composition
- No real evaluation of the effects on the long run
- Difference between the scale of the problem and its financing

- Others initiatives :
 - 2009 "Internats d'excellence"

- Others initiatives :
 - 2009 "Internats d'excellence"
 - 2016 "Parcours d'excellence"

The choice of the preparatory model in France

The "Cordées de la réussite" initiative



Report of the Court of Auditors (2010)

Moving from an offer logic to a **demand logic** based on student needs

General inspection (2019)

It is the **personalization** of the support program, which is the basis for success



Christine Bouchard (University of Paris Saclay) (2019) -
Member of the French Government's High Council for the
Preparation of the Higher Education System (CSE) and President of

Member of the French Government's High Council for the Preparation of the Higher Education System

Key findings

Universities providing technological studies with additional preparation with an
higher education level to meet the needs of the industry



Estelle Herbaut (Sciences Po), Koen Geven (World Bank), 2019

What Works to Reduce Inequalities in Higher Education? A Systematic Review of the (Quasi-)Experimental Literature on Outreach and Financial Aid

Overview of 75 studies about interventions to reduce inequality in higher education

Key findings

- Interventions providing disadvantaged students with additional information only on higher education seem to have very little impact on access patterns
- Interventions which complemented information with assistance or individualized guidance on college or financial aid applications seem to be more efficient
- In contrast, the effect of the interventions which complemented information with assistance or individualized guidance on college or financial aid application were found to increase enrollment rates of disadvantaged students in most cases
- No significant impact on graduation rates of the "Upward Bound", USA, and "Explore Your Horizons", Canada

In conclusion

Finding new ways

- A need to evaluate the effects of the policies
- Start earlier and stronger
- Destinies remain malleable until late
- Focus on student success ex. law on student success and bachelor in France, 2017 and 2018



Bourdieu, 1985

Mitigate the effects of consecration and condemnation, **multiply the gateways**



And if France changes its choice ?

Quotas and positive discrimination ?

- Introduction of a % of scholarship students in admission processes
- Debate on the competition to the Grandes ecoles

Thank you for your attention

And let's stay in contact :

Frederic Forest, frederic.forest@igesr.gouv.fr

Inspector general for education, sport and research

Author of "Les universités en France : fonctionnement et enjeux", PURH, 2012



French educational system : an overview

Structure of the National Education System



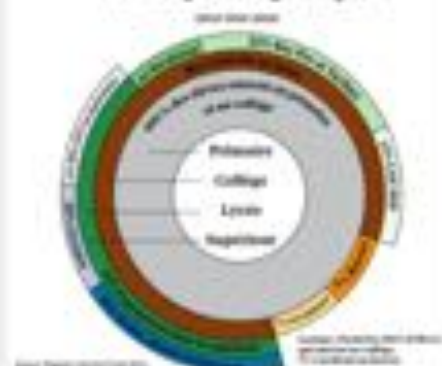
Source: [L'Éducation nationale](#)

Higher education in France



Source: [INSEE](#)

Distribution of the student population according to their highest degree

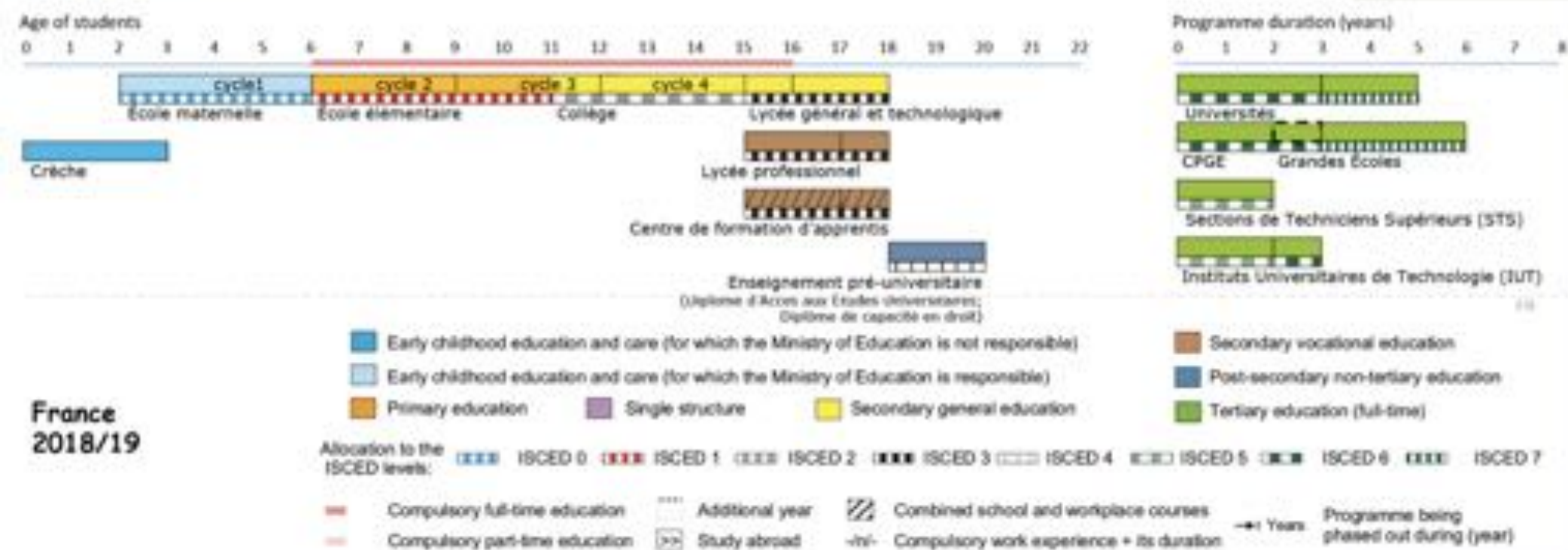


Source: [Study of the Institut INSEE](#)

Thank you for your attention

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Structure of the National Education System



Source : Campus France

Distribution of the student population according to their highest degree

(2013-2014-2015)

