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INNOVATION AND REFORM IN EDUCATIONAL SYSTEM OF FRANCE**Rudnytska N.A.** Senior Lecturer of the Department of Foreign Philology and Translation**National University of Life and Environmental Sciences of Ukraine***E-mail: nathalie.nauu@gmail.com*

Abstract. *Over the past few years, educational system in France has been enhanced and revitalised. It is now a powerful means for stepping up the successful development of the society. Nursery, elementary and secondary education must allow pupils to acquire the Common Core of Knowledge and Skills. The quality of French higher education is widely recognized throughout the world. Each year, France makes massive investments in education and research.*

Key words: *education system, education institutions, primary education, secondary education, higher education, qualifications awarded.*

Introduction. The development of the knowledge society in the 21st century is characterized by the broadening of boundaries of knowledge and the emergence of new knowledge at a very rapid pace. Change and innovation in education require carefully thought-through procedures as well as time, and benefit both from exchanges of expertise between contexts and from quality assurance processes.

Analysis of recent researches and publications. The theme of education is very important and this is normal because the skills and education systems therefore have a key role for economic growth. The French education plays a fundamental role in social cohesion. The following scientists were studying this topic: E. Durkheim, G Bonnet, E Mangez, HN Weiler in Europe, L. Ziazun, K Korsak, Zachaleta, Kharchenko T. in Ukrainian. This is especially the case elsewhere at a time when our societies are increasingly diverse. And more as the economic crisis particularly affects young people and those who are less educated.

Purpose. Over the past few years, France's education system has undergone a number of major reforms.

The purpose of this article is to investigate how France has officially introduced measures to assure the quality of the education provided by their education institutions.

Methods. The methodological basis of the study: Analysis of methodical documentation, general theoretical methods of analysis, synthesis, theoretical modeling, statistical data processing.

The French education system is characterized by strong State presence in the organization and funding of Education. The State defines the details of curricula at all education levels; it organizes the teachers' admissions procedure, defines content, recruits teachers who become civil servants, provides them with in-service training; it recruits and trains inspectors, responsible for controlling the quality of the education system; it is the main funding body of the public education system and subsidizes "private schools under contract" which receive approximately 20% of school pupils.

Results. Education is compulsory between the ages of 6 and 16 years. However, France has a long tradition of pre-primary education: for the

past twenty years, almost all children attend nursery school from the age of three, even though it is optional; it is therefore an integral part of the French education system and falls under the responsibility of the Education which sets the curricula.

French pupils tend to specialize quite late on: since a 1975 Act, they are taught the same subjects until the age of 15 within a "collège unique". The first stage of specialization occurs at the end of college (lower secondary education): pupils are streamed to attend either a general and technological secondary schools or a professional schools. Both types of school prepare pupils to take the baccalaureate in three years, marking the end of secondary education: pupils who pass it obtain the State-issued baccalauréat diploma (general, technological or vocational) which opens up access to higher education and entitles them to enroll at university.

Higher education is characterized by the coexistence of two systems: universities, – public institutions that have an open admissions policy, except for technological university institutes (IUT - instituts universitaires de technologie) or integrated preparatory classes (classes préparatoires intégrées) – and a non-university sector, including, in particular, Grandes Ecoles (Elite Schools), with a highly selective admissions policy open to baccalauréat holders having attended two years of preparatory classes, themselves highly selective on entry and during the course.

The French education system is organized into several levels of education:

- Pre-primary education, which is dispensed at "nursery schools" and take children from 2/3 up to 6 years of age. Almost all children attend nursery school from the age of three, even though it is optional. Such schools therefore form – together with the elementary level - an integral part of the

French "primary level of education", which is under the aegis of the Department for National Education.

- Primary education, which is provided in "elementary schools" and admits children between the ages of 6 and 11. It marks the start of compulsory schooling, and is secular and free of charge when dispensed in State schools. At the end of this 5-year-course, pupils automatically access to the secondary level of education (there is neither standardized tests nor guidance procedures).

- Lower secondary education, which is provided in college for 4 school years (pupils between the ages of 11 and 15 years). Education in college is compulsory and common to all pupils. A national diploma (the brevet) is awarded at the end of college schooling. Admission to upper secondary level is not conditional upon success in the brevet. At the end of college schooling (15 year-old pupils), the school recommends the appropriate scholastic path to families, basing its recommendation on the pupil's school reports and particular interests. Children will continue their schooling either in general, technological or professional education, provided at upper secondary level.

- Upper secondary education, which is dispensed in technological secondary schools or in professional schools, which extends over 3 years (pupils between the ages of 15 and 18 years). Upper secondary education provides three educational paths: general path (which prepares pupils for long-term higher studies), technological path (which mainly prepares pupils for higher technological studies) and professional path (which leads mainly to active working life, but also enables students to continue their studies in higher education). A national diploma is awarded at the end of secondary schooling: the baccalauréat. It which is both a sign of successful completion of secondary

studies and the first step in university education, access to higher studies being conditional upon its upon obtaining. Pupils at professional schools can prepare the CAP (Certificat d'aptitude professionnelle), a course of study extending over 2 years, after what they can either integrate active working life or prepare the professional baccalauréat after 2 additional years of studies.

- Higher education, which is dispensed in higher educational institutions. These institutions have a wide variety of legal statuses that are listed in the French Code of Education. Courses dispensed at these institutions have different aims and conditions for admission, but most of them are structured into three study cycles (Bachelor's degree, Master's degree and Doctorate) and in ECTS credits, in compliance with the principles of the Bologna Process [2].

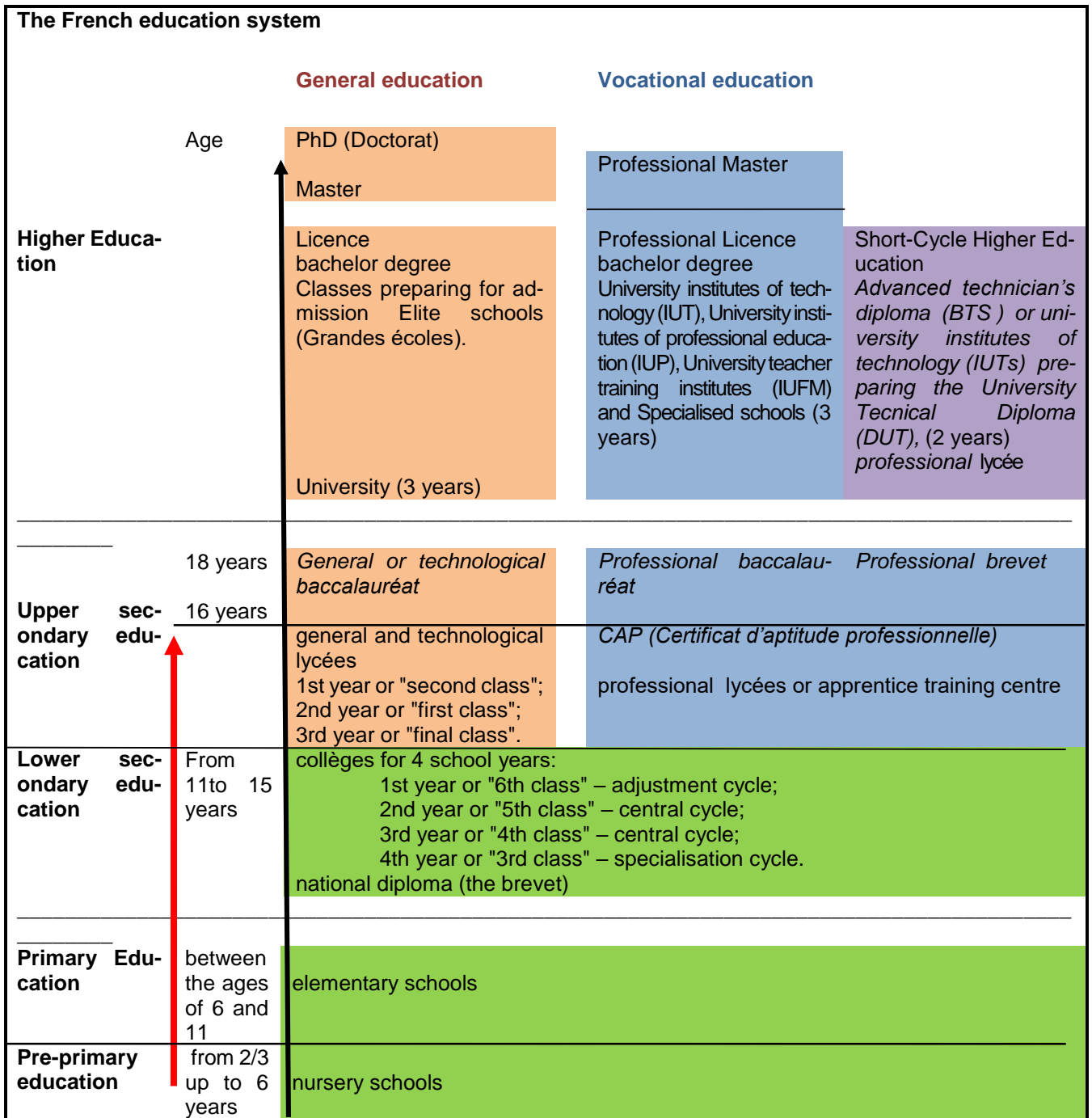
At central level, the French education system is regulated by two departments: the Department for National Education – which oversees the school system – and the Department for Higher Education, Research and Innovation – which is responsible for higher education and research. They govern within the framework defined by the Parliament, which states the fundamental principles of education (law no. 89-486 of 10 July 1989 and law no. 2005-380 of 23 April 2005). The State plays a major role in governance, as, by long tradition, the French education system is centralized. Nevertheless, at local level, and since the start of a process of decentralization of competences in the administration of the educational system in the 1980s, local authorities have been playing an increasingly significant part in governance, ensuring the material operation of the system [7:243]

Tabl.1

Trends in school and higher education student numbers

Metropolitan France (in th)	1990-1991	2000-2001	2007-2008	2008-2009	2011	2018
Primary	6 953.4	6,552.0	6,645.1	6,643.6	6657,7	6750,2
Pre-primary	2,644.2	2,540.3	2,551.1	2,535.4	2545,0	2492,5
Year 2 - Year 6	4,218.0	3,953.0	4,047.3	4,062.3	4 067,6	
Special needs	91.2	58.7	46.8	46.0	45,1	51,1
Secondary education under Ministry of Education	5,725.8	5,614.4	5,371.4	5,339.7	5 384,5	5645,0
Healthcare "school enrolled"	88.2	81.4	76.4	75.5	79,8	70,2
Higher education	1,717.1	2,160.3	2,231.5	2,234.2	2 347,5	2678,7
Overall total	14,827.5	14,935.4	14,911.6	14,879.9	15 065,7	15734,1

Source: MEN-DEPP and MESR-DGESIP-DGRI-SIES



Key: Compulsory education, Basic Education, General Education, Vocational Education

The Higher Education and research system reform introduced by the Law of 22 July 2013 2 constituted an important step forward in overall governance of universities, setting the basis for stronger territorial coordination on higher education system. The creation of the so called "Communautés d'universités et établissements" (COMUE), introduces important changes in the relationship of the State with the regions and higher education system actors [1:9].

In 2018, more than 2.6 million students were enrolled in a higher education structure in France. Since 1980, the number of students has more than doubled. That year there were more than 1.18 million students in higher education in the country, compared to 2.16 million in 2000 and this number has kept rising since then. In 2018, Eurostat has shown that almost 80 percent of individuals aged 25 and over had attained a upper secondary or tertiary education in France. [4:153].

Whether through the attainment of a common core of knowledge and skills, or through the various forms of academic support provided for our young people throughout their education, or through investment to improve conditions for teaching staff, every possible effort is being made to systematically prevent and deal with academic failure, and thus provide, for each and every student, an education that can create the conditions for personal fulfilment of his or her ambitions. However, not only skills are important, but also knowledge, abilities corresponding to this competence, personal qualities and even experience in creativity [6:29].

Discussion. Focusing on the French higher education and research system, we explored general educational system of France and how much

it has contributed to the forming of national elite. This is explained for the new organizational and governance tools introduced during the reforms. These reforms attempt to overcome two divides: between the prestigious grandes écoles (elites schools) and more accessible universities, and between teaching and research.

The most important to explore the processes of simplification, diversification, concentration, stratification, and territorialization of the French higher education and research system have been achieved through formal rule changes and incentives for 'excellence' for the competitiveness in the European education and labor markets.

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