

Report on organizing the ROSE survey In France

Dr. Faouzia Kalali, fkalali@stef.ens-cachan.fr

Unité Mixte de Recherche Sciences Techniques Education Formation (UMR-STEF), Ecole Normale Supérieure de Cachan (ENS Cachan-INRP, Universud), Av Pr. Wilson, F-94230 CACHAN cedex

July 2008

1. ROSE team

The French ROSE data is being handled by Dr. Faouzia Kalali, at the UMR-STEF de l'ENS Cachan. Address as above. Data collection guaranteed in France by tow UMR:

F. Kalali: UMR STEF, ENS Cachan, Universud

F. Le Hebel : UMR ICAR, ENS LSH Lyon

Our organisation is highly reputable mainly on the educational issues liked with the change of curricula and the evolution of teaching professions in scientific and technological education. So our analysis will be of a different aspect in agreement with our areas of research.

2. School system and science teaching

The French education system has a strong centralized tradition. But since a score of years, France engaged in a double movement of devolution and decentralization in order to introduce more diversity and of flexibility of organization.

– Devolution: 30 geographical areas (*Academies*) placed under the responsibility of the *Recteurs* which declines the educational policy according to the local context and in partnership with the local government agencies;

- Laws of decentralization of 1982 and 1983 increased the role of the elected territorial organisations (collectivity). Current general architecture (*écoles, collèges, lycées*) was gradually installed during the years 1960 and 1970 which saw cancelling separation between primary and secondary education. Since the years 1970, the children are in nursery schools (*préscolarisation*) from 3 to 5 years old, organized in three Sections: small section (*PS*), middle section (*MS*), great section (*GS*). The obligatory schooling from 6 to 16 years is in force since 1967. In the primary school, the training of the pupils takes 5 years going of the Preparatory Course, Elementary Course and the Middle course: *CP* (6 years old), *CE1* and *CE2* (7-8 years old), *CM1* and *CM2* (9-11 years old).

French secondary education includes 2 successive cycles: The characteristic of France, with the first cycle, is that from 11 to 15 years old, the pupils follow 4 years of formation carrying out of (*6ème*) to (*3ème*) in a sole school (*collège unique*) from 1975 in spite of the social problems of diversity of the pupils. The pupils questioned within the framework of ROSE are in level of *3ème*. They will be directed towards one of the three general, technological or professional ways constituting the second cycle (*2nde, 1st, Terminale*).

Outside to this ordinary school system, exists a teaching specialized often integrated in the secondary schools (SEGPA going from *6ème* into *3ème*: one class of *3ème* of SEGPA take part to the ROSE corpus) which aims at a minimal level of qualification (it touches approximately 5% of the children of a generation).

There exist also catholic private establishments, under contract of association with the state, which concentrate approximately 14% of the pupils (first degree) and 20% of the pupils in the second degree.

Since 1990, the public schools work with a “Project of School” which defines particular methods in implementation of the objectives and programs which are national. The “project of school” is taking account of the socio-cultural and economic environment local. The curricula of scientific teaching change in 2005 (date of the new law of *orientation* and *curriculum* for the future of the French school), with the introduction of a new concept of “Common Base of knowledge and Competences” which should increase the bases of education declined in the large fields of knowledge. Thus since this date, the curricula are modified into two concentric circles: the first corresponds to these items (World or Universe, Earth, Matter and Materials, Living being, Interactions and Signals, Energy, Man, Technical realizations); second is consisted of the fields which enrich it or supplement it (physics, chemistry, biology, geology, technology). This evolution of scientific curricula still continues. So, one other development needs to be noted. The national curriculum is being further revised (2012) at the second cycle (*2nde à Terminale*) and concern pupils more than 15 years old.

Details of the national curriculum and de concept of “*Socle Commun*” are available at www.education.gouv.fr

3. Translation

Our cooperation on the ROSE project started officially (after our e-mails contacts with Profs. Jenkins and Svein) in the end of January 2008. But we had sent an official postal mail to Prof. Svein Sjoeberg in September 2007. I wish to thank here Prof. Jenkins for his support.

Translation in French language was necessary. It was carried out by F. Kalali. A first version was tested from February to March with pupils in various schools with the help of our teachers’ colleagues. The second version with some adaptations was ready in April (please see attached file). But school holidays and some other events (training courses...) make that we had difficulties to have a regular answers of schools.

4. National questions

In the first page of questionnaire were added four national items:

Var1 : the name of geographical areas (*Academies*)

Var 2 : the name of school (in order to have the size, the kind and the educational policy/local context and in partnership with the local government agencies). We have the data about all the schools.

Var 3 : the name of the residence locality (in order to have the size, cultural and social resources ...)

Var 4 : Participation or not to “ROSE’s forum” (<http://enqueterose.scola.ac-paris.fr>)

5. Piloting

No piloting testing was carried out in France.

6. Official permission

Knowing that we were two laboratories on the ROSE investigation, we made the decision to concentrate our interest on two emblematic *academies* by the size and the importance of the schools. We thus targeted Paris which has 111 schools (*collèges*)/7011 schools on the scale of France. We also targeted Créteil which represents 347 Schools. The authorities appeared interested by the study which targets the 15 year old population attending their schools. We had the support of authorities, and they are the *Recteurs* who gave us their agreement.

7. Population

The target population for the ROSE study in France consisted of pupils in the end of the first cycle of the secondary education (3^{ème}, 15 years old).

8. Sample and participation

We had exchanges with our colleagues of the UMR ICAR who taught us to have selected 126 schools with the national scales.

In what concern us, we decided to target the emblematic area of Paris with its 111 schools. Thorough the study of this population, we hope better emphasize and surround the questions of social representativeness, than the geographical distribution with national scales does not control. Besides, considering the interest of the authorities for our project, the put at our service all the statistical data concerning the schools! Undoubtedly the comparison with the results of our colleagues from ICAR and from the other countries would be of a great relevance for the ROSE study.

With the assistance of the authorities, more than 3000 questionnaires were sent to the 111 schools, accompanied by an official letter. At the present time 65 Parisian schools answered the questionnaire (1456 questionnaires). It's not the lack of interest for the questionnaire. The period of April/May represents a great workload for schools. This sample of schools is symbolizing the profile of all *académie* (sex ratio, social origin, and statistical data of school...). Some schools passed the questionnaire to all their classes of 3^{ème}. We thus retained only one class like the ROSE protocol specifies it. We have treated of 58 schools (1246 questionnaires).

In accordance with our aim to focus on a study of population, we also targeted another *académie* "Créteil" which represents 347 colleges. We wish to establish comparisons on the individual differences intra and inter *académies*, according to some variables which would be determining. About Créteil, the sample was carried out by authorities: 60 schools. At the present time 52 schools answered (1100 questionnaires).

Table 1: Sample of ROSE study

<i>Académie</i>	Number of Schools	Number of pupils
Paris	58	1246 (678 girls, 568 boys)
Créteil	Area of Seine et Marne : 19/20 Area of Seine Saint Denis : 17/20 Area of Val de Marne : 16/20 Total : 52	402 (187 girls, 215 boys) 322 (179 girls, 143 boys) 376 (190 girls, 186 boys) Total : 1100
Total	110	2346

9. Data collection in schools

Contact with Schools:

By the authorities and STEF (F. Kalali).

Questionnaires:

Was duplicated by STEF (for Paris) and by authorities for Créteil. All of them were distributed by the authorities.

Schools:

Directors of schools are involved in conducting the survey (collected questionnaires, return postage...)

Instructions:

A letter with some instructions and descriptions of practicalities for conducting the survey (40mn, science lesson, anonymous, one class....)

Data:

Was collected since April 2008 to June 2008

Receipt of the questionnaires in the schools prompted comment and queries, mainly by email and phone with STEF (F. Kalali) and *academies*.

10. Feedback and experiences

From each participating school we have received comment by email or phone (keep us in touch, pupils enjoyed it, why only one class...).

After data collecting I organised one visit to one class for our Forum. In this workshop, was presented and debated ROSE study.

In order to satisfy the schools, we took date (February 2009) with the authorities for presenting and discussing the results of the ROSE study.

11. Coding

All the Parisian responses were coded by Thomas Varrin (contractual). F. Kalali coded the responses of Créteil. All coding was verify (into Excel empty data) by Philippe Varrin (STEF).

The questionnaires witch the responses are not seriously taken were excluded.

Table2: Distribution of pupils/year-olds

Year-olds	Paris	Créteil	Total
12	02	01	03
13	18	13	31
14	475	432	907
15	551	516	1067
16	179	128	307
17	13	07	20
Missing response	08	03	11

The coding of open-ended questions were done later, in a separate file, based on the file provided by ROSE on the home page. Nevertheless, theses questions are recorded in the same Excel file with all the ROSE study.

We project to link the responses with the results of our forum.

Table 3: Profile of pupils

Pupils ahead “en avance”	1,45%
Pupils on time “à l’heure”	38,84%
Pupils behind in one’s studies “en retard”	59, 7%

12. Acknowledgment

The survey in France (By STEF) was provided with the financial support of our laboratory. We are now analysing the results. This work is supported (valorization) by INRP (National Institute of Pedagogical Research) and OECD, and increase our involvement.

One other development needs to be noted. The SAS study was proposed (Master) in 2005 (the text is available). And we have a hope for basing one thesis in connection with IRIS project (if the project succeed, we hope so!).

July 2008