

MANAGEMENT IMPROVING METHODS FOR PRE-UNIVERSITY EDUCATION IN FRANCE

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Summary. Educational Management is a new discipline necessary for efficiency and productiveness in educational relations and for the stimulation of personal development both for learners and teachers. The management of the learning and teaching system has a real and primordial importance due to the fact that the manager has an active role in the work of children or young learners who represent the future of society. The evolution or involution of any nation depends completely on them. This is the reason why we should pay a special attention to this section of management. There are material competences which were given to collectivities and teaching competences strictly belonging to the detriment of the state. This gives a general endowment of decentralization in local collectivities for the latter to be able of competences regarding the functioning of teaching institutions, other times belonging to The Ministry of National Education.

Key-words: educational management, educational system, educational institution, decentralization, administrative responsibilities.

1. The L'EPLE Management- pedagogical institution

In France, education is national. The curriculum and trend is decided by the ministry. The services of the ministry correspond with the central administration of the educational system, which mainly shares out credits to support the teaching in educational institutions.

The institution's staff comprises firstly, those who are directly implied in the learning process. Except for the principal and the deputy manager, the main educational counselors are dealing with the book-keeping of the institution.

The supervising part, since year 2003, is completed by educational assistants who gradually replaced boarding school teachers and supervisors (MI-SE). All in all, the number of high school and college teachers is 420000.

But other people are essential for the well functioning of the school. They are called educational administrative staff (CASU) in bigger institutions, main attachés and attachés of university and school administration (APASU and AASU), university and school administration secretaries, agents and administrative adjuncts deal with administrative issues, book-keeping, judicial and financial analysis. The servicing and cleaning staff is charged with the fixing and up keeping of the building.

In conclusion, the staff directly involved with the leading of an educational institution is:

- The Manager (Principal at college and Proviseur in high school);
- The Deputy Manager;
- The Intendant responsible with book keeping and administration;
- The Main Counselor of Education responsible with school issues;
- Boarding school teachers and supervisors, educational assistants and auxiliaries, practical work leader who coordinates the technology teacher's work;
- The Deputy Manager of the Special Education Department (SES) also named (SEGPA)¹⁴.

¹⁴ SEGPA= section d'enseignement générale et professionnel adapté

1.1. The Public Teaching Institution (L'EPLE) (high school-college)

If the educational system is characterized by an organization which can seem complex and hierarchical, the local public educational institutions have the duty to be the final stage of putting in practice of educational policies.

1.2. L'EPLE: an administrative institution

The order issued at 30th August 1985 gives college and high-schools (regarded as local public educational institutions) individual competence and a relative autonomy. The complete responsibility of educational institutions belongs to the administrative, financial and pedagogic field.

Responsible from the judicial point of view in the security, hygienic and health issues as well as financially, the school principal has a great autonomy in organizing education. The county and academic authorities' attributes a global endowment per hour¹⁵ and pedagogical credits that are shared out according to regulations and priorities presented in school projects. The functional credits and the construction and renovation of buildings belong to the local collectivities which take the responsibility of the construction and renovation of buildings.

The characteristic of educational institutions is that the principal assumes a double role. He is both the executive of the administration council empowered to take decisions and the representative of the State who is expected to assure the national coherence of the educational system in school.

Beginning with the 1st of September 1985, a college or a local public high-school is an educational institution (EPLE) run by a principal called "proviseur" in high-schools and "principle" in collages. The responsibilities of a principal are of paramount importance. He is followed by a deputy manager who under his authority has the same administrative, pedagogical and educational competences and an administrator named intendant, which takes care of the material and financial administration.

The principal of the school has the following prerogatives:

- Presides the administrative council of the school, permanent commission, delegation committee- pupils, various instances;
- He is in charge with financial income and outcome of the school;
- After the CA permission, concludes over every school convention;
- He has authority over every employee of the school;
- He establishes the duties of each teacher in the school respecting their status;
- He supervises the process of teaching and the continuous control of skills and knowledge;
- He is responsible for order in school and makes sure that the internal rules are respected;
- He declares the penalties, warnings or temporary expelling (of maximum 8 days for pupils);
- In case of serious difficulties he can prohibit the access in the school and the suspending of courses.

The administration of the school (EPLE)

The administrative council of the institution of school EPLE is made of 24-30 members, depending on the number of the pupils in the school. Its composition is based on principles with representatives from the staff of the school, with pupils and parents and also representatives of the administration and local collectivities. The administrative council according to the decree 85-924 from the 30th of August 1985, establishes the principles of putting into practice the pedagogical and educational autonomy and especially the rules of organization, votes the financial budget. The permanent committee of the administrative council is made of the members who are in the administrative Council (CA). This is the function of preparing the decisions of the administrative council.

¹⁵ DHG-each school receives global endowment established by the rector for high-schools, by the academic inspection for colleges taking into account the sum received from the Ministry of National Education

The principal of the school is in the same time the president of the CA council and the executor of decisions. He is also the representative of the state in the educational institution and this way he supervises how laws are respected and courses are kept.

The order of orientation towards education (89-486 from the 10th of July 1989) created a Superior Council of Education (CSE) which is a consulting institution presided by the Ministry of National Education and made of teaching staff representatives, parents of pupils, pupils and students, local collectivities and economic, educational and cultural interests. This gives notice concerning the objectives and functioning of the educational system, the regulation of the curriculum, the examinations and the delivery of diplomas, the relative aspects of private institutions, and the issues regarding the teaching staff.

National education represents the most important administration in France. Beginning with the 1980's the state started a huge operation of decentralization of the responsibilities and decisions which increased the power of local administration (in every county).

The local administration of National Education is organized around the inspector of academy- principle of Judicial Services in national education (IA- DSDEN). The representative of L'IA – DSDEN is in charge to put off and to put in practice the educational policy of the ministry responsible for the local education. He has main competences in the education of grade 1 but also in that of grade 2.

2. The Administration of the First Grade Teachers

a) L'IA-DSDEN¹⁶ must program the needs of the means of education and to share them out among the schools of the county. These attributions empower it to decide the beginning and ending of classes at kinder gardens and elementary schools, to facilitate and repeal work places as teachers and the administration of the means of replacement.

In this frame, it issues in the county, the promotions and shifts among teachers holding the first grade.

L'IA-DSDE has access to the Services of the County Academic Inspection, to assure optimal results. He is followed by an Administrative and Universal counselor (CASU) who is a General County Secretary responsible with the administration of services in the big counties, an Inspector of The National Education (IEN) who must coordinate the inspectors of first grade teachers. Some counties have a Deputy Academic Inspector.

IA-DSDEN decisions are subject to various parity comities such as: the County Council of National Education including representatives of local collectivities, auxiliary teaching staff, and the County Parity of the Technical Council (CTPD), Administrative Parity County Committee (CAPD) for administering the first grade teaching staff.

b) Pedagogical coordination

The situation of the first grade teachers depends on the IA-DSDEN as responsible for the National Education Inspectors (IEN). The IEN inspectors of the first grade teachers each have a circumscription of schools and they are responsible for the administration of schools, thus they are the superiors of school teachers. Except for the administrative responsibility, the IEN inspectors must evaluate the first grade teachers and they respond for the pedagogical postponements in the area.

Certain IEN inspectors are endowed with the school adaptation and integration (IEN-AIS) and in this case, they are responsible for the re-evaluation of the teaching staff.

3. Local competencies of grade 2.

Administrative competences

- The competences of the IA-DSDEN inspectorate in the education of grade 2 are extending. It takes responsibility in the educational organization of colleges (division of educational skills) and gives advice (notes) the rector regarding the organization of high-schools. IA-DSDEN is in charge with giving opinion (list, map) about professional formation and about the investment and educational development;

¹⁶ L'IA-DSDEN=the Academy Inspector- Manager of County Services and National Education

- The decisions of the academic inspector – principal of local services of National Education are put under the control of local technical council (CTPD) mostly preparing for the new school year and organizing the administrative services of the institutions of grade 1 and 2.

The academic inspectors- principals of local services in National Education are empowered with essential competences at the level of the county. The administrative decentralization movement tends to sustain these competences for a long time¹⁷.

Ameliorating measures

On the 18th of November 2004, Francois Fillon, the minister of National Education presented various measures regarding the improvement of school, which as a rule of orientation and programming, would be appreciated at the beginning of school. These measures echo in different challenges. They follow the creation of a more efficient, correct and open school¹⁸.

A more efficient school

- Creating a High Council of the school, a superior independent authority, rearranging The Superior Council of evaluation and The national Council of the curriculum, with the aim to provide basic knowledge that every French young person should possess at the end of the year;
- The compulsory learning of a foreign language from the elementary school CE1 and learning of one or two foreign languages from the 5th grade;
- The evaluation of the gained knowledge at the beginning of CE2, at the beginning of the 6th grade and at the end of the 3rd grade;
- Putting in practice of a new diploma in colleges with written papers and a continuous control and the possibility of obtaining supplementary points with a B2 diploma in informatics and a grade for school life by the class council for diligence, discipline and taking part in the school program.
- Reducing graduation to 6 exams;
- Creating in every college and high-school of a pedagogical council ran by a principal and having as members a teacher from each department and the class principals to define the pedagogical projects of the school;
- The complete rights of the class council to decide repetition of class at every level

A more correct school (righteous)

- Increasing of the numbers of hours for continuous training;
- Issuing an individual contract between the school and the pupil's family and for primary school containing 3 hours of French and mathematics;
- Giving scholarships on social criteria starting from 1000 euros per year for the pupils who received a B or an A.

A more open school

- Generalizing of the option "Discovering your profession" that should contain 100 000 pupils in the year 2010;
- Developing a 3 year professional baccalaureate so that in 2010 500 000 pupils should be able to finish school;
- Language classes in the last year of study.

¹⁷ Auduc, Jean Louis, *École, collège, licee*, Hachette Education, Paris, 2005;

¹⁸ Huart, J., M., *100 fiches pour comprendre le système éducatif*, Bréal, Cedex, 2007

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