



## **FIGHTING SOCIAL DETERMINISM IN THE EDUCATIONAL SPHERE**

### **SUMMARY OF INTERNATIONAL RECOMMENDATIONS**

#### **MADE ON THE TOPIC**

At the UPR in 2018, the French state accepted five recommendations concerning the reduction of the impact of children's social origin on their school results and access to school for all.

The Committee on the Rights of the Child recommended in 2016 that the French State "strengthen its education reform in order to reduce the impact of children's social background on their school performance" but also "make the eradication of child poverty a national priority and allocate the necessary human, technical and financial resources to programmes aimed at supporting the most deprived children and families".

The CRC states in Article 28 that "every child has the right to education and to quality learning opportunities". Sustainable Development Goal 4 aims to ensure "equitable, inclusive and quality education and lifelong learning opportunities" for all.

#### **NATIONAL FRAME**

The law of 26 July 2019 imposes compulsory education at the age of 3, intends to fight against inequalities and creates a public service of inclusive school. The National Strategy for the Prevention and Fight against Poverty (2018-2022) aimed to prevent inequalities in learning from an early age. In 2022, the Evaluation Committee of the National Strategy for the Prevention and Fight against Poverty noted: "there is no improvement in the indicators of inequality in early childhood and educational success". In 2023, the Solidarity Pact is being drawn up to take over from the Strategy.

The National Strategy for the Prevention and Protection of Children 2020-2022 has defined a series of measures to ensure that children in care have "access to schooling and appropriate educational support".

### **RECOMMENDATIONS**

#### **Recommendations for combating inequalities from an early age :**

- **Encourage the development of innovative schemes to support parents of the very young and change the way facilities are funded;**
- **Encourage the development of social and professional crèches to support parents in their integration (notably AVIP crèches).**

#### **Recommendations to give all children equal opportunities in terms of guidance :**

- **To offer support to every young person from child protection to the age of 25 if necessary;**
- **Strengthen measures to create a link between parents and the school institution.**

## 1. The use of childcare for children aged 0-3 is neither universal nor unequal

Moreover, families in precarious situations, although they receive specific financial support, have a lower rate of use of formal childcare. Single women in particular give up using childcare because it is too difficult to reconcile family life with training, employment and social demands.

**Almost 80% of families below the poverty line do not use them.**

## 2. Children in child protection care are more likely to experience school drop-out, delay or repetition.

In addition, the temporality of the support system pushes young people in care to choose quick training paths. Support professionals often anticipate the end of their support close to the age of majority by directing them towards short vocational training courses.

### SOURCES

A/HRC/38/4, recommendations 145.193 (Portugal), 145.195 (Congo), 145.196 (Hungary), 145.197 (Serbia), 145.199 (Timor-Leste)  
Alternative report, Apprentis d'Auteuil, 2022.  
Education Barometer Apprentis d'Auteuil, 2021.  
HCFEA, "First Steps. Early Childhood Development and Public Policy", October 2021.  
Pisa survey 2018.  
Literature review, "La scolarité des enfants protégés", ONPE, September 2022.

Today, one in five children lives in a poor family in France, one of the OECD countries where "the link between socio-economic status and school performance is strongest.

The absence of childcare solutions makes the role of educator of the most vulnerable families even more difficult. The time devoted to the child to support his or her development is reduced because these families are often in survival situations that only allow them to meet the physiological needs of the children, from early childhood onwards, and the lack of childcare can reinforce the inequalities between children from different social backgrounds.

Thus, at the age of two, among children whose mothers have a level of education below the baccalaureate, those who have attended a crèche for at least a year master on average 10 words more than children who have not attended a crèche.

Before they reach nursery school, children from disadvantaged families may already have considerable delays or undetected disorders, which can lead to difficulties at school or even drop-out.

In 2017, 59% of children in care had repeated a year at least once and 39% had repeated a year before starting secondary school, compared to 17% in the general population. And, at the age of 16, 16% of young people in care are no longer in school, compared with 4% of the general population.

Their situation leads children in care to live daily with very concrete concerns (food, shelter, work) with strong fears about their future.

For example, at the age of 19, 8% of young people in care were in higher education compared to 52% of the general population. Some young people also reproduce deeply rooted patterns with the impression that their destiny is already set.