

# PIRLS 2006 IN FRANCE

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# PIRLS Dissemination in France

In 2003, we planned a very well organized press conference

But it was the day the US troops entered in Bagdad

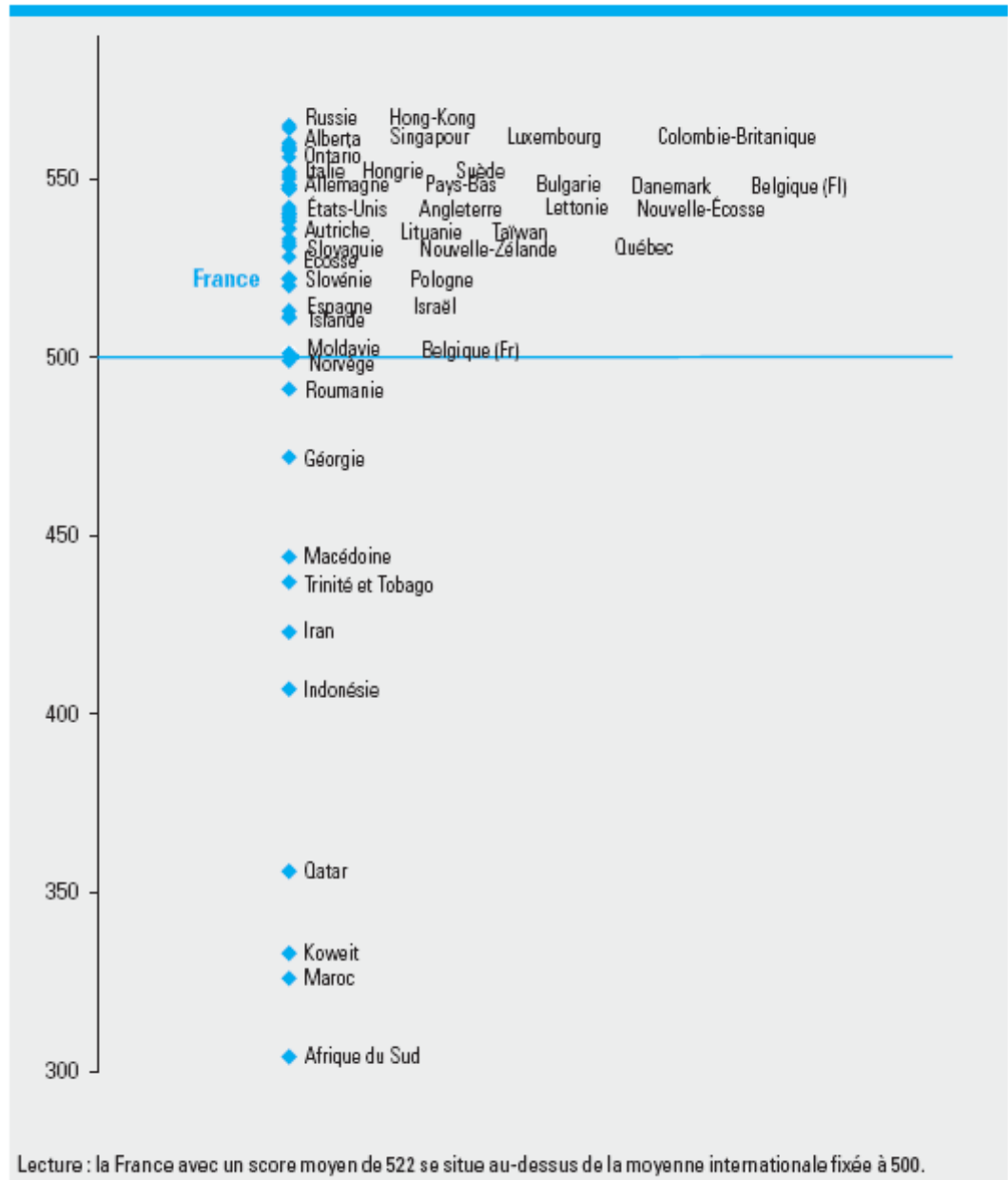
In 2007, no press conference, but a lot of use in the Minister speeches

During a month, a lot of interviews for my colleague Marc Colmant: TV, radio, newspapers

After a delay, we disseminated an information note (6 pages)

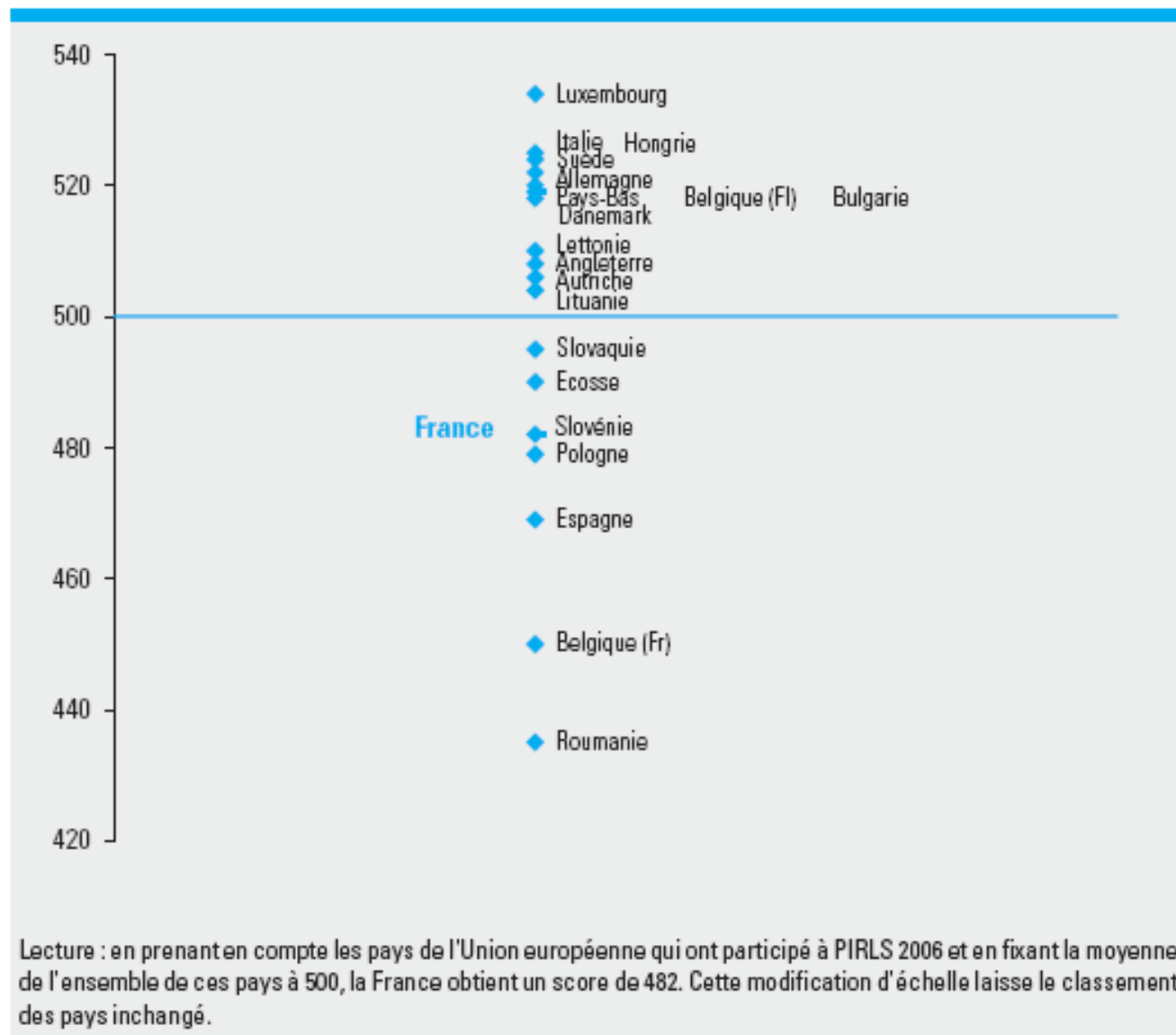
In a few weeks, we will disseminate a full document (300 pages) (Dossier Education & Formation)

# Comparison France and all other PIRLS countries



**GRAPHIQUE 2 – Échelle des pays européens participant à PIRLS 2006**

## Comparison France and other UE countries



Lecture : en prenant en compte les pays de l'Union européenne qui ont participé à PIRLS 2006 et en fixant la moyenne de l'ensemble de ces pays à 500, la France obtient un score de 482. Cette modification d'échelle laisse le classement des pays inchangé.

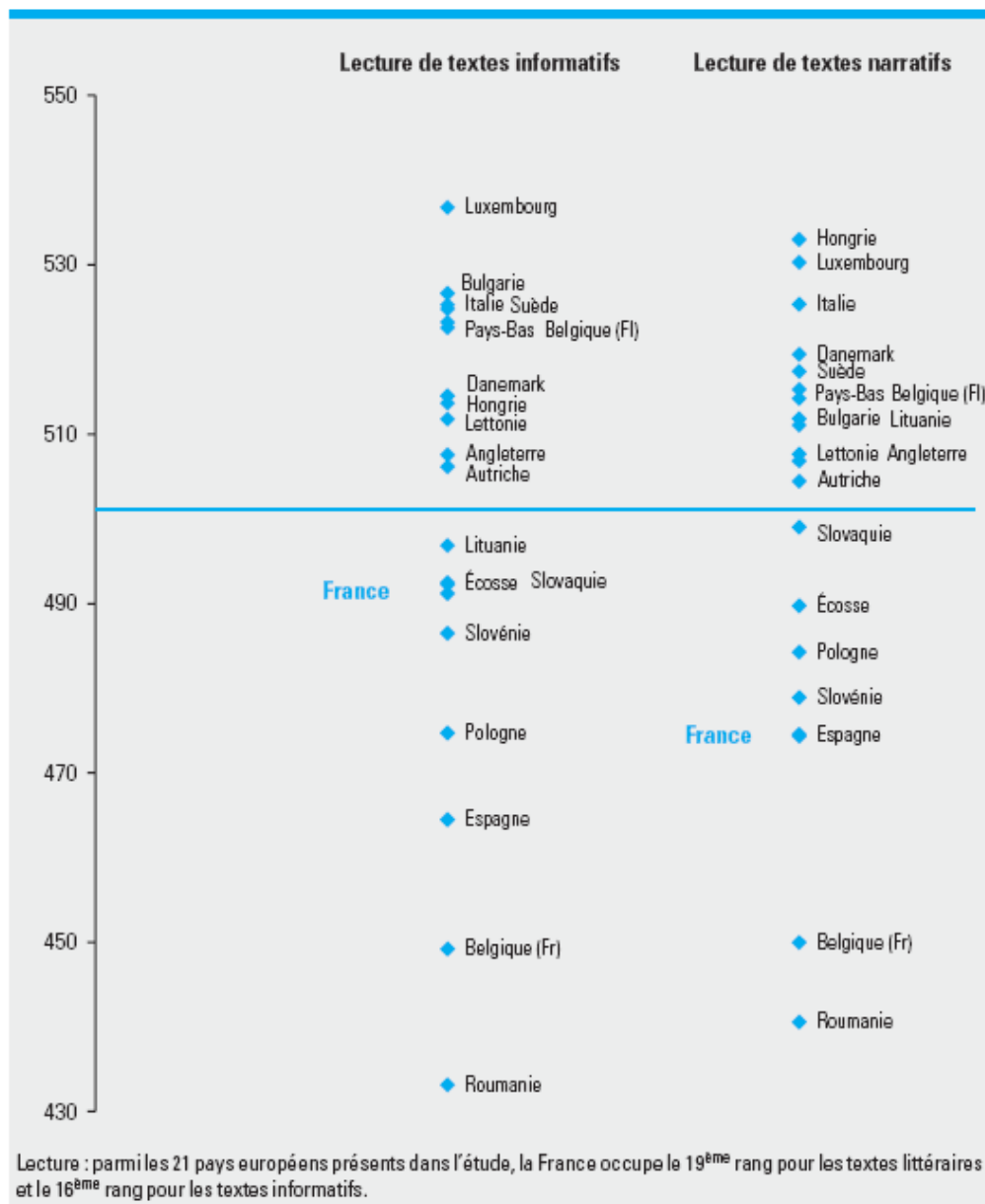
Source : MEN-DEPP

# France in comparison with the average of European Union and OECD Countries

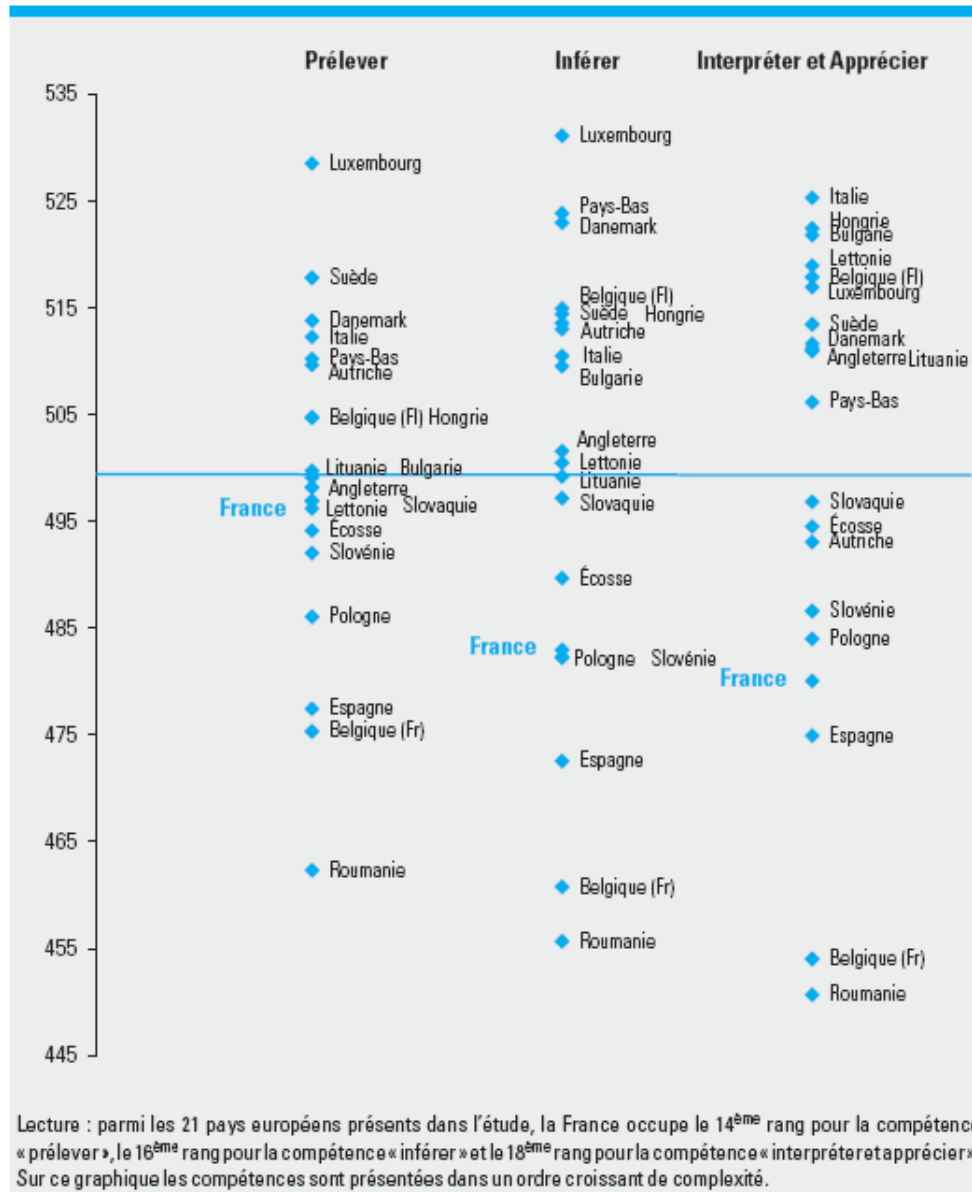
Regroupements	Score moyen global
Union Européenne (21 pays sur 27)	536
Pays de l'OCDE (18 pays sur 30)	535
France	522

GRAPHIQUE 3 – Échelles européennes selon les types de textes

France in the various types of texts: informational and literary



GRAPHIQUE 4 – Échelles européennes selon les compétences



Lecture : parmi les 21 pays européens présents dans l'étude, la France occupe le 14<sup>ème</sup> rang pour la compétence « prélever », le 16<sup>ème</sup> rang pour la compétence « inférer » et le 18<sup>ème</sup> rang pour la compétence « interpréter et apprécier ». Sur ce graphique les compétences sont présentées dans un ordre croissant de complexité.

Source : MEN-DEPP

France in the various competencies: Retrieve information, inference, interpretation – integration and examination and evaluation of the content

# Various evolutions by type of school between 2001 - 2006

Type d'école	Score moyen		Différence
	2001	2006	
Public	533	525	- 8
Privé	527	536	+ 9
Public hors ZEP	477	478	+ 1
Ensemble	525	522	- 3



# General comments

- No significant decrease but many warnings in particular for the public sector
- Coherence with the results of our national assessments
- We try to improve our national assessments by using international assessments

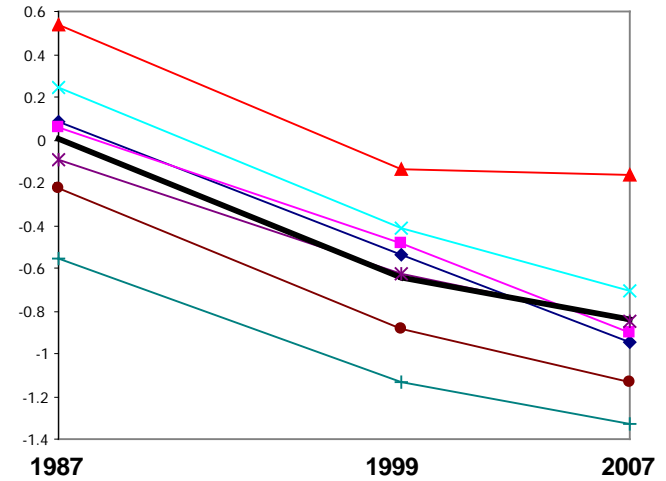
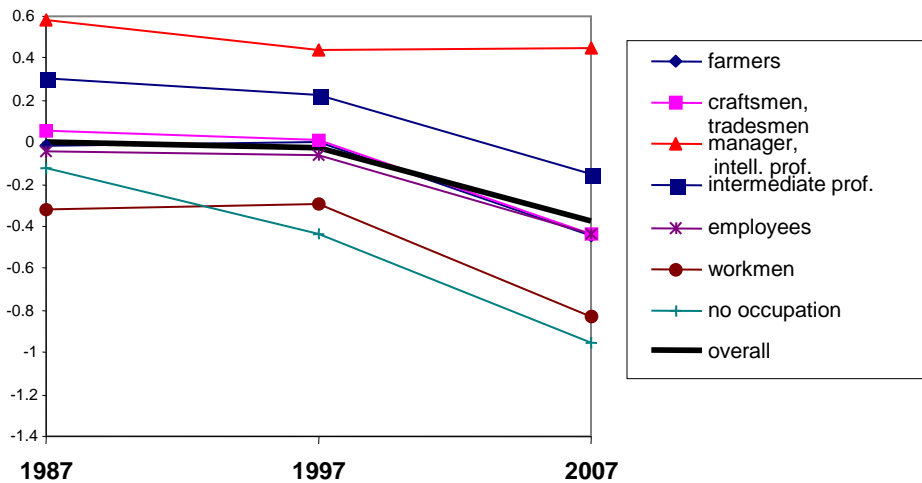
# Trends and Social inequalities in national assessments

- Occupations and social categories

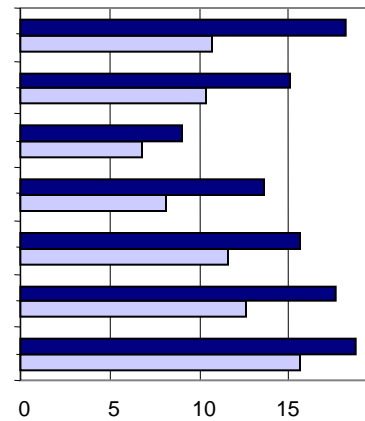
Reading

1987 - 2007

Arithmetic



Dictation  
(number of mistakes)



# Impact on Educational policy

- Political announcement : changes in the 2002 programmes coming back to the fundamental competencies in reading and mathematics
- Decrease in the number of annual hours in Primary education by deleting the Saturday morning courses.
- Stronger support for pupils with trouble in reading and mathematics