



PRESS RELEASE

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Public thematic report

BECOMING A TEACHER: INITIAL TRAINING AND RECRUITMENT OF PRIMARY AND SECONDARY SCHOOL TEACHERS

Pupils' success at school owes a great deal to the quality of the teaching and the support provided by their teachers throughout their learning process. The quality of teacher recruitment and training is thus crucial for school performance. The recruitment and initial training of future teachers have undergone several reforms over previous decades. However, since 2010, this new framework has shown itself to be unstable and does not guarantee that the training satisfactorily prepares students for their entry into the profession and for their future duties. A reflection on the development of the teaching profession, on the place of teachers in society and on the practical conditions of the exercise of their duties must be conducted. The attractiveness crisis that has often been mentioned over the last twenty years is now becoming more tangible, even if many students or people changing careers remain attracted to teaching. The report published today by the Court of Accounts aims in particular to assess the attractiveness of recruitment and the quality of their initial training.

Increasingly difficult to recruit, particularly in certain territories and in certain subjects

While the need for teachers depends on student and teacher demographics and educational policy decisions, it is difficult to assess. Nevertheless, over the period 2017-2021, on the basis of positions unfilled by external competitive examinations, as an annual average, there was a shortfall of just over 1,000 teachers (1,110), resulting in the recruitment of non-tenured teachers. In 2022, which was exceptional due to the implementation of the recent reform, around 4,500 new contractual staff were recruited. Indeed, the signs of the loss of attractiveness of teacher recruitment are becoming stronger, even if this general trend needs to be qualified. The deterioration in the image of the teaching profession, its working conditions and remuneration also have a significant impact on its attractiveness, as confirmed by the survey conducted by IPSOS at the request of the Court. In response to these difficulties, the Ministry of Education has been developing an active recruitment policy for several years now, with the aim of diversifying the pool of applicants for competitive examinations, adding specific examinations to the standard ones for less attractive education authorities, and attracting students to teaching at an earlier stage in their studies. It makes greater use of contractual staff- a policy which has its limits, however, since the pool of contractual staff largely overlaps with that of future tenured staff.

An unsatisfactory link between initial training and recruitment since the introduction of the master's degree

There is currently a debate on the content of training, in relation to the very nature of the teaching profession. There are two opposing views: one with a global approach to the profession, based as much on mastering knowledge of the subject as on a good knowledge of the education system, pupil psychology, pedagogy and the didactics of subjects, and a second that places more emphasis on subject knowledge. Moreover, the complex position of the *instituts nationaux supérieurs du professorat et de l'éducation* (INSPE) within universities and the Ministry's desire to verify the achievements of applicants have led to competitive examinations opening doors to recruitment. The MEEF master's degree therefore has a dual function of training for a future profession and also of preparing for a competitive examination, resulting in an overload of work that is counterproductive for students. The choice of master's degree (or equivalent diploma) also has consequences for entry into the profession: successful applicants of the competitive examination with a MEEF master's degree become full-time trainee civil servants during their year of tenure and undergo 10 to 20 days of training, whereas other successful applicants are now "alternating" between part-time service and time spent in training at the INSPE. Finally, the cost of initial teacher training is still not easy to assess - the Court estimates it at around one billion euros.

Drawing all the consequences of the reforms undertaken to build an effective training and recruitment policy

Beyond the technical improvements of the 2019 reform, a more comprehensive overhaul of the way teachers are trained and recruited is needed. The Court recommends adjusting the recruitment procedures for education authorities that are struggling to fill teaching positions, or those in secondary education for subjects in short supply. The education authorities could experiment with recruiting on the basis of diplomas, via a multi-year contract (three to five years), during which applicants would commit to remaining in the position; at the end of this contract, the teacher could request a permanent contract (CDI) or opt for another career. For primary education, the central issue is to better develop the training of future school teachers over a five-year continuum. However, these reform proposals alone cannot make the teaching profession more attractive. The social status of the position of teacher and the attractiveness of the profession must be a real interministerial priority, demonstrated and translated into resources. Finally, the Court recommends a new organisation of training and recruitment, which involves compensating for territorial inequalities in the attractiveness of the profession by a stronger differentiation in favour of the education authorities of Créteil and Versailles, targeted at the schools under the greatest pressure.

[Read the report](#)

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