

# Geographic mobility of the teachers of public secondary schools in France

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# Administrative management of the 382 000 teachers of public secondary schools in France

Management of the teachers: a state responsibility (not shared by local authorities)...

... with an organization divided in 2 levels :

- \* the central administration is in charge of the human resources policy and of the recruitment and the inter-regional mobility
  
- \* the regional administration (30 educational regions/“academies”) assumes the main tasks for managing the teachers : evaluation, promotion, payment and assignment in a school within the « academie ».

# Teachers' career

## Several steps to become a permanent teacher (93% of all public secondary school teachers) :

1. Access by passing a national competitive exam.
2. Assignment of the successful candidates to one of the 30 educational regions by the central administration, one year probation in a school.
3. After validation of that year, they sign a permanent contract.
4. First assignment as a new permanent teacher; they **must** take part, in that order, in:
  - the inter-regional mobility process, based on a national algorithm,
  - the intra-regional mobility process, based on regional algorithms.
5. Later, during their career, every permanent teacher who wants to move
  - takes part only in the intra-regional mobility process or in both processes, if necessary.

# Focus on the inter-regional process of matching location wishes and the educational system's needs

- In 2013, 7 900 participants among new permanent teachers + 17 200 participants among other permanent teachers.
- This yearly process aims to match all the demands expressed by the new and other permanent teachers and the job supply in each region.
- 2 goals for the matching: to ease the public educational service and to meet teachers' demands as effectively as possible.
- Several constraints to reconcile :
  - \* **subjects taught and specialized teachers and schools,**
  - \* **availability of positions, depending on the demography of students and of teachers,**
  - \* **legal rights defining priorities for the applicants,**
  - \* **teachers' geographical preferences.**

# The inter-regional stage: applicants have to compile a “wish list”, ranking their preferences

A point system defines the priorities allowing the ministry to rank the teachers.

## The point system takes into account the applicant's...

- ...personal situation (time away from the spouse and children,...),
- ...current working place (disadvantaged schools or areas),
- ...career: total seniority and seniority in the current school,
- ...previous demands of mobility: repetition of first wish.

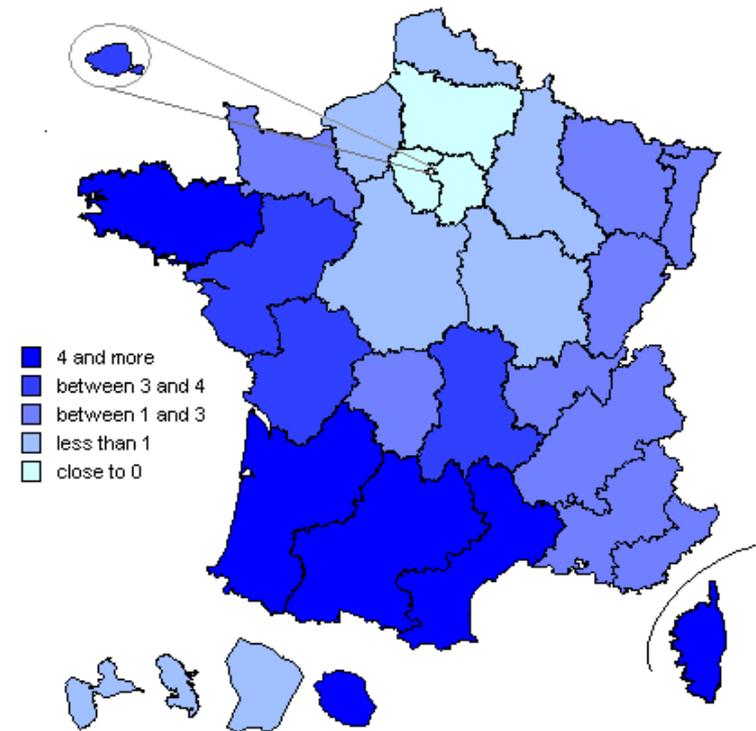
Then the algorithm implements the matching between teachers and regions. If wishes cannot be met, permanent teachers will stay in their current region while new permanent teachers are sent to where they are needed.

# Teachers' geographical preferences

## Applications for entry *versus* applications for exit

### The winner is...

- ...the region of Rennes: 15 applications of permanent teachers for entry on the 1st wish, versus 1 application for exit in 2012. The ratio is 9 in Bordeaux, 7 in Toulouse, 4 in Montpellier.
  - \* Often requested regions, difficult to obtain.
  - \* Most departures are retirements.
- In Créteil, 32 applications to leave versus 1 application to enter (12 in Versailles, 13 in Amiens).
  - \* Rarely requested, these regions don't compensate numerous departures;
  - \* They face an important part of new permanent teachers who did not choose them.



Map: ratio of the number of applications for entry on the first wish on the number of applications for exit expressed by permanent teachers in 2012

# Conclusion

## The French allocation system contributes to:

- **Territorial disparities in professional teachers' profiles**

- \* Imbalance between experienced and inexperienced (permanent) teachers: 86% of arrivals are young teachers in Créteil, 14% in Rennes.
- \* Shortage of (new and experienced) permanent teachers, adjusted by recruitment of non permanent teachers.

- **A high turnover in unattractive regions...**

- \* In 2012, more than 5% of the teachers have left Créteil, less than 0,5% in Rennes.

### ...which frequently include disadvantaged areas

- \* Geographical preferences are correlated to the intensity of “priority education” (less than 10% in attractive regions, more than 20% in Créteil, 15% in Amiens, 13% in Versailles).

- **The loss of interest for the job;** the state faces a certain shortage of teacher applicants.