

Affectation des enseignants aux établissements scolaires

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Figure: Share of disadvantaged students

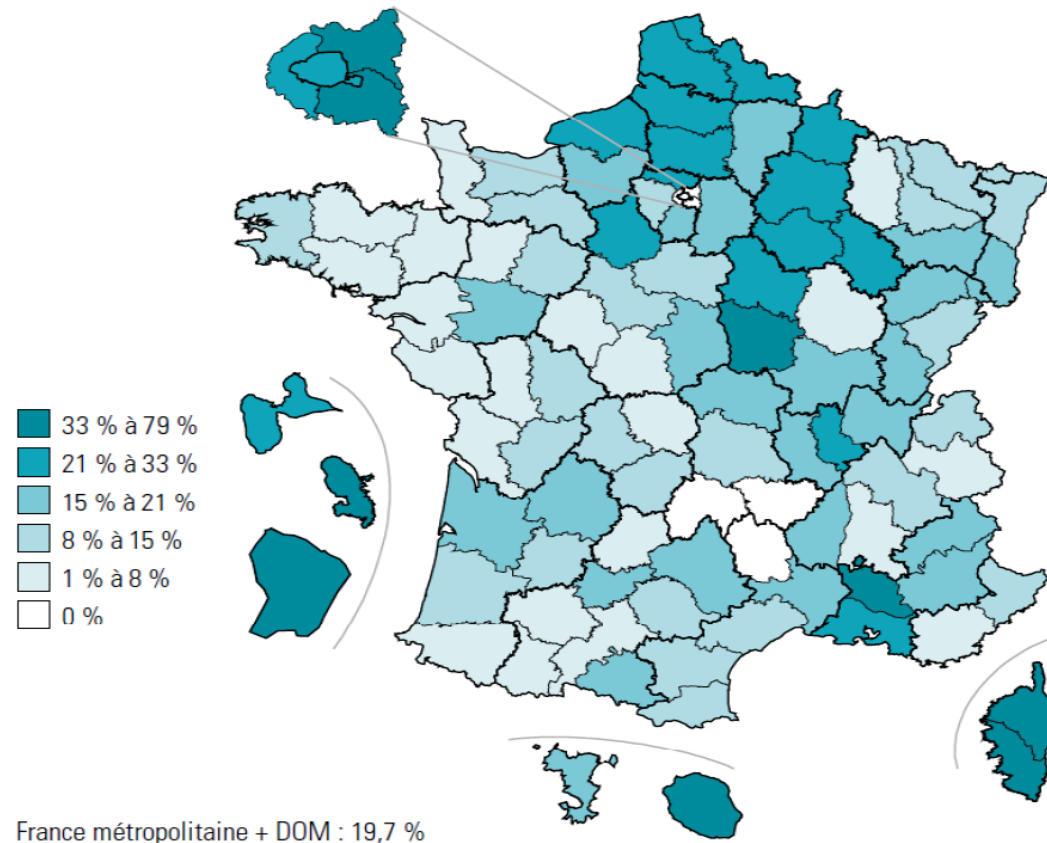


Figure: Ratio of teachers age 50+ to age 30–

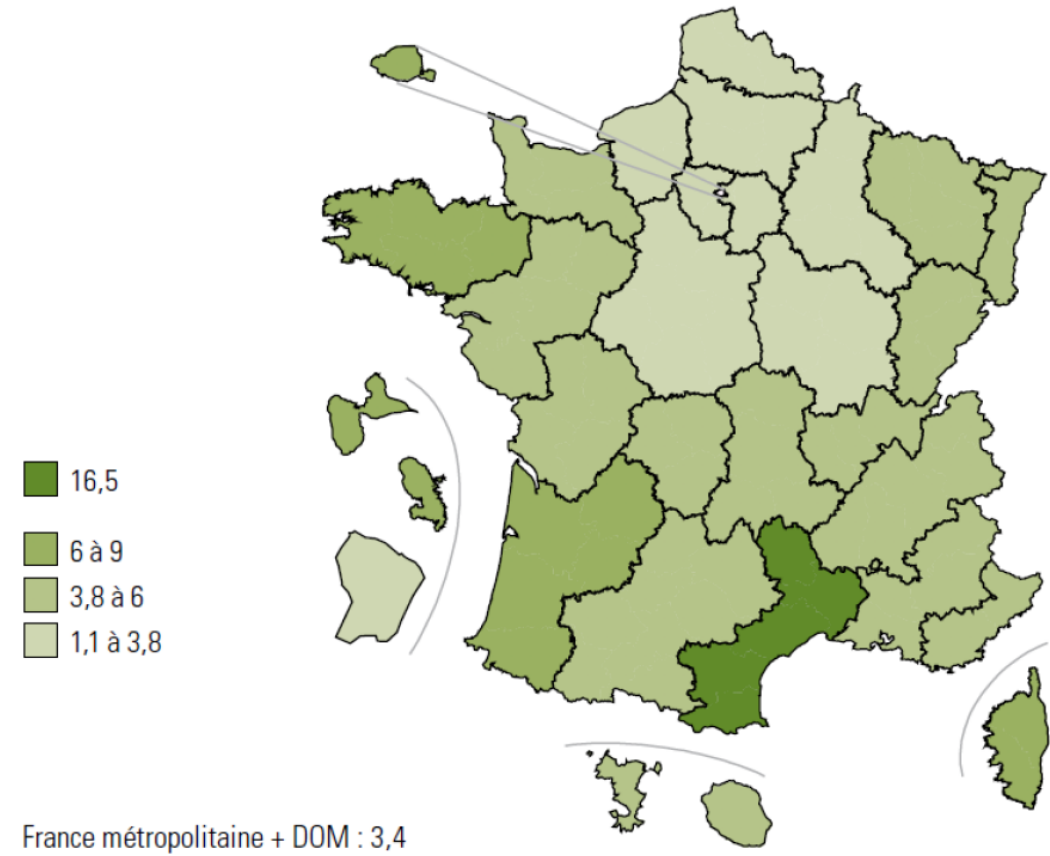
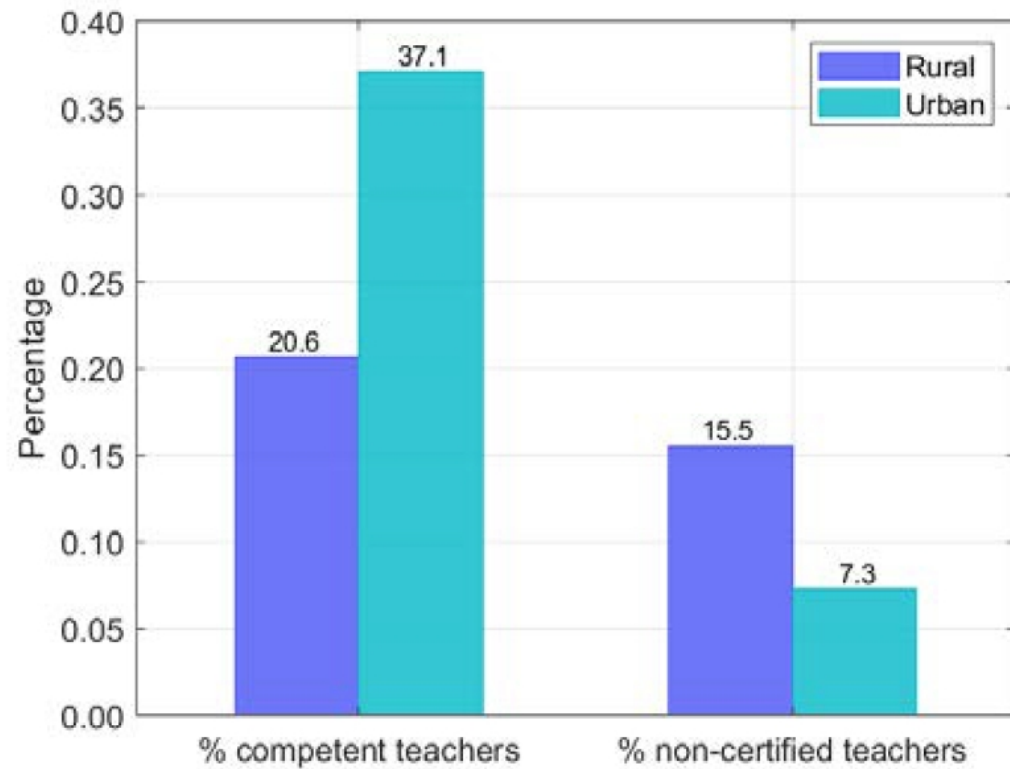
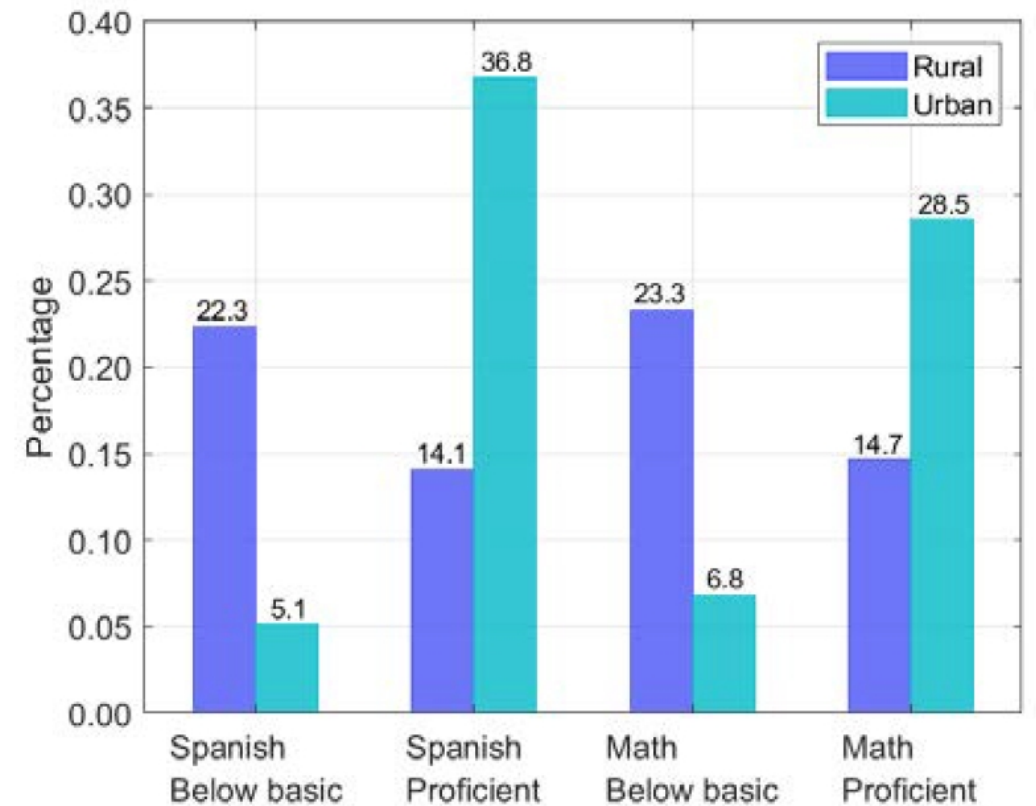


Figure 1: Teachers and Students in Urban Vs. Rural Areas



a) Teachers



b) Students

Comment garantir un meilleur accès
des élèves défavorisés
aux meilleurs enseignants ?

Trois determinants de la répartition des enseignants:

1. Les préférences des enseignants

- Salaire, conditions de travail, caractéristiques des établissements
- Données: Voeux de mobilité soumis par les enseignants

2. Les préférences des établissements

- Données: Barème des enseignants en France

3. Les modalités d'affectation

- Centralisé (avec algorithme)
- Décentralisé (sans algorithme)

Table A.1: Number of teachers and vacant positions

Subjects	All teachers (1)	New teachers (2)	Tenured teachers (3)	Vacant positions (4)
All subjects	10,460	4,627	5,833	3,912
Sports	2,066	568	1,498	475
French	1,645	786	859	663
Math	1,563	958	605	824
English	1,374	746	628	640
History-Geography	1,230	657	573	562
Spanish	999	316	683	248
Physics-Chemistry	837	310	527	254
Biology	746	286	460	246

Table 1: Descriptive Statistics on Teachers and Regions

	Tenured Teachers			New Teachers		
	French (1)	Math (2)	English (3)	French (4)	Math (5)	English (6)
Panel A. Characteristics of teachers						
Female (%)	76.1	47.0	85.4	80.3	41.7	80.4
Married (%)	48.5	45.0	46.8	41.1	39.4	40.9
Is in disadvantaged school (%)	10.4	13.2	4.4	-	-	-
Experience (yrs)	7.48	7.23	7.18	2.76	2.24	2.30
Has advanced teaching qualifications (%)	7.9	29.1	8.8	16.8	31.7	15.2
Panel B. Characteristics of the regions to which teachers are assigned at status quo						
Is the teacher's birth region (%)	8.7	8.6	9.3	-	-	-
Is Créteil or Versailles (%)	37.7	52.3	35.6	-	-	-
Is in South of France (%)	5.6	9.3	12.7	-	-	-
Students in urban areas (%)	61.7	67.4	64.0	-	-	-
Disadvantaged students (%)	52.5	54.0	53.5	-	-	-
Students in priority education (%)	26.0	24.5	22.7	-	-	-
Students in private school (%)	15.2	16.3	17.4	-	-	-
Teachers younger than 30 yrs (%)	11.9	13.3	11.3	-	-	-
Panel C. Characteristics of the regions teachers rank first						
Distance to status-quo region (km)	2,148.7	1,316.9	1,521.9	-	-	-
Is the teacher's birth region (%)	36.5	35.8	40.0	35.8	38.4	39.3
Is in South of France (%)	25.2	25.2	25.4	20.1	18.6	20.0
Is Créteil or Versailles (%)	2.8	3.3	3.4	14.3	11.9	12.5
Students in urban area (%)	60.2	56.2	51.7	61.9	58.6	59.2
Disadvantaged students (%)	52.8	53.1	53.5	53.3	53.1	53.0
Students in priority education (%)	20.3	19.9	17.9	21.8	20.6	21.0
Students in private school (%)	23.7	22.9	25.8	22.2	21.8	21.7
Teachers younger than 30 yrs (%)	6.5	6.4	6.0	8.2	8.1	8.2
Observations (#)	859	605	628	786	958	746

Figure A.2: Average Teacher Experience Types at Status Quo

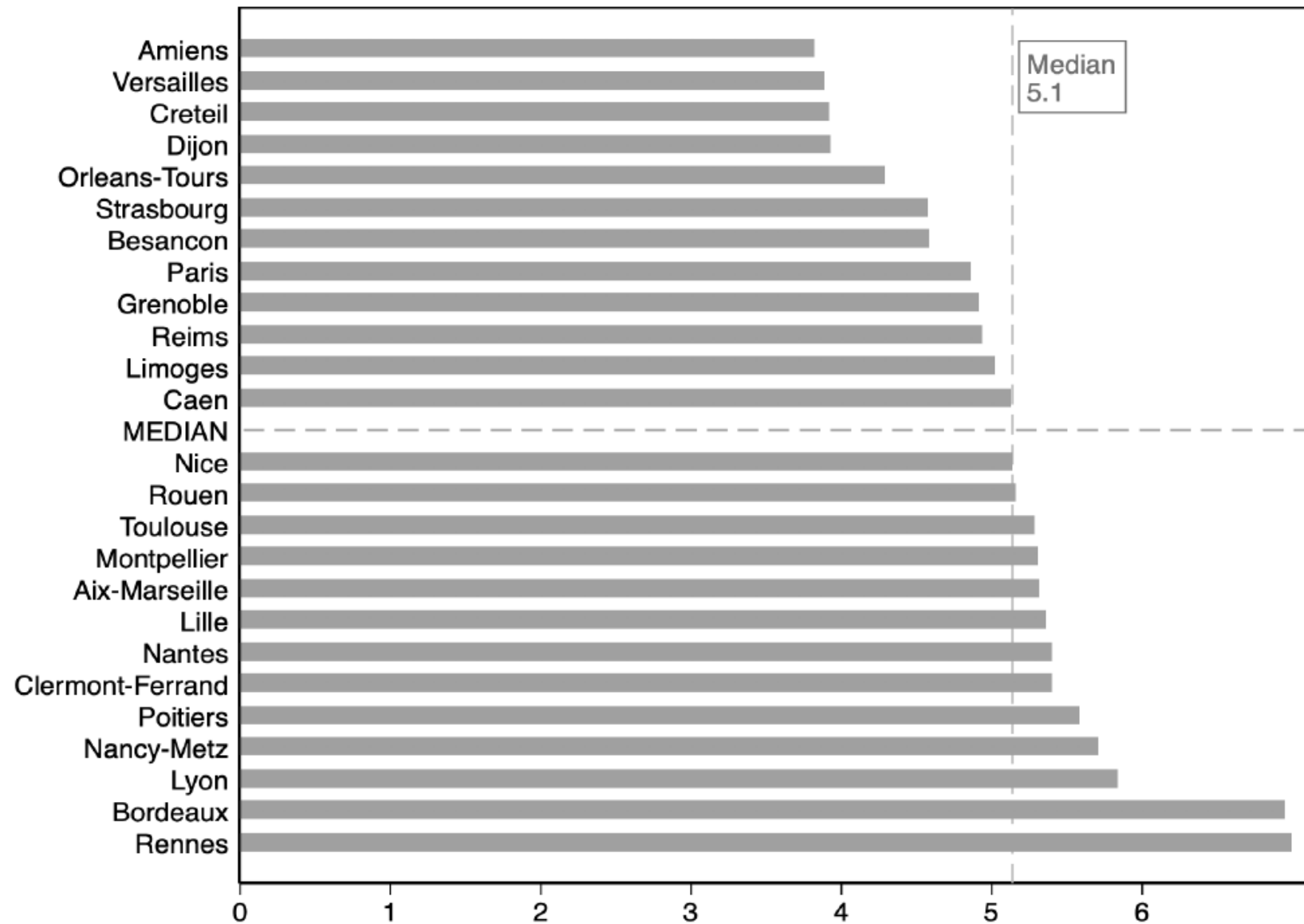
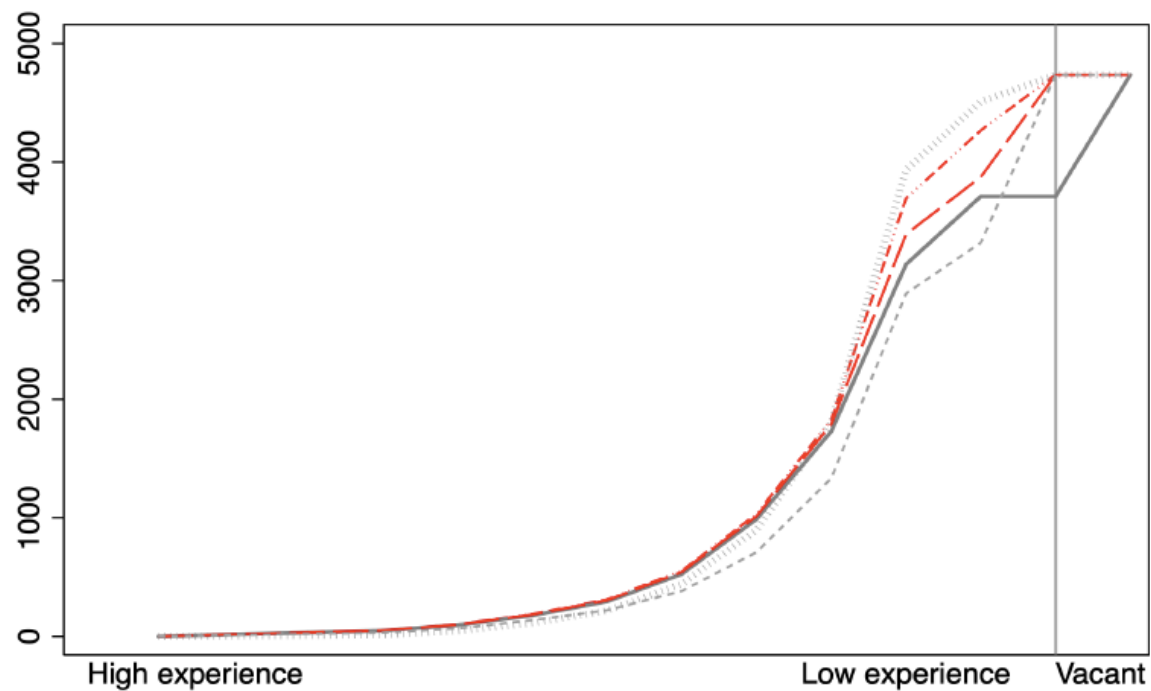
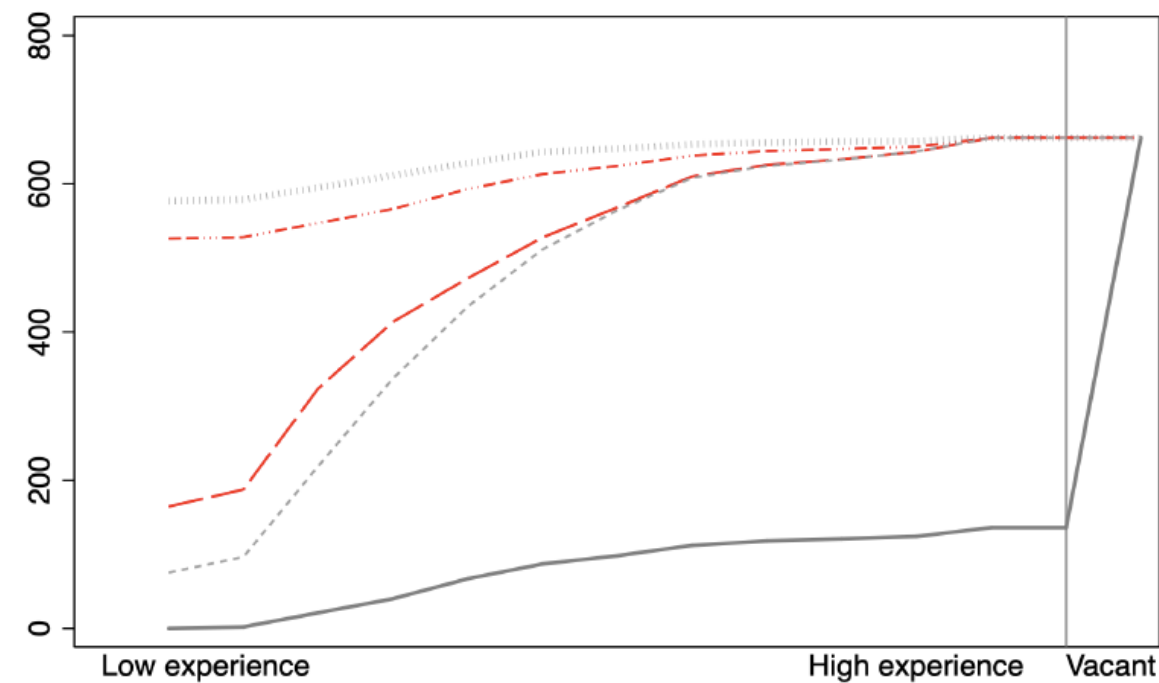


Figure 1: Cumulative Distribution of Teacher Experience Types

The Three Youngest Regions



The Three Oldest Regions



Pour conclure

- Ce qu'on apprend des données
 - Gros écarts d'attractivité entre les académies
 - Dus à des differences dans les conditions de travail
 - Deux axes pour y remédier:
 - Changer les préférences des enseignants pour ces academies (salaire, conditions de T)
 - Changer d'algorithme
- Un troisième axe que nous commençons à investiger:
 - Quel design des points de barème pour encourager les enseignants à candidate dans les academies défavorisées ?