The specificity of France regarding school - Perspectives from the HBSC survey

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School & well-being

• In a setting approach, school has to be considered as a strong determinant of the development of health and well-being of children and adolescents
  ✓ Time spent in school (as a building)
  ✓ Interactions with classmates, peers, teachers...
  ✓ School-climate
  ✓ Academic achievement (school performance, workload, pressure...)

• School experiences track into adults’ health and well-being

• Background for health promoting schools, whole school approaches

• The HBSC survey can provide data around these issues
Main points

✓ Some specificities of the French school
✓ The international HBSC study
✓ Data from HBSC indicators related to school
✓ Data from HBSC indicators related to health
✓ Links btw school & health (HBSC France)
✓ Focus on the school experience and well being of students with chronic conditions in France
THE FRENCH SCHOOL
Teaching hours in EU (Pisa, 2017)

Teaching hours: Lower secondary / Primary / Upper secondary, Hours per year, 2017 or latest available

- **Primary school**: More holidays → less school-weeks → longest school-days

- **Secondary school**
Public spending on education (PISA 2017)
Evolution of spending related to gross domestic product: from 7.7% in 1996 to 6.7% in 2016

- 23 billions €!

Likelihood of low performance among disadvantaged students, relative to non-disadvantaged students, in science, PISA 2015, OECD countries
Place of school within the French society

✓ Since centuries, French society globally overvalues **degrees & diplomas** vs. other factors, much more than in other countries
✓ Getting a diploma is an emergency ➔ **find a job quickly** & keep it!
✓ **Professionnal status** is overvalued vs. other components of people’s life
✓ **Academic content** is overvalued vs. technical skills, ➔ **inequalities**
✓ **Initial training** is overvalued vs. continuing education
✓ French middle class families have **complex strategies** regarding the choice of their children’s schools;
✓ French paradox: **public spending on school is relatively low vs** other rich countries (elementary & university) ➔ **inequities**

THE HEALTH BEHAVIOUR IN SCHOOL-AGED CHILDREN SURVEY - HBSC
Health Behaviour in School-aged children (HBSC)

2018 : 49 nations (4 in 1983)
✓ >200,000 11-15 y-o students
✓ >1,5 millions of adolescents included to date
✓ http://www hbsc.org/publications/international/
✓ Under the auspices of WHO
HBSC methodology

**School-based survey every 4 years**: anonymous, confidential self-reported questionnaires completed in classroom

**Nationally representative samples** of ~1500 11, 13 & 15 year olds.

**10 surveys** to date. Last in 2017/18 Countries use validated **standardised methods**

Questionnaire consists of **core mandatory items**, optional packages and national items

Data submitted to International Databank at University of Bergen. Report published by **WHO**
HBSC, a unique tool to know more about the life of adolescents in secondary schools

- Data collected directly from students about them themselves
- Wide picture of students’ life (subjective indicators, ≠ behaviours, determinants, settings +++ school)
- Detailed observation of the dynamic of adolescence (developmental perspective)
- Allows to capture health inequalities
  - By age
  - By gender
  - By socio-economic background of parents
- Allows trends (every 4 years)
- Allows international comparisons
Since 1994, national sample since 2002
Data presented by grades since 2010, focused on middle-school
Coordinated by the ministry of Education

- in partnership with the French National medical research institute (Inserm U1027), the French Observatory of Drugs & Addictions (OFDT), the French Public health institution in charge of surveillance, health education & prevention (SPF)

Last wave available: 2014 (10,434 students from last year of primary school to 1st year of high school, from public and private schools) → 7,023 middle-school students / 169 schools

Last data collected: 2018, together with ESPAD → the National Survey in Middle- and High-School for Adolescents on Health and Substances, EnCLASS (20,198 students, 12,973 doing HBSC)
RESULTS FROM THE 2014 FRENCH HBSC SURVEY - SCHOOL
School indicators

- **Liking school** (« how do you feel about school at present? », answers: I like it a lot, I like it a bit, I don’t like it very much, I don’t like it at all).

- **Perceived school performance** (« according to you, how do your teachers find your achievements compared to your class-mates? », answers: very good, good, average, below average),

- **School pressure** (« How pressured do you feel by the schoolwork you have to do? », answers: not at all, a little, some, a lot),

- **Grade repetition** (coded with age of students and actual grade)
A progressive disenchantment of middle-school students
Liking school, HBSC international 2014: a peculiar age trend in France

- Significant decrease in most countries with large differences (>15%)
- Gender differences at all age, significant in almost all countries at 11
- No strong association with family affluence
Perceived school pressure, HBSC international 2014: paradoxically not so high in France

- Significant increase in almost all countries, more among girls
- Gender differences reverse & become significant in most countries at age 15 (with girls more stressed)
- No pattern with family affluence
A majority of students not involved in bullying, 12% of victims, 9% of bullies
2011: national campaign « Non au harcèlement à l’école! »
FAS & school indicators: not in favour of most deprived in France!

Vécu scolaire en fonction de la catégorie FAS

- Retard scolaire
  - 29.1%
  - p<0.001

- Résultats inférieurs à la moyenne
  - 15.1%
  - p<0.001

- Aimer l'école pas du tout
  - 15.5%
  - p=0.230

- Beaucoup stressé par le travail scolaire
  - 14.4%
  - p=0.517

- Vision médiocre de l'avenir
  - 17.5%
  - p<0.001

E Godeau, Well-Being seminar, EHESP, 06-2019
Higher rates among richest

Lower rates among richest
RESULTS FROM THE 2014 FRENCH
HBSC SURVEY - HEALTH
Health indicators measured within HBSC

- **Cantril ladder**, a score < 6 meaning a low life satisfaction,
- **Multiple complains** (≥ 2 complaints ≥ once a week: headaches, stomachaches, back pain, difficulties in falling asleep, dizziness, feeling low, irritability or bad temper, feeling nervous)
- **Perceived health** (excellent, good, fair, bad),
- **Perception of future**, (a score < 6 being a poor perception of one’s future)
- **Oral health**, a score < 6 meaning a poor oral health
- **Depressivity** (among 8th and 9th grades only), measured with the French Adolescent Depression Rating Scale (ADRS), score in 3 catégories (no symptoms, low risk of depressivity, high risk of depressivity)
Overall high life satisfaction (Cantril > 6), but gender differences between 6th & 9th grade as among...
High life satisfaction

- ALL countries ♂ > ♀
- Overall decrease of high life satisfaction with age, increase of gender differences
- ALL countries: positive association with family affluence
Perceived health as excellent: gender differences that btw 6th & 9th grade as among
Fair or poor health

• ALL countries ♂ > ♀
• Overall increase of poor perceived health and gender difference with age
• ALL countries negative association with family affluence

E Godeau, Well-Being seminar, EHESP, 06-2019
Multiple symptoms: gender differences ➪ btw 6th & 9th grade as ➪ among 

≥ 2 symptoms ≥ once a week: headaches, stomachaches, back pain, difficulties in falling asleep, dizziness, feeling low, irritability or bad temper, feeling nervous
FAS & health indicators: high inequalities in middle school students

Indicateurs de santé en fonction de la catégorie FAS

- Santé perçue < excellente: 66.1% (p=0.001), 63.1%, 58.5%
- Cantril < 6: 25.2%, 17.8%, 13.5%
- Syndrome de plainte: 45.4%, 41.7%, 41.4%
- Risque élevé de dépression: 18.9%, 16.4%, 13.5%
- Santé de la bouche médiocre: 17.0%, 9.8%, 6.1%

20% les plus bas, 60% intermédiaires, 20% les plus élevés
LINKS BETWEEN SCHOOL & HEALTH
Liking school & health indicators: strong links

Indicateurs de santé en fonction de l’appréciation de l’école

Liking school

E Godeau, Well-Being seminar, EHESP, 06-2019
Logistic regression explaining the odds to report low life satisfaction among middle school students in France HBSC 2014, weighted data

(adjusted on sex, grade, FAS & 4 school related indicators, N = 6403)

<table>
<thead>
<tr>
<th>Variable</th>
<th>OR</th>
<th>IC 95%</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade (ref = 6º)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5º</td>
<td>0.93</td>
<td>[0.75 ; 1.16]</td>
<td>0.527</td>
</tr>
<tr>
<td>4º</td>
<td>0.77</td>
<td>[0.63 ; 0.94]</td>
<td>0.009</td>
</tr>
<tr>
<td>3º</td>
<td>0.94</td>
<td>[0.76 ; 1.17]</td>
<td>0.584</td>
</tr>
<tr>
<td>FAS (ref = rich 20% highest)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>middle</td>
<td>1.37</td>
<td>[1.12 ; 1.67]</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>Deprived (20% lowest)</td>
<td>2.02</td>
<td>[1.59 ; 2.57]</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>Repeated class (ref : non)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Among boys : oui</td>
<td>0.93</td>
<td>[0.71 ; 1.23]</td>
<td>0.620</td>
</tr>
<tr>
<td>Among girls : oui</td>
<td>1.41</td>
<td>[1.07 ; 1.84]</td>
<td>0.014</td>
</tr>
<tr>
<td>Do not like school at all (ref : no)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2.71</td>
<td>[2.22 ; 3.32]</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>School stress very much/much (ref : no)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2.06</td>
<td>[1.76 ; 2.39]</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>Results below class mean (ref : no)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2.07</td>
<td>[1.66 ; 2.59]</td>
<td>&lt; 0.001</td>
</tr>
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Logistic regression explaining the odds to report a poor perceived health among middle school students in France HBSC 2014, weighted data

(adjusted on sex, grade, FAS & 4 school related indicators, N = 9823)

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<tr>
<th>Variable</th>
<th>OR</th>
<th>IC 95%</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender (ref: Boy)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl</td>
<td>1.87</td>
<td>[1.58; 2.20]</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>Grade (ref = 6º)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5º</td>
<td>0.93</td>
<td>[0.75; 1.16]</td>
<td>0.511</td>
</tr>
<tr>
<td>4º</td>
<td>0.77</td>
<td>[0.63; 0.93]</td>
<td>0.009</td>
</tr>
<tr>
<td>3º</td>
<td>0.94</td>
<td>[0.76; 1.17]</td>
<td>0.603</td>
</tr>
<tr>
<td>FAS (ref = Rich, 20% highest)</td>
<td></td>
<td></td>
<td>0.646</td>
</tr>
<tr>
<td>middle</td>
<td>1.37</td>
<td>[1.13; 1.67]</td>
<td>0.002</td>
</tr>
<tr>
<td>Deprived (20% lowest)</td>
<td>2.03</td>
<td>[1.59; 2.58]</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>Repeated class (ref: no)</td>
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<td></td>
<td>0.118</td>
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<tr>
<td>yes</td>
<td>1.17</td>
<td>[0.96; 1.41]</td>
<td></td>
</tr>
<tr>
<td>Do not like school at all (ref: no)</td>
<td></td>
<td></td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>Yes</td>
<td>2.70</td>
<td>[2.21; 3.30]</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>School stress very much/much (ref: no)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2.05</td>
<td>[1.076; 2.39]</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>Results below class mean (ref: no)</td>
<td></td>
<td></td>
<td>2.07</td>
</tr>
<tr>
<td>yes</td>
<td>2.07</td>
<td>[1.66; 2.57]</td>
<td>&lt; 0.001</td>
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</tbody>
</table>
WELL-BEING & SCHOOL PERCEPTION AMONG STUDENTS WITH A CHRONIC CONDITION
Students with chronic conditions: Populations surveyed in France (2014)

HBSC France 2014

- 7023 students representatives of French junior high-school students, mean age 13.5 y.o (481 classes, 286 schools)
  - Students without any CC (78.5%)
  - Students with a **CC NOT restricting their participation** in school (17.3%)
  - Students **with a CC restricting their participation** in school (4.2%)

HBSC ULIS 2014

- 700 students in 75 special units (special classes in main-stream schools), sampled in France, mean age 14.2 y-o
  - By definition all SU students are recognised disabled
  - Most enrolled (about 75%) **have cognitive disorders**
Contrasted results, students with a CC + restrictions being the worse off

- High life satisfaction (Cantril ladder ≥ 6)
- Excellent perceived health
- Liking school very much
- High perceived academic requirements
- Being bullied at school

<table>
<thead>
<tr>
<th>Category</th>
<th>No CC/D (HBSC sample)</th>
<th>CC/D without restriction in participation at school (HBSC sample)</th>
<th>CC/D with restriction in participation at school (HBSC sample)</th>
<th>Cognitive disorders (SU sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High life satisfaction (Cantril ladder ≥ 6)</td>
<td>82,8%</td>
<td>80,7%</td>
<td>69,6%</td>
<td>86,2%</td>
</tr>
<tr>
<td>Excellent perceived health</td>
<td>40,5%</td>
<td>27,4%</td>
<td>18,6%</td>
<td></td>
</tr>
<tr>
<td>Liking school very much</td>
<td>52,4%</td>
<td>22,3%</td>
<td>24,6%</td>
<td>25,0%</td>
</tr>
<tr>
<td>High perceived academic requirements</td>
<td>39,0%</td>
<td>20,6%</td>
<td>20,9%</td>
<td>21,7%</td>
</tr>
<tr>
<td>Being bullied at school</td>
<td>70,4%</td>
<td>27,8%</td>
<td>32,7%</td>
<td>43,6%</td>
</tr>
</tbody>
</table>

Godeau et al. Education & Formations, 2016
Conclusions and perspectives

- French students are not so much different from the others
- Gender, age & socio-economic differences remain quite strong in France
- Overall their perception of their life satisfaction is good, but not so well compared to other countries
- School experience is average, with some specificities: strong disenchantment/middle-school; negative perception of school performances; but no so much pressure expressed; rather high levels of bullying, improving
- This experience is contrasted among students with a chronic condition
- Links btw school and well-being are (as expected) strong

Thank you for your attention!
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