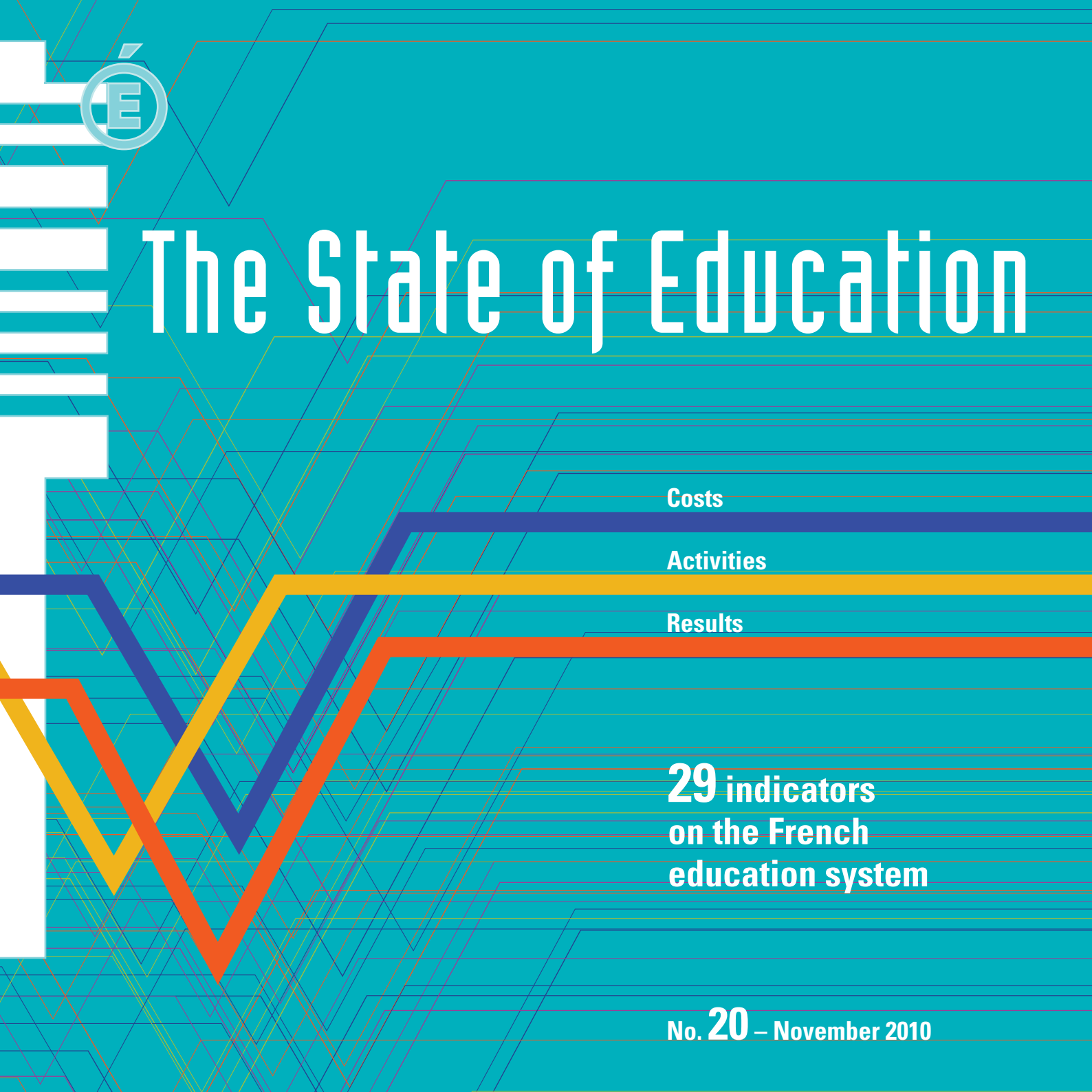
The State of Education



29 indicators on the French education system

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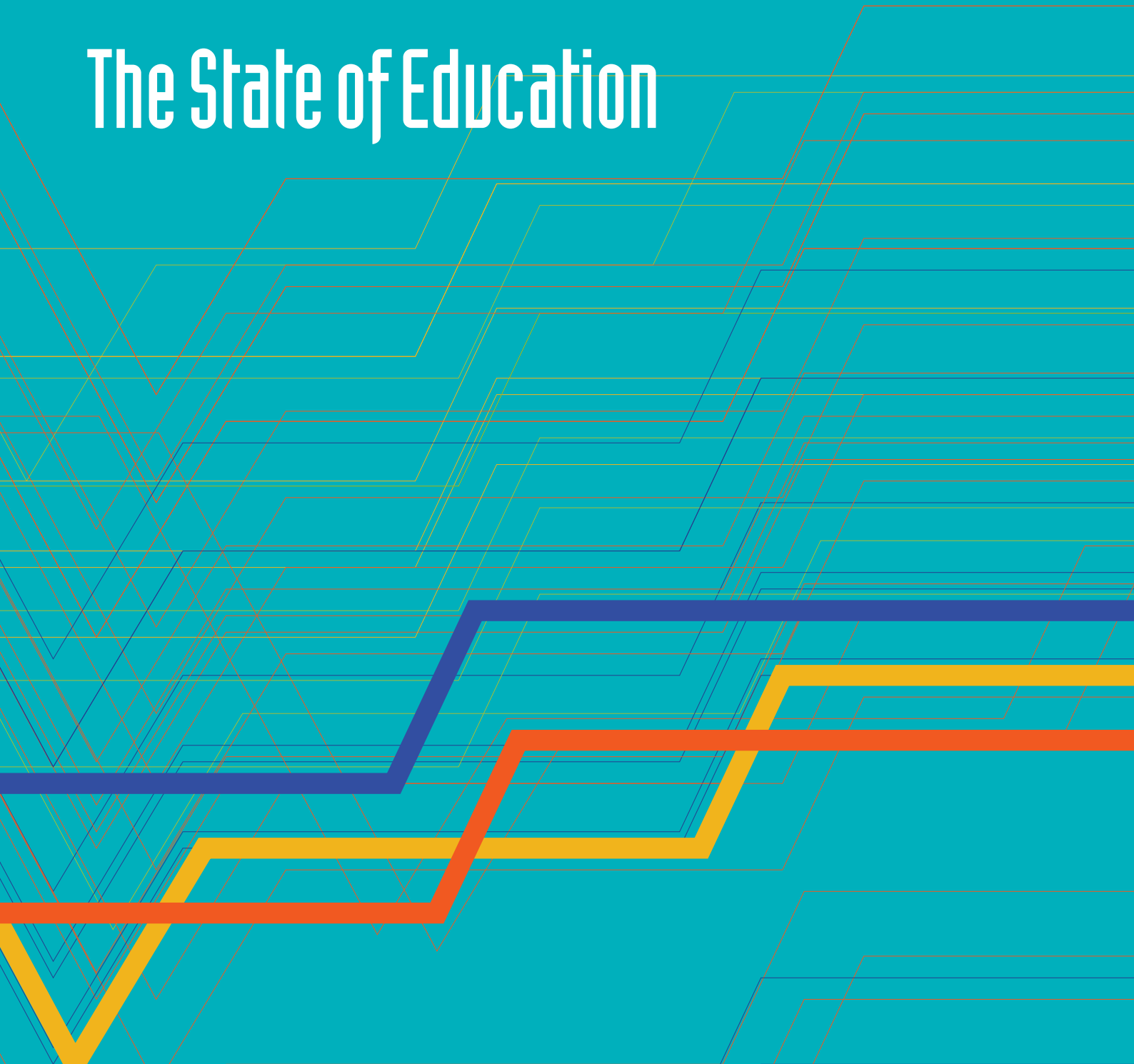
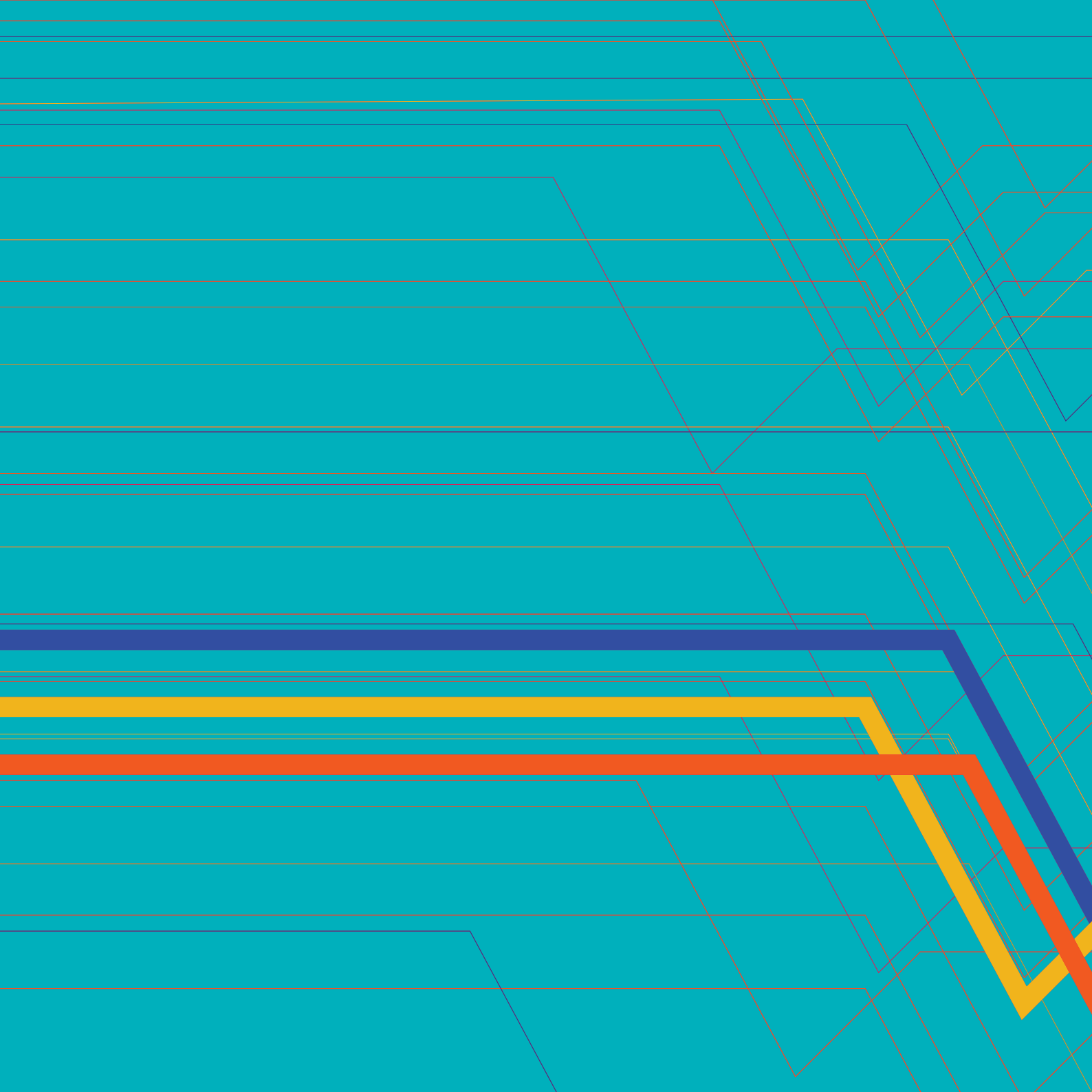




Preface

This year, The State of Education is celebrating its twentieth year of publication. It has thus achieved an appreciable level of maturity. Twenty years, in other words, two decades of the generations of young people that, year by year, have been observed under the crossfire of changes in society and in education policy.

This twentieth edition reveals a certain stability in our education system, although this very stability is presented in a radically different fashion. For the first time, The State of Education is organised more in line with the Budget law (LOLF), i.e. according to costs – activities – performance, although most of the indicators used in previous editions are still applied.

This twentieth edition is thus a means to observe the degree to which the 2005 Education Policy and Planning Law (the loi d'orientation et de programme pour l'avenir de l'École) is gradually translating into changes in the French education system, with a view to creating the conditions for providing education geared more to individual needs, the only way to ensure the success of every student.

Whether through the attainment of a common core of knowledge and skills, or through the various forms of academic support provided for our young people throughout their education, or through investment to improve conditions for teaching and administrative staff, every possible effort is being made to systematically prevent and deal with academic failure, and thus provide, for each and every student, an education that can create the conditions for personal fulfilment of his or her ambitions.

Luc Chatel
French Education Minister

Presentation

The growing number of international indicators and comparative studies (OECD, EUROSTAT, UNESCO), the definition of joint objectives for European education systems, the objectives and implementation of the Constitutional bylaw on budget acts (LOLF) in France and the declared ambition that all young people should master a common core of knowledge and skills, all point to the need for regular monitoring of the efforts made in education and training, their outcomes and the progress still to be made.

From its very first edition in 1991, the State of Education (*l'état de l'École* in French) has brought together for analysis a number of indicators to highlight changes over time as well as geographical differences. The indicators reflect the resources available to our education system, its activities, its mode of operation and its internal and external outcomes.

This 20th edition continues with this approach, presenting the indicators in the following order: it starts with indicators related to costs (1 to 6), followed by those related to activities and mode of operation (7 to 15) and, lastly, indicators related to outcomes: qualifications and education levels, knowledge attainment and skills, finding employment, etc. (16 to 29).

Resources made available to our education system

In 2009, France devoted a budget of 132.1 billion euros to its education system as a whole (mainland France and the overseas *départements*). This represents 2,050 euros per capita or 7,990 euros per pupil or student.

The proportion of national wealth spent on education rose significantly in the early 1990s, reaching 7.6% in 1993, up from 6.4% in 1980. Since then, there has been a steady downward trend. Although the amount spent on education has continued to increase, it has not matched growth in the nation's wealth. In 2009, a year that saw a 2.6% drop in GDP and a simultaneous rise in education spending of 1.3%, there was thus an increase in this relative share of 0.2 point, from 6.7 to 6.9% *(Indicator 01).*

Since 1980, spending on education has increased by 82%, at constant prices, due less to growth in the number of students than to an increase in the cost per student. During this same period, costs per primary student (+ 76.7%) and per secondary student (+ 64.6%) have risen more sharply than costs per student in higher education (+ 41.1%). However, these trends have changed and even reversed in the last few years, with a much slower increase in the cost per school student, while spending per student in higher education is rising at a faster rate.

Compared with the major developed countries, France's spending on education as a percentage of GDP is still, in 2007, relatively high and is higher than the OECD average (6.0% compared with 5.7%, not including continuing education and training) while spending per student is lower than the average in primary education, close to the average in higher education and higher than the average in secondary education, especially at upper secondary level (*lycée*). Here too, however, there has been a shift in positioning in the last few years: between 2000 and 2007, growth in average spending per student (in primary and secondary education) in France was among the lowest of all OECD countries and, therefore, tends toward the average level. On the other hand, in higher education in France, the rise is close to the general increase.

The distinct improvement in student-to-teacher ratios in primary education did not continue beyond the start of the 2002/03 academic year *(Indicator 11).* Although the same trend cannot be seen in secondary education, it enjoys relatively better resources than other comparable countries. The high student-to-teacher ratios seen in French secondary education (average ratio of 11.9 students per teacher in 2008), amplified by the current downward trend in population growth, can mainly be explained by the fact that students at lower and upper secondary level receive a high number of teaching hours, higher than the OECD average, and much higher than the number of hours taught by teachers. In addition, a large proportion of these teaching hours (a third on average and a half at *lycées*) are spent with small groups of students rather than a whole class *(Indicator 13).*

Although the proportion of education spending spent on higher education has increased since 1980 *(Indicator 04),* this is primarily due to the rise in the number of students. The unit costs, on the contrary, have risen significantly less than in the case of school education, at least up to the middle of the decade 2000-2010. Greater investment in higher education has, however, been initiated and, in 2009, spending per student was noticeably higher than the average observed for a secondary school student (11,260 euros compared with 9,380 euros). Further, while a university student still costs less than a student at upper secondary level (10,200 euros compared with over 11,000 euros), the difference is tending to get narrower.

Central government is responsible for the largest share of education spending, contributing 59% of the budget in 2009 – with a 54% share for the Ministry of Education and the Ministry for Higher Education and Research. The budget primarily pays the salaries of teaching staff, whose numbers and, more particularly, structural organisation, have undergone considerable changes (*Indicators 07 and 08*). Local authorities bore almost 25% of "initial" education costs in 2009, compared with 14.2% in 1980. With each new wave of decentralisation, their share continues to rise and now exceeds 40% for primary education, where municipalities must pay the salaries of non-teaching staff as well as the running and investment costs of schools *(Indicator 02).*

Considerable improvement in school enrolment up to the mid-1990s

For three decades, the French education system expanded considerably in quantitative terms. This has been related to a number of factors, including the nursery school boom and greater access to secondary education in the 1960s and 1970s, as well as the massive influx of students from lower to upper secondary education as of the mid-1980s to study for an academic, technological or vocational *baccalauréat* (school leaving certificate) before going on to higher education.

The school career of the generation currently passing through or having just left the French education system can be summed up as follows:

– almost all young people now reach the end of *collège* and 71% reach *baccalauréat* level *(Indicator 22) ;*

– nearly two-thirds of them are *baccalauréat* graduates *(Indicator 23) ;*

– more than half go on to higher education and 42% obtain a higher education qualification *(Indicator 24).*

The school system has thus enabled younger generations to attain significantly higher levels of education than those attained by previous generations. Although the target, announced in the 1980s, of guaranteeing that 80% of a generation in Year 13 would reach *baccalauréat* level has not been achieved, there has been a spectacular rise of more than 30% in just a decade in the number of students having access to this level at the end of secondary school. This rise has enabled France to catch up with other developed countries.

This improvement in education levels has gone hand in hand with the democratisation of the education system. *Collège* (lower secondary), followed by *lycée* (upper secondary), have become increasingly open to all. Among the generations of young people born in the mid-1980s, half the children of workers attain the *baccalauréat*, and are often the first in the family to do so: only around 10% of working-class children did so in the generations born in the 1950s *(Indicator 27).*

In spite of this, the improvement in school enrolment has slowed down since the mid-1990s. The total length of time spent in initial education, from nursery school to the end of higher education has stabilised at around 19 years *(Indicator 09).* Almost all generations now reach the end of lower secondary education but, following the considerable popularity of general studies observed at the end of the 1980s, lower secondary students have now begun to opt more for vocational courses – particularly in agriculture – and through apprenticeship programmes *(Indicator 12).* The level of a whole generation's access to *baccalauréat* level is struggling to rise above 70% *(Indicator 22).*

Among *baccalauréat* graduates, the proportion of which in a generation only varies in terms of pass rates, only a little over half had chosen general options. The percentage of students taking the latter option is tending to decrease, with an increase in the number of students taking vocational *baccalauréats* who are less likely to go on to higher education and, for those that do, a significant failure rate is observed.

European objectives and proficiency in basic skills

Increases in school enrolment and the attainment of higher levels of education are essential to meet the challenges of economic change. At the Lisbon Summit in March 2000, the EU Member States reached an agreement to promote a society and an economy based on knowledge. In particular, they defined their objective to reduce the number of under-qualified people, who are "at risk of economic and social exclusion". The European Commission has observed that "far too many young people leave school without having attained the skills required to play a part in the knowledge society and easily find employment."

France is no exception to this form of educational failure, to deal with which a number of approaches and measures are possible. Nearly 6% of young people leave initial education without any qualifications, as defined by the French classification system dating from the 1960s; they form part of the 17% of young people aged 20 to 24, around 140,000 per generation, who do not attain a secondary education qualification (CAP, BEP - vocational training certificates – or the *baccalauréat*). Lastly, a European Commission benchmark, the "early school leavers" indicator, gives the proportion of young people aged 18 to 24 who have neither successfully completed upper secondary education, nor undertaken any studies or training during the previous month. This figure stood at 12% for France in 2008, with a European target of 10% by 2010.

Insofar as concerns students' skills attainment and the required proficiency in basic skills, the findings of national and international assessments are relatively similar. In France, surveys carried out at an interval of twenty years for Year 5 (The State of Education No.19) and of ten years for Year 7 *(Indicator 18)* converge to show a deterioration in performance in reading, arithmetic and spelling, which particularly affects students experiencing the greatest difficulties and those in priority education programmes. As for the proportion of students attaining proficiency in the basic skills required by the end of primary and the end of lower secondary education, which has been estimated in French and Mathematics for the last four years, this figure varies between 80% and 90% depending on education level and discipline *(Indicator 20),* but is much lower for students who are behind or are at schools within "*réseaux ambition réussite*" ("targeting success" networks) *(Indicator 10).*

Reading skills and difficulties experienced by young people at around the age of 17 are assessed during *Journées d'appel de préparation à la défense* (JAPD, National Defence Information Days) which show that, in 2009, 79.6% of young French people are proficient readers, but that 10.6% have difficulties, and half of these are practically illiterate *(Indicator 21).*

For Year 5 students, these skills are assessed by means of the international PIRLS survey. In 2006, the ranking of French school pupils was average among the 45 countries surveyed, but below average when compared with European countries only. French school pupils are over-represented in the weakest group (32% compared to 25% at European level) and on the contrary, under-represented in the strongest group (17% compared to 25%). *(Indicator 17).*

The international PISA survey carried out every three years to assess young people at the age of 15 (the results of the 2009 assessment are due to be published in December 2010) has indicated that, contrary to one of the Lisbon objectives, the proportion of young people experiencing reading difficulties shows no sign of decreasing and, in fact, has even tended to increase in recent years. Thus, the proportion of young French people considered to be "poor readers" increased between Year 2000 and 2006, from 15.2 to 21.8%, while proportion of "very poor readers" rose from 4.2 to 8.5% (compared to an average of 6.0 and 7.4% respectively for OECD countries).

Aiming to reduce academic difficulties

Our education system must tackle the problems of students in difficulty as early as possible, for it is these students who will end up with the lowest levels of qualification and who will have particular trouble entering the job market. For this reason, academic failure is systematically addressed right from elementary school, with provision made for two hours per week of remedial classes for students in difficulty and free courses now provided during the school holidays to bring Year 5 and Year 6 students up to the required standard. The Act of 23 April 2005 calls for "every student to be guaranteed the means to acquire a common core of knowledge and skills, proficiency in which is essential to complete his/her school education with success, pursue education or training, construct his/her personal and professional future and play a successful part in society." It is a fact that young people who leave school without any qualifications are the hardest hit by rising unemployment, especially the case in times of economic hardship. Their situation is particularly worrying at the present time: in 2009, their unemployment rate was likely to be over 50% during the first years after leaving education *(Indicator 28)*. These issues also concern students in higher education, whose academic careers, performance and professional future are described in *The State of Higher Education and Research,* just as *The State of Education* does for primary and secondary school students.

Equivalence of school years

French system	English system	American system	Explanation
CM1	Year 5	Fourth Grade	Penultimate year of primary school
CM2	Year 6	Fifth Grade	Last year of primary school
Sixième	Year 7	Sixth Grade	First year of lower secondary school
Troisième	Year 10	Ninth Grade	Last year of lower secondary school
Terminal	Year 13	Twelfth Grade	Final year of upper secondary school

The school population

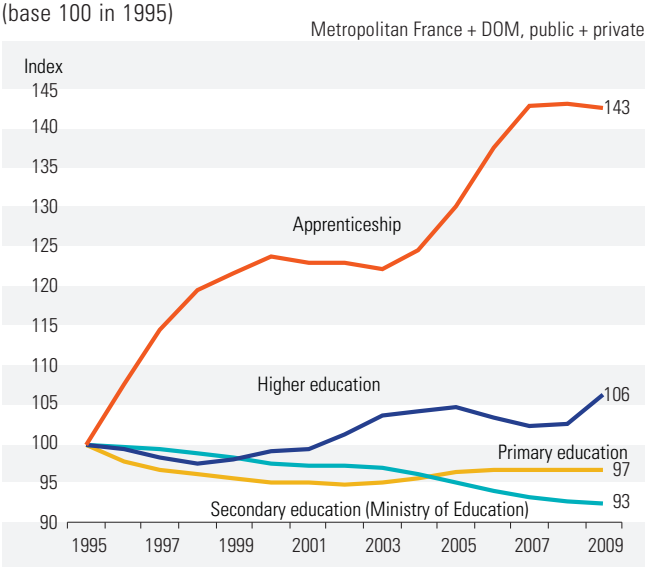
Overall numbers of students in school and higher education are again on the rise, as at the start of the 2009/10 academic year

In 2009-2010, the total number of pupils, apprentices and students enrolled in public- and private-sector education in Metropolitan France and the French Overseas Departments (DOM) amounted to nearly 15 million, with 550,000 in the DOM. After dropping for the previous three years, the start of the 2009/10 academic year thus saw an upturn in numbers.

Different trends can be seen at each different level of education. In light of current demographic growth and the higher number of births since Year 2000, primary education has seen an end to the drop in enrolment since the start of the 2003/04 academic year. Enrolment figures have been relatively stable for the last few academic years, and growth at primary level has been offset by an equivalent decrease at nursery level.

In secondary education, the school population at institutions under French Ministry of Education authority has continued to decrease, at a slightly slower pace: 8,000 fewer students at the start of the 2009/10 academic year, i.e. down 0.1%, compared with 32,000 fewer students at the start of the 2008/09 academic year, 47,000 and 77,000 fewer students in 2007/08 and 2006/07. Since 2008, enrolment at lower secondary level has increased, due to the upturn in demographic growth. Upper secondary education, on the other hand, continues to lose students: with a drop of 30,000 students taking vocational courses over the last four years. The same trend can be seen for general and technological paths, with numbers again down by 15,000 students at the start of the 2009/10 academic year, and down by 80,000 over the last four years.

Trends in school and higher education student numbers
(base 100 in 1995)



Sources: MEN-DEPP and MESR-DGESIP-DGRI-SIES

The numbers of students enrolled on other secondary education and training pathways, at agricultural or healthcare colleges or on apprenticeship programmes, also tended to stabilise at the start of the 2009/10 academic year. 150,000 and 75,000 students respectively were enrolled on the former types of course, showing little change in the last few years. Throughout the 1990s, and then as from 2004, apprenticeship programmes, which now prepare students for vocational qualifications at all levels, have undergone a huge development in quantitative terms, especially at the level of higher training. This upward trend came to a halt at the start of 2009/10 (433,000 apprentices, i.e. a drop of 2,000 compared with the previous year).

Lastly, a distinct increase in numbers enrolled in higher education was seen at the start of the last academic year (a rise of 80,000 students), in all areas, but especially in business and management schools.

Numbers of school and higher education students. *Total of primary and secondary education students (including special needs education), apprentices, university and non-university students, in the public and private sectors in Metropolitan France and the French*

Overseas Departments (including school students, apprentices and students under the authority of the Ministry of Agriculture). It should be noted that censuses regarding higher education count enrolments, not students.

Trends in school and higher education student numbers

(in thousands)

Metropolitan France + DOM, public + private

	1980-1981	1990-1991	2000-2001	2007-2008	2008-2009	2009-2010
Primary (1)	**7,396.3**	**6 953.4**	**6,552.0**	**6,645.1**	**6,643.6**	**6,647.1**
Pre-primary	2,456.5	2,644.2	2,540.3	2,551.1	2,535.4	2,532.8
Year 2 - Year 6	4,810.0	4,218.0	3,953.0	4,047.3	4,062.3	4,070.5
Special needs	129.8	91.2	58.7	46.8	46.0	43.8
Secondary education under Ministry of Education	**5,309.2**	**5,725.8**	**5,614.4**	**5,371.4**	**5,339.7**	**5,331.7**
Lower secondary	3,261.9	3,253.5	3,290.9	3,084.0	3,088.5	3,107.2
Upper secondary vocational	807.9	750.0	705.4	713.4	703.1	694.3
Upper secondary general and technological	1,124.4	1,607.6	1,501.5	1,470.0	1,446.9	1,431.3
Adapted secondary education programme (SEGPA)	114.9	114.6	116.6	104.0	101.3	98.9
Secondary Agriculture (2)	**117.1**	**116.2**	**151.3**	**153.5**	**151.6**	**151.9**
Apprenticeship training centres (CFA)	**244.1**	**226.9**	**376.1**	**433.7**	**435.2**	**433.6**
Secondary education apprentices	225.4	219.0	314.7	335.0	330.1	324.3
Higher education apprentices	0.0	1.3	51.2	90.1	97.5	102.0
CPA* and CLIPA** at a CFA	18.7	6.6	10.2	8.5	7.6	7.3
Healthcare "school enrolled"	**96.2**	**88.2**	**81.4**	**76.4**	**75.5**	**74.8**
Higher education	**1,184.1**	**1,717.1**	**2,160.3**	**2,231.5**	**2,234.2**	**2,316.1**
Overall total	**14,346.9**	**14,827.5**	**14,935.4**	**14,911.6**	**14,879.9**	**14,955.2**

(1) As of Year 2000: estimates for all primary education.
(2) Excluding double-counting with Ministry of Education figures.

*CPA – Apprenticeship preparatory class - **CLIP A - Pre-vocational training class including class work and work experience

Sources: MEN-DEPP and MESR-DGESIP-DGRI-SIES

Schools and qualifications

Schools

In comparison with the trends in school numbers, the number of schools reveals a downward tendency in primary education (just over 54,000 schools, including nursery and primary, in 2009 compared with nearly 69,000 in 1980) and relative stability in secondary education (just over 11,000 lower secondary *collèges*, vocational upper secondary *lycées* (LP) and upper secondary *lycées*, both public and private).

The recent renewal and reorganisation of the priority education policy has led to classifying around 8,000 schools in either the *réseaux ambition réussite* (targeting success networks) or the *réseaux de réussite scolaire* (educational success networks) categories. At the start of the 2009/10 academic year, the former included 254 lower secondary schools (*collèges*) and 1,725 primary schools.

Trends in the number of schools

Metropolitan France + DOM – public and private

Primary schools	1980-1981	1990-1991	2006-2007	2007-2008	2008-2009	2009-2010
Public:						
Nursery schools	15,996	18,829	17,250	17,000	16,748	16,366
Primary schools	45,664	39,009	33,040	32,928	32,750	32,609
Total	**61,660**	**57,838**	**50,290**	**49,928**	**49,498**	**48,975**
Private:						
Nursery schools	363	419	160	213	194	131
Primary schools	6,663	5,966	5,217	5,188	5,183	5,174
Total	**7,026**	**6,385**	**5,377**	**5,401**	**5,377**	**5,305**
Total Public + Private	**68,686**	**64,223**	**55,667**	**55,329**	**54,875**	**54,280**

Secondary schools	1980-1981	1990-1991	2006-2007	2007-2008	2008-2009	2009-2010
Public:						
Collèges (CES, CEG)	4,891	5,019	5,238	5,247	5,260	5,261
LP (LEP, CET)	1,353	1,362	1,043	1,027	1,012	990
Lycées (LEGT)	1,134	1,294	1,554	1,563	1,567	1,571
EREA (ENP)	na	82	80	80	80	80
Total	**7,378**	**7,757**	**7,915**	**7,917**	**7,919**	**7,902**
Private:						
Collèges (ESC, CC)	1,757	1,814	1,773	1,778	1,771	1,756
LP (LEP, ETC)	978	809	653	660	660	663
Lycées (EST, ET, ES)	1,194	1,290	1,069	1,063	1,063	1,056
Total	**3,929**	**3,913**	**3,495**	**3,501**	**3,494**	**3,475**
Total Public + Private	**11,307**	**11,670**	**11,410**	**11,418**	**11,413**	**11,377**

Priority education schools at the start of 2009/10 (public)

	"Ambition réussite" network	*"Réussite scolaire"* network
Primary schools	1,725	4,928
Collèges	254	821

Qualifications awarded

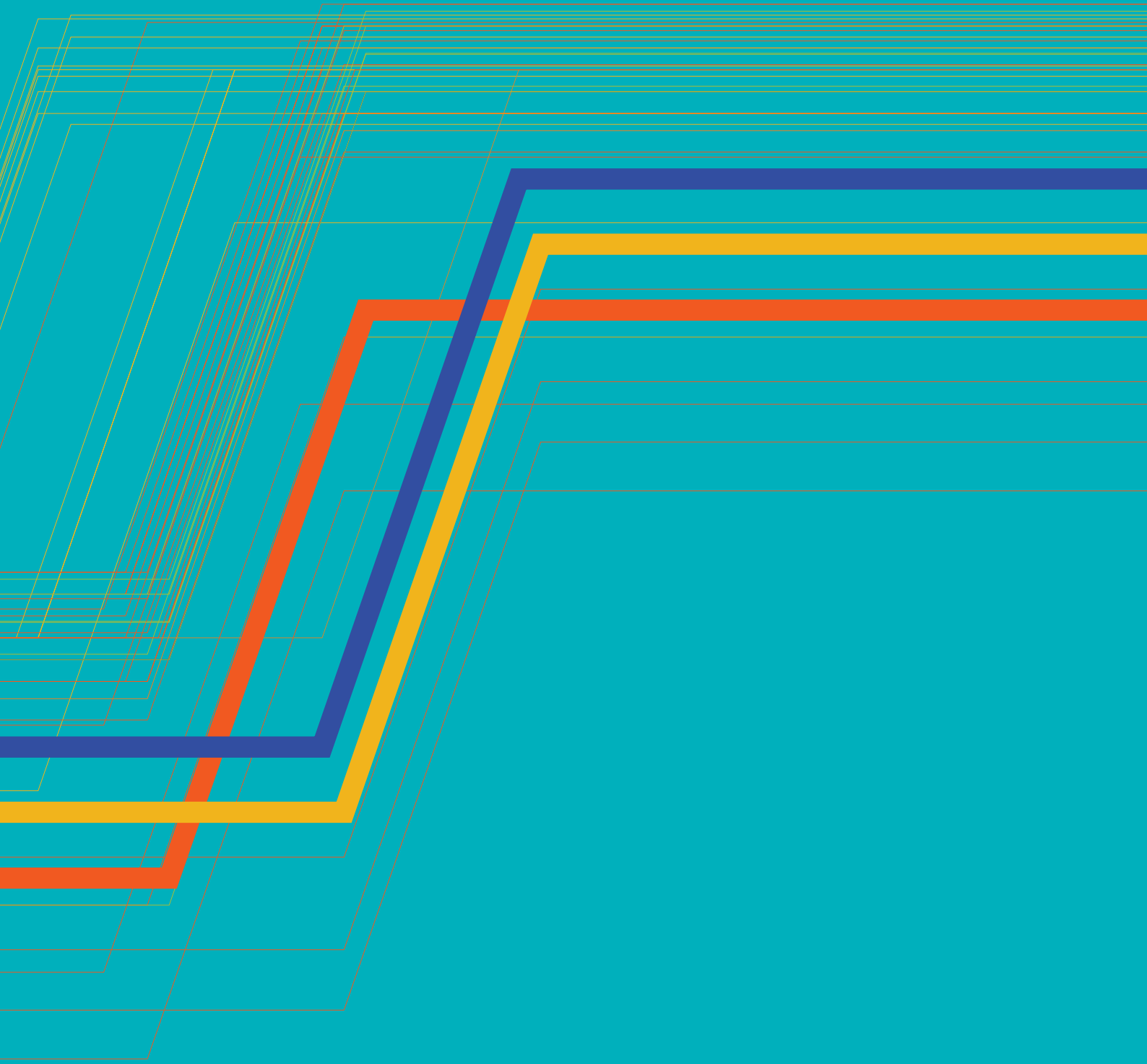
In 2009, the French Ministry of Education awarded nearly 1.5 million certificates to lower and upper secondary school students: over 600,000 national *brevet* diplomas (ISCED 2) to Year 10 students, just over 500,000 *baccalauréats* (ISCED 3) in the three general, technological and vocational streams and over 300,000 level V vocational diplomas (*CAP* and *BEP*).
Much lower than in the 1970s and 1980s, the number of qualifications recorded since 1990, which varies according to the level, can be explained firstly by the general shift upward in education levels. While the number that passed the *CAP* practically halved between 1990 and 2006 (a trend that has turned upwards in the last three sessions), the vocational *baccalauréat* pass rate has risen consistently since it was introduced in the mid-1980s, and now has 120,000 graduates (compared with 25,000 in 1990). The number of students that pass the different examinations also varies in line with demographic trends, currently downward, which tend to put a brake on any rise or exaggerate any fall.

On the other hand, the increase in the number of successful candidates is accentuated by the more or less general tendency toward an increase in examination pass rates: since 1990, the *BEP* has enjoyed a rise of 5%, the *brevet* a rise of 10%, slightly higher for the technological *baccalauréat*, a 13% rise for the general and vocational *baccalauréats* (the latter having seen a spectacular rise in 2009) and finally, nearly 15% for the *CAP*.

Trends in qualifications awarded

Metropolitan France + DOM

	1990	1995	2000	2007	2008	2009
Brevet						
present	803,156	805,317	771,589	776,341	749,014	748,184
passes	584,453	592,153	601,110	634,369	614,872	623,395
% of passes	*72.8*	*73.5*	*77.9*	*81.7*	*82.1*	*83.3*
CAP						
present	415,825	363,355	287,945	173,302	177,724	181,182
passes	269,798	260,673	215,623	137,972	143,155	146,855
% of passes	*64.9*	*71.7*	*74.9*	*79.6*	*80.5*	*81.1*
BEP						
present	230,625	284,770	285,799	241,808	237,555	228,102
passes	161,811	188,224	208,559	181,436	180,382	170,536
% of passes	*70.2*	*66,1*	*73.0*	*75.0*	*75.9*	*74.8*
General *baccalauréat*						
present	332,638	382,310	339,380	321,233	318,137	322,576
passes	250,864	287,046	271,155	281,733	279,698	286,762
% of passes	*75.4*	*75.1*	*79.9*	*87.7*	*87.9*	*88.9*
Technological *baccalauréat*						
present	169,406	183,154	193,107	173,545	169,159	164,894
passes	115,808	138,267	152,778	137,605	135,886	131,602
% of passes	*68.4*	*75.5*	*79.1*	*79.3*	*80.3*	*79.8*
Vocational *baccalauréat*						
present	33,095	90,716	117,019	133,748	134,225	138,243
passes	24,602	65,936	92,617	104,975	103,311	120,728
% of passes	*74.3*	*72.7*	*79.1*	*78.5*	*77.0*	*87.3*



Contents

Costs

Activities

Results

Since 1980, domestic expenditure on education has increased by a factor of 1.8 and, in 2009, it accounted for 6.9% of GDP, in other words:

– 132.1 billion euros,
– 7,990 euros per pupil or student,
– 2,020 euros per capita.

In 2009, domestic expenditure on education (DEE) reached 132.1 billion euros i.e. 6.9% of national wealth (GDP). All funding sources combined, France made a substantial investment in education, of 2,050 euros per capita, or 7,990 euros per pupil or student. International comparisons relate the expenditure on initial education only (excluding continuing education) to national GDP. In 2007, France remained above the average for OECD countries (6.0% compared with 5.7%), below the United States and Sweden but significantly above Spain, Germany and Italy. Between 1980 and 2009, average growth in education expenditure was slightly above that of growth in national wealth (i.e. +2.1% per year compared with 1.9%) but its share in GDP varied. In the 1980s, it rose from 6.4% to 6.8% in 1982, falling back to 6.4% in 1989. These were the years in which decentralisation laws were implemented: government capital expenditure was transferred to the *département* and regional authorities, which only began major restructuring and renovation programmes at upper and lower secondary schools in 1989. After 1989, the share of DEE in GDP increased sharply to 7.6% from 1993 to 1997, due mainly to substantial local authority investments and the teachers' wage review. Between 1998 and 2008 however, GDP rose by 22.3%, as against an increase of only 8.5% in DEE, whose share in national wealth declined steadily back to 6.7% in 2008. In 2009, DEE as a share of GDP increased to reach 6.9% due to an increase in DEE (up 1.3% at constant prices) combined with the drop in GDP (down 2.6%) due to the recession.

Generally-speaking, since the 1980s, DEE growth can be explained less to increased numbers of students than to an increase in the cost per student, which, taking into consideration all levels, rose by 1.9% a year at constant prices from 1980 to 2009 (taking into account breaks in series occurring in 1999 and 2006). This increase is due to a number of factors: increased teaching content of upper secondary and higher education, improvement in primary education student-to-teacher ratios and the reform of teachers' status. While average expenditure per pupil in primary and secondary education increased significantly (76.7% and 64.6% respectively), average expenditure per student in higher education increased by a mere 41.1% since the considerable growth in numbers up until 1996, and then between 2000 and 2003, absorbed the greater part of the increased funds dedicated to higher education.

Three quarters of expenditure was paid out in staff costs, borne mostly by the State as the major source of funds for domestic expenditure on education, 59.2% in 2009, 54.0% of which was allocated to the Ministry of Education and the Ministry for Higher Education and Research. Local authorities funded 24.6% of the total initial amount. Their contribution has increased further in secondary and higher education since 2006, mainly due to the transfer of secondary-education TOS (technical, manual and service staff), together with delegation to the regional authorities of new responsibilities in higher education health- and social-sector training schemes. As for households, their contribution amounted to 7.9%.

Domestic education expenditure covers all spending by all the economic players, central and local public administrations, business and households, for all education activities: teaching and extracurricular activities at all levels, activities related to organising the educational system (general administration, guidance, teaching documents and research in education), activities supporting school attendance (canteens and boarding facilities, school medical and transport services) and expenses required by the schools (supplies, books, clothing). This expenditure is assessed each year by the Compte de l'Éducation (French Education Account), a satellite account of the Comptabilité Nationale (French National Accounts). In 1999, these accounts were restructured; three major changes were introduced:
– DOM (French overseas departments) were included;
– social security contributions linked to staff salaries were reassessed;
– household expenditure was reassessed.
Since 2006, the Constitutional Bylaw on Budget Acts (LOLF) has modified State budget and accounting rules, especially regarding more effective evaluation of the social security contributions allocated to the civil service payroll.
Initial funding: funding before transfers between the various economic players are taken into account. It thus represents the real costs borne by each player.
Final funding: concept enabling the study of the relationship between the final funding entity and either the producer or the educational activity.

Source: MEN-DEPP and MESR-DGSIP-DGRI SIES
For international comparisons: OECD
Coverage: Metropolitan France + DOM

01 Education expenditure

Metropolitan France + DOM

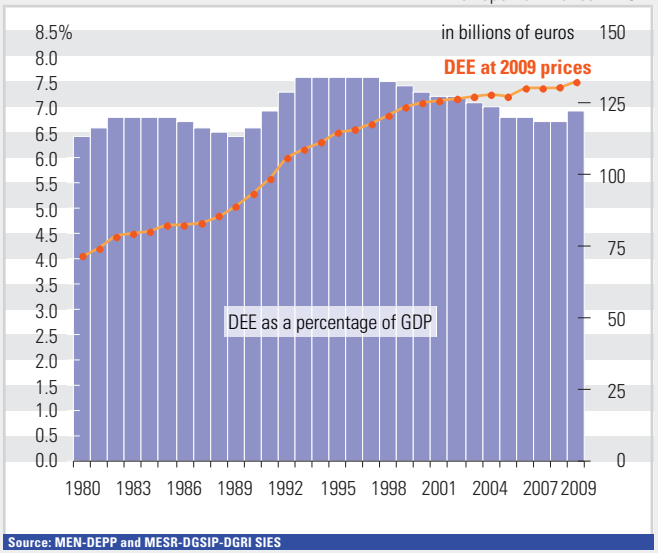
	1980	1990	2000	2008	2009
Domestic Expenditure on Education (DEE)*					
at current prices (billions of euros)	28.5	68.0	104.9	129.8	**132.1**
at 2009 prices (billions of euros)	71.4	93.1	125.1	130.4	**132.1**
DEE/GDP as a %	6.4	6.6	7.3	6.7	**6.9**
DEE/per capita at 2009 prices (euros)	1,320	1,600	2,050	2,020	**2,050**
Average expenditure per student*					
at current prices (in euros)	1,760	4,030	6,200	7,820	**7,990**
at 2009 prices (in euros)	4,420	5,510	7,390	7,860	**7,990**
Structure of initial funding (as a %)**					
State	69.1	63.7	65.2	59.2	**59.2**
of which MEN and MESR	*60.9*	*56.5*	*57.4*	*54.0*	***54.1***
Local authorities	14.2	18.5	19.9	24.5	**24.6**
Other public administrations and the CAF	0.4	0.7	2.1	1.6	**1.6**
Business	5.5	5.9	5.4	7.0	**6.7**
Households	10.8	11.2	7.4	7.7	**7.9**

(*) The reassessment of the DEE (see methodology opposite) applies to the entire period 1980-2009.
Average expenditure per student was reassessed only after 1999.
(**) Initial funding: see opposite for methodology.

Source: MEN-DEPP and MESR-DGSIP-DGRI SIES

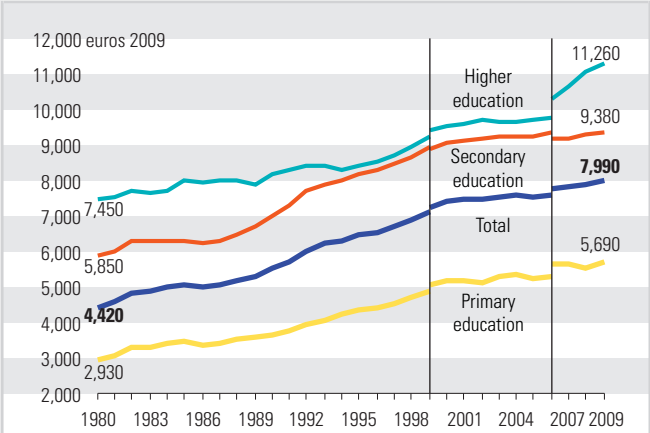
02 Trends in domestic expenditure on education (DEE) and its share in GDP (1980-2009)

Metropolitan France + DOM



Source: MEN-DEPP and MESR-DGSIP-DGRI SIES

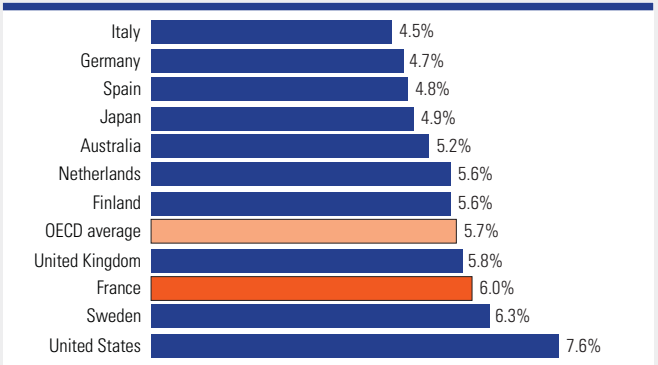
03 Trends in average expenditure per student at 2009 prices (1980-2009)



Interpretation: this graph shows two breaks in series: in 1999, a break due to restructuring of the French Education Accounts (Metropolitan France + DOM) and, in 2006, a break due to changes in the State's budget and accounting rules (LOLF).

Source: MEN-DEPP and MESR-DGSIP-DGRI SIES

Education expenditure (initial education) in relation to GDP (2007)



Source: OECD, 2010 edition of *Education at a Glance*

In 2009, nearly 30% of domestic expenditure on education, i.e. 38.2 billion euros, was spent on primary school education. Since 1980, average expenditure per primary school pupil has increased by 76.7% at constant prices, reaching 5,690 euros in 2009.

In 2009, expenditure on primary education (nursery and primary school, special needs and education for disabled pupils and associated activities) amounted to 38.2 billion euros.

About 40% of this expenditure was financed by the local authorities, mainly the municipalities responsible for remunerating non-teaching staff (*agents territoriaux spécialisés des écoles maternelles – ATSEM*, or specialised territorial agents for pre-school) and primary school operating and investment costs. Staff costs accounted for 75% of the total expenditure, with a little over 25% for non-teaching staff.

From 1980 to 1992, the share of education expenditure dedicated to primary education fell consistently, from 28.9% to 26.4%, before steadily rising to 28.9% in 2009. Since 1980, total expenditure on primary education has thus increased, as has domestic education expenditure, by 84.9% at constant prices.

Between 1980 and 2009, average expenditure per primary school pupil at constant prices rose from 2,930 to 5,690 euros, i.e. a 76.7% rise, or a yearly average of 2.0% (taking into account the 1999 and 2006 breaks in series), taking place in a context of a reduction or stagnation in the number of primary school pupils and the restructuring of teaching careers (creation of the *professeurs des écoles*, or school teachers' corps). The rate of this increase has nonetheless considerably slowed down in the last few years.

International comparisons of average costs per pupil in primary education show that in 2007, France was still below the OECD average and well below countries like the United States and the United Kingdom. Among comparable European countries, only Germany shows lower costs.

Since 1980, the gap between annual average expenditures per pre-primary and primary pupil has been greatly reduced, reaching around 4,400 euros in 1997 thanks to growth in the average number of teachers per pupil and the high increase in staff expenditure by municipalities for pre-primary schooling.

Since 1998, the cost per pupil in primary education has once again risen above the cost per pupil in pre-primary (by about 7% in 2009).

From 1990 to 2009, the cost of a theoretical primary education (3 years in pre-primary and 5 years in primary education), calculated without repeating a year nor shortening a cycle, rose by 57.3% (from 28,590 to 44,960 euros at constant prices).

Expenditure on primary education includes total expenditure on public and private-sector schools in Metropolitan France and the DOM linked to education and associated activities: canteens and boarding facilities, administration, guidance, school health structures, school supplies and transport, remuneration of education staff in training, etc., for the segment related to primary education.
This expenditure is assessed each year by the Compte de l'Éducation (French Education Account), a satellite account of the Comptabilité Nationale (French National Accounts). In 1999, these accounts were restructured; three major changes were introduced:
– DOM (French overseas departments) were included;
– social security contributions linked to staff salaries were reassessed;
– household expenditure was reassessed.
As from 2006, the Constitutional bylaw on budget acts (LOLF) modified State budgetary and accounting rules particularly concerning improved evaluation of the social contributions charged to the salaries of civil servants.
Amounts for the most recent year's expenditure are provisional figures.
The international indicator is shown in dollar-equivalents converted using the purchasing power parities, which are currency exchange rates used as a common reference for expressing the purchasing power of different currencies.

Source: MEN-DEPP
For international comparisons: OECD
Coverage: Metropolitan France + DOM, public + private

Expenditure on primary education 02

01 Expenditure on primary education

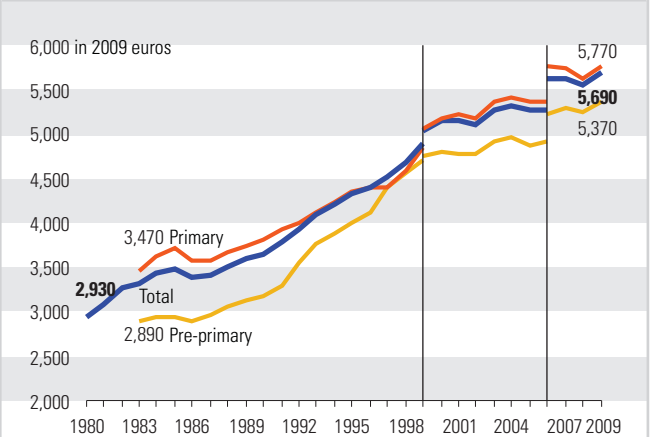
Metropolitan France + DOM

	1980	1990	2000	2008	2009
DEE for primary education*					
at current prices (billions of euros)	8.3	18.3	28.6	37.1	**38.2**
at 2009 prices (billions of euros)	20.7	25.0	34.2	37.3	**38.2**
Percentage of DEE (%)	28.9	26.9	27.2	28.6	**28.9**
Average expenditure per student* at 2009 prices (in euros)	2,930	3,650	5,140	5,550	**5,690**
Structure of initial funding (as a %)**					
State			51.9	52.6	**52.8**
of which MEN and MESR			*51.8*	*52.4*	*52.5*
Local authorities			40.9	39.5	**39.4**
Other public administrations and the CAF			2.3	1.7	**1.6**
Business			0.0	0.0	**0.0**
Households			4.9	6.2	**6.2**

(*) The reassessment of the DEE (see methodology for Indicator 01) applies to the whole of the 1980-2009 period.
Average expenditure per student was reassessed only after 1999.
(**) The structure of initial funding for primary education was reassessed as from 2003.

Source: MEN-DEPP

02 Trends in average expenditure per primary student at 2009 prices (1980-2009)



Interpretation: this graph shows two breaks in series: in 1999, a break due to restructuring of the French Education Accounts (Metropolitan France + DOM) and, in 2006, a break due to changes in the State's budget and accounting rules (LOLF).

Source: MEN-DEPP

03 Theoretical* expenditure for a primary education (at 2009 prices)

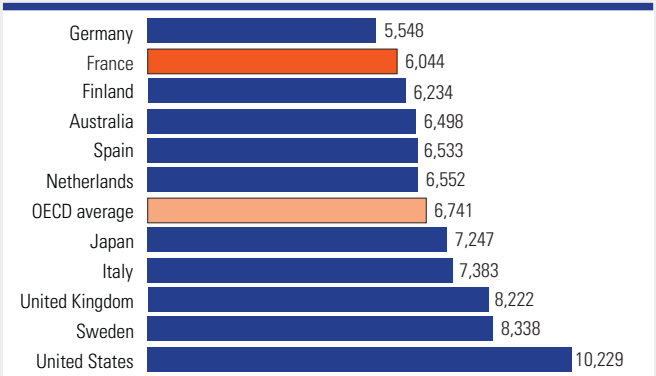
	1990		2009	
	(in euros)	(as a %)	(in euros)	(as a %)
Pre-primary	9,540	33.4	16,110	35.8
Primary	19,050	66.6	28,850	64.2
Total	**28,590**	**100.0**	**44,960**	**100.0**

* 3 years in pre-primary and 5 years in primary education (without repeating a year nor shortening a cycle).

Source: MEN-DEPP

Expenditure per primary pupil

Public and private schools, in dollar-equivalents (2007)



Source: OECD, 2010 edition of *Education at a Glance*

In 2009, France spent 55.4 billion euros on secondary education, i.e. 42.0% of domestic expenditure on education.
Since 1980, average expenditure per student has increased by 64.6% at constant prices to reach 9,380 euros in 2009.

In 2009, France spent 55.4 billion euros on secondary education (teaching and associated activities), i.e. 42.0% of domestic expenditure on education compared with 44.9% in 1980. After remaining stable in the early 1990s, this percentage rose slightly between 1995 and 1998, before decreasing over the last few years.

Total expenditure on secondary education at constant prices rose by 73.0% between 1980 and 2009, i.e. 1.9% per year. Expenditure per student rose by 64.6% (taking account of the breaks in series in 1999 and 2006). This rise, which is less substantial than in primary education and which has considerably slowed down in recent years, is the result, especially during the 1990s, of both an improvement in teachers' careers, with an increasing number of *agrégés* (teachers holding the *agrégation*) and *certifiés* (other qualified teachers) *(Indicator 08)*, and the decentralisation laws. The *département* and regional authorities have contributed massively to secondary education expenditure since the transfer of the budgets for apprenticeships, school transport (since 1984), running costs of lower and upper secondary schools (1986) and equipment supplies for these schools (gradually, since 1986).

Since 2006, a new wave of decentralisation was carried out with the transfer of public-sector lower and upper secondary *TOS* (technical, manual and service) staff to the regions and *départements*, in addition to the corresponding share of the *forfait d'externat* (external contract costs) for private secondary schools under contract. The local authorities fund these new responsibilities through existing tax allocations (allocation of a proportion of *TIPP** and *TSCA**). They thus financed 23.1% of the initial funding in 2009. The State now funds only 65.0% of domestic expenditure for secondary education. This covers costs for practically all staff (with the exception of *TOS*).

International comparisons of the average expenditure per student show that the cost of secondary education in France remains relatively high at about 9,530 dollar-equivalents in 2007, compared with 8,270 on average for the OECD countries.

In 2009, a lower secondary school student cost 8,020 euros, an upper secondary school student in the general or technological stream cost 11,400 euros and a student in vocational secondary education cost 11,810 euros. The cost of schooling starting at the age of three and, 15 years later, without repeating a year, leading to a general or technological *baccalauréat*, was evaluated at 111,240 euros in 2009 compared with 76,070 euros in 1990 (at 2009 prices), i.e. an increase of 46%. Schooling leading to a vocational *baccalauréat* in 16 years was evaluated to cost 124,280 euros, i.e. an increase of 40% since 1990.

* TIPP: *taxe intérieure sur les produits pétroliers* - domestic tax on petroleum products; TSCA: *taxe spéciale sur les contrats d'assurance* - special tax on insurance contracts.

Expenditure on secondary education includes total expenditure on public and private-sector schools in Metropolitan France and the DOM for education and associated activities: canteens and boarding facilities, administration, guidance, school health structures, school supplies and transport, remuneration of education staff in training, etc., for the segment related to secondary education. This expenditure is assessed each year by the Compte de l'Éducation (French Education Account), a satellite account of the Comptabilité Nationale (French National Accounts). In 1999, these accounts were restructured; three major changes were introduced:
– DOM (French overseas departments) were included;
– social security contributions linked to staff salaries were reassessed;
– household expenditure was reassessed.
As from 2006, the Constitutional bylaw on budget acts (LOLF) modified State budgetary and accounting rules, particularly concerning improved evaluation of the social contributions charged to the salaries of civil servants.
Amounts for the most recent year's expenditure are provisional figures.
The international indicator is shown in dollar-equivalents converted using the purchasing power parities, which are currency exchange rates used as a common reference for expressing the purchasing power of different currencies.

Source: MEN-DEPP
For international comparisons: OECD
Coverage: Metropolitan France + DOM, public + private

Expenditure on secondary education 03

01 Expenditure on secondary education
(including secondary level apprenticeship)

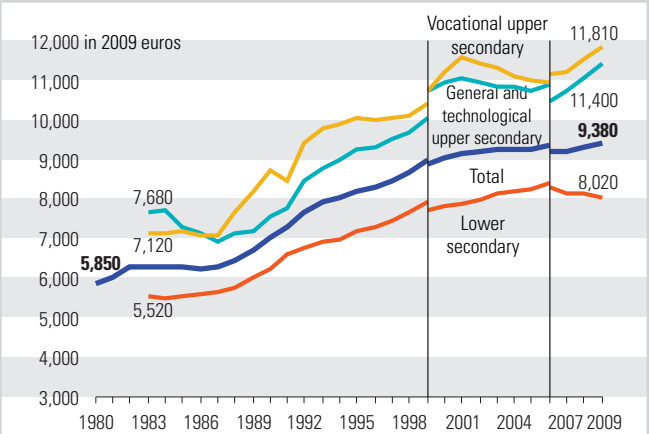
Metropolitan France + DOM

	1980	1990	2000	2008	2009
DEE for secondary education*					
at current prices (billions of euros)	12.8	30.7	46.8	55.0	**55.4**
at 2009 prices (billions of euros)	32.0	42.1	55.8	55.3	**55.4**
Percentage of DEE (%)	44.9	45.2	44.7	42.4	**42.0**
Average expenditure per student* at 2009 prices (in euros)	5,850	7,010	9,040	9,310	**9,380**
Structure of initial funding (as a %)**					
State			74.1	65.3	**65.0**
of which MEN and MESR			*68.7*	*61.8*	*61.6*
Local authorities			14.0	23.0	**23.1**
Other public administrations and the CAF			2.4	2.2	**2.2**
Business			1.6	2.1	**2.1**
Households			7.9	7.4	**7.6**

(*) The reassessment of the DEE (see methodology for Indicator 01) applies to the whole of the 1980-2009 period.
Average expenditure per student was reassessed only after 1999.
(**) The structure of initial funding for secondary education was reassessed as from 2003.

Source: MEN-DEPP

02 Trends in average expenditure per secondary student* at 2009 prices (1980-2009)



* This graph shows two breaks in series: in 1999, a break due to the restructuring of the Education Accounts (Metropolitan France + DOM); in 2006, a break due to modifications in the State's budgetary and accounting rules (LOLF).

Source: MEN-DEPP

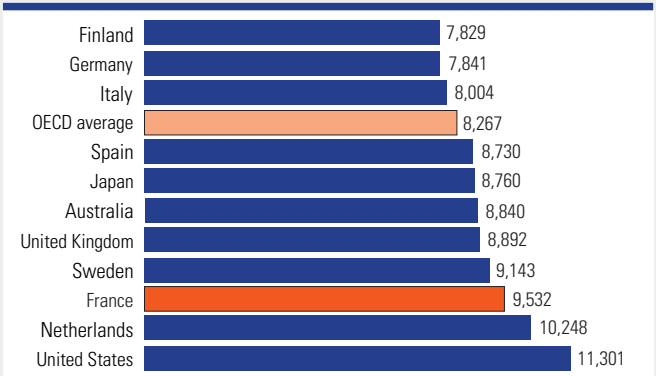
03 Theoretical expenditure on a few typical cases of school education, without repeat years (in euros, at 2009 prices)

Standard school education	Total duration	Total expenditure (at 2009 prices)	
		1990	2009
2-year *BEP*	14 years	70,930	100,660
General and technological *baccalauréat*	15 years	76,070	111,240
Vocational *baccalauréat*	16 years	88,350	124,280

* Prior to the reform of the vocational cycle which has gradually been implemented since the start of the 2008/09 academic year

Source: MEN-DEPP

Average expenditure on a secondary student
Public and private schools, in dollar-equivalents (2007)



Source: OECD, 2010 edition of *Education at a Glance*

In 2009, national expenditure on higher education was 26.3 billion euros. This is 2.5 times more than in 1980 (at constant prices). In 2009, the average expenditure per student was 11,260 euros i.e. 41% more than in 1980 (at constant euros).

In 2009, national expenditure on higher education was 26.3 billion euros, an increase of 3.4% compared with 2008 (at constant prices). Since 1980, expenditure on higher education has increased sharply by around 3.2% per year on average. Its share in domestic education expenditure rose from 14.6% in 1980 to 19.9% in 2009 *(Table 01)*.

This increased rate of growth, particularly manifest since 2006, is partly due to a larger budget allocation, and partly to extending the scope to include all university research activities, to a reassessment of social security contributions paid out and, lastly, to a cost review of health and social services training programmes which now come under the responsibility of the regional authorities.

Over the whole of this period, the DEE for higher education rose by a factor of 2.5 but, in light of more or less double the enrolment numbers, average expenditure per student has only increased by 41.1% (taking into consideration breaks in series in 1999 and 2006), reaching 11,260 euros in 2009. At the same time, average expenditure per secondary education student rose by 64.6%.

International comparisons (based on national data that are not always comparable) show that the average annual expenditure per student in France (12,770 dollar-equivalents in 2007, including research and development activities) is slightly lower than the average in OECD countries (12,910 dollar-equivalents). As for the cumulative average cost per student estimated by the OECD over the entire length of time spent in higher education, France is also below average (although some countries, such as the United States, do not participate in this indicator).

The average cost per student varies a great deal depending on different education options *(Graph 02)*. In 2009, it ranged from 10,220 euros a year for a student at a public-sector university to 13,730 euros for an STS student, and as much as 14,850 euros for a student in a CPGE (*Classe Préparatoire aux Grandes Ecoles* – preparatory classes for the competitive entrance exam to French *Grandes Ecoles*). The average cost per student studying at an IUT, or University Institute of Technology, (together with other attached institutes) can no longer be quantified since application of the LOLF, because university allocations are now lumped together. The theoretical cost of 18 years of education without repeating a year up to degree level was an estimated 141,900 euros in 2009, while 17 years in education leading to a BTS (higher technician's certificate) costs the nation 138,700 euros.

The State makes the largest contribution to DEE funding of higher education (over 72%); the contribution made by regional and local authorities is now 9.8% and that by households is 8.8%. Some direct or indirect subsidies funded by the French State for the benefit of students or their families are not taken into account in the DEE for higher education: they concern tax benefits (increase in dependents' allowance set against tax) or expenditure not directly linked to student status (housing benefit). Taking them into account (except social security payments) would increase the nation's average cost per student in 2009 from 11,260 euros to 12,520 euros.

Education expenditure on higher education includes total expenditure on public and private-sector institutions in Metropolitan France and the DOM linked to education and associated activities: student aid organisations, administration, supplies, university libraries, remuneration of education staff in training, etc. It includes neither continuous training programmes nor, before 2006, university research operating and investment costs (but it did include the salaries of research-teaching staff).
Since 2006, due to the new budget act presentation within the LOLF framework, all university research costs have been included (staff, operating and investment costs) in addition to all costs incurred by the libraries
Amounts for the most recent year's expenditure are provisional figures.
The international indicator is shown in dollar-equivalents converted using the purchasing power parities, which are currency exchange rates used as a common reference for expressing the purchasing power of different currencies.

Source: MEN-DEPP and MESR-DGSIP-DGRI SIES
For international comparisons: OECD
Coverage: Metropolitan France + DOM, public + private

Expenditure on higher education 04

01 Expenditure on higher education

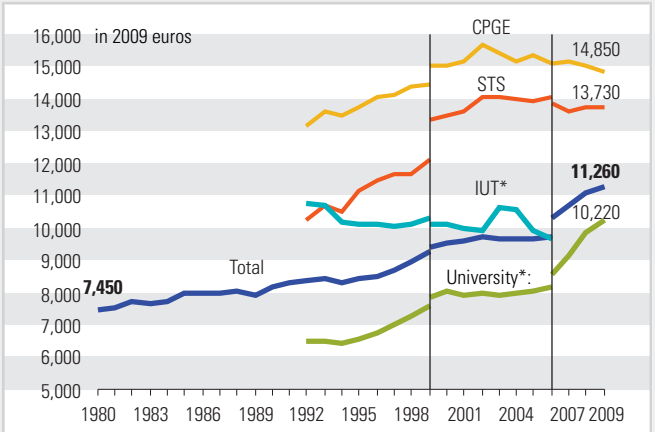
Metropolitan France + DOM

	1980	1990	2000	2008	2009
DEE for higher education*					
at current prices (billions of euros)	4.2	11.2	17.5	25.3	**26.3**
at 2009 prices (billions of euros)	10.5	15.3	20.9	25.4	**26.3**
Percentage of DEE (%)	14.6	16.4	16.7	19.5	**19.9**
Average expenditure per student* at 2009 prices (in euros)	7,450	8,190	9,540	11,060	**11,260**
Structure of initial funding (as a %)**					
State			78.5	72.1	**72.4**
of which MEN and MESR			*68.2*	*64.0*	*64.2*
Local authorities			5.2	10.1	**9.8**
Other public administrations***			1.3	0.8	**0.8**
Business			5.8	8.5	**8.2**
Households			9.2	8.5	**8.8**

(*) The DEE was reassessed (see methodology for Indicator 01) for the entire period 1980-2009.
Average expenditure per student was reassessed only after 1999.
(**) The structure of initial funding for secondary education was reassessed as from 2003.
(***) Including Chambers of commerce, trade and industry, and agriculture (CCI, CM, CA, etc.)

Source: MEN-DEPP and MESR-DGSIP-DGRI SIES

02 Trends in average expenditure per student at 2009 prices (1980-2009)

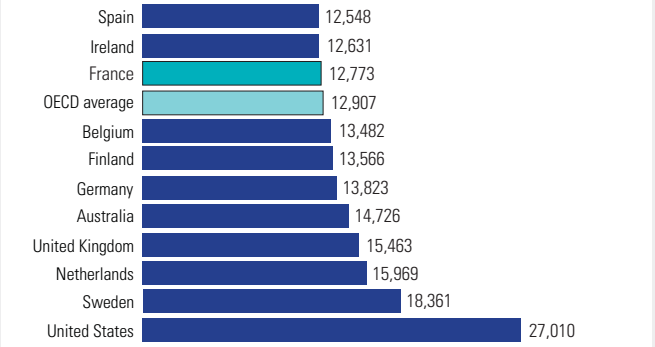


Interpretation: this graph shows two breaks in series: in 1999, a break due to restructuring of the French Education Accounts (Metropolitan France + DOM); in 2006, a break due to modifications in the State's budgetary and accounting rules (LOLF).
* Due to the LOLF reform, it is no longer possible to identify expenditure on IUTs, which, since 2006, have been included in university expenditure..

Source: MEN-DEPP and MESR-DGSIP-DGRI SIES

Average yearly expenditure per student, including research and development activities

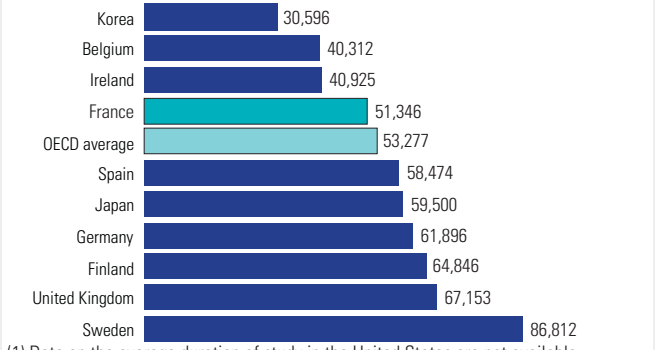
in 2007 dollar-equivalents



Source: OECD, 2010 edition of *Education at a Glance*

Cumulative costs per student for average duration of study (including research)

in 2007 dollar-equivalents



(1) Data on the average duration of study in the United States are not available

Source: OECD, 2010 edition of *Education at a Glance*

In 2009, nearly 9.6 billion euros was spent on continuing education programmes, and 2.6 billion on non-formal education and training, 9.1% of domestic education expenditure in all. While it is still the most highly-qualified employees who mainly take advantage of continuing education, qualifications from CAP to Masters can be totally or partially obtained through the Accreditation of Prior and Experiential Learning scheme.

Expenditure on continuing education amounted to 9.6 billion euros in 2009 (according to the *Compte de l'éducation* or Education Accounts, where the approach is different from the *Compte de la formation professionnelle*, or Vocational Training Accounts, see Methodology). From 1980 to 2009, this expenditure increased by 29.7% at constant euros *(Table 01)*. Over the same period, expenditure on non-formal education and training tripled, notably following a transfer of arts education expenditure in 1999 (municipal-run academies) which up until then had come under the secondary education budget. Overall, the share of continuing education and non-formal education and training in the DEE has fallen from 11.6% to 9.1%..

In initial funding, i.e. before transfers, this expenditure is mainly borne by companies (46.2%) and the State (24.1%). In particular, the State funds training for its own staff and for the unemployed: the French Ministry of Labour, Solidarity and the Civil Service is thus the main public source of funds. The French Ministry of Education and the Ministry of Higher Education and Research fund 13.0% of the State's contribution (i.e. 3.3% of total funding.

Although continuing education is still sometimes thought of as "second chance schooling", which should primarily be taken up by the lowest qualified people, access to it appears to be that much easier if you are male, in a management position, an employee of a large company and hold a high level qualification *(Table 02)*. In addition, more than the social category to which one belongs, it is the level of qualification attained that plays a determining role in having access to continuing education *(Table 03)*. The unemployed are less likely to take a course (around one third in 2006, according to the survey on continuing education), enabling them to learn a new trade or profession or become better prepared in their search for work.

Accreditation of prior and experiential learning (APEL) is another way of obtaining a qualification, by obtaining official recognition of work experience. The number of APEL applications submitted to the French Ministry of Education to obtain a national vocational or technological qualification has remained stable for the last three years. In 2008, two-thirds of the accreditations awarded were full accreditations (14,820), i.e. an increase of 5% compared to 2008. The BTS (higher vocational diploma) is still the most popular qualification applied for (35% of applications). To be more precise, the two most highly-sought after qualifications are in the area of home care and support services: the "*CAP Petite enfance*" (early childhood assistant) and the "*diplôme d'État d'éducateur spécialisé*" (specialised educator) account for 16 and 11% of applications respectively.

Since 2002, this system has also developed in higher education (universities and *CNAM*, public scientific, cultural and professional institutions). In 2009, around 4,050 qualifications were partially or totally accredited, with 2,150 full qualifications being awarded.

Expenditure on continuing education programmes includes the expenditure incurred by all the economic players (State, regional authority administrations and others, companies and households) in organising continuing education courses, including in-house training organised by companies and administrations.
The main differences between the National Education Accounts used in this case and the Vocational Training Accounts set up by the Ministry of Labour, Solidarity and the Civil Service, amounting to 28.4 billion euros in 2007, are as follows: the latter covers apprenticeships, trainees' pay and social security contribution exemptions related to work/study and apprenticeship contracts.
Non-formal education and training includes evening classes and CNAM programmes, etc. These are included in education expenditure, the total amount for 2009 (132.1 billion euros) being divided between primary (38.2 billion euros), secondary (55.4) and higher education (26.3 billion euros) and all courses covered by this Indicator (9.6 and 2.6 billion euros).

Coverage: Metropolitan France or Metropolitan France + DOM
Sources: MEN-DEPP, MESR, MTSFP (DARES)

01 Expenditure on continuing vocational training and non-formal education

Metropolitan France + DOM

	1980	1990	2000	2008	2009
DEE for continuing education					
at current prices (billions of euros)	3.0	7.0	10.2	9.8	**9.6**
at 2009 prices (billions of euros)	7.4	9.6	12.2	9.9	**9.6**
DEE for non-formal education (1)					
at current prices (billions of euros)	0.3	0.8	1.8	2.5	**2.6**
at 2009 prices (billions of euros)	0.9	1.1	2.1	2.5	**2.6**
Percentage of DEE (%)	11.6	11.5	11.4	9.6	**9.1**
Structure of initial funding (as a %)*					
State			*nc (2)*	25.4	**24.1**
*incl. MEN-MESR***			*nc (2)*	*3.7*	*3.3*
Local authorities			*nc (2)*	16.2	**17.0**
Other public administrations and the CAF			*nc (2)*	0.2	**0.2**
Business			*nc (2)*	46.4	**46.2**
Households			*nc (2)*	11.8	**12.4**

(1) "Non-formal" education means CNAM programmes, art training (allocations transferred from secondary education since 2003).
(2) Given the transfer of art training allocations in 2003, the breakdown for Y ear 2000 is non-comparable (nc).
* This breakdown has only been possible since 1999.
** Since 2003, a proportion of State expenditure has no longer been accounted for as IUFM (teacher training) but has been reassigned to initial education activities at primary and secondary school.

Source: MEN-DEPP

02 Students in continuing education by gender and by company size in 2007

	Percentage of students		
	Men	Women	Total
10-19 employees	13.3	16.3	14.3
20-49 employees	21.4	23.1	21.9
50-249 employees	37.9	34.6	36.0
250-499 employees	47.5	42.5	45.1
500-1,999 employees	56.1	50.4	53.4
2,000 employees or more	62.9	53.3	58.9
Total	**44.8**	**40.8**	**42.9**

Source: Declaration No.2483 – processed by CEREQ

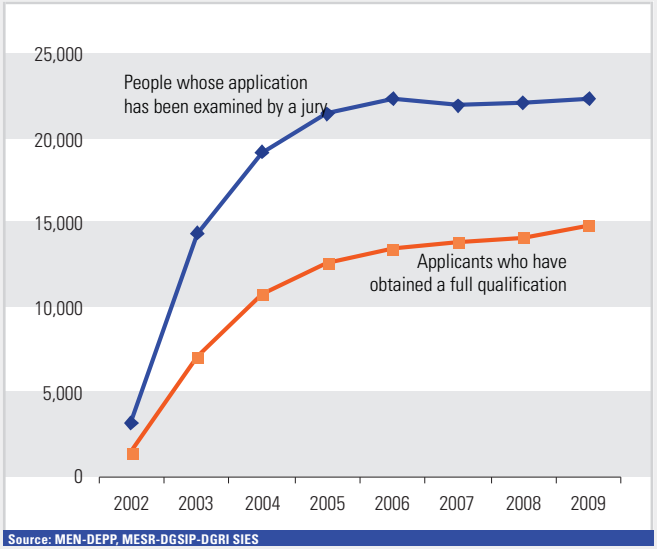
03 Access rates to continuing education according to qualification level and socio-professional category

%	Bac + 3 yrs or more HE	Bac + 2 yrs HE	Tech. Bac	CAP BEP	No qualifica-tions	Total
Managers	65	65	51	36	ns	**60**
Intermediate professions	62	65	56	55	33	**58**
Employees	65	48	52	33	24	**38**
Workers	ns	ns	41	30	22	**29**
Total	**64**	**61**	**51**	**36**	**24**	**44**

ns: not significant
Scope: public- and private-sector employees

Source: FC2006

04 Accreditation of prior and experiential learning (APEL) in vocational and technological education run by the French Ministry of Education



Source: MEN-DEPP, MESR-DGSIP-DGRI SIES

About a quarter of *collège* and *lycée* (lower and upper secondary) pupils receive direct State aid in the form of grants: the percentage increases to 32.3% at *lycée* professionnel (vocational training schools).
588.7 million euros of direct aid was allocated, including allowances and social subsidies.

Different types of financial aid help families to ensure their children's education.

The French Ministry of Education's annual budget for the means-tested allocation of grants and allowances for children in secondary education was around 554 million euros in 2009. Grants were allocated to 1,254,000 young people (in Metropolitan France and the Overseas Departments, public and private sector), i.e. 24% of all pupils. This proportion has varied very little since 2000 and is twice as high in the public sector than in private education: 26.8% compared with 12.2%. These grants were awarded to 771,000 pupils at *collège* (lower secondary) and 483,000 at *lycée* (upper secondary) *(Table 01)*: the percentage of grant beneficiaries is much higher at vocational (32.3%) than at general or technological *lycées* (17.1%).

The merit-based grant system, involving a sum of €800, was extended in 2006, and continued to expand in 2009-2010, with over 85,500 students being awarded these grants. These grants are automatically awarded to *lycée* pupils if they have obtained their national *brevet* diploma (*DNB*) with "merit" or "distinction" and may also be awarded to those who have demonstrated particular effort in their work.

In addition to *lycée* grants, there are allowances for pupils depending on the courses chosen: allowances delivered on entry to Years 11, 12 and 13 and an equipment and/or qualification allowance for certain vocational or technological courses. Grant-holding pupils at boarding school are also eligible for a boarding grant *(Table 02)*. Social subsidy budgets (34.6 million euros) are paid to schools to provide exceptional aid to underprivileged families. The school Head decides on the aid to be granted, after consulting with the educational team.

In addition, the family allowance office (the CAF) pays out a (means-tested) allowance at the start of the new academic year, known as the *allocation de rentrée scolaire* (ARS), for children in school aged 6 to 18. This allowance, for a total budget of over 1.495 billion euros in 2009, is adjusted according to the child's age *(Table 03)*.

The ratio of all these financial aids to total public expenditure on education for 2007 placed France at around the OECD average. The amount allocated for such aid is greater in Northern European countries, which can also provide loans (to be repaid) to adult students.

***National grants**: these are paid from Ministry of Education budget funds. There are also grants available from the local authorities (départements) not taken into consideration here and which come from the General Council (Conseil Général) budgets.*
***Secondary education grants:** amounts depend on family resources and expenses, based on a national scale. Grants for collège pupils consist of three different annual amounts: 79.71 euros, 220.80 euros and 344.85 euros. Grants for lycée students concern pupils enrolled at lycée and EREAs (regional special needs schools), including lower secondary level and also pupils in apprenticeship preparatory classes (CPA) and at apprenticeship centres (CFA). The sums granted vary according to the number of dependents declared by the family. This number depends on the family's income and expenditure and may be from 3 to 10 "units". A grant share was worth 42.57 euros in 2009-2010.*
***Special needs grants**: these are awarded to pupils required to attend school but who have been placed in special needs schools or follow extra courses or additional rehabilitation schemes the cost of which is paid by the family. The amount of such a grant depends on the family's income and expenses.*
***Social subsidy for canteens**: this was set up to facilitate access to school meals for the greatest possible number of collège and lycée pupils and to avoid certain pupils being deprived of school meals due to the fact that their families cannot afford the expense.*
***Social subsidies for collège and lycée pupils**: these are designed to meet difficulties which some pupils or their families may encounter in supporting expenses inherent in educational or school life. These benefits are either financial or in-kind.*

Sources: MEN-DGESCO, CNAF
Coverage: Metropolitan France + DOM

Welfare aid for *collège* and *lycée* pupils 06

01 Trends in the number of secondary education pupils receiving financial aid (Ministry of Education, public and private sector)

Metropolitan France + DOM

	2000-01	2006-07	2007-08	2008-09	2009-10
Number of grant holders at *collège*	**789,726**	**780,275**	**766,055**	**764,981**	**770,749**
% of grant-holders at collège	***23.6***	***24.4***	***24.2***	***24.2***	***24.4***
Grant holders at LEGT	300,891	286,876	261,466	252,809	244,919
% grant-holders at LEGT	*19.1*	*18.0*	*17.7*	*17.4*	*17.1*
Grant holders at Vocational *Lycée*	288,482	252,501	254,848	231,637	224,543
% grant-holders at Vocational Lycée	*36.6*	*35.3*	*33.8*	*33.8*	*32.3*
Total at *lycée*	**589,373**	**539,377**	**516,314**	**497,950**	**482,965**
including grants awarded to *lycée* pupils on merit	9,259	69,996	76,960	77,220	85,500
% grant-holders at lycée	***26.7***	***24.4***	***23.5***	***23.5***	***22.3***
Total number of grant-holders (*collèges* & *lycées*)	**1,379,099**	**1,319,652**	**1,282,369**	**1,262,931**	**1,253,714**
% of grant-holders (collèges & lycées)	***24.8***	***24.4***	***23.9***	***23.7***	***23.7***
Number receiving education allowances (1)	581,907	611,244	568,587	556,710	541,010

(1) Allowance for equipment, qualification, entry into Year 11, 12, 13, boarding school (certain allowances may be held concurrently).

Source: MEN-DGESCO

02 Aid for pupils (public + private)

Metropolitan France + DOM

Type of aid	Amount in 2001	Amount in 2009	Difference 2001-2009	
	in thousands of €		in current €	at constant €
MEN direct aid				
Collège grants	115,070	145,327	26.3%	10.9%
Lycée grants (1)	206,853	184,080	- 11.0%	- 21.8%
Merit grants - *lycée* (2)	7,055	68,395	ns	ns
Allowances (*lycée* excl. boarding)	165,420	143,514	- 13.2%	- 23.8%
Boarding allowance - *collège* (3)		1,323		
Boarding allowance - *lycée* (3)		11,015		
Special needs allowance	1,038	456	- 56.1%	- 61.4%
Social subsidies (4)	67,900	34,600	- 49.0%	- 55.2%
Total MEN direct aid	**563,338**	**588,711**	**4.5%**	**- 8.2%**
ARS ("new academic year" allowance)	**1,233,762**	**1,494,657**	**21.1%**	**6.4%**

(1) The drop is primarily linked to the drop in numbers of pupils enrolled at lycée.
(2) The system was modified in 2006, leading to an increase in the amounts paid and the number of beneficiaries.
(3) Came into effect as from the beginning of the 2001-2002 academic year .
(4) These amounts do not include the use of the outstanding amounts by EPLE (Établissement Public Local d'Enseignement, public education institutions under Local administration).

Sources: MEN-DGESCO, CNAF

03 Average allowance per grant-holder* and ARS beneficiaries (in current euros)

Metropolitan France + DOM

Allowances to grant-holders*	2000-01	2006-07	2007-08	2008-09	2009-10	Difference 2000/09
Average allowance at *collège*	**152**	**170**	**188**	**184**	**190**	**+ 25.1%**
Number of grant-holders at *collège* (1)	789.7	780.3	766.1	765.0	770.7	- 2.4%
Number of pupils at *collège* (1)	3,346.3	3,197.8	3,160.3	3,183.7	3,162.8	- 5.5%
Average allowance at *lycée*	**664**	**796**	**818**	**839**	**843**	**+ 26.9%**
Number of grant-holders at *lycée* (1)	589.4	539.4	516.3	498.0	483.0	- 18.1%
Number of pupils at *lycée* (1)	2,204.2	2,215.1	2,196.0	2,156.0	2,169.0	- 1.6%

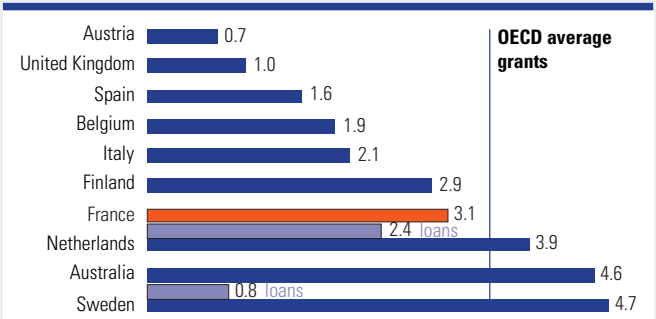
ARS ("new academic year" allowance)	2000-01	2006-07	2007-08	2008-09	2009-10	2010-11
6-10 yrs				273	281	281
11-14 yrs	253	268	273	288	296	296
15-18 yrs				298	306	306

* grants + allowances in current curos, excluding social subsidies and grants for special needs education.
(1) in thousands

Sources: MEN-DGESCO, CNAF

Financial aid for pupils as a percentage of total public expenditure on education

Primary, secondary and post-secondary (excl. higher) education - 2007



* In France, financial aid for pupils includes grants and subsidies awarded by Ministries and regional authorities and the "new school year" allowance.

Source: OECD

In January 2010, the Ministry of Education paid out salaries to 979,800 individuals* 839,400 of whom worked in the public sector and 140,500 in the private sector under State contract. 87% of these individuals were teachers.

In January 2010, 979,800 people were salaried by the Ministry of Education using State funds: 852,900 were teachers in the public sector and the private sector under State contract, i.e. 87% of all personnel, 484,000 of whom work in secondary education. 126,900 people perform administrative, technical, management, educational, guidance and supervisory jobs. There were also 68,900 educational and teaching assistants working in schools. In addition to these personnel are staff that come under other ministries (Agriculture, Defence and Health) and private organisations that are involved in educating and training some 12 million students.

Two-thirds of these personnel are women and this proportion continues to grow. There are more women working in private schools (74%) than state schools (68.2%), and more women still work in private primary education (91% in private schools compared with 81.5% in state schools) than in secondary education (65.8% compared with 57.6%). They form the large majority of welfare and healthcare staff (96%), Category B administrative staff (83% of secretarial staff) and Category C administrative staff (92% of assistants).

In schools, education authority services and central administration, other employees are responsible for management, inspection, education and educational assistance alongside teachers. These include school Heads, Chief Education Advisors, Guidance Counsellors/Psychologists, librarians and administrative and technical staff, doctors and nurses and teaching assistants for disabled pupils.

From January 2006 to January 2009, the sharp drop in non-teaching staff was mainly related to the transfer of responsibility for all manual workers and technical assistants at education institutions to the local authorities. Since the beginning of 2010, staff numbers appear to have stabilised. In the case of teachers, the trends are especially evident in secondary education where, following a period during which there was a steady rise, the number of teachers has fallen since the beginning of the academic year 2004/05.

** The staff listed are those still working who are paid by the Ministry of Education under **LOLF** programmes. The Constitutional Bylaw of 1 August 2001, applicable since 1 January 2006, on Budget Acts (LOLF), which supersedes the Order of 2 January 1959 that governed State finances.*
This Bylaw radically changes the State's budget and accounting rules. The LOLF is divided into tasks, programmes and actions.
A programme groups together the budget allocations intended to implement an action or a coherent group of actions under the responsibility of a single Ministry.
It does not include personnel paid from the own funds of private institutions not under State contract nor personnel paid by the Ministry of Higher Education and Research.

Source: January 2010 processing based on data supplied by the POLCA Infocentre (*Pilotage opérationnel de la LOLF en administration centrale et en académie* – operational monitoring of LOLF in central administration and education authorities), together with data from staff payslips.
Coverage: Metropolitan France + DOM – public and private-under-contract sectors for teachers, public for other staff (administrative, technical and management staff in the private-under-contract sector are paid through a *forfait d'externat* (external contract) system).

French Ministry of Education staff numbers 07

01 Trends in the number of French Ministry of Education staff (not including higher education or training colleges)

Year	Teachers*			Administrative, technical, management and supervision staff	Total	Youth work assistants, educational assistants and teaching assistants**	Proportion of teachers
	Public	Private	Total				
2000	734,977	139,650	874,627	249,762	**1,124,389**	61,470	77.8%
2005	742,621	144,940	887,561	238,262	**1,125,823**	51,287	78.8%
2006	739,112	144,909	884,021	228,786	**1,112,807**	58,197	79.4%
2007	734,446	144,501	878,947	170,915	**1,049,862**	60,635	83.7%
2008	726,583	143,440	870,023	139,038	**1,009,061**	61,393	86.2%
2009	715,599	141,661	857,260	128,313	**985,573**	67,538	87.0%
2010	712,453	140,454	852,907	126,915	**979,822**	68,949	87.0%

* Teachers in primary and secondary education, both public and private (not including students on teacher training practice)
** In 2010, 5,463 teaching assistants and 63,486 educational assistants. The last youth worker assistants are listed for the academic year 2006-2007

Source: MEN-DEPP

02 Breakdown of Ministry of Education staff in January 2010

public and private

Category of staff	Numbers
Public primary school teaching staff	323,445
Private-sector primary school teaching staff	45,483
Public secondary education teaching staff	389,008
Private-sector secondary education teaching staff	94,971
Total teaching staff	**852,907**
Administrative, technical, management and supervision staff*	126,424
Youth work assistants and educational assistants	68,949
Total	**1,048,280**

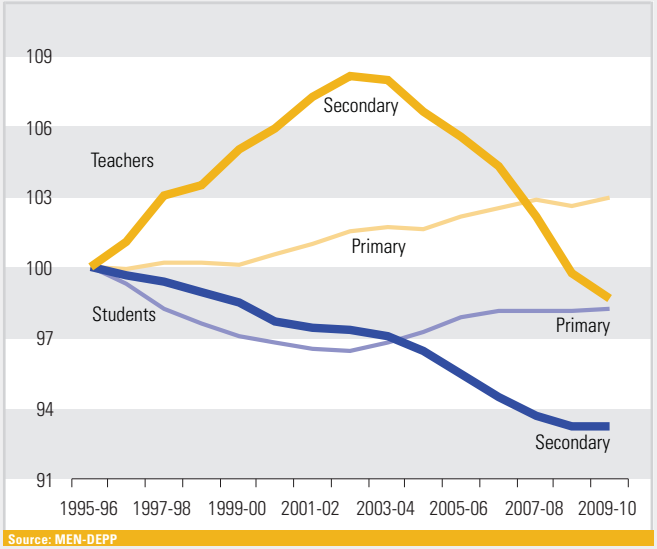
* Not including staff paid under the budget of the Ministry for Higher Education and Research, in central administration posts

Source: MEN-DEPP

03 Trends in the numbers of students and teachers (1995-2009)

base index 100 in 1995

Metropolitan France + DOM (public + private)



Source: MEN-DEPP

Among the 852,900 school teachers on the Ministry of Education payroll, 43.3% teach at public and private-sector primary schools and 56.7% at secondary schools. 126,900 people perform administrative, technical, management and medical tasks and teaching assistance for disabled pupils.

In January 2010, there were 323,400 teachers in public-sector primary education. The vast majority were *professeurs des écoles* (qualified primary school teachers) (96.9%). Among the 45,500 teachers in primary schools in the private sector under contract, 87% were remunerated on a scale equivalent to that of *professeurs des écoles*.

In January 2010, there were 389,000 teachers working in public secondary schools (including post-*baccalauréat* classes). More than six out of ten teachers (62.5%) were fully qualified or equivalent, more than one out of ten were holders of the aggregation (12.1% and 0.5% had *corps de chaire supérieure* or "Senior Chair" status); 15.4% were teachers at vocational training schools. In classes under contract at private schools, three-fifths of teachers were remunerated on the same scale as fully qualified or equivalent teachers, 3.4% held the aggregation and 10.7% were teachers at vocational training schools. Teaching assistants still account for 6.7% of teaching staff in the private sector. Not all teachers have permanent contracts: 4.9% do not have permanent contracts in the public sector and 17.9% in the private-under-contract sector.

Inspection staff, school management and administration, guidance and laboratory staff are paid under the primary and secondary education programmes (i.e. 49.2% of non-teaching staff). Medical and educational and teaching assistants for disabled pupils (31%) are paid under the LOLF "*Vie de l'élève*" (School Life) programme. Under the Support programme, these personnel work for the education authority and in central administration (19.8%): they are general inspectors or education authority inspectors, administrative or technical staff, engineers and medical or social welfare staff.

Age pyramids for teachers in the public sector show their relative youth in primary education, with an average age of 40.3. 41.8% of teachers are aged between 29 and 40 and nearly one in ten is aged between 50 and 52. The very high proportion of women is even more pronounced among the younger generations: under the age of 30, over 85% of teachers are women. In secondary education, the average age is 43.1, with a difference of one year between the ages of men and women. Breakdown by age highlights two peaks: one in two teachers is aged between 30 and 45, and one in six is aged between 54 and 59. Of the youngest teachers, under 30, over 62% are women.

*(1) The staff listed are those still working who are paid by the Ministry of Education under the **LOLF** inter-ministerial task: "school education". The **Constitutional Bylaw** of 1 August 2001, applicable since 1 January 2006, on Budget Acts, which supersedes the Order of 2 January 1959 that governed State finances. The LOLF has radically changed State budget and accounting rules and has been applicable since 1 January 2006. The LOLF is divided into tasks, programmes and actions. The staff included in the tables below are staff remunerated under five of the six programmes under this inter-ministerial task (public primary education, public secondary education, school life, private primary and secondary education and Ministry of Education policy support). A programme groups together the budget allocations intended to implement an action or a coherent group of actions.*

Source: January 2010 processing based on data supplied by the POLCA Infocentre (*Pilotage opérationnel de la LOLF en administration centrale et en académie* – operational monitoring of LOLF in central administration and education authorities), together with data from staff payslips.
Coverage: Metropolitan France + DOM - public and private sector under contract.

French Ministry of Education staff profiles

01 Primary school teachers

Year	Public sector			Private sector under contract		
	Teachers	Proportion of women	Proportion of qualified teachers	Teachers	Proportion of women	Proportion of qualified teachers
2000	314,729	77.8	46.0	44,162	91.3	40.5
2005	318,236	79.7	79.7	46,079	90.9	74.5
2006	320,103	80.3	85.8	46,132	91.0	93.5
2007	321,339	80.7	90.8	46,123	90.9	89.9
2008	322,357	81.0	84.2	46,379	91.0	84.8
2009	321,739	81.3	96.0	46,140	90.9	91.3
2010	**323,445**	**81.5**	**96.9**	**45,483**	**91.0**	**87.0**

Source: MEN-DEPP

02 Secondary school teachers

Year	Public sector			Private sector under contract		
	Teachers	Proportion of women	Proportion of qualified teachers	Teachers	Proportion of women	Proportion of qualified teachers
2000	420,248	56.7	58.3	94,994	65.8	39.6
2005	424,385	57.0	61.4	98,861	65.6	52.5
2006	419,009	57.2	62.3	98,777	66.4	53.8
2007	413,107	57.3	62,6	98,378	65.6	57.3
2008	404,226	57.4	62,8	97,061	65.6	58.2
2009	393,860	57.5	62.8	95,521	65.7	59.5
2010	**389,008**	**57.6**	**62.5**	**94,971**	**65.8**	**60.2**

Source: MEN-DEPP

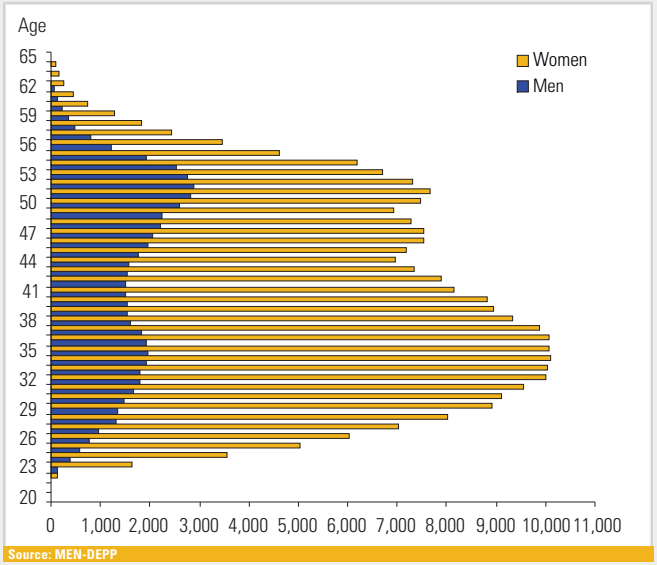
03 Breakdown per budget programme covering inspection, management, administrative, educational and guidance staff and teaching assistants for disabled pupils

	Numbers	%
"Primary school education" programme	1,842	1.5
"Secondary school education" programme	60,534	47.7
"*Vie de l'élève*" (School Life) programme	39,334	31.0
"*Support*" programme, excluding central administration	22,008	17.3
Central administration staff*	3,197	2.5
Total	**126,915**	**100.0**

* Including staff paid under the budget of the Ministry for Higher Education and Research, in central administration posts

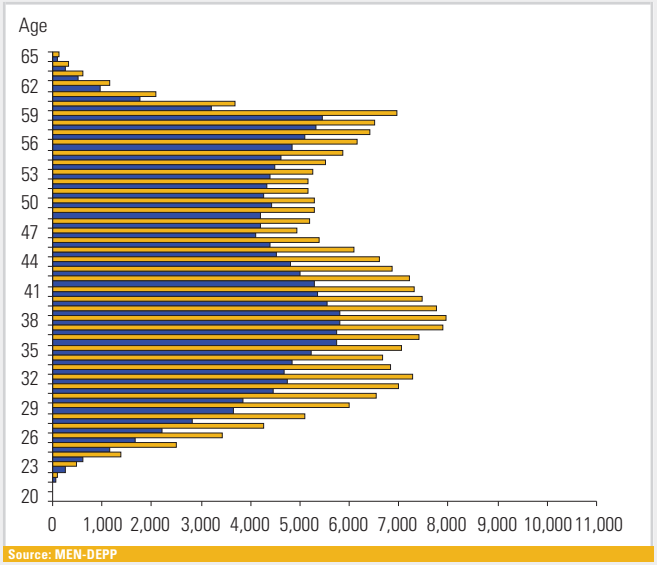
Source: MEN-DEPP

04 Breakdown according to age and gender of public-sector primary school teachers in 2010



Source: MEN-DEPP

and of public-sector secondary school teachers in 2010



Source: MEN-DEPP

After steadily rising from the 1960s to the mid-1990s, school life expectancy has generally stabilised and even fallen slightly: in 2008-2009 it was 18.5 years of study.

School life expectancy is an estimate of the length of time a child beginning nursery school in a given year will spend in education. As with life expectancy, this indicator shows a specific situation at a given time, an image of schooling in the academic year under consideration. In mathematical terms, school expectancy is the sum of enrolment rates observed at different ages, thus, an enrolment rate of 80% gives 0.8 years duration of schooling. Enrolment rates between the ages of 6 and 14 are 100%, allowing for a margin of error.

The enrolment rates by age group observed in 2008-2009 indicate that a child beginning nursery school at that time could expect to complete 18.5 years of initial education, 2.6 of which would be in higher education *(Table 01)*. After continuously rising until the mid-1990s, resulting in an increase of almost two years, school life expectancy fell slightly between 1997 and 2001, before stabilising as of 2002. Since 2006, at all levels of education except apprenticeship training, the duration of schooling has again decreased.

The drop in school life expectancy affects all above-18 age groups. It is especially pronounced at the ages of 18 and 19 in secondary education and between the ages of 21 and 23 in higher education. The time a student spends in school education depends primarily on the type of course chosen (general, technological or vocational), as well as on the rate at which it is completed. Mirroring the drop seen at primary level, there has also been a distinct drop in the number of students repeating a year at secondary level *(Graph 02);* observed at both lower secondary and upper secondary level, this shows that younger generations that complete secondary education as often as their elders *(Indicator 22)* do so faster or at a younger age. Given these conditions, we are seeing a levelling off and even a reduction in the average duration of secondary education *(Table 01)*.

Higher education is subject to the effects of a growing tendency among the young generations of students to opt for apprenticeships, vocational *baccalauréats* and short higher education courses. Long higher education courses at university attract fewer school leavers who have just passed the *baccalauréat*, especially those that took general options. Although enrolment rates for girls is distinctly impacted by the loss of interest in general university subjects, the increase in the number of apprenticeships offsets the drop in the enrolment rates for boys.

While France remains a country with a high school enrolment rate, it now ranks just barely above the average for OECD countries insofar as regards full-time education, while part-time education, which does not exist in France, is more widely-developed in Northern European countries and the United States.

Source: MEN-DEPP, INSEE
Coverage: Metropolitan France and Metropolitan France + DOM, all education levels combined

01 Trends in the duration of schooling

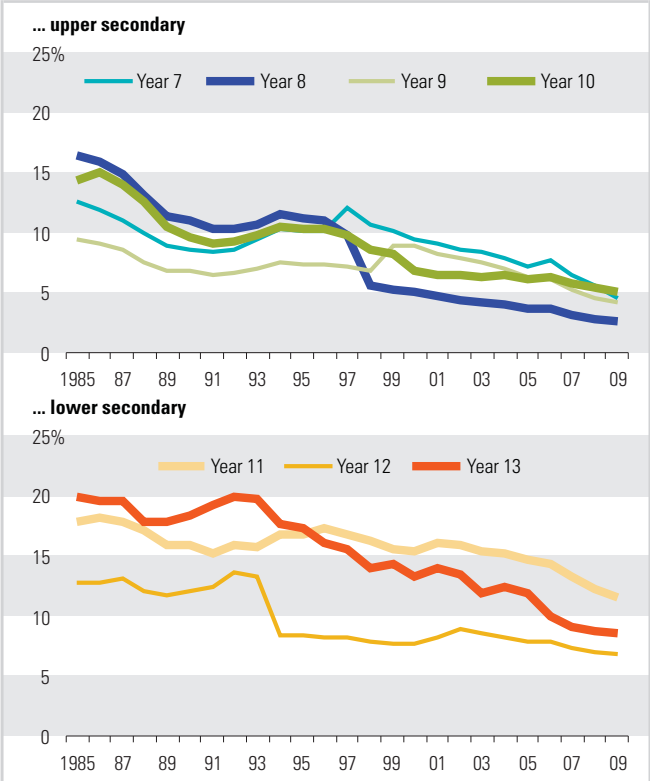
in years

	Metropolitan France			Metropolitan France + DOM		
	1985-86	1990-91	1995-96	2000-01	2005-06	2008-09
Total	**17.1**	**18.1**	**19.0**	**18.8**	**18.6**	**18.5**
Girls	17.2	18.2	19.2	19.0	18.9	18.7
Boys	17.0	18.0	18.8	18.6	18.4	18.2
Pre-primary	3.3	3.3	3.4	3.4	3.2	3.2
Primary	5.5	5.3	5.2	5.2	5.2	5.1
Secondary	6.9	7.6	7.8	7.7	7.5	7.5
Higher education	1.5	1.9	2.6	2.6	2.7	2.6

Source: MEN (school going population), INSEE (number of inhabitants, according to the new population census method)

02 Trends in repeat years from 1985 to 2009

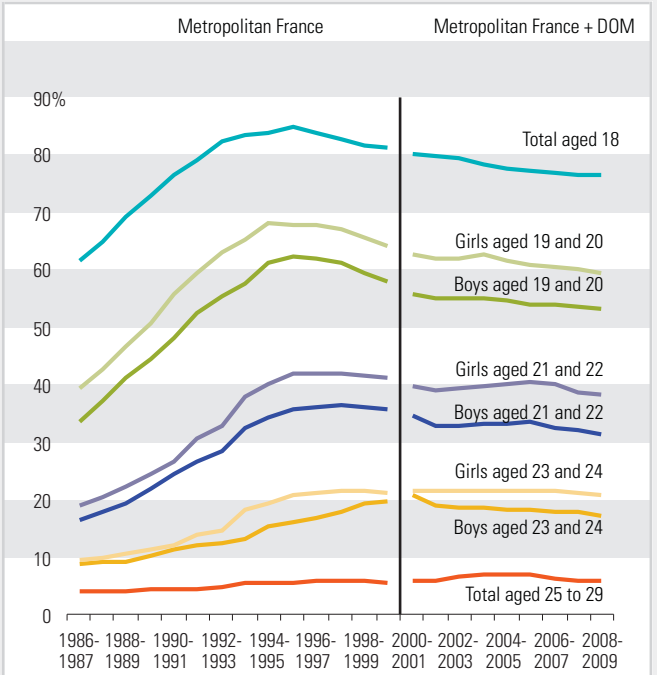
Metropolitan France + DOM



Coverage: public and private sector schools attached to the French Ministry of Education

Source: MEN-DEPP

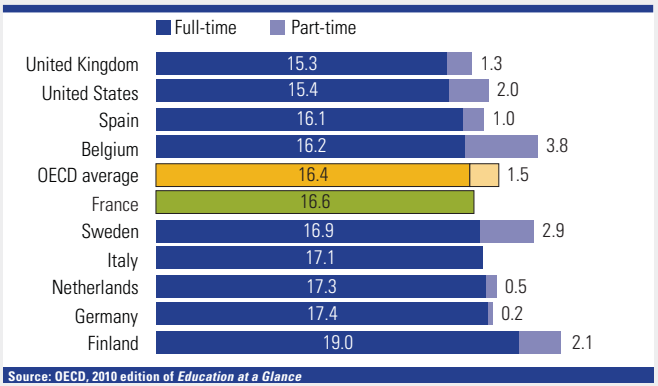
03 Enrolment rate according to age and gender (1986-2008)



Coverage: "School population" = all schools and apprenticeship training centres (prior to 1999-2000: Metropolitan France, after 1999-2000: Metropolitan France + DOM)

Source: French Ministry of Education (school population) and INSEE (estimated number of inhabitants)

School life expectancy for a 5-year old child (2008)



Source: OECD, 2010 edition of *Education at a Glance*

Around one-twentieth of primary and lower secondary students are taught within "*Réseaux Ambition Réussite*" (RAR), or "targeting success" networks. Three-quarters of students at RAR *collèges* come from underprivileged social categories and are more likely to have fallen behind. They attain poorer results, in terms of proficiency in basic skills and in access to the national *brevet* diploma (ISCED 2 certificate).

At the beginning of the 2009/2010 academic year, there were 1,725 primary schools in the "*réseaux ambition réussite*" (RAR) networks, grouped around 254 "network leader" *collèges* (lower secondary schools). They were attended by 280,700 primary and 115,000 lower secondary students, i.e. one in twenty students, at primary and lower secondary level alike. The other *collèges* in priority education areas were part of "*Réseaux réussite scolaire*" (RRS), or "educational success" networks.

The vast majority of lower secondary students at RAR *collèges* are from underprivileged social backgrounds: the parents of 74.4% of them were working-class or not in active employment, compared with those of 57.5% of RRS students and 35.0% at schools other than schools in priority education areas (Metropolitan France and DOM). They are more likely to fall behind in their studies: 27.1% of students from RAR schools are behind when they start lower secondary (Year 7) compared with 21.3% at RRS schools and 12.1% at other types of school *(Table 01)*.

At the end of Year 6, as at the end of Year 10, RAR students are less proficient in basic skills in both French and Mathematics than other pupils. For instance, while 74% of Year 6 students at RAR schools mastered basic skills in French, the proportion was 78.5% at RRS schools and 88.4% elsewhere *(Graph 02)*.

The national *brevet* diploma (*DNB* or ISCED 2 certificate) comprises three written exams (French, Mathematics and History - Geography - Civics). In the 2009 session, 42.3% of RAR *college* students and 55.9% of RRS students scored over 10 out of 20 in the written exams, compared with 71% elsewhere. However, these gaps are narrowed if continuous assessment is taken into consideration: 69.0% of RAR students were awarded their *DNB* compared with 82.7% elsewhere *(*Graph *03)*.

Four years after the priority education (EP) policy was relaunched and the RAR networks were set up, we see a greater reduction in the number of students at RAR *collèges* than in the number outside priority education (EP) areas: a drop of 9.3% compared to 0.5%. Nonetheless, given that demographic trends vary a great deal in different types of area (urban or rural), this difference should be viewed with caution. In addition, the reduction does not apply to all schools. Between the beginning of the academic year 2006/07 and that of 2009/10, the proportion of children from underprivileged backgrounds fell slightly within RAR networks and outside priority education areas alike. Insofar as regards falling behind during or repeating Year 7, the differences between RAR students and students outside priority education areas narrowed slightly, related to the policy of reducing repeat year rates implemented over the last few years. In terms of basic skills, the differences between RAR schools and schools not in priority education areas narrowed slightly between 2007 and 2009 at the end of Year 6, but stagnated or even widened at the end of low secondary (Year 10). This last result is reflected in the *brevet* (ISCED 2) success rate, which is nearly 15 percent lower for students at RAR *collèges* compared with *collèges* not in priority education areas. However, while lower secondary students at RAR *collèges* are often encouraged to take vocational options, when they do so, the paths they take beyond Year 11 are more like those of other students, from *collèges* not in priority education areas.

The 2005-2006 academic year was a period of restructuring and the relaunch of the priority education policy. The aim of the relaunch was to bolster existing educational support measures at several distinct levels of action. In priority education as a whole, collège (lower secondary school) becomes "the benchmark unit of the network it forms with the primary and nursery schools from which its students come. The 254 "Ambition réussite" and other so-called "Réussite scolaire" networks (Circular No. 2006-058 published in Official Bulletin No.14, 2006) are organised on the basis of this model, replacing the existing networks in priority education. As from the start of the 2005 academic year, the percentage of children with working class and inactive parents (Table 01) includes the children of skilled, unskilled and farm workers, retired employees or workers and individuals with no professional activity.
The percentage of students entering Year 7 who are at least one year behind is the percentage of students entering Year 7 at the start of the academic year 2009/10, who were in Year 6 at an RAR school at the beginning of the 2008/09 academic year and who had repeated at least one year in primary school.
Graph 02 shows the breakdown of average marks out of 20 in the written examinations for the national brevet diploma (DNB) 2009 session. The percentages of proficiency in basic skills are indicated with a confidence interval of plus or minus 2 or 3 points.

Source: MEN-DEPP, Scolarité files
Coverage: Metropolitan France + DOM, public sector

01 Proportion of children whose parents are working-class, not in active employment, management-level or teachers and of students who are behind on entering Year 7 in September 2009

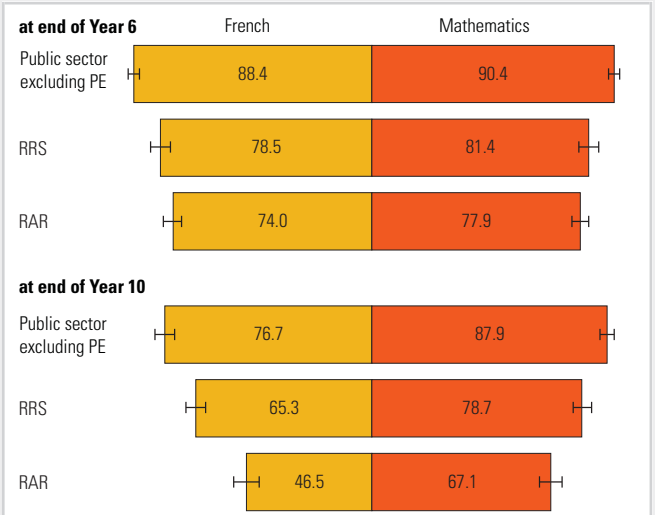
Metropolitan France + DOM, public sector

	% of children whose parents are working-class or not in active employment	% of children whose parents are management-level or teachers	% of children who are behind on entering Year 7
"Targeting success network" (RAR)	74.4	8.1	27.1
"Educational success network" (RRS)	57.5	18.5	21.3
Outside priority education areas	35.0	38.2	12.1
Total	**42.8**	**31.3**	**14.4**

For the first two columns, the RAR row shows students entering Year 7 at an RAR collège; for the last column, this row shows students entering Year 7 after attending an RAR primary school.

Source: MEN-DEPP

02 Proportion of students proficient in basic skills in 2010 (%)

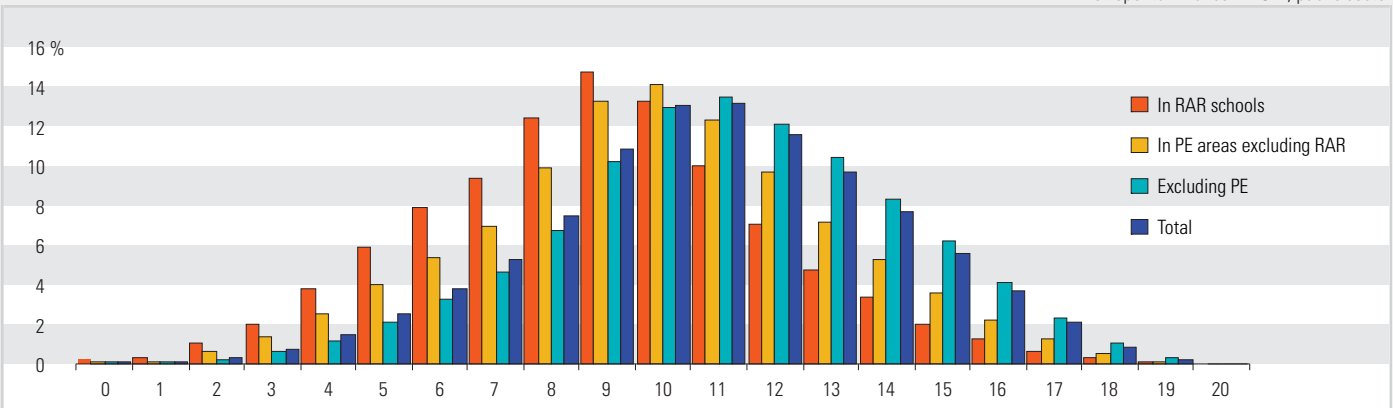


Interpretation: at the end of Year 6, 88.4% of students at public sector schools excluding priority education areas are proficient in basic skills in French. The confidence interval for this indicator is ± 2,2%.

Source: MEN-DEPP

03 Breakdown of students according to written exam scores in the 2009 national *brevet* diploma

Metropolitan France + DOM, public sector



Interpretation: 14.7% of students at RAR lower secondary schools obtained a score of 9- 10 in the written exams for the June 2009 session of the national *brevet* diploma (DNB) compared to 13.3% of students at RRS schools, 10.2% of students at schools outside priority education areas and 10.8% for all students .

Source: MEN-DEPP

**With the demographic decline, there has been a distinct improvement in enrolment conditions for children in nursery and primary schools.
However, primary education must now deal with the consequences of renewed growth in the birth rate since 2000.**

Enrolment primary education has undergone three major changes over the past few decades: the development of schooling prior to the age of 6, a drop in numbers due to demographic decline and a reduction in the number of pupils "behind schedule" and, third, an overall improvement in enrolment conditions for children in primary education.

At nursery level, enrolment of children at the age of 5, and then 4, steadily become more widespread during the 1960s and 1970s. At the age of 3, all children are now enrolled, although this is not the case for 2-year-olds, for whom enrolment often depends on the number of places available and, therefore, on trends in the population group of children aged 2 to 5. After remaining stable at nearly a third since the 1980s, the rate of enrolment for 2-year-olds has been falling over the past few years *(Graph 01)* as a result of a distinct demographic recovery since 2000: it was 15.2% at the beginning of the 2009/10 academic year.

At primary and nursery school, in both the public and the private sector, pupils have had the benefit of a significant reduction in average class size. At nursery level, from nearly 40 pupils per class in the early 1970s, this has gradually improved to around 26 pupils per class. At primary level, there has been a slightly less significant change: from around 30 per class in the 1960s and 26 at the start of the 1970s, average class size is now under 23 pupils per class.

Moreover, this trend is concurrent with a reduction in the number of schools, from 68,000 in 1980 and 64,000 in 1990 to just over 54,000 at the start of the 2009/10 academic year, due to the disappearance of multi-grade rural schools (less than 4,000 in 2009 compared with over 11,000 in 1980) and the grouping together or merger of nursery and primary schools. The tendency is thus to a modification in the breakdown of schools according to the number of classes they comprise, "upgrading" them: fewer schools with 4 classes or less, and more schools with 5 classes or more *(Graph 02)*.

Maintaining or even increasing the numbers of teaching staff, even though the number of pupils was falling, had led to a continuous improvement of the ratio of teachers per 100 pupils, which came to an end as from the beginning of the 2003/04 academic year. After reaching a maximum of 5.37, this ratio fell back to 5.35 in 2008 and then 5.29 in 2008 *(Graph 03)*. In primary education, international comparisons are based on the reverse ratio, namely, the average number of pupils per teacher, which varies a great deal from one country to another. Over 24 in Korea and nearly 20 in France and the United Kingdom in 2008, figures are much lower in Belgium, Sweden and Italy.

The rates of enrolment by age group show school populations by year of birth in relation to the numbers of the corresponding generations registered or estimated by the INSEE.

The estimated enrolment rate for 2-year-olds in 2009 was 15.2%. Since only children who turned 2 before the start of the academic year are eligible for enrolment, this means that only around 25% of all children born between 1/1/2007 and 31/8/2007 were actually enrolled at the start of the 2009/10 academic year.

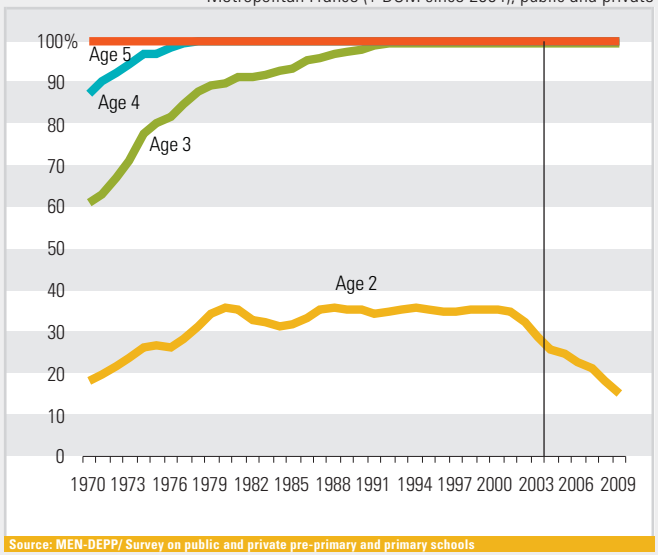
Due to the administrative strike by some primary school heads, data published have not been updated in detail since the start of the 2000/01 academic year. Data regarding enrolment numbers and enrolment rates may thus be somewhat inaccurate. In the last few years, with the help of district education inspectors, data for the "départements" have nonetheless been collected at the start of the academic year.

Source: MEN-DEPP, DGESCO
Coverage: Metropolitan France and Metropolitan France + DOM, public and public + private, MEN

Enrolment rates and conditions in primary education

01 Enrolment rate for children aged 2 to 5 (1970-2009)

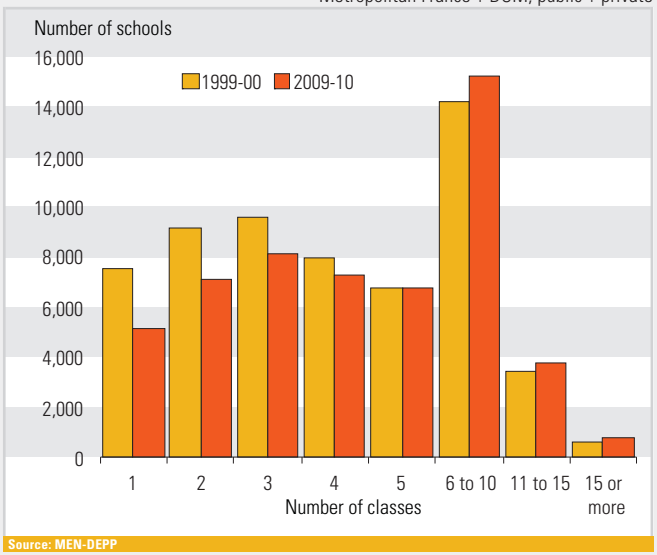
Metropolitan France (+ DOM since 2004), public and private



Source: MEN-DEPP/ Survey on public and private pre-primary and primary schools

02 Breakdown of schools according to number of classes

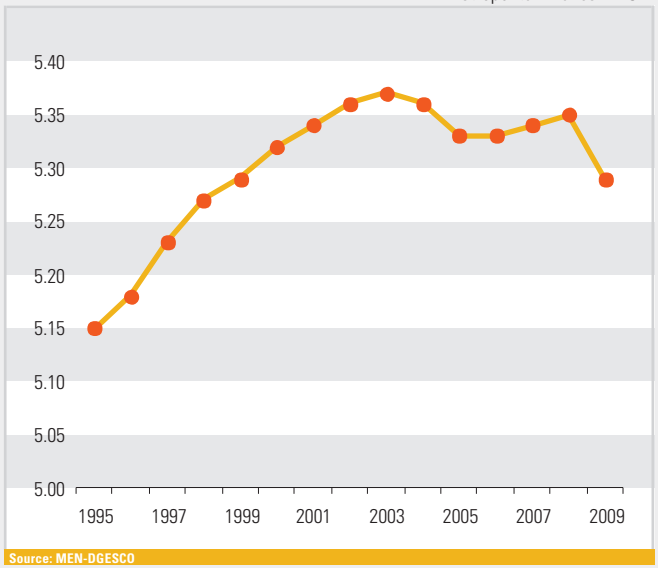
Metropolitan France + DOM, public + private



Source: MEN-DEPP

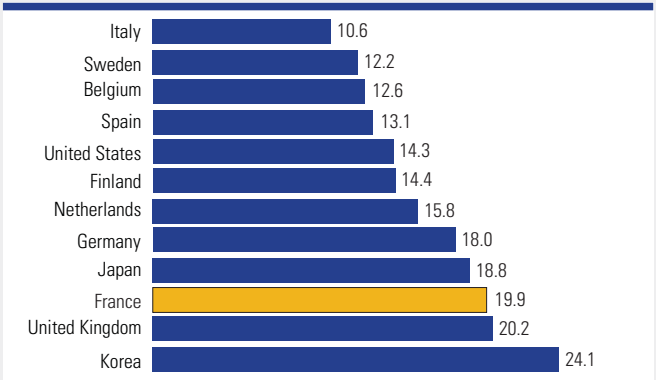
03 Trends in the "number of teachers per 100 pupils" ratio in public-sector primary education (1995-2009)

Metropolitan France + DOM



Source: MEN-DGESCO

Average number of pupils per teacher in primary education (2008) (public + private)



Source: OECD, 2010 edition of *Education at a Glance*

Since 1994, numbers in secondary education have fallen by around 400,000 students due to a reduction in the number of students repeating a year and to generation size. Over 20% of students enrolled in Year 13 now study for a vocational baccalauréat.

Data for this indicator concern secondary education as a whole and include training at MEN schools, agricultural lycées, apprenticeship training centres and, since 2007/08, military lycées. The most recent detailed data available regarding all these options are for the 2008-09 academic year.

Between 1994 and 2008, secondary education in general lost around 400,000 young people, a drop of over 6% involving school students only, not apprentices. This trend was particularly striking at the beginning of the 2000/01 academic year when numbers fell by over 50,000 students. Following less significant drops over the next few years, the downturn has again been significant since the start of the 2004/05 academic year, mainly due to demographic factors *(Graph 01)*.

The fall in secondary education numbers is also a result of the sharp drop in repeat years at all levels *(Indicator 09)*: students beginning secondary education at a younger age complete it sooner. This does not, however, mean that there are fewer students that pursue lower secondary and then upper secondary education. In fact, nearly all those entering Year 7 continue to Year 10 and just over 70% of them – 71.4% at the start of the 2009 academic year – attain *baccalauréat* level *(Indicator 22)*.

Of the 770,000 students enrolled in Year 10 in 2007-2008, 55% carry on in general or technological upper secondary education the following year, and 38% in vocational upper secondary options; these proportions have shown little variation over the last few years. Among those who continue on vocational courses, only a little over half enrol in public-sector vocational *lycées* under MEN authority, with the others opting for courses with education status at private or agricultural vocational schools or with apprenticeship status *(Table 02)*. Current restructuring of this pathway, which became more widespread at the start of the 2009/10 academic year, is aimed at bringing more young people up to the level of the vocational *baccalauréat*, in three years' training.

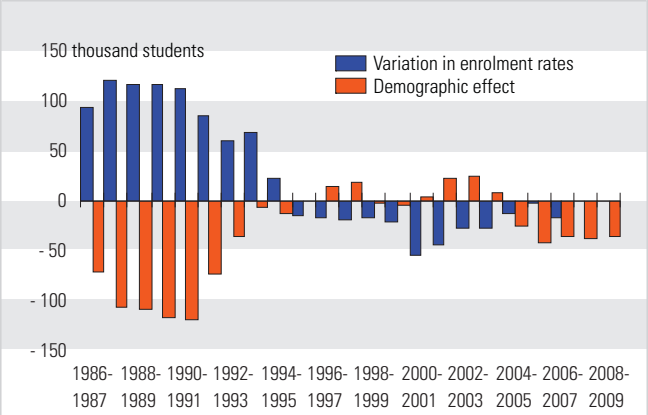
At the end of the second year of a *CAP* or *BEP*, just over four out of ten students or apprentices leave education, a figure that has shown little change over the past decade. However, there are changes in the tendency to pursue upper secondary level education. In 2008, 35% of the 390,000 students enrolled in the final year (Year 13) of a *CAP* or *BEP* went on to study for a vocational *baccalauréat* or *brevet*, i.e. 9 percent more than in 1996. There has, however, been a sharp drop in access to Year 12 foundation courses (*première d'adaptation*) leading to a technological *baccalauréat (Table 03)*.

At the start of the 2008/09 academic year, half the students that complete their upper secondary education, in Year 13, take a general *baccalauréat*, 27% a technological *baccalauréat* and 21% a vocational *baccalauréat*. Since 1996, enrolment on vocational courses has consistently risen, in both production and services options. This growth has been particularly significant for courses at agricultural *lycées* and apprenticeship centres (CFA), where many technical diplomas (*brevet de technicien*) have been changed into vocational *baccalauréats*. Vocational streams tended to increase, up to 2001, to the detriment of general streams, especially Literature options and then, since 2004, to that of technological streams *(Table 04)*.

Source: MEN-DEPP
Coverage: Metropolitan France and Metropolitan France + DOM, all initial education levels combined

01 Variations in overall secondary education numbers due to demography and school enrolment

Metropolitan France



Interpretation: secondary enrolment (including apprentices and agricultural school students) fell by 38,000 students at the start of the 2008 academic year compared with 2008. The variation in enrolment rates led to a drop of 1,000 students, while smaller generation size caused a drop of 37,000 students.

Source: MEN (school population) and INSEE (estimated number of inhabitants)

02 Trends in study options at end of general, technological, integration, special needs or agricultural school Year 10

Metropolitan France

	96-97	00-01	05-06	07-08	08-09
Previous year enrolled in Year 10 (in thousands)	834	792	810	792	770
General or technological upper secondary option	**52.1**	**54.9**	**54.5**	**54.6**	**55.1**
at public *lycée*	40.6	43.3	42.7	42.3	42.5
at private *lycée*	10.6	10.7	10.9	11.4	11.7
at agricultural *lycée*	0.9	0.9	0.9	0.9	0.9
Vocational upper secondary option	**36.4**	**37.1**	**37.9**	**38.3**	**37.8**
at public vocational *lycée*	21.3	21.1	21.4	21.4	21.3
at private vocational *lycée*	5.6	5.3	5.3	5.2	5.2
at agricultural *lycée*	3.0	3.0	3.4	3.5	3.6
at apprenticeship training centre	6.5	7.7	7.8	8.2	7.7
Remain at lower secondary level	**10.4**	**7.4**	**6.8**	**6.4**	**6.1**
students repeating a year	9.7	6.7	6.0	5.7	5.4
Leave school at end of Year 10	**1.1**	**0.6**	**0.8**	**0.7**	**1.0**
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Interpretation: of the 770,000 students enrolled in Year 10 in 2007/08, 55.1% carried on in general or technological upper secondary education at the start of 2008/09, 37.8% in vocational upper secondary education, 6.1% remained in lower secondary education (to repeat a year or enrol on pre-vocational training courses) and 1% left school.

Source: MEN-DEPP

03 Trends in study options of students in CAP-BEP

Metropolitan France

	96-97	00-01	05-06	07-08	08-09
Number of students enrolled in CAP or BEP the previous year (in thousands)	410	428	397	392	392
Percentage that continue with a vocational *baccalauréat* or *brevet* as either student or apprentice	26.5	28.8	34.0	34.8	35.2
Percentage that continue on a general or technological upper secondary option	11.1	9.7	7.3	5.9	5.4
Percentage that repeat a year or study for a different certificate at the same level	23.5	19.3	18.3	17.9	17.7
Percentage that leave school at CAP or BEP level	38.9	42.2	40.4	41.4	41.7

Interpretation: of the 392,000 students or apprentices enrolled in Year 13 on a CAP or BEP course in 2007/08, 41.7% started work the following year. The remainder remained in school at the start of 2008/09: 35.2% pursued their studies on vocational *baccalauréat* or *brevet* courses (5.4% on Year 12 foundation courses) and 17.7% repeated their final year of a CAP or BEP or studied for a different certificate at the same level.

Source: MEN-DEPP

04 Trends in the number of students enrolled in Year 13 according to type of *baccalauréat*

Metropolitan France + DOM

	1996-97		2001-02		2008-09	
	Numbers	%	Numbers	%	Numbers	%
General *baccalauréat* options	**342,220**	**56.9**	**316,563**	**52.2**	**319,205**	**52.5**
S	160,546	26.7	158,962	26.2	164,305	27.0
ESL	94,247	15.7	97,878	16.1	100,945	16.6
L	87,427	14.5	59,723	9.8	53,955	8.9
Technological *baccalauréat* options	**172,250**	**28.6**	**183,239**	**30.2**	**163,044**	**26.8**
STG (STT prior to 2006)	88,127	14.7	97,485	16.1	82,386	13.5
STI	46,824	7.8	46,195	7.6	38,270	6.3
ST2S (SMS prior to 2007)	19,829	3.3	22,100	3.6	24,645	4.0
Other technological options*	17,470	2.9	17,459	2.9	17,743	2.9
Vocational *baccalauréat* options	**86,875**	**14.4**	**106,613**	**17.6**	**126,285**	**20.8**
incl. apprenticeships	*8,189*	*1.4*	*16,464*	*2.7*	*22,477*	*3.7*
incl. agricultural lycée	*622*	*0.1*	*7,942*	*1.3*	*12,971*	*2.1*
Production	37,508	6.2	51,686	8.5	57,201	9.4
Services	49,367	8.2	54,927	9.1	69,084	11.4
Total	**601,345**	**100.0**	**606,415**	**100.0**	**608,534**	**100.0**

* STL (laboratory science), Hotel & Catering, TMD (music & dance), STAV (Agronomics & Life Sciences – formerly STPA & STAE Agronomics, Environment & Food production prior to 2007)

Source: MEN-DEPP

French secondary education enjoys good student-to-teacher ratios, which have tended to improve during periods of demographic decline. There are 24 students per class on average in lower secondary education. At upper secondary level, where classes following the general options tend to be larger, half the teaching hours take place with smaller groups of students.

Students at French secondary schools enjoy student-to-teacher ratios which are rather better than those in comparable countries. In 2008, the overall student-to-teacher ratio was 11.9 in France, compared with 15 or over in the Netherlands, the United States and Canada and in Korea, but around 10 in Belgium and Spain. The ratio has tended to decrease with the drop in numbers of students enrolled in lower and upper secondary education due to demographic decline.

However, this indicator only gives a rough idea of the actual conditions in which students attend school, which is usually evaluated in secondary education on the basis of the average number of students per class or division (E/D). Average class size varies considerably between levels and between upper and lower secondary education cycles.

Following a period of relatively contrasting variations during the 1980s and 1990s, the current trend is toward stability. At the end of the 1980s, for instance, the large influx of students born during the high birth-rate generations resulted in increased numbers in lower secondary classes, and, to an even greater extent, in upper secondary general and technological classes. Around 1990, upper secondary classes comprised an average of nearly 30 students, compared with just over 24 in lower secondary classes, and just under 23 in vocational upper secondary classes (public and private sectors). In the years that followed, while the situation remained relatively stable at lower secondary level, classes at upper secondary level became smaller thanks to demographic decline. At the start of the 2009/10 academic year, average class size was less than 28 students in upper secondary general and technological education and19 in upper secondary vocational education *(Graph 01)*.

However, these data do not provide a true picture of actual teaching conditions given that about a third of all teaching hours are currently dedicated to teaching in groups and not in whole classes: just under 20% in public-sector lower secondary schools and nearly half in upper secondary schools, including post-*baccalauréat* classes *(Table 02)*.

The E/S indicator of the "average number of students under a teacher's responsibility for an average of one hour" takes into account all teaching hours whether they are delivered to entire classes or to groups. In 2009, this figure was an average 21.1 students throughout public-sector secondary education: at lower secondary level a,d especially at upper secondary level, these values are considerably lower than average size of divisions, especially in vocational education, where more than 15% of teaching hours take place with groups of 10 students or less *(Graph 03)*.

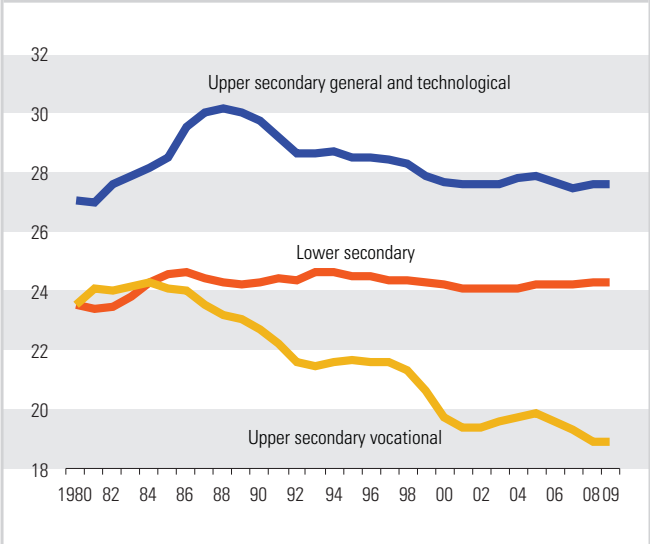
Various indicators are used to assess enrolment conditions in secondary education, including three basic variables – students, teachers and classes – the numbers of each being over 4 million, around 400,000 and 200,000 respectively in public-sector education. The ratio of the number of students to the number of teachers (student-to-teacher ratio) differs radically from the ratio of the number of students to the number of classes (class size).
A class, also known as a "division" in secondary education, groups together students following common core lessons, which are usually compulsory lessons (core curriculum).
A "group" is a sub-group of students in a division taking a class which is split into different parts (practical work, tutorials, modules, etc.). It may also include students from different divisions for the teaching of options or ancient or modern languages.
A teaching "structure" (division or group) comprises students following a lesson program together.
E/D: average number of students per division.
E/S: average number of students per structure (group or division). This indicator measures the number of students under a teacher's responsibility for an average of one hour. It is given by:
$E/S = \frac{\sum h_i x_i}{\sum h_i}$, *where hi is the number of teaching hours before a structure (whole class or group) and xi is the number of students in the structure.*

Sources: *Scolarité* (Education) file (number of students in divisions and the number of divisions) and the *Bases-Relais* (satellite databases), which interrelate data on students and teachers.
Coverage: Metropolitan France + DOM, public + private sectors and public sector only

Enrolment conditions in secondary education 13

01 Trends in the average number of students per class (1980-2009)

Metropolitan France + DOM, public + private sector



Source: MEN-DEPP

02 Structure size per type of education, start of 2009/10 academic year

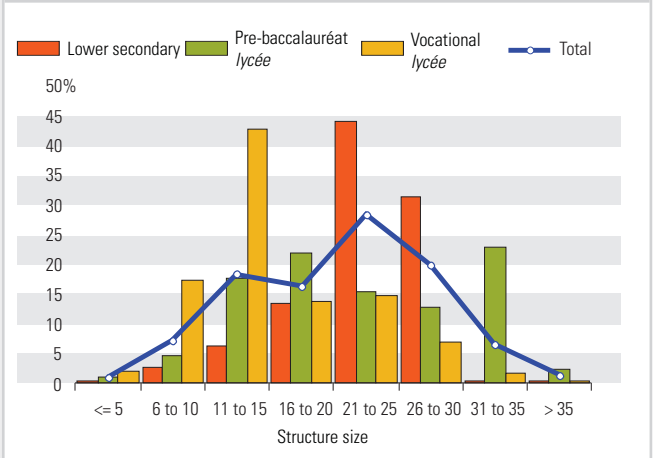
Metropolitan France + DOM, public sector

Type of education	Number of students per division (E/D)	Average structure size (E/S)	% of hours in structures with <= 10 students	% of hours in structures > 35 students	% of hours in groups
Lower secondary	24.1	23.0	3.2	0.5	18.8
SEGPA	13.2	12.6	30.8	0.1	24.2
Vocational upper secondary	19.0	15.8	19.6	0.4	47.6
Pre-*baccalauréat lycée*	28.4	22.8	6.1	2.4	49.9
CPGE	36.0	28.0	8.3	33.7	47.0
STS	22.5	18.4	13.0	1.6	43.2
Total	**23.9**	**21.1**	**8.5**	**1.4**	**33.5**

Source: MEN-DEPP, Education and satellite databases

03 Breakdown of teaching hours according to structure size and education type (2009)

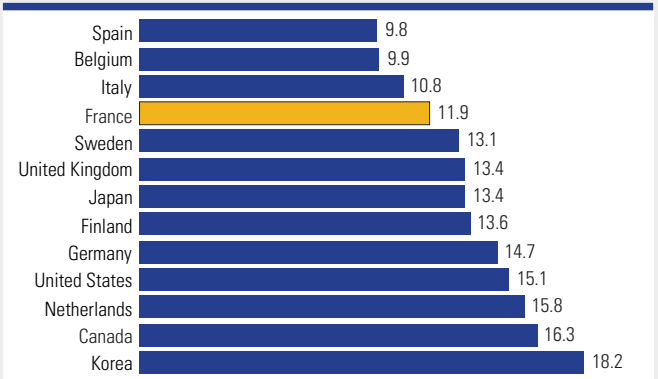
Metropolitan France + DOM, public sector



Interpretation: 42.9% of hours at vocational *lycées* are taught in structures comprising 11-15 students.

Source: MEN-DEPP, Satellite databases – Start 2009/10 academic year

Average number of students per teacher in secondary education (2008)



Source: OECD *Education at a Glance*

The highest levels of violence and student absenteeism are seen at vocational *lycées* (LP). Acts of violence occur less frequently at general and technological *lycées* (LEGT) and student absenteeism is less common at *collège*. Although LEGTs are closed for longer, the percentage of teaching hours not taught due to a lack of substitute teachers is lower than at LPs or *collèges*.

Indicators measuring violence in schools, student absenteeism and the number of teaching hours not taught at schools are factors that enable us to assess the "climate" in our schools. These are assessed nationally throughout secondary education by means of surveys completed by school heads. On average, the nature and scale of such events vary a great deal between lower secondary schools (*collèges*), general and technological upper secondary schools (LEGTs) and vocational upper secondary schools (*lycées professionnels* - LPs).

The risk of violence is highest at vocational *lycées* and at *collèges*. During the 2008-2009 academic year, the average number of serious acts of violence were 13 and 12 respectively per 1,000 students, while 4 violent incidents per 1,000 students were recorded at LEGTs over the same period. Notwithstanding, violence is very unevenly spread according to the type of school. More than half of LEGTs (55%), almost half of *collèges* (44%) and one third of LPs (34%) did not declare a single act of violence in the course of one term. During the same period, 7% of LEGTs, 13% of *collèges* and 15% of LPs recorded at least 4 serious acts of violence. Lastly, the nature of these violent incidents also varies according to the type of school: at *collèges* and LPs, they are more likely to involve bodily harm whereas at LEGTs, damage to property and violations of security are relatively more common.

There is a higher rate of absenteeism observed at LPs, with an average 14% of students in 2008-2009. The figure drops to nearly a third of this in the case of LEGTs (5%) and to only 2% of students at *collège*. As for violence, student absenteeism varies greatly depending on the type of school: in January 2009, the rate of absenteeism at half the *collèges* was less than 1% but more than 8% in the case of one *collège* in ten. While the rate of absenteeism at a quarter of LEGTs is less than 1%, the rate shoots up to over 18% at one in ten LEGTs. Lastly, the rate of absenteeism is less than 14% at half of LPs but over 50% at one in ten LPs.

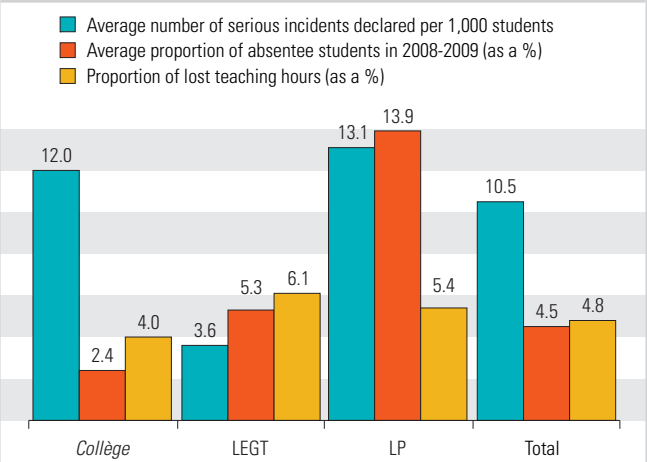
The percentage of teaching hours not taught is lower at *collèges*, at 4.0% (i.e. 1.4 weeks), than at LPs (5.4%, i.e. 1.9 weeks) and at LEGTs (6.1%, i.e. 2.2 weeks). These differences are mainly due to the total closure of the schools because of examination arrangements or following problems regarding the security of the premises or for consultation meetings, etc. On average, LEGTs are closed for 1.2 weeks (i.e. 3.5% of the school year) compared to 0.2 of a week for *collèges* (i.e. 0.8%).

Sources: MEN-DEPP, SIVIS surveys, student absenteeism and lost teaching hours, 2008-2009, of a representative sample of one thousand public secondary schools.
Coverage: Metropolitan France + DOM, public sector for SIVIS survey on violence; Metropolitan France, public sector for surveys on student absenteeism and lost teaching hours.

Violence in schools has been assessed here using the SIVIS survey (Système d'information et de vigilance sur la sécurité scolaire – School security information system and vigilance), questioning school heads. Out of a concern to make the data as homogeneous as possible, the assessment criteria used to record a given act of violence were restricted, especially in the case of violence between students. For the latter, at least one of the following criteria had to be fulfilled: motivation of a discriminatory nature, use of a weapon, use of duress or threats, an act resulting in the need for medical treatment or causing significant financial loss, and that is reported to the police, gendarmerie or the Law, and likely to result in a complaint being made or brought before a disciplinary board. On the other hand, by serious harm such acts represent for the school, all incidents involving a member of school staff were taken into account. In spite of this concern to improve the homogeneity of the declarations made by different schools, a certain degree of subjectivity on the part of the school heads cannot be totally ruled out.

A student is considered as an absentee when s/he accumulates four half-days or more of unexcused absence in any given month. Absence is unexcused when no reasonable excuse is presented by the student's legal guardians (unapproved absence), or if the school deems that the excuse is not legitimate. The results are based on data gathered from September 2008 to April 2009 (unsatisfactory response rate for May and June).

01 Indicators on the climate (life) in schools according to the type of school

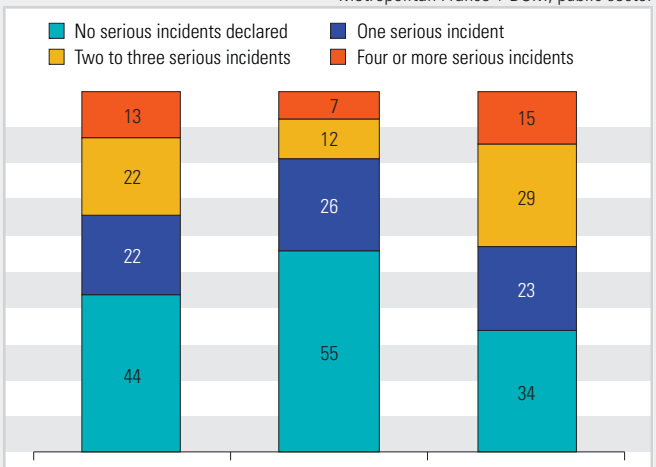


Coverage: Metropolitan France + DOM, public sector for SIVIS survey on violence; Metropolitan France, public sector for survey on student absenteeism and lost teaching hours.

Sources: MEN-DEPP, SIVIS surveys, student absenteeism and lost teaching hours, 2008-2009

02 Number of serious incidents declared according to type of school (December 2008 – February 2009)

Metropolitan France + DOM, public sector



Source: MEN-DEPP, SIVIS surveys, 2008-2009

03 Breakdown of schools as a %, according to the proportion of absentee students (January 2009)

Metropolitan France + DOM, public sector

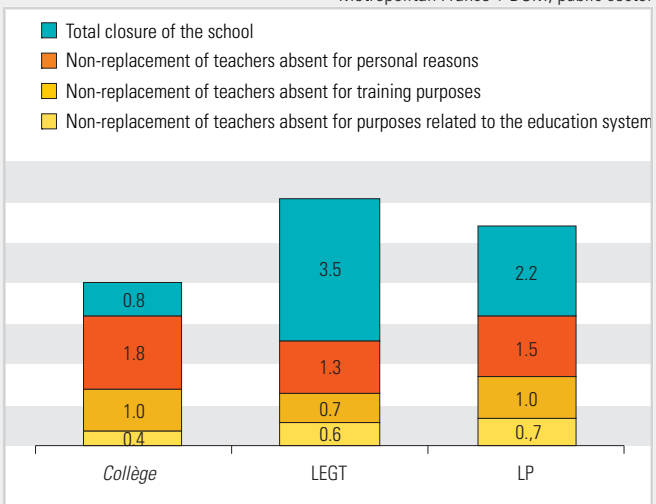
	Collèges	LEGT	LP
First quartile	0.0	0.7	3.7
Median	0.9	2.6	13.9
Last quartile	2.8	9.2	32.0
Last decile	8.1	18.4	49.2

Interpretation: in January 2009, a quarter of LEGTs (first quartile) had less than 0.7% of students absent (unexcused absences) for four half-days or more; half of LEGTs (median) had less than 2.6% of absentee students and a quarter of schools (last quartile) had over 9.2% of absentee students.
10% of LEGTs (last decile) had over 18.4% of absentee students.

Sources: MEN-DEPP, SIVIS surveys, student absenteeism and lost teaching hours, 2008-2009

04 Proportion of lost teaching hours according to the type of school (as a %)

Metropolitan France + DOM, public sector



Source: MEN-DEPP, Survey on lost teaching hours, 2008-200

The 1987 Séguin Reform extended the apprenticeship system to all levels of education and training and raised the maximum age of entry into the system to 25. This boosted development of the system and thus contributed to the general move to raise education and training levels.

Supported by public policy, the apprenticeship system has spread upwards to the higher levels of qualification since 1987, becoming applicable to new qualifications and new specialised options. Nevertheless, the number of apprentices only really took off after 1993 once a four-year fall in *CAP* (certificate of vocational aptitude) enrolment, which has remained at under 200,000 apprentices since then, had been brought to an end. In the last twenty years, the total number of apprentices has nearly doubled, reaching 428,000 in 2008/09 (426,000 in 2009/10 according to the initial results of Survey No.10). The objective of 500,000 apprentices by 2010 set under the 2005 *Loi de programmation sociale* (Social Programme Act) cannot therefore be achieved. The *CAP* is currently still in the lead but now accounts for less than half the total number of apprentices (41.5%). The other main qualifications prepared under apprenticeship schemes are the *BEP* or *brevet d'études professionnelles* (certificate of vocational education), the vocational *baccalauréat*, the *BP* or *brevet professionnel* (vocational certificate) and the *BTS* or *brevet de technicien supérieur* (higher vocational diploma), each numbering between 40,000 and 50,000 apprentices compared to 177,500 for the *CAP*. Two out of ten apprentices prepare a *baccalauréat*-level qualification and the same proportion, a higher education qualification *(Table 01 and Graph 02)*.

With a higher level of education, apprentices are older: between 1987 and 2008, their average age rose from 17.5 to 18.8 years. By combining several contracts, education can now be continued under an apprenticeship, an option which is more common in secondary education: apprentices account for 60% of intake in the first year of *BP* and 41% in vocational *baccalauréat* programmes. In higher education, apprenticeship intake mainly involves *lycée* and university students: in 2008/09, only 20% of *BTS* first-year apprentices had already been apprentices the previous year, together with 10% of *DUT* (technological university diploma) and 19% of Engineering students.

The proportion of apprenticeships in a given generation has grown rapidly since 1993, to a greater extent for boys than for girls. Girls are less likely to opt for vocational pathways after lower secondary and tend to take a much narrower range of vocational specialised options. In 2008/09, apprentices thus accounted for 3.8% of girls aged 15 to 19, compared to 10.3% of boys in the same age group *(Graph 03)*.

First-level apprenticeship (*CAP-BEP*) is traditionally more common in production (7 out of 10 apprentices) than in service options where it is limited to a small number of diplomas taken by a majority of girls. We find the reverse situation in higher education, where 4 out of 10 apprentices train in production options, with the development of new areas of activity in the services sector, particularly in trade and management *(Graph 04)*. This trend favours the number of girls, which has increased overall by 3 percent (from 28% to 31%) in the space of twenty-one years. From 2007 to 2008, the proportion of girls studying for a Level I qualification (Engineering School or Masters) rose by 4 percent, from 29 to 33%. Female apprentices are older and more highly-qualified than their male counterparts: 3 out of 10 female apprentices train for a higher education qualification compared to 2 out of 10 male apprentices.

Apprentices *are young people aged 16-25 training for a vocational or technological education diploma (or certificate) within the framework of a specific type of employment contract combining on-the-job training – under the responsibility of an apprenticeship supervisor – and classes at an apprenticeship training centre.*

Centres de formation d'Apprentis *or* ***CFA*** *(apprenticeship training centres) are schools that provide general, technical and practical education and training complementing and centred around on-the-job training. They usually come under the educational authority of the Ministry of Education or the Ministry of Food, Agriculture and Fisheries. They are generally set up when agreements have been negotiated between the regional authority and the body in question, for a renewable period of five years. There are different categories of CFA depending on the bodies that run them: municipalities, chambers of commerce and industry, chambers of trade, private organisations, public educational institutions. A limited number of CFAs, known as "national convention" centres, are set up as a result of agreements signed with the State.*

Source: MEN-MESR DEPP
Coverage: Metropolitan France + DOM, MEN and the Ministry of Agriculture

01 Trends in apprentice numbers (1990-2008)

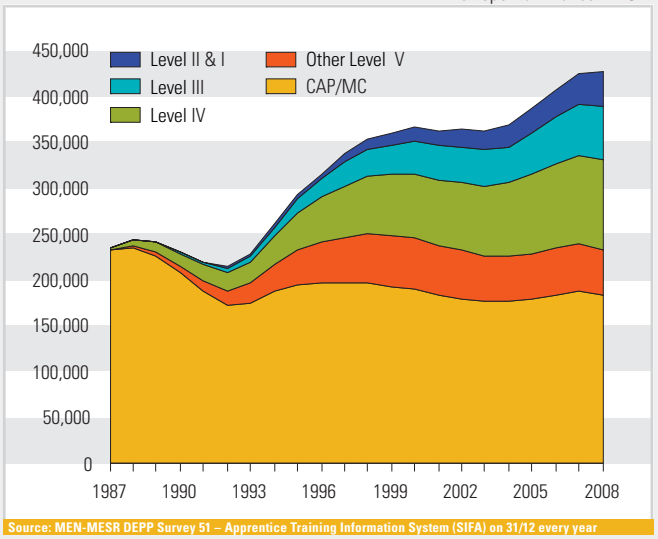
Metropolitan France + DOM

	1990	1995	2000	2006	2007	2008
Level V	215,274	232,157	245,361	235,391	239,294	231,659
Level IV	13,210	41,327	69,355	91,951	95,753	98,470
Level III	1,319	15,273	35,553	50,316	55,577	58,572
Level II & I	0	4,777	15,633	30,151	34,538	38,949
Total	**229,803**	**293,534**	**365,902**	**407,809**	**425,162**	**427,650**

Source: MEN-MESR DEPP Survey 51 – Apprentice Training Information System (SIFA) on 31/12 every year

02 Trends in the number of apprentices at different levels of education (1987-2008)

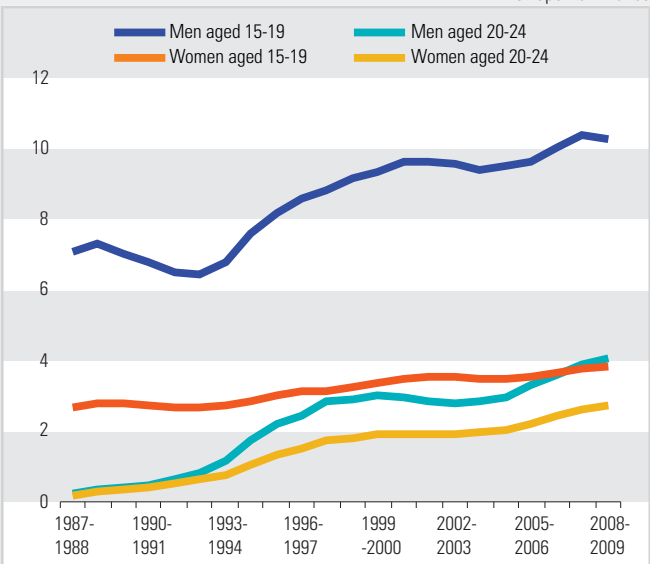
Metropolitan France + DOM



Source: MEN-MESR DEPP Survey 51 – Apprentice Training Information System (SIFA) on 31/12 every year

03 Trends in the proportion of apprentices overall in the 15-19 and 20-24 age groups (1987-2008)

Metropolitan France

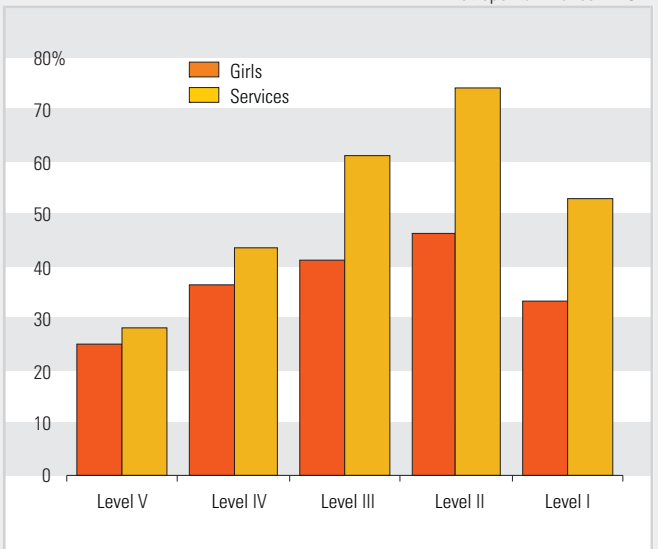


Interpretation: in 2008, an average of 10.3% of men in the 15-19 age group were enrolled at apprenticeship training centres.

Source : MEN-MESR DEPP (surveys on apprenticeship training centres), INSEE (estimates based on census results)

04 Proportion of girls and service sector options at different levels of education under apprenticeships (2008-2009)

Metropolitan France + DOM



Source: MEN-MESR DEPP Apprentice Training Information System (SIFA) on 31/12/2008

Nearly three out of five pupils are more or less proficient in the knowledge and skills required under the programme by the end of primary school. The others experience problems in using their skills and their knowledge is limited. Of these, 15% are in difficulty.

The level of proficiency in Mathematics of these students on completing primary school (2002 programmes) was assessed in 2008, The assessment was structured around five required competencies: **identify** (recognise mathematical ideas and select a result); **execute** (do mental arithmetic and record the result); **process** (analyse mathematical data and select a result); **produce autonomously** (analyse, perform a calculation, work out a problem, a plan or write an answer); **check & confirm** (judge and verify an answer).

Year 6 pupils were classified into six groups according to their performance levels *(Table 01).*

27.9% of the pupils (Groups 4 and 5) had developed levels deemed to reflect optimal proficiency in all the skills required under the primary school programmes. These pupils perform well in all areas of Mathematics and, for those in Group 5, are able to handle mathematical concepts learned in Cycle 3 with great ease.

30.7% of pupils (Group 3) are proficient in these skills to a satisfactory level. They demonstrate good knowledge of mathematical terminology and are able to apply their skill to solve problems in new situations. These pupils make connections between what they have learnt. They demonstrate an ability to analyse statements and can solve problems entailing a number of calculations.

Overall, nearly three out of five pupils have developed mathematical concepts that will enable them to continue the lower secondary curriculum without any major difficulty.

At the other end of the scale, 15% of pupils (Groups 0 and 1) experience difficulties. Of these, 11.8% have developed basic mathematical concepts, albeit based solely on perceptive aspects, which limits their performance in prototyped situations. The remaining 3.2% can be deemed to have serious difficulties. They have not developed any of the skills required by the end of primary school.

Pupils in Group 2 (26.4%) have developed automatic responses, but their performance is only manifest in learning situations presented in the classroom. They have great difficulty in applying their skills to new situations.

Pupils' performance is subject to considerable variation depending on the school pathway followed: 80.6% of pupils follow a normal school pathway, 14.4% have repeated Cycle 1 or Cycle 2 and 5% have progressed through a cycle more quickly than normal.

Pupils in Groups 0 and 1 form the majority of pupils kept down in Cycle 1 or Cycle 2, compared with the entire sample – 40.6% compared with 15% – and pupils in Groups 4 and 5 are in the minority – 3.2% compared with 27.9% for the entire sample.

Pupils' performance is also subject to variation depending on their future pathway: 97.4% of them will continue to Year 7, 1.2% will be kept down in Cycle 3 and 1.1% will be directed towards special needs classes (SEGPA). Of pupils repeating Year 6, 50.4% belong in Group 0 or 1 (compared with 15% for the entire sample).

A national sample representative of schools and Year 6 students was formed (public and private schools under contract in Metropolitan France). 3,809 pupils, 210 classes and 143 schools were assessed. The sample was taken from the statistics database for public and private-under-contract schools in Metropolitan France (1999-2000 database, together with data for 2004-2005, 2005-2006 or 2006-2007 where information was available, given that the 2006-2007 database was incomplete due to the administrative strike by school heads). The performance scale was developed using the item-response statistical model. The average score for comprehension, reflecting the average performance of pupils in the sample, was determined by construction at 250 and its standard deviation at 50.

The assessment was carried out using a methodology complying with current "international standards", as used in the PISA and PIRLS comparative surveys coordinated by the OECD and the IEA respectively. Given that the skills assessed at the end of primary and the end of lower secondary school are different, that there is no common factor that can be used to compare the two assessments, and that young people not enrolled in Year 10 (probably with low skills levels) were not included in the assessment of students at the end of lower secondary education, it is inappropriate to compare this scale with that used for Indicator 19.

Source: MEN-DEPP
Coverage: (Public schools and private schools under contract in Metropolitan France).

Mathematics skills at the end of primary education

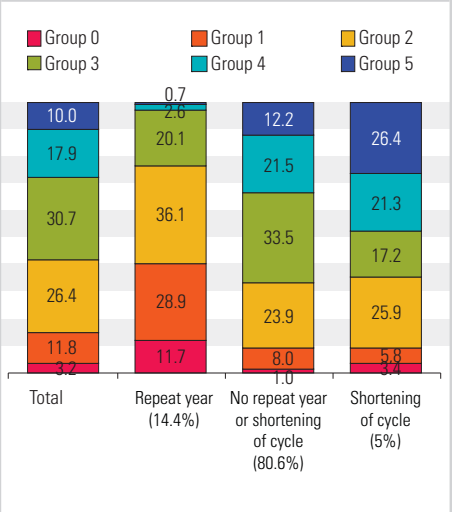
01 May 2008 assessment: breakdown of pupils according to performance in Mathematics at the end of primary education

% of students	Performance scale from 60 to 433 points
Group 5 **10.0%**	60 — 315 — 433 These pupils have attained a certain expertise in the various fields of Mathematics. They have no difficulty in making the link between whole numbers and decimals and are able to use decimals and fractions. They are completely proficient in the four mental arithmetic operations. They are able to adapt the skills they have developed in forming strategies to deal with any situation they may encounter. Their abstract thinking ability means that they can solve complex problems, including problems related to proportionality.
Group 4 **17.9%**	60 — 277 — 315 — 433 These pupils have well-developed spatial representation skills and are proficient in the terminology of geometry. They can plot lines and curves accurately and precisely. They can solve area problems regardless of the unit of measurement used. They are familiar with whole numbers and decimals and can make connections between fractions and decimals, decimal numbers and whole numbers. They can estimate the answer to a problem. These pupils can use complex procedures to solve problems when combining mental and written calculations. They are proficient in the four operations relative to whole numbers and decimals and can divide a number by a two-digit number. These pupils can process information in detail and use it to construct inferences. They can graphically represent a situation on the basis of a statement. They can anticipate an answer and implement strategies to autonomously solve a broad variety of problems.
Group 3 **30.7%**	60 — 239 — 277 — 433 These pupils can recognise and use the geometric properties of common shapes but have difficulties drawing them. They are familiar with the vocabulary used in geometry. In measuring, they have a better understanding of the concept of perimeter than that of area. These pupils have knowledge regarding whole numbers and decimals but as yet cannot make the connection between these two number systems. They are able to recognise fractions above the number 1. They are proficient in the four operations relative to whole numbers and decimals and can divide a number by a one-digit number. They know about addition and multiplication structures: they can process specific language, make mental representations of operations and know their properties.. These pupils can solve two-step problems. Their skills are operational, even in new situations. From this group upwards, words have mathematical meaning.
Group 2 **26.4%**	60 — 200 — 239 — 433 These pupils can identify basic geometrical shapes and axes of symmetry only when they are presented in a stereotyped form. They deal with decimals by separating the whole and decimal parts, without perceiving the mathematical sense. They can identify some graphical representations of fractions. These pupils can implement simple procedures combining mental and written calculations. They have automatic reflexes that they implement to carry out addition, subtraction, multiplication and one-digit division, but only using whole numbers. They know how to use a calculator. They can solve addition and subtraction operations as long as they do not involve any intermediate steps. Pupils in this group have abilities that they use mechanically. They have difficulty in using their knowledge in new situations.
Group 1 **11.8%**	60 — 162 — 200 — 433 These pupils have perceptive recognition of geometrical shapes, which limits their performance to prototyped situations. Their knowledge of numbers is limited to whole numbers when spoken aloud, which enables them to easily identify classes (millions, thousands, etc.). They can carry out addition but have difficulty with subtraction and multiplication operations that have remainders. They can only solve problems when language and numerical data are very simple. Pupils in this group have a great deal of difficulty transferring their skills outside of a familiar framework. They find it difficult to deal with data and produce answers independently.
Group 0 **3.2%**	60 — 162 — 433 These pupils have not mastered the skills or knowledge required by the end of primary school. Nonetheless, they are on occasion able to answer some simple points.

Interpretation: the horizontal bar represents the increasing range of skills mastered from Group 0 to Group 5. Pupils in Group 2 represent 26.4% of all pupils. They are able to perform the tasks achieved by Groups 0, 1, and 2. They have a low probability of succeeding at tasks specific to Groups 3, 4 and 5. The weakest pupil in Group 2 achieved a score of 200, while the strongest scored 239.

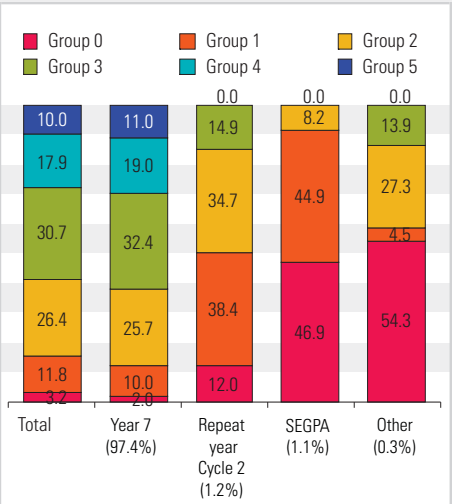
Source: MEN-DEPP

02 Breakdown of pupils per same-level group according to syllabus in primary school, in 2008



Source: MEN-DEPP

03 Breakdown of pupils per same-level group according to desired study option, in 2008



Source: MEN-DEPP

French Year 5 pupils occupy a mid-ranking position in the 2006 international PIRLS study. However, France scores below average when the comparison is restricted to European countries. In comparison with the previous 2001 study, French pupils' performance is stable.

PIRLS (Progress in International Reading Literacy study), was designed to assess reading skills. It concerns pupils in the fourth year of compulsory study, irrespective of their school pathways. French Year 5 students are aged 10 when taking part in the study.

Overall, France in 2006 is placed above the international average determined at 500: French pupils achieve an average score of 522. However, in comparison with the average results of various groups of countries economically or geographically close to France, French results are below average, whether in respect of the 21 countries of the European Union or the 18 OECD member countries taking part in the study.

In 2001, France's overall score was 525 – a minimal and non-significant difference from the 2006 score of 522. Between the two dates, there was a drop of 8 points for the public sector (excluding priority education areas). By contrast, pupils from private schools achieved higher scores in 2006 (+11 points). In priority education areas, results remained stable.

Girls achieved higher scores than boys. This was the case in all countries, except Luxembourg and Spain. In France, the gap was 11 points, as in 2001. If pupils from European countries taking part in PIRLS are ranked and divided in terms of score into four similar-sized groups, French pupils appear over-represented in the weakest group. 32% as against a European average of 25%. Conversely they are under-represented in the highest-level group. 17% as against 25%.

For each of the skills assessed, a European scale has been calculated, with the average constantly determined at 500. Whatever skill is being assessed, French pupils rank below the European average with scores of 497 points for the skill of "retrieving", 483 points for "inferring" and 480 points for "interpreting and evaluating". For French pupils, the skills of "interpreting and evaluating" appear to be most problematic, as is the case for German pupils. However, pupils from countries such as England, Bulgaria or Hungary achieve their highest scores in this skill. These profile differences probably reflect the level of emphasis each education system attaches to these skills at this level of schooling.

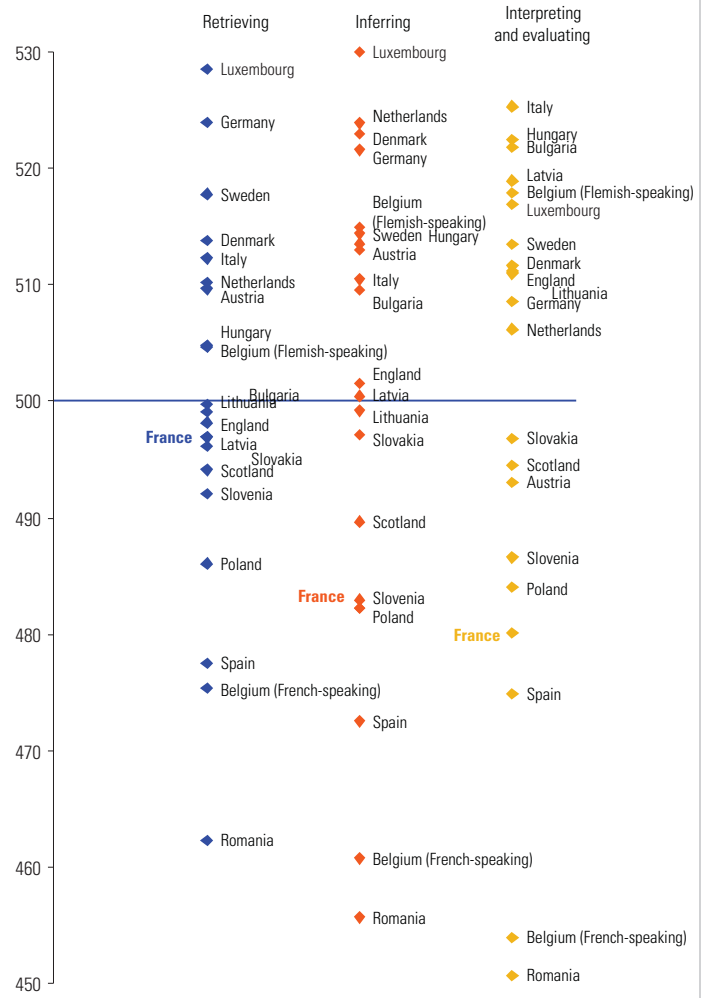
In 2006, as in 2001, it was observed that French pupils, when asked to describe their perceptions of their own reading ability, under-estimate themselves in comparison with their counterparts in other countries: France occupies 42nd place out of 45 countries – far below the position achieved in terms of actual performance.

PIRLS is conducted by IEA, a Research Group based in Hamburg. 45 countries took part in the assessment: Austria, Belgium (Flemish-speaking), Belgium (French-speaking), Bulgaria, Canada (provinces of Alberta; British Colombia; Nova Scotia; Ontario; Quebec), Denmark, France, Germany, Georgia, Hong Kong, Hungary, Indonesia, Iran, Iceland, Israel, Italy, Kuwait, Latvia, Lithuania, Luxembourg, Macedonia, Morocco, Moldavia, the Netherlands, New Zealand, Norway, Poland, Qatar, Romania, the Russian Federation, Scotland, Singapore, Slovakia, Slovenia, South Africa, Spain, Sweden, Taiwan, Trinidad and Tobago and the United States. In 2006, the national sample consisted of 4,404 pupils from 169 primary schools and takes school size and sector into account. The international sample involved 215,137 pupils in 7,629 schools.
To ensure comparability over time, the 2006 assessment reused the texts and questions from PIRLS 2001. The next study will take place in 2011.
The performance scale was developed using the item-response statistical model. The international level, which reflects the average performance of pupils, was determined by construction at 500 and its standard deviation at 50. This average is not a threshold representing minimal skills levels to be attained.

Source: IEA-PIRLS/MEN-DEPP
Coverage: (Public and private schools under contract in Metropolitan France—excluding Réunion and TOM)

PIRLS: Reading skills of Year 5 pupils

01 Performance of various European countries in the different reading skills (2006)



Interpretation: Of the 21 European countries studied, France came in 14 th place for the skill of "retrieving", 16th place for "inferring" and 18th place for "interpreting and evaluating". In the graph, the skills are listed in order of increasing complexity.

Source: IEA-PIRLS 2006, MEN-DEPP

02 Groups of countries close to France

	Overall average score
European Union 2007 (21 countries out of 27)	536
OECD countries (18 out of 30)	535
France	522

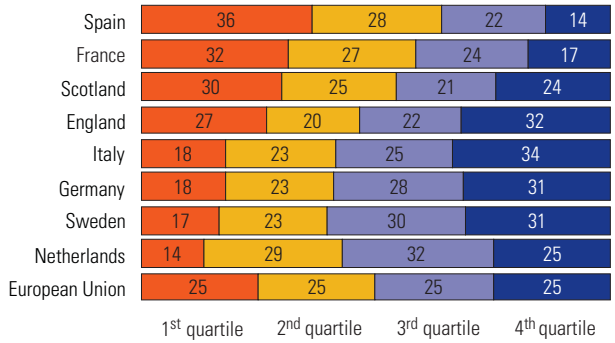
Source: IEA-PIRLS/MEN-DEPP

03 Overall average scores by school type and pupil gender

	2001	2006
Type of school		
Public sector excluding priority education areas	533	525
Private	527	536
Public sector: priority education areas	477	478
Total	525	522
Gender		
Girls	530	527
Boys	520	516

Source: IEA-PIRLS 2006, MEN-DEPP

Pupil breakdown from European countries according to success quartiles observed in the European Union



Interpretation: 32% of French pupils are found in the weakest European quartile.

Source: IEA-PIRLS 2006, MEN-DEPP

Between 1997 and 2007, the proportion of young people experiencing reading problems on entering Year 5 increased from 14.9% to 19%. This deterioration relates not to the basic mechanisms of reading but rather to linguistic skills—especially vocabulary and spelling. This downward trend is both generalised and significant in the priority education sector.

In 1997, following a request by the National Reading Observatory, the assessment and forecast unit instigated a study of dysfunctionalities that can adversely affect the practice of reading at the beginning of Year 5. The study contained a specific reading test based on the identification of words. The test was repeated in 2007 in order to assess developments in reading skills between 1997 and 2007, with a representative national sample of Year 5 pupils.

Seven dimensions or indicators of mastery in reading were identified in order to define levels of reading skill: rapidity of processing, lexical knowledge of uncommon or common words, knowledge of phonology, morphology and spelling; and comprehension of utterances. A score was calculated for each indicator based on pupils' answers.

It emerged from the comparative analysis that the functioning of basic cognitive mechanisms, i.e. the automatisms involved in the identification of words, remained stable between 1997 and 2007 In fact, the degree of phonological and morphological and lexical knowledge of common words, in addition to rapidity of responses, remained the same overall between 1997 and 2007. However, the Year 5 pupils of 2007 demonstrated weaker lexical knowledge than those of 1997, coupled with poorer mastery of spelling and weaker comprehension of written utterances *(Table 01)*.

For each of these seven elements, a skills threshold has been determined. It is therefore possible to calculate the proportion of students situated below these thresholds, depending on gender and school catchment area. Moreover, a global indicator of reading difficulty has been developed based on the combined success levels of the various elements: in total the proportion of pupils experiencing difficulty in reading at the beginning of Year 5 grew from 14.9% in 1997 to 19% in 2007. This development is comparable for both boys and girls: in 1997, 19% of boys were experiencing reading difficulties, as against 23% in 2007. Amongst girls, the rate grew from 10.6% to 14.9% in ten years *(Table 02)*.

The changes in results vary widely according to school catchment area. Whatever the sector, the proportion of students with poor basic reading skills was relatively stable across the ten-year interval; however, the number of pupils experiencing difficulty rose substantially in the fields of spelling, lexical awareness of uncommon words and comprehension of utterances. However, the percentage of students that can be considered as experiencing reading difficulties overall did not increase significantly, either in the public sector excluding priority education, or in the private sector. The same is not true of the priority education sector: the proportion of pupils in difficulty increased significantly across all criteria, and the overall proportion of pupils with reading difficulties at the start of Year 5 rose from 20.9% in 1997 to 31.3% in 2007.

This test seeks to assess the functioning of the word recognition system, so as to better understand why certain students beginning Year 5 have not mastered reading skills. It contains a series of exercises that are very different from those to which students are accustomed. It tests a number of skills in succession: the pupils' ability to maintain concentration, indirect understanding of words, phonological awareness and correct spelling, direct comprehension of words, comprehension of written utterances, capacity to use morphology to recognise word families, and finally, ability to use context to overcome difficulties in understanding words. Five style exercises are completed in limited time, as dysfunctions in reading mechanisms are known to manifest themselves particularly when reading slowly (below a certain speed, the reader is no longer able to understand what s/he is reading).

Source: MEN-DEPP
Coverage: pupils in Year 5 (including SEGPA) in October 1997 and 2007 in Metropolitan France.

Reading difficulties at the start of Year 7

01 Comparison of pupil performance in specific reading tests in 1997 and 2007

Dimension		1997		2007		Significance
Indicator: number of items processed		*average*	*standard deviation*	*average*	*standard deviation*	
1	Rapidity of processing	80.2	*24.4*	**79.1**	*24.0*	n.s.
Indicators: proportion of erroneous responses		*average*	*standard deviation*	*average*	*standard deviation*	
2	Lexical knowledge of uncommon words	9.1	*7.1*	**10.8**	*8.2*	***
3	Lexical knowledge of common words	5.1	*6.2*	**5.5**	*7.1*	n.s.
4	Phonological knowledge	5.6	*7.9*	**5.8**	*7.8*	n.s.
5	Morphological knowledge	6.1	*7.8*	**6.5**	*9.4*	n.s.
6	Knowledge of spelling	11.2	*6.2*	**13.3**	*6.6*	***
7	Comprehension of utterances	47.6	*21.1*	**51.1**	*20.4*	***

Interpretation: pupils in 1997 had an average score (number of items processed) of 80.2, (standard deviation at 24.4), in rapidity of processing. In 2007, the average score is 79.1 The difference between the two scores is non-significant (n.s.) However , in the dimension "lexical knowledge of uncommon words", the average proportion of erroneous answers rose from 9.1% in 1997 to 10.8% in 2007: the difference is statistically significant at the threshold of 1%.
* significant at the threshold of 10%, ** significant at the threshold of 5%, *** significant at the threshold of 1%, n.s. not significant

Source: MEN-DEPP

02 Developments in reading difficulties according to gender and school catchment area (%)

Dimension	Total			Boys			Girls			Public sector excluding priority education areas			Priority education			Private sector		
	1997	2007	sign.	1997	2007	sign.	1997	2007	sign.	1997	2007	sign.	1997	2007	sign.	1997	2007	sign.
Speed of processing	22.5	24.1	n.s.	25.6	25.9	n.s.	19.3	22.2	n.s.	20.9	23.7	n.s.	30.0	29.7	n.s.	22.1	21.0	n.s.
Lexical knowledge of uncommon words	24.2	30.7	***	25.7	33.0	***	22.5	28.1	***	22.7	28.6	**	33.3	44.7	***	22.1	26.0	**
Lexical knowledge of common words	19.6	19.9	n.s.	22.4	22.5	n.s.	16.8	17.1	n.s.	18.5	18.8	n.s.	23.3	27.2	*	20.5	17.5	n.s.
Phonological knowledge	21.7	21.6	n.s.	24.8	24.8	n.s.	18.4	18.2	n.s.	20.9	20.1	n.s.	24.1	31.4	***	22.2	18.4	n.s.
Morphological knowledge	17.0	17.6	n.s.	19.7	20.5	n.s.	14.3	14.6	n.s.	16.0	16.9	n.s.	22.6	27.3	**	16.2	12.4	n.s.
Knowledge of spelling	23.1	33.6	***	33.0	41.3	***	12.9	25.5	***	22.1	32.1	***	28.3	44.3	***	22.6	29.9	***
Comprehension of utterances	28.4	33.6	**	25.7	31.7	***	31.2	35.5	**	28.0	32.1	**	34.2	43.0	***	25.4	30.6	**
Overall - reading difficulties	**14.9**	**19.0**	**	**19.0**	**23.0**	*	**10.6**	**14.9**	**	**13.8**	**17.4**	n.s.	**20.9**	**31.3**	***	**14.0**	**14.6**	n.s.

Interpretation: 24.2% of all pupils in 1997 were deemed to be weak in lexical knowledge of uncommon words as against 30.7% in 2007. This difference is significant at the threshold of 1% Among pupils in priority education areas, this proportion rose from 33.3% to 44.7%.
* significant at the threshold of 10%, ** significant at the threshold of 5%, *** significant at the threshold of 1%, n.s. not significant

Source: MEN-DEPP

Nearly one third of students are proficient or very proficient in the knowledge and skills required in Mathematics at the end of lower secondary education. However, the knowledge of 15% of these students is based essentially on what they learnt at primary school. Of these, 2.5% are in great difficulty.

The evaluation of Mathematics skills carried out in May 2008 aimed to assess the skills acquired by students by the end of lower secondary school and to serve as a guideline in developing education policy. The skills defined for the assessment were aligned with programme content. They were related to four main areas: "geometry", "numbers and calculation", "organising and managing data – functions" and "size and measurement".

Year 6 pupils were classified into six groups according to their performance levels *(Table 01)*.

28.0% of the students (Groups 4 and 5) have operational skills in all four areas of Mathematics.
They are able to develop multi-step deductive reasoning, and can demonstrate this in writing. In a situation where they must solve a problem, they are able to translate it into algebraic language and perform calculations, without error, to produce a solution.
Of these students, 10.0% (Group 5) are distinguished by their expertise in algebra, their demonstration of critical thinking and their ability to cite an exception to invalidate an over-generalised statement.

On the other hand, 15% of students (Groups 0 and 1) appear to have reaped no benefit from Mathematics lessons in lower secondary school.
Most of their knowledge was acquired in primary school.
Of these, 2.8% are in great difficulty – occasionally able to answer questions but lacking proficiency in any of the required skills.

Between these two extremes, students in Group 2 (29.3%) understand the meaning of the concept of a fraction of an amount, have developed skills in calculations involving negative numbers, have a notion of proportionality and can perform a series of calculations through to a solution. Students in Group 3 (27.7%) have partially developed lower secondary level skills. They are able to perform one-step deductive reasoning, evaluate an algebraic expression or equation, in accordance with the rules of priority and can calculate a fourth proportional number. Only above this level do students display knowledge in certain areas taught in lower secondary school in the area of "size and measurement".

Groups 3 and, in particular, Groups 4 and 5, are over-represented in the category of students who want to continue on to a general or technological Year 11. At the other end of the scale, Groups 1 and 2 are over-represented in the category choosing a vocational option in Year 11. Students thinking of repeating a year are to be found mostly in Groups 2 and 3: this may be because they feel their level is insufficient to move up to *lycée* or because they intend to attain the level required for a future option more in line with their desires.

A representative sample of students enrolled in a general option in Year 10 in public and private-under-contract lower secondary education in Metropolitan France was set up. The sample was organised according to the size of collèges and the type of school attended. 30 students were then selected at random from each school in the sample. All together, 4,381 students at 163 collèges participated in the survey.

The performance scale was developed using the item-response statistical model. The average score for comprehension, reflecting the average performance of students in the sample, was determined by construction at 250 and its standard deviation at 50. This average does not constitute a threshold representing minimal skills levels to be attained.

The assessment was carried out based on a methodology complying with current "international standards", as used in the PISA and PIRLS comparative surveys coordinated by the OECD and the IEA respectively.

Given that the skills assessed at the end of primary and lower secondary education are different, there is no common factor that can be used to compare the two assessments and it is therefore inappropriate to compare this scale with that used for Indicator 16.

Source: MEN-DEPP
Coverage: (Public and private schools under contract in Metropolitan France).

Mathematics skills at the end of lower secondary school

01 Breakdown of students according to performance in Mathematics at the end of lower secondary school

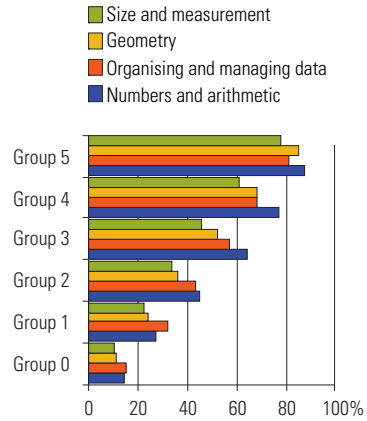
(Public and private schools under contract in Metropolitan France)

% of students	Performance scale from 63 to 437 points
Group 5 **10.0%**	6 3 — 3 1 2 — 4 3 7 Students in this group can perform deductive reasoning that may involve several steps, whether in succession or at the same time. In addition, they can use examples that counter the rule. In geometry, they can demonstrate their knowledge in written form without mistakes, are familiar with a broad spectrum of definitions and properties learned in lower secondary school and can correctly interpret the representation of a sphere shown in central perspective. They are proficient in the terminology of algebra and can use it to describe a situation with a view to solving an equation. They can solve product equations, as well as systems of two equations with two unknowns. They can perform calculations in which division by a fraction is required. They can calculate the percentage of difference between two sizes, convert area and volume from one measurement unit to another and calculate the scale factor of enlargement/reduction for volumes.
Group 4 **18.0%**	6 3 — 2 7 5 — 3 1 2 — 4 3 7 These students have developed sound knowledge during their time at lower secondary school. They can go through two-step deductive reasoning processes, applied to items with various alternative solutions. Such reasoning may sometimes be demonstrated in well-structured written form. In geometry, they can identify appropriate subfigures in a complex figure to correctly deduce and interpret the representation of an object in cavalier perspective. They are able to apply Pythagoras' theorem to calculate length or decide if a triangle has a right angle or not. In a 'triangle configuration", they can apply Thales' intercept theorem to calculate length. Sound skills in algebra can be identified among these students: ability to convert a situation into algebraic terms, use remarkable identities, reduce expressions containing radical numbers, handle numbers to the power of ten and apply techniques to solve equations and inequations of the first degree. They are familiar with linear functions, which they can represent in graphic form, and understand the meaning of the formula f(a)=b. They can more or less understand the concepts of position and dispersion indicators. In the area of size and measurement, they are able to use non-standard/exotic area units, can use a percentage of enlargement to calculate a new scale value or divide/assemble a figure They do not confuse the surface area of a figure with the perimeter.
Group 3 **27.7%**	6 3 — 2 3 7 — 2 7 5 — 4 3 7 When answering MCQs, these students are capable of one-step deductive reasoning. Much of what these students can do in geometry is related to calculating angles, including in trigonometry. In algebra, they are familiar with the rules of priority, which they can apply to evaluate an equation for certain given values. Their knowledge of numbers and operations extends to fractions, for all operations except division. In addition, they are able to develop and reduce algebraic expressions. Able to compare information in two diagrams or graphs, they can calculate a fourth proportional number, a percentage or an average. When two quotient sizes are given in different units, they can compare them. Group 3 is the first group in which students successfully answer questions on size and measurement. They can identify geometric objects with equivalent perimeters, using the procedures of dividing into parts and re-assembling, can convert units of length and calculate the area of a rectangle, a triangle and the volume of a rectangular parallelepiped thanks to their knowledge of the relevant equation.
Group 2 **29.3%**	6 3 — 1 9 9 — 2 3 7 — 4 3 7 These students can apply calculation schemes involving the addition and multiplication of relative decimals. They can also calculate fractions of size. When given a table of values or a graph, they can recognise a proportionality situation.
Group 1 **12.2%**	6 3 — 1 6 2 — 1 9 9 — 4 3 7 Most of what the students in this group know was learned in primary school. They succeed in situations that require them to recognise or identify an object, and can retrieve information from simple materials. They tend to make use of an arithmetic approach to tackle problems involving simple calculations and whole numbers. Many of them have progressed no further than the stages of perceptive geometry and/or the use of geometrical instruments: they think that a property is true because it can be seen to be so or because it can be checked using an instrument.
Group 0 **2.8%**	6 3 — 1 6 2 — 4 3 7 These students are not proficient in any of the knowledge or skills required at the end of secondary school, although they are occasionally able to answer a few questions.

Interpretation: students in Group 3 account for 27.7% of the students. They are able to perform the tasks achieved by Groups 0, 1, and 2. They have a low probability of succeeding at tasks specific to Groups 3, 4 and 5. The weakest pupil in Group 3 achieved a score of 237, while the strongest scored 275.

Source: MEN-DEPP

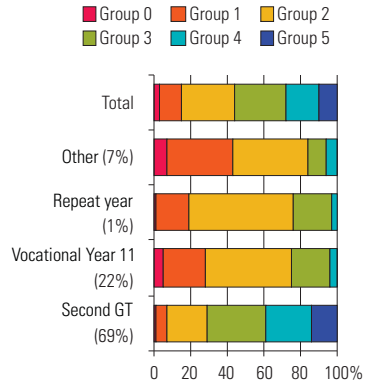
02 Percentage of success per skill and per subject area for students in each group



Interpretation: Group 3 attains a score of 57% in the area "Organising and managing data".

Source: MEN-DEPP

03 Breakdown of students per same-level group according to desired study option



Interpretation: 24.5% of students wishing to move up into general and technological Year 11 belong to Group 4, comprising 18% of the total number of students.

Source: MEN-DEPP

The proportion of pupils proficient in the basic French and Mathematics skills required at the end of primary school and lower secondary school has been assessed for the last four years. In 2010, this proportion varied between 80% and 90% according to education levels and school subjects.

In 2010, for the fourth consecutive year, the acquisition by pupils of basic skills in French and Mathematics was assessed at the end of primary school and of lower secondary school. The definition of basic skills was worked out in reference to the programmes, with a view to identifying a common core of skills and knowledge. A set of tests, in MCQ (multiple choice question) format was developed and piloted by groups of experts in each subject in association with DEPP assessment experts. The skills identified do not include those linked to spoken and written self-expression. After analysing the results of the experiment, a level of requirement was set – a threshold above which pupils are deemed proficient in the basic skills [1].

At the end of Year 6, 87.6% of pupils are proficient in basic skills in French and 89.7% are proficient in basic skills in Mathematics *(Graph 01)*. At the end of Year 10, 77.1% of pupils are proficient in basic skills in French and 87.7% are proficient in basic skills in Mathematics *(Graph 02)*.

At school, more girls are proficient in basic French skills than boys (85% of boys compared with 90.4% of girls). The difference is more striking in lower secondary school. 71.6% of boys as against 82.7% of girls. In Mathematics, the difference between boys and girls is mildly significant at primary school (91.4% of boys as against 87.8% of girls) but becomes less marked in lower secondary school (88.6% of boys as against 86.7% of girls).

14% of pupils in the sample at the end of Year 6 were behind, and 33% at the end of Year 10. At the end of both primary and lower secondary education, the proportion of pupils proficient in basic French and Mathematics skills is considerably lower among pupils who are behind than among those who are "on target". This observation in itself is not enough to put an end to repeat years, but reflects studies demonstrating their ineffectiveness [2].

These indicators are also calculated for pupils in priority education. Indicator 10 shows the results of primary and lower secondary schools in RRS (educational success) networks, as well as those in RAR (targeting success) networks.

When uncertainty margins inherent in this type of survey based on samples are taken into account, there is no significant difference between the 2010 results and those of previous years.

[1] Methodology used to assess basic skills in French and Mathematics at the end of primary and the end of lower secondary school, *Note d'Information* No.08.37, 2008, MEN-DEPP.
[2] Repeating a year during compulsory education: new analyses, same findings, Dossier No.166,, 2005 MEN-MESR-DEPP.

In March 2010, representative samples of around 8,000 Year 6 and 8,000 Year 10 pupils took one-hour tests in French and Mathematics. The indicators are shown with their confidence interval at 95% indicating the uncertainty margin linked to the sampling.

The tests differ from one level to another and the requirements identified at each level are specific to each subject and each stage of schooling. This is why the results cannot be compared directly with each other. Similarly, it would be inappropriate to compare these results with those of other assessments without taking into account the requirements of such assessments. For example, the JAPD tests (Indicator 21) are based on a less demanding concept of reading comprehension than that defined for the tests at the end of Year 10.

Source: MEN-DEPP
Coverage: Year 6 and Year 10 pupils attending school in Metropolitan France and DOM in March 2010

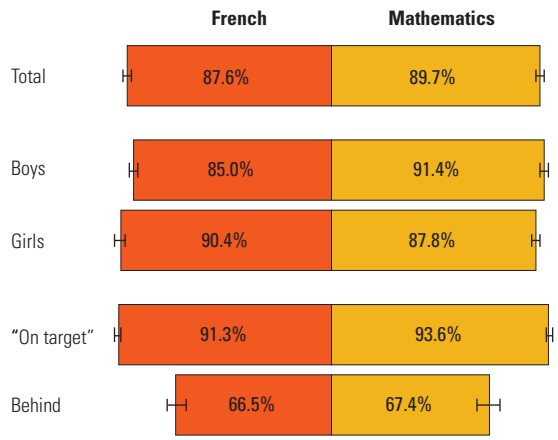
01 Proportion of Year 6 pupils proficient in basic skills in French and Mathematics (March 2010)

In French, around 88% of pupils at the end of Year 6 are capable of:

• *Reading*	looking up information using a dictionary; achieving general understanding of a short literary or factual text and retrieving specific information.
• *Proficient use of language tools*	partially mastering automatic recognition of graphological-phonological connections; identifying the main indicative tenses for the most commonly used verbs; recognising the simplest rules governing lexical and grammatical spelling.

In Mathematics, around 90% of pupils at the end of Year 6 are capable of:

• *Processing numerical data*	identifying information in a table; solving simple addition and subtraction problems.
• *Number and arithmetic skills*	switching from writing numbers in letters to numbers in digits (and vice versa); comparing, adding and subtracting natural whole numbers; recognising the double or the half of "familiar" whole numbers; switching from writing simple fractions in letters to writing them in fractional figures (and vice versa).
• *Space and geometry*	visually recognising a triangle, a rectangle, a square; recognising the representation of a cube in perspective or a rectangular parallelepiped.
• *Size and measurement*	measuring the length of a segment; using time measurement units (without calculating).



Interpretation: 89.7% of Year 6 pupils are proficient in basic skills in Mathematics. The confidence interval for this indicator is 1.6%.

Source: MEN-DEPP

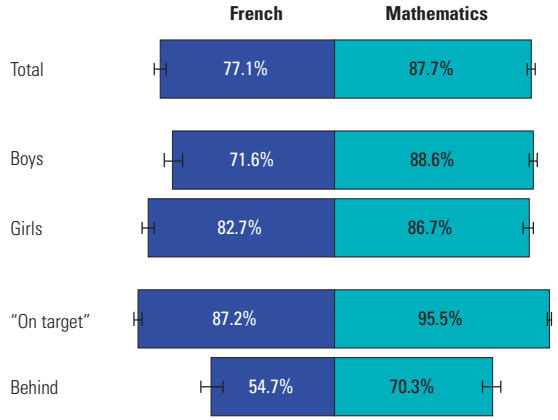
02 Proportion of Year 10 pupils proficient in basic skills in French and Mathematics (March 2010)

In French, around 77% of pupils at the end of Year 10 are capable of:

• *Understanding texts*	recognising a descriptive text; differentiating between principal text types; retrieving detailed information and making simple inferences; giving an interpretation of a text with no difficulty in comprehension, based on simple information.
• *Proficient use of language tools*	identifying fundamental syntax structures; analysing key verb forms; using common everyday vocabulary appropriately; identifying different levels of language; recognising commonly used spelling and punctuation.

In Mathematics, around 88% of pupils at the end of Year 10 are capable of:

• *Organising and managing data, functions*	using graphs in simple situations (reading the coordinates of a point, making connections to a numerical table in cases of proportionality) determining data in a statistical series); calculating the average in a statistical series; processing simple percentage problems.
• *Numbers and arithmetic*	comparing relative decimal numbers written in the form of decimals; applying elementary operations in concrete situations.
• *Size and measurement*	applying a change of measurement units (hrs. into mins., km to m, l to cl) for sizes (time, length, volume); calculating the perimeter of a triangle where the lengths of the sides are given; calculating the surface area of a square, a rectangle where the lengths of the sides are given in the same units.
• *Geometry*	identifying simple shapes based on a coded shape and using its characteristic elements (equilateral triangle, circle, rectangle) writing and using Thales' theorem in simple cases: recognising the pattern of a cube or rectangular parallelepiped.



Interpretation: 77.1% of Year 10 pupils are proficient in basic French skills. The confidence interval for this indicator is 2.6%.

Source: MEN-DEPP

In 2009, 79.6% of French youth aged around 17 were proficient readers. Thanks to new methods of conducting the tests, the JAPD* assessment provides a more accurate evaluation of the proportion of young people experiencing reading difficulties: 10.6% of whom are more or less illiterate.

In 2009, the methodology of the reading tests involved in the French "national call for defence preparedness day" (JAPD) was adapted in order to improve procedural standardisation and significantly reduce logistical constraints. Using an electronic device, young people now answer questions displayed on a large screen. Their answers – and in certain cases their response times – are recorded. At the end of the assessment session, the various scores are calculated automatically.

In 2009, this new scheme involved nearly 800,000 young French men and women aged 17 or above. As in previous years, the test aims to evaluate three specific aspects: automaticity in reading, lexical knowledge and complex processing of written materials. A threshold of competence was determined for each of these: below a certain level (-), the young people were deemed to have problems in relation to the skill in question and above it (+), they were deemed to be proficient in this skill. Based on the combined results, eight reader profiles were determined *(Table 01)*.

The weak points of those young people with the greatest difficulties (profiles 1 & 2), i.e. 5.1% of young people in all, are caused by a significant lack of vocabulary. Furthermore, profile 1 individuals (3.1%) have not acquired the basic mechanisms for processing written language. On the other hand, profile 3 & 4 individuals (5.5%) have an acceptable level of vocabulary but are unable to process complex written documents.

The test also allows for the identification of specific reader profiles. 9.6% of young people (profiles 5a and 5b) manage to compensate for their difficulties in order to reach a certain level of comprehension. Profile 5c (10.2% of the total) refers to a group of readers who manage complex processing of the written word in spite of significant deficiencies in the automatic processes involved in identifying words, by calling upon proven lexical skills. Finally, profile 5d concerns individuals who were successful all round, i.e. 65.5% of the total number. According to the test criteria, these young people have everything it takes to further develop their reading skills and cope with a multiplicity of texts.

Profile classification is closely linked to these young people's level of education: in profile 1, we find many young people who have been through a short, or even very short, cycle of education, while profile 5d is mainly made up of upper secondary level pupils from the general studies programme *(Graph 02)*.

Boys often have more problems than girls *(Table 01)*. They do less well at comprehension tests, and constitute the majority in profiles: 1, 2, 3 and 4. They are also characterised by a lack of basic language processing mechanisms, which explains their more significant presence in profiles 1, 3, 5a and 5c *(Graph 04)*. These gender-based differences are particularly noticeable for the lowest education types *(Table 03)*.

* Renamed "Defence and citizenship day" (JDC) in 2010 .

The aim of the JAPD tests is to identify three main categories of difficulty of varying nature in poor readers:
*– deficient **automaticity in the mechanisms** used to identify words: rather than focusing on constructing meaning, awkward readers need to focus on recognising words, which should be possible automatically;*
*– inadequate language skills: mainly due to a lack of **lexical knowledge**;*
*– poor performance in the **complex processing** needed to understand a document: a number of young people are rather unsuccessful in processing texts, either through lack of ability or problems concentrating, etc., while neither their capacity to identify words nor their language skills are called into question.*

Four levels of education have been defined depending on the courses on which the young people state they are or have been enrolled: Level 1 corresponds to education which has not gone beyond lower secondary; Level 2 corresponds to short vocational studies (CAP or BEP level); Level 3 corresponds to vocational and technical courses beyond the BEP and up to the vocational baccalauréat or brevet de technicien (technical diploma); and Level 4 corresponds to general studies programmes taken from the start of upper secondary level. Type 5 corresponds to general studies from upper secondary school onwards.

Source: JAPD – DEPP processing
Coverage: young French men and women who participated in the 2009 JAPD in Metropolitan France and DOM

01 Reader profiles (JAPD 2009)

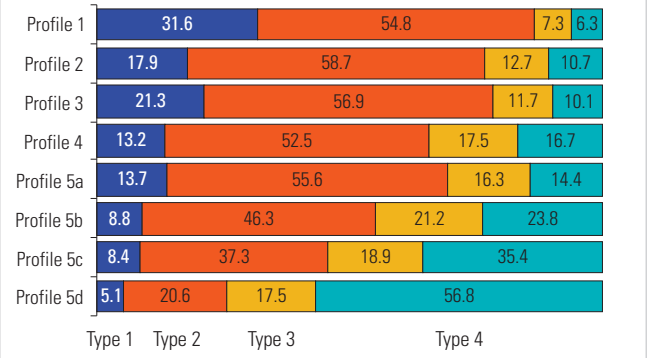
as a %

Profile	Complex processing	Automaticity in reading	Lexical know-ledge	Boys	Girls	Total	
							Efficient readers
5d	+	+	+	66.6	72.8	69.6	
5c	+	-	+	11.4	9.0	10.2	79.8
							Mediocre readers
5b	+	+	-	6.5	7.4	7.0	
5a	+	-	-	3.0	2.3	2.6	9.6
							Very poor reading skills
4	-	+	+	3.4	2.6	3.0	
3	-	-	+	3.3	1.7	2.5	5.5
							Severe difficulties
2	-	+	-	2.0	1.9	2.0	
1	-	-	-	3.9	2.3	3.1	5.1

Interpretation: the three combined aspects of the assessment produce 8 profile definitions. Profiles 1 to 4 concern young people who are unable to carry out complex processing (very poor understanding of guided reading texts, very poor ability to retrieve information). They are below the accepted threshold of functional reading. Profiles 5a, 5b, 5c and 5d are above this threshold but their skills are more or less sound, which may require them to make quite a lot of effort to compensate .

Source: French Ministry of Defence - DSN, MEN-DEPP

02 Breakdown of each reader profile according to educational level (JAPD 2009)



Interpretation: 31.6% of profile 1 young people have gone no further than *collège* with their education (Level 1) and 54.8% are or were enrolled on short vocational education courses at CAP or BEP level (Level 2).

Source: French Ministry of Defence - DSN, MEN-DEPP

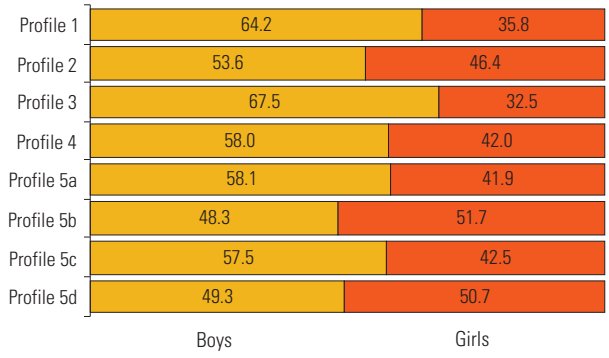
03 Comparison of boys' and girls' scores and performance (JAPD 2009)

Type of schooling	Comprehension (score out of 20)		Lexical (score out of 20)		Homophony (average time in seconds)	
	Boys	Girls	Boys	Girls	Boys	Girls
Type 1 (lower secondary)	10.8	11.8	14.0	14.3	1.94	1.78
Type 2 (CAP - BEP)	11.5	11.9	14.4	14.1	1.82	1.74
Type 3 (Vocational or tech. *baccalauréat*)	13.5	13.5	15.8	15.4	1.55	1.57
Type 4 (general secondary)	15.4	15.5	17.3	17.0	1.37	1.43
Total	**13.4**	**14.1**	**15.9**	**15.8**	**1.55**	**1.60**

Reading: boys who had not gone beyond lower secondary (Type 1) obtained an average score in the comprehension tests of 10.8 out of 20 items, as against 11.8 for girls. For Types 3 and 4, the boys' and girls' performance in comprehension is virtually identical. In lexical knowledge, the boys achieved the best results, except those who had not gone beyond lower secondary level. In deciphering text (homophony), the boys were faster overall: this was especially true of Type 4 (general studies in upper secondary school; however, when they have not progressed beyond lower secondary level, boys are significantly slower than girls (1.94 seconds as against 1.78 seconds).

Source: French Ministry of Defence - DSN, MEN-DEPP

04 Breakdown of each reader profile according to gender (JAPD 2009)



Source: French Ministry of Defence - DSN, MEN-DEPP

71% of young people accessed Level IV of education in 2009. The vocational pathway was adopted by 17% of young people. The gap in favour of girls decreased slightly.

With an increase of more than 4% per year at the end of the 1980s, the rate of entry to *baccalauréat* level rose from 34% in 1980 to 71% in 1994 (including all education and training pathways). After this highpoint, linked to a clear reduction in repeat years in Cycle 1 leading to an increased flow of pupils into final classes, the rate then stabilised around 70%. It has then risen substantially in recent school years. 69.2% in 2007, then 70.6% in 2008 and 71.4% in 2009, throughout Metropolitan France and the DOM.

In respect of schools that come under Ministry of Education authority only, the entry rate peaked at close to 68% in 1994 before fluctuating between 63 and 65% (64.4% in 2009). The proportion of young people reaching Level IV by other means (agricultural school and apprenticeship) rose steadily during the 1990s and has slowed slightly since: just over 5% of young people now access Level IV through apprenticeship or by taking agricultural school options.

Having exceeded 40% in the 1994 school year, the rate of access to general *baccalauréat* level stabilised around 34% from 1997 to 2003. During the most recent school years, it has made slight progress, rising from 34.8% in 2007 to 35.8% in 2008 and 36.5% in 2009. In parallel, the technological stream, whose significance rose continually to reach a highpoint of 22% in 2000, has continued to subside since then. 18.2% in 2007, 18% in 2008 and 17.9% in 2009. Finally the progress of the vocational pathway, strong until 1998 but marked by a clear slowdown in subsequent years, has continued in recent school years: it now includes 17.1% of young people as against only 5% in 1990, thanks particularly to the developments in preparatory courses for the vocational *baccalauréat* and vocational certificate. The standardisation of the vocational *baccalauréat* in a 3-year course should once more boost access to this level in years to come.

Girls enter *baccalauréat* level more often than boys. The gap is particularly clear in general final year (11 points), while there is only a 2-point gap in the technological courses. As for vocational courses, boys have a lead of nearly 4 percent. In 10 years, the gap reduced overall (9 points in 2009 as against 12 points in 1999). This was caused by a slightly more significant increase for boys in access to general Years 13 streams (+3.3 points as against +1.8 for girls) and to vocational streams (+2.1 points as against 0.6 points for girls) and by a slightly less significant drop in access to the technological stream (2.1 points as against 3.3 points for girls). An opposite trend – albeit weak – may be noted for access to Level IV via agricultural education: between 1999 and 2009 it rose from 2.3% to 2.8% for girls, while it dropped from 3.9% to 2.3% for boys.

Education levels group together education options deemed to be of a comparable level of qualification. A student who has enrolled at least once in an option of this type is deemed to have reached the corresponding level.

Access to Level IV includes all students entering Year 13 in general, technological (including classes preparing for technical diplomas) or vocational streams, together with apprentices in their final year of preparation for the vocational baccalauréat or brevet.

The annual access rates at education Level V and IV show the numbers of students reaching the corresponding level for the first time, broken down by year of birth, in relation to the total numbers of the generations they belong to. The indicator shown here, known as the annual or transverse rate, is the sum of these basic rates per age for the same academic year. It is therefore different from the percentage of a generation entering the level in question, which is the sum of the same basic rates for all school years for that generation.

Rates of access to baccalauréat level should not be confused with rates of attaining the qualification, nor with the percentage of baccalauréat graduates, which is given in Indicator 23.

Source: MEN-DEPP
Coverage: Metropolitan France, Metropolitan France + DOM.

Access to education level IV

01 Rate of access to education level IV
(including all initial education options)

as a%

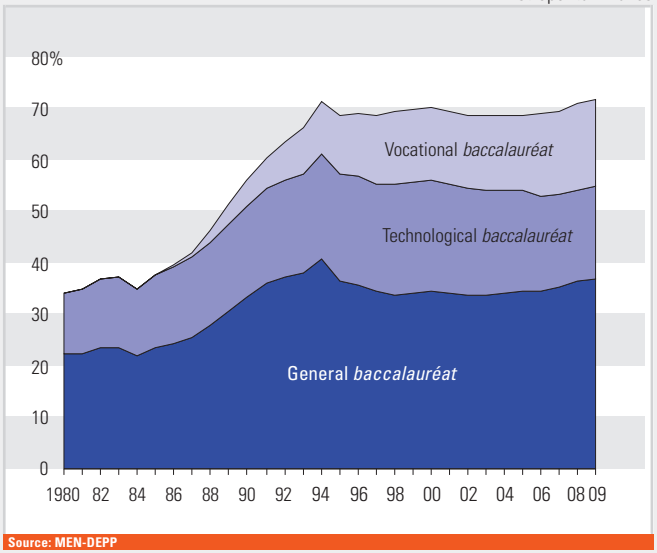
	Metropolitan France		Metropolitan France + DOM			
	1980-81	1990-91	2000-01	2007-08	2008-09	2009-10
General *baccalauréat*	22.1	33.4	33.8	34.1	35.8	36.5
Technological *baccalauréat*	11.9	17.6	21.4	18.2	18.0	17.9
Vocational *baccalauréat*	0.0	5.0	13.9	16.2	16.7	17.1*
Total	**34.0**	**56.0**	**69.6**	**69.2**	**70.6**	**71.4***
MEN	33.0	54.0	63.2	62.2	63.5	64.4
Agriculture	1.0	1.4	2.7	2.5	2.5	2.6
Apprenticeship	0.0	0.6	3.7	4.5	4.6	4.5*

* Figures based on an estimate concerning education through apprenticeship

Source: MEN-DEPP

02 Trends in rate of access to education level IV
(including all initial education options)

Metropolitan France



Source: MEN-DEPP

03 Access rate to education level IV, according to stream and gender

Metropolitan France + DOM, start of 2009 academic year

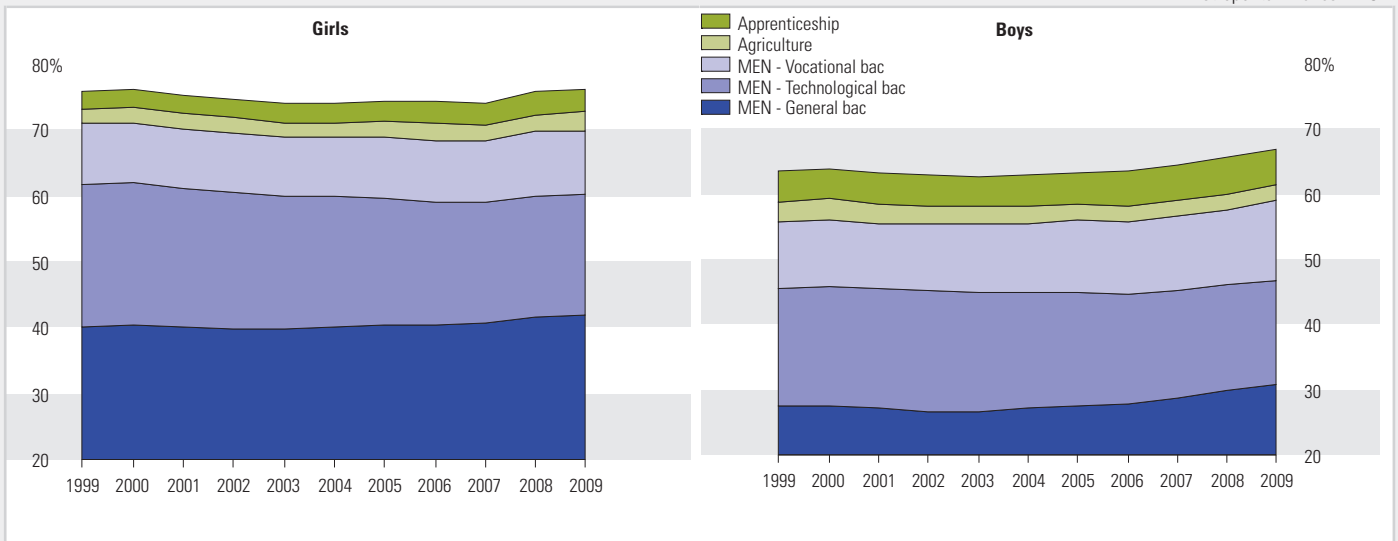
	Girls	Boys	Total
General	42.2%	31.0%	36.5%
Technological	18.9%	16.9%	17.9%
Vocational*	15.0%	19.1%	17.1%
Total*	**76.1%**	**66.9%**	**71.4%**

* Figures based on an estimate concerning education through apprenticeship

Source: MEN-DEPP

04 Trends in rate of access to education level IV according to gender

Metropolitan France + DOM



Source: MEN-DEPP

For the 2009 exam session, 65% of a generation are *baccalauréat* graduates. Since 1995, the proportion of general stream *baccalauréat* graduates has decreased in favour of vocational streams. *Baccalauréat* success rates, particularly high in 2009, still vary depending on candidates' social background.

Between 1980 and 2009, the *baccalauréat* underwent a profound change: the annual number of *baccalauréat* graduates more than doubled and their proportion in the same generation rose significantly from a quarter in 1980 to around 64% in recent years *(Graph 01)*. This development was particularly significant in the mid-1980s, which led to the creation of the vocational *baccalauréat* in the mid-1990s. By contrast, the proportion of *baccalauréat* graduates in a given generation since 1995 tended to stagnate around 62%, reaching 65.6% in 2009, benefiting from a particularly high exam success rate.

Since 1995, from which date candidates for *baccalauréat* entered the new streams instituted in upper secondary school, the breakdown of *baccalauréat* graduates has shifted in favour of vocational streams, which have risen 9 points over the period, exceeding 22% in 2009. However, the technological *baccalauréat* decreased by 4 points and the general stream by 5 points, essentially because of the drop in the arts and humanities stream, which now accounts for less than one *baccalauréat* graduate in ten *(Table 02)*. Under these conditions, the 65.6% of young people who became *baccalauréat* graduates in 2009 are divided as follows: 35.3% general stream 16.0% in the technological stream and 14.3% in the vocational stream.

As for other exams, *baccalauréat* pass rates have also risen regularly, with a marked increase over several decades continuing in recent years. Across the entire *baccalauréat* system, the rate exceeded 86% in the 2009 academic year as against 75% n 1995. The rise was particularly clear for the general *baccalauréat*, which witnessed success rates of over 80% in 2002 and 85% since 2006. But in 2009, it was the vocational *baccalauréat* which registered a spectacular rise *(Graph 03)*.

While candidates' social background has a strong influence on their breakdown over general, technological and vocational streams *(Indicator 26)*, it also impacts on their chances of success in each stream. Thus, in 2009, over 93% of children with parents in a management or teaching professions passed the general *baccalauréat*, i.e. 9 percent more than children with working-class parents. The difference was less significant in the technological and vocational streams, in which the children of farmers achieved the greatest success *(Table 04)*.

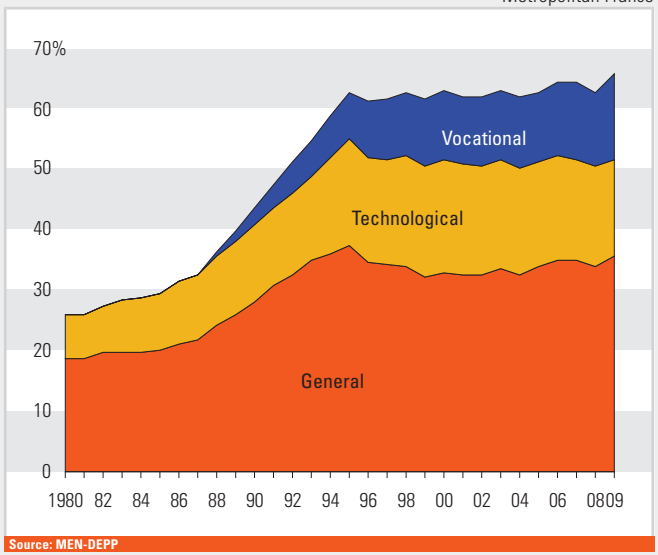
Proportion of baccalauréat graduates in a generation: *This is the proportion of baccalauréat graduates in a hypothetical generation of individuals where each age group would comply with the rates of exam candidacy and success observed for the year under consideration. This number is obtained by calculating, for each age group, the ratio of the number of successful graduates to this age group's total population and the total of these rates per age group. The age groups taken into consideration in this calculation are not the same for the general and technological as for the vocational streams, given that the syllabus of the latter is a year longer and enjoys a rather different distribution by age, particularly among the older age groups. The calculations were based on the INSEE demographic series integrating the results of annual population censuses (set up in 2004) contained in the database in force at the end of March 2008.*

Pass rate: *This is obtained by calculating the ratio of successful candidates to the number sitting the exams. All candidates that take at least one exam paper are considered to have sat the exams.*

Coverage: Metropolitan France or Metropolitan France + DOM.
Source: MEN-DEPP

01 Proportions of *baccalauréat* graduates per generation (1980-2009)

Metropolitan France



Source: MEN-DEPP

02 Breakdown per stream of *baccalauréat* graduates in the 1995 and 2009 sessions

Metropolitan France + DOM

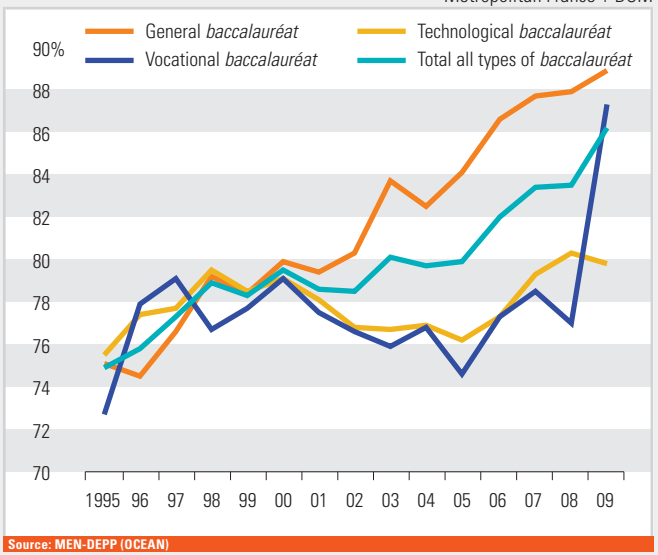
	1995 session		2009 session	
	Graduates	%	Graduates	%
General *baccalauréats*				
ES	76,555	15.5	90,466	16.8
L	71,460	14.5	47,765	8.9
S	139,031	28.2	148,531	27.6
Total general streams	**287,046**	**58.3**	**286,762**	**53.2**
Technological *baccalauréats*				
STI*	36,366	7.4	30,281	5.6
STG (formerly STT)	78,894	16.0	67,918	12.6
ST2S (formerly SMS)	13,337	2.7	18,542	3.4
Other technological streams	9,670	2.0	14,861	2.8
Total technological streams	**138,267**	**28.1**	**131,602**	**24.4**
Vocational *baccalauréats*				
Production	26,218	5.3	52,845	9.8
Services	40,878	8.3	67,783	12.6
Total vocational streams	**67,096**	**13.6**	**120,728**	**22.4**
Total all types of *baccalauréat*	**492,409**	**100**	**539,092**	**100**

(*) including "applied arts" and "industrial optics" specialities, streams in their own right before 1999.

Source: MEN-DEPP

03 Trends in *baccalauréat* pass rates from 1995 to 2009

Metropolitan France + DOM



Source: MEN-DEPP (OCEAN)

04 2009 pass rates according to social background

Metropolitan France + DOM

	General *baccalauréat*	Technological *baccalauréat*	Vocational *baccalauréat*	Total
Farmers	93.2	87.7	92.5	91.8
Skilled craftsmen, sales/retail, company directors	89.2	82.3	89.4	87.4
Management and higher-level intellectual professions	93.4	85.0	90.2	91.8
incl. teachers and equivalent	*94.4*	*85.9*	*90.1*	*93.1*
Intermediate professions	90.0	82.3	89.6	87.8
including primary school teachers and equivalent	*93.7*	*85.7*	*92.4*	*92.3*
Employees	87.0	80.5	88.2	85.1
Working-class	84.2	78.4	87.4	83.3
Retired	86.9	76.6	85.1	83.4
Others with no professional activity	80.5	73.4	81.6	78.4
Total	**88.9**	**79.8**	**87.3**	**86.2**

Source: MEN-DEPP

Despite significant progress, the percentage of the French adult population that has successfully completed upper secondary education is lower than in many OECD countries. Among recent cohorts of school leavers, 82% hold upper secondary education qualifications and higher.

As in other Latin countries, France's adult population has long been relatively under-qualified *(Graph 01)*. When the generation currently aged 60 was in school, secondary and higher education in France were less well developed than their counterparts in the countries of Northern Europe or the United States. A population of which the vast majority has completed secondary school qualifications is, in the eyes of the OECD and the European Union alike, a force for developing the knowledge society and economy.

The percentage of adults holding a qualification currently obtained under the upper secondary education system has increased by 30 points since 1981. The population aged 25-64 includes the most highly qualified generations, who benefited from the opening up of secondary and higher education in the 1980s and 1990s *(Graph 01)*.

There have also been qualitative improvements. Young generations have taken more advanced upper secondary courses and extended their pathways through higher education. In 1991, upper secondary education resulted in attaining the *baccalauréat* often followed by long courses for 40% of young people (aged 20 to 24), while 20% attained a *Certificat d'aptitude professionnelle* (CAP), generally terminating their education at this point. In 2009, nearly two thirds of young people completed their secondary education by attaining the *baccalauréat* or equivalent, while 8% attained a CAP. The *Brevet d'études professionnelles* (BEP), now incorporated into the vocational *baccalauréat* system, remains the highest qualification attained by one in ten young people, showing no significant change since 1991 *(Table 02)*.

The most recent cohorts who terminated their studies include 42% with higher education qualifications, 40% with secondary school qualifications and 18% with a national vocational qualification or no qualification at all *(Table 03)*. *Baccalauréat* graduates and holders of equivalent titles constitute the majority (23%) of young people whose highest qualification at the time of terminating their study was from secondary school. 9% of young people are vocational *baccalauréat* graduates or hold BEP qualifications. Their specialisms have prepared them for immediate professional practice. 14% are holders of general or technological *baccalauréat*s. Of these, 9% terminated their studies after unsuccessful attempts to pursue higher education.

Moreover, 18% of young people who first terminated their studies between 2006 and 2008 attained neither a *baccalauréat* nor a BEP/CAP.

International comparisons are based on labour force surveys in different countries. The survey in France was carried out by INSEE, which is also the source for the other graphs and tables.

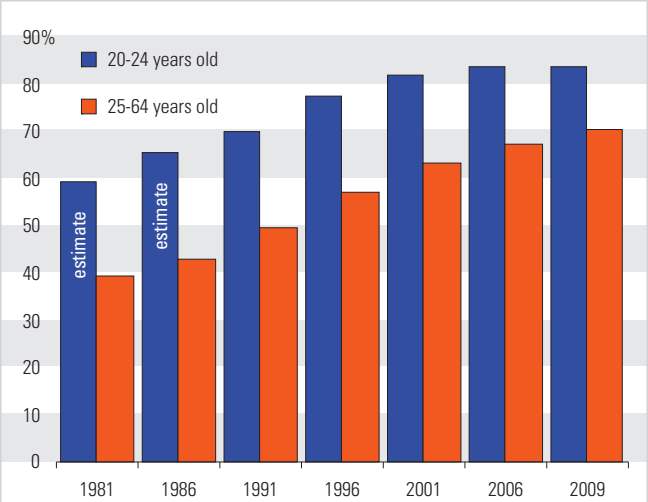
Graphs 01 and 02 and international relate to specific age groups. Table 03 concerns cohorts of "those leaving initial education", i.e. young people who have interrupted their education for the first time (statistical definition).

An individual's "education level" is assessed on the basis of the highest certificate or diploma s/he has attained.

Recent Employment Surveys have presented the proportions of qualified school leavers in "sawtooth" format: the drop observed last year (Table 03 of the 2009 edition) proved to be temporary. These fluctuations, more ample than the margins of error inherent in polled surveys, nevertheless give pause for thought.

Source: INSEE Employment surveys
Coverage: Metropolitan France and OECD countries.

01 Proportions of young people and adults with an upper secondary qualification according to the year



Interpretation: in 2009, 70% of people aged 25-64 (and over 83% of young people aged 20-24) declared having attained a higher education qualification or the *baccalauréat*, compared with 49% in 1991 and 39% in 1981.

Source: INSEE Employment surveys from 1981 to 2008 (annual average since 2006)

02 Percentage of young people aged 20 to 24 with an upper secondary education qualification

	1991	1996	2001	2006	2009
Baccalauréat or higher education	39	55	62	66	65.7
BEP	10			10	9.5
CAP	20			8	8.2
BEP CAP		22	19		
Total qualified	69.4	77.0	81.8	83.2	83.4
Brevet or no qualification	30.6	23.0	18.2	16.8	16.6
Total	100	100	100	100	100

Interpretation: in 2009, 66% of young people aged 20 to 24 declared having attained a higher education qualification or the *baccalauréat*, 9% attained a BEP and 8% a CAP or equivalent qualification. 83% of the age group thus attained an upper secondary level qualification, compared with under 70% for the same age group in 1991.

Source: INSEE Employment surveys from 1991 to 2009 (annual average since 2006)

03 Breakdown of cohorts leaving initial education according to their highest qualification

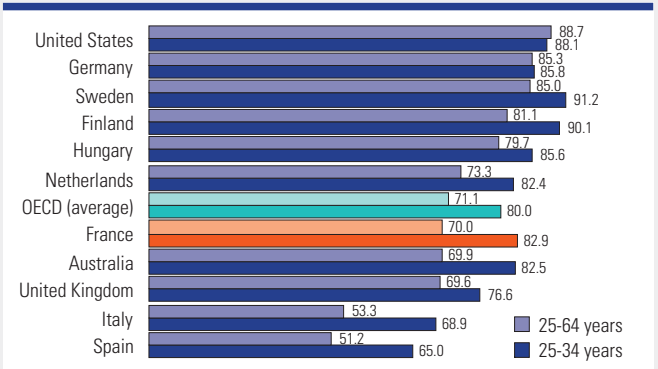
as a%

Highest qualification	ISCED*	2003-2005 cohorts (average)		2006-2008 cohorts (average)	
		in k	%	in k	%
PhD (except Medicine)	*6*	5	1	7	1
Master's (*baccalauréat* + 5 yrs in HE, PhD in Medicine)	*5A*	96	13	107	15
Degree level (*baccalauréat* + 3 yrs HE, *baccalauréat* + 4 yrs in HE)	*5A*	77	10	78	10
DEUG: *Diplôme d'études universitaires générales* – undergraduate diploma of general university studies	*5A*	6	1	5	1
Subtotal courses possibly leading to research	***5A***	**184**	**25**	**197**	**27**
Subtotal courses completed (BTS, DUT, paramedical and social work)	***5B***	**123**	**17**	**112**	**15**
Total higher education qualifications	***5/6***	**307**	**42**	**309**	**42**
General and technological *baccalauréat*	*3A*	104	15	104	14
Vocational baccalauréat or *brevet*, technical *brevet*	*3B©*	59	8	67	9
Subtotal *baccalauréat* or equivalent	***3A©***	**163**	**23**	**171**	**23**
of which: have taken higher education courses	*3A©*	77	11	70	9
Certificate of vocational education (BEP)	*3C*	71	10	67	9
Certificate of vocational aptitude (CAP) or equivalent	*3C*	55	7	56	8
Subtotal CAP, BEP and equivalent	***3C***	**126**	**17**	**123**	**17**
Total upper secondary graduates	***3A©***	**289**	**40**	**294**	**40**
Total upper secondary and higher education graduates	***3/6***	**596**	**82**	**603**	**82**
Diplôme national du brevet (DNB)	*2*	53	7	64	8
No qualification	*0/2*	77	11	72	10
Total brevet or below	***0/2***	**130**	**18**	**136**	**18**
Eotal who left education/training		**726**	**100**	**739**	**100**

* UNESCO international classification of education categories (ISCED) serves to define comparable indicators in different countries.

Source: DEPP calculations based on INSEE Employment surveys 2007-2009 (annual average)

Proportion of the population aged 25-64 and 25-34 who successfully completed upper secondary education courses (2008)



Source: OECD, 2010 edition of Education at a Glance (based on Labour Force Surveys)

Reducing the numbers of under-qualified youth is a major policy issue and can be statistically analysed in a number of ways. For the European Community, 12% of 18-24 year-olds are under-qualified, failing the award of a CAP, BEP or *baccalauréat* or having been in education or training in the previous month.
6% of secondary students finish school below "CAP" level, that is without qualification, according to the 1960s French definition.

Reducing the number of people who are under-educated or under-trained is a major challenge for societal wealth and cohesion. The issue is the target of indicators that differ in their definitions of "low education level" and in the population groups covered.

Education and training for these groups are grouped according to levels based on two distinct statistical classifications, instituted at different stages of pupils' school pathways. The French classification of education levels defines the first qualification level as the CAP or Level V, corresponding to two years of a *certificat d'aptitude* or *brevet d'études professionnelles* (certificate of vocational aptitude or of vocational education). Level 3 of UNESCO's international standard classification of education (ISCED) groups upper secondary education programmes under the same heading. Under the French system, people are classed at secondary level when they have entered the final year of a cycle, whereas under the international classification system, they are at secondary level when they have successfully completed a cycle, validated by a certificate or diploma. People who fail to satisfy these conditions are classed at the level below.

The European Union's "early school leavers" indicator gives the proportion of young people aged 18 to 24 who have neither successfully completed upper secondary education (ISCED 0 to 2), nor undertaken any studies or training during the previous four weeks.

In 2009, 12% of young people aged 18-24 were "early leavers" in France *(Table 02)*. Of these, 6% studied up to a class in the first year of lower secondary or the first year of CAP or BEP and have a "low level" of education according to French statistical norms. Almost as many (5%) studied up to the final year of secondary education but failed their exams.

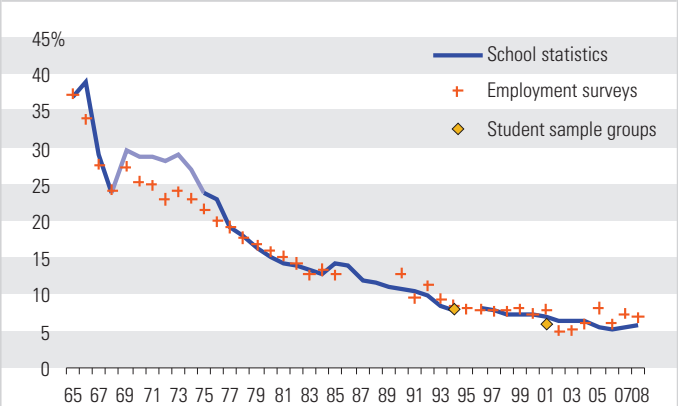
For over 30 years in France, the level of study has been assessed immediately after leaving the education system so as to give a more accurate picture of policies implemented. Thus, according to estimates based on school statistics, which can be broken down according to district education authorities, 5.7% of people leaving secondary education in 2008 did so with a qualification level below that of the CAP *(Table 03)*.

Whereas France has regained much ground, the situation has remained unchanged in recent years and our percentage of young under-qualified people remains higher than that of the countries of Northern Europe and the United States. The European Union (18% in 2000 and 15% in 2008 across the entire Union) has set a target of fewer than 10% "early leavers" (also known as school drop outs) for 2020.

The "levels" are comparable groups of education and training programmes, organised into a hierarchy. The international UNESCO classification enables comparisons between countries. Those of the French list of levels and education specialisms set up equivalences for forecasts of manpower, employment offers and training management. The percentage of early leavers is the proportion of young people aged 18-24 at ISCED 0-2 levels without schooling or courses of any sort. In Graph 04, the "low education level" indicator in OECD countries refers to young people of similar education levels, excluding students or apprentices, but a little "older" (aged 20-24) and including those who have followed a course, seminar, workshop or "non-formal" conference. Table 02 and Graph 04 (for France) draw on the INSEE Employment surveys based on a household sample (February 2010 version). Table 03 is calculated according to surveys on students enrolled at secondary institutions (including apprenticeship training centres and agricultural schools). Graph 01 shows the intersection between these two sources and a third—the student sample group launched by DEPP in 1995. The Employment surveys have recently presented in "sawtooth" format the proportions of qualified school leavers: the drop observed in 2009 proved to be temporary. These fluctuations, more ample than the margins of error inherent in polled surveys, nevertheless give pause for thought.

Sources: INSEE Employment surveys
Coverage: Metropolitan France

01 School leavers with level below CAP (VI and Vbis) from 1965 to 2008



Interpretation: in 1965, over 35% of school-leavers ended their education at below CAP level ("unqualified" in the terminology of that time). They left before the final year of a CAP or BEP or before Year 11, in other words, after primary education, lower secondary education or a few months of vocational training. In 2008, this was the case for six times fewer young people.

Source: MEN-DEPP, statistics regarding secondary education and training, student sample group and INSEE Employment surveys

02 EC "early school leavers" indicator as a percentage of young people aged 18 to 24

		Fr	ISCED	2003	2005	2007	2008	2009
Having studied or attended training in the past four weeks		*VI to I*	*0 to 6*	55	57	56	56	55
With no recent education or training	CAP, BEP *baccalauréat* graduates or higher (ISCED 3-6)	*V to I*	*3 to 6*	33	31	31	32	33
	Total unqualified after leaving upper secondary school		*0 to 2*	**12**	**12**	**13**	**12**	**12**
	of whom, have studied up to...							
	Year 13 of general, technological or vocational baccalauréat	*IV*	*2*	*2*	*2*	*2*	*2*	*2*
	Final year of CAP or BEP	*V*	*2*	*4*	*4*	*4*	*3*	*3*
	Year 11 or Year 12 of general or technological path	*V*	*2*	*1*	*1*	*1*	*1*	*1*
	First years of CAP or BEP, lower secondary	*VI-Vbis*	*0 to 2*	*5*	*5*	*6*	*6*	*6*
All young people aged 18 to 24				**100**	**100**	**100**	**100**	**100**

Source: MEN-DEPP calculations based on INSEE 2003-2009 Employment surveys (annual average)

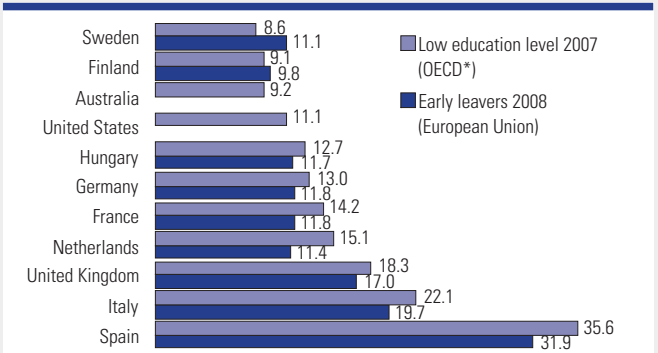
03 Secondary school leavers by class and "education level"

as a % of secondary school leavers

	1996	2001	2007	2008
Lower secondary, first year CAP/BEP (Vbis-VI)	8.4	6.9	5.4	5.7
Year 11 or Year 12 of general or technological path (V)	2.3	2.3	2.2	1.8
Total number of students that leave before the final year of upper secondary education	**10.7**	**9.2**	**7.6**	**7.5**
Final year of CAP or BEP (V)	20.4	20.9	19.7	19.9
First year of vocational *baccalauréat* and *brevet* (V)	1.8	2.6	2.6	2.6
Final year of vocational *baccalauréat* and *brevet* (IV)	10.7	13.5	16.0	16.2
Final year of general and technological *baccalauréat* (IV)	56.4	53.8	54.1	53.8
Total number of students leaving secondary education	**100.0**	**100.0**	**100.0**	**100.0**

Source: MEN-DEPP, statistics regarding secondary education and training (including apprentices and students at

Under-qualified young people: international comparison



* see methodology for definition of low levels.

Sources: Eurostat, Labour Force Surveys 2008 (whole year) and OECD same surveys in 2007 (1st quarter)

Girls are more proficient in French language skills and their school pathways are more successful than boys'.
While clearly in the majority among general *baccalauréat* graduates and university students, they are less numerous than boys in scientific and industrial courses.

While their mathematics and scientific literacy is similar to that of boys, girls have a distinct advantage over the latter in French and in written comprehension according to national and international assessments *(Indicators 17 and 20)*. With the benefit of greater proficiency in these skills, girls' educational paths are, on average, easier and smoother than boys' but they continue to choose radically different streams, options and specialisms.

The data from the Employment Survey* confirm that young women have a higher level of education than men, and that the gap had continued to widen over two decades *(Graph 01)*. In 2008, among young people who had completed their education in the previous six years, 37% of boys and 51% of girls had attained higher education qualifications. By contrast, the proportion of young people with no secondary education qualification (CAP, BEP or *baccalauréat*) reached 19% among boys and was undiminished since 1999, as against only 12% of unqualified young women. (16% in 1999).

This bias in favour of women applies in most developed countries. In Europe, among people aged 25-34, the proportion of those possessing at least one secondary qualification is systematically higher for women (especially in Latin countries) with the exception of Germany.

For more than three decades, the majority of *baccalauréat* graduates have been girls: over 53% in the 2009 session and nearly 58% of general *baccalauréat* graduates. Although these differences have narrowed over the past few years, the presence of girls remains very unequal depending on the stream *(Graph 02)*.

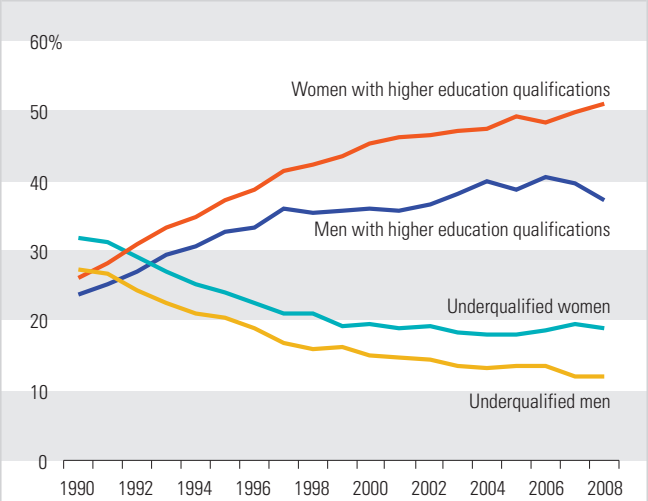
In the general stream, girls represent the vast majority in Arts and Humanities subjects (80% of successful candidates in 2009, 4 points less than the maximum recorded in 2002), and the distinct majority in the Economics and Social stream (63%). In spite of some progress, girls remain in the minority in the Sciences (47% in the 2009 session, i.e. up 5 points in two decades). In the technological stream, service sector-based specialisms remain the preserve of girls (58% of STG *baccalauréat* graduates, down 8 points from 2000) and 94% in ST2S, formerly SMS) while the industrial specialisms are dominated by boys (90% in STI). Under such conditions, the proportion of girls across all scientific courses (S, STL, STL) which is anticipated to reach 45% under the LOLF, is making progress and exceeded 41% in 2009. Girls remain a minority among vocational *baccalauréat* graduates, (43%).

* For more information: INSEE Première No.1284 "Men and Women at the start of their pathways".

Sources: Eurostat, INSEE, Employment surveys and MEN-DEPP
Coverage: Metropolitan France

01 Since 1990, girls' level of education has made more progress than that of boys

Metropolitan France

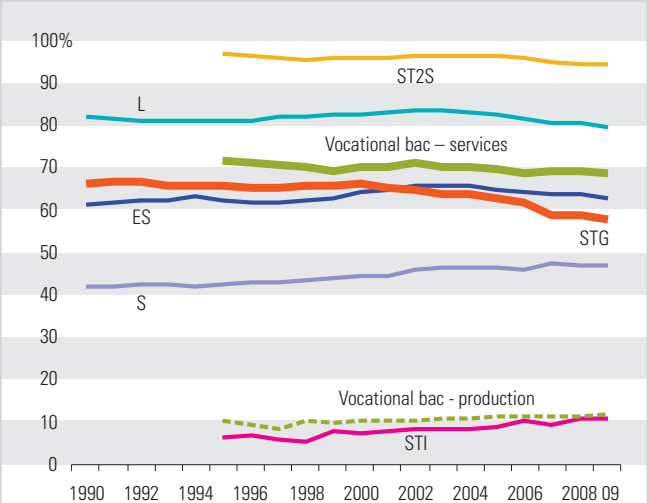


Note: the introduction of the continuous Employment Survey implies a change in series from 2003.

Source: INSEE, Employment surveys

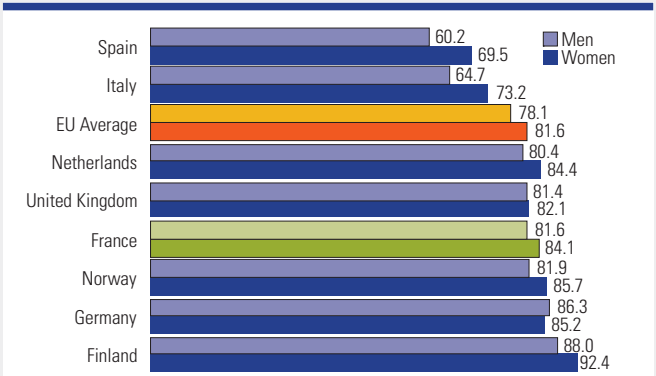
02 Proportion of girl *baccalauréat* graduates per option 1990-2009

Metropolitan France



Source: MEN-DEPP

Proportion of people aged 25-34 with at least an upper secondary education qualification (2008)



Source: EUROSTAT

Half of working-class children born in the early 1980s attain a *baccalauréat*. The chances of successfully completing higher or upper secondary education have progressed across all social groups, but their breakdown varies across general, technological and vocational streams.

Increased capacity in secondary and then higher education mean that education has become accessible to a much broader section of the population. This widening of the spectrum and its limits may be understood by comparing over time the numbers of children from different social backgrounds who attain *baccalauréat* level, and the breakdown of these groups according to the highest qualification attained.

In the generations born in the 1940s, more than two out of three children with management-level parents attained the *baccalauréat* compared with only 6% of working-class children. Among recent generations, born in the early 1980s, half of working-class children attain the *baccalauréat (Graph 01)*. This progress has been particularly rapid from generations born between 1964 and 1968 to those born from 1974 to 1978. In this respect, the extensive development in terms of quantity at the end of the eighties contributed to reducing social inequalities.

Out of 100 young people aged 20-24 at the start of 2009 belonging to the 1984-1988 generation, 53 state that they had access to higher education; of the remainder, 3 state that they hold a technological or vocational *baccalauréat* as their highest *qualification, 8 a vocational baccalauréat or brevet, and 17 a certificate of vocational aptitude or study (CAP or BEP) (Graph 02)*. Children of employees and from working class backgrounds more often hold technological and vocational secondary education qualifications (36%) than children of the self-employed, management-levels and technicians (18%). Compared to their predecessors from the 1974-1978 generations, aged 20-24 ten years previously, fewer young people in 2009 were without any upper secondary education qualification at all. This remains more common for employee and working-class children (21%) than for children with parents who are self-employed or hold management-level, teaching and intermediate profession positions (8%).

The breakdown among the three main streams (general, technological and vocational) of *baccalauréat* graduates of 2009 confirms the continuing influence of social background on education pathways: while working-class children are to be found in more or less equal numbers in the three types of *baccalauréat*, the vast majority of children with management-level parents choose the general stream—the most conducive to long higher-education cycles *(Table 03)*.

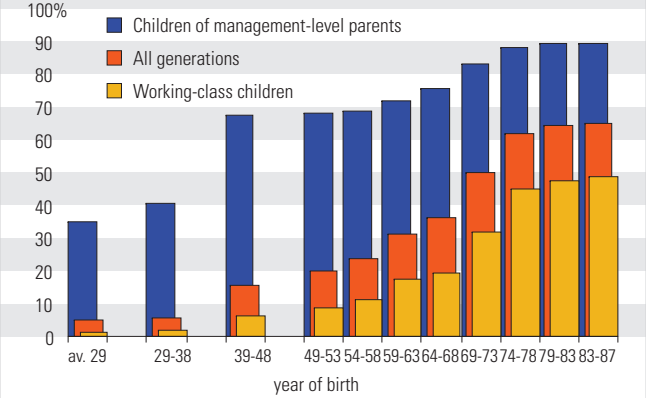
Increasing the proportion of general *baccalauréat* holders among children from "underprivileged" backgrounds is one of the Ministry's goals within the framework of the equal opportunities policy (Act of 31 March 2006). At an estimated 18.5% in 2008, the goal monitored by a LOLF indicator is to reach 20% in 2010.

Graph 01 concerns generations i.e. young people born in the same year. These data are provided by FQP and INSEE Employment surveys (2005 survey for generations born 1979-1968, 2009 for those born 1983-1987). In theory, qualifications equivalent to the baccalauréat are not taken into account. Graph 02 concerns age groups (20 to 24 at the start of the year) corresponding to generations. Source: INSEE Employment surveys The study categories are defined by combining access/lack of access to higher education and if none, the highest level of upper secondary qualification as well as its stream: general, vocational or technological. "Social background" is determined on the traditional basis of the socio-professional category of parents, with priority given to the occupation of the father. The socio-professional category of a retired or unemployed person is usually that of the last position s/he occupied. The mother's occupation replaces that of the father where the latter is absent or deceased.

Source: INSEE Employment, Education and Training and Vocational Qualification surveys

Level of education according to social background

01 *Baccalauréat* graduation rate according to generation and social background



Interpretation: among young people born between 1983 and 1987, 89% of those with management-level fathers attained their *baccalauréat* compared to 49% of children with working-class fathers. This is well above figures for generations born in the 1930s where 41% of children with management-level parents passed the *baccalauréat* compared to only 2% of working class children.

Sources: calculations by the Centre Maurice Halbwachs based on Education, Training and Vocational qualifications surveys, and the DEPP based on INSEE Employment surveys

02 Breakdown by stream of *baccalauréat* graduates in 2009 based on social background (%)

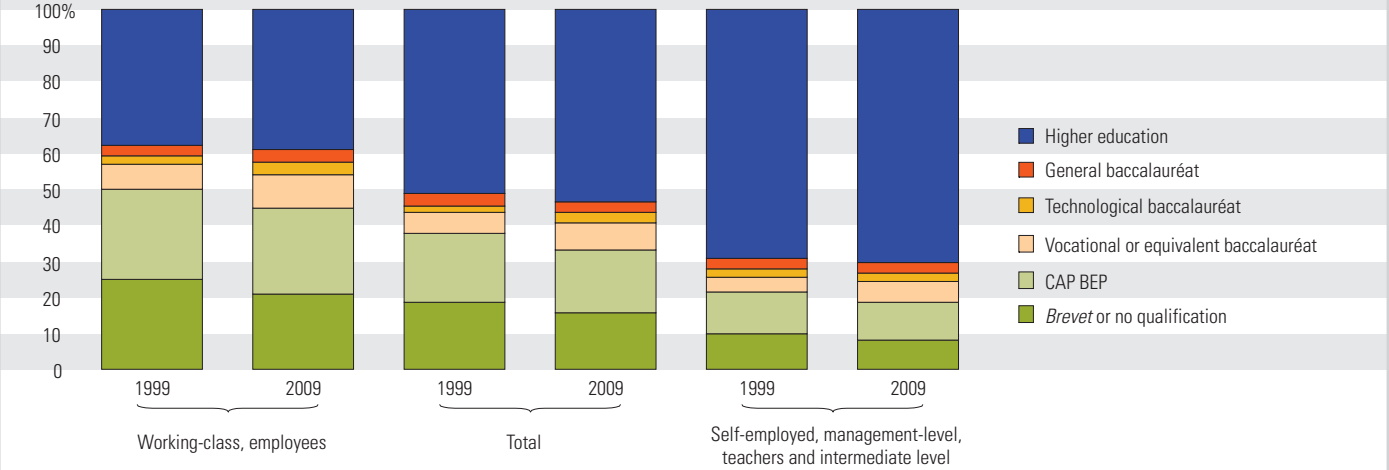
Metropolitan France + DOM

	General	Technical	Vocational*
Farmers	55.3	22.7	21.9
Skilled craftsmen, retail and sales, businessmen	49.3	23.9	26.9
Management, high-level intellectual professions	75.3	15.5	9.2
Intermediate professions	57.6	25.9	16.5
Employees	48.1	29.7	22.2
Working-class	33.2	28.4	38.3
Retired - Not working	41.3	28.6	30.1
Total	**53.2**	**24.2**	**22.4**

Interpretation: in 2009, 33.2% of working class children attained a general baccalauréat, 28.4% a technological *baccalauréat* and 38.3% a vocational *baccalauréat*.

Source: MEN-DEPP (OCEAN)

03 Qualifications of young people aged 20-24 according to social background (1999 and 2009)



Interpretation: in 2009, of 100 children of employees or working-class parents, 39 had access to higher education. Among the others: 24 stated that their highest qualification was a CAP or BEP; 9 a vocational *baccalauréat* or equivalent; 4 a technological *baccalauréat* and 3 a general *baccalauréat*. In all, 79% of these young people have at least an upper secondary education qualification compared with 92% of those with self-employed, management, teacher and intermediate-level parents.

Source: DEPP calculations based on INSEE 1999 and 2009 Employment surveys (annual average)

The risk of unemployment among the least qualified young people is particularly high. Following a drop at the start of 2008, unemployment among young people and the labour force as a whole rose sharply in the first six months of 2009.

Youth unemployment tends to "over-react" to the prevailing economic climate. The risk of unemployment within the first few years of leaving education is subject to considerable fluctuation, following a downward trend during times of economic boom (1988-1990, 1998-2000 and 2007-2008 in France) and upward during recession (1993-1994, 2002-2003 and 2009). While young people can rapidly find work during periods of growth, they are more likely to be unemployed than their elders during periods of job scarcity *(Graph 01)*.

This situation is particularly true for the least qualified. Times of economic difficulty have a "cascade" effect on successively higher qualification levels. In the absence of management jobs, the highest qualified accept less prestigious jobs, more usually the target of intermediate levels, relegating the latter to less qualified posts, which in turn creates serious difficulties for the least qualified job seekers.

For young people with secondary qualifications, the situation varies according to specialism, reflecting developments in the markets for industrial (-6.8%), construction (-2.4%) and goods and services (-0.9%) sectors. The situation of those qualifying for posts in industrial production thus became considerably worse in 2009, and those who successfully completed secondary education in 2008 faced severe difficulties at the end of 2008 and beginning of 2009 on entering the job market *(Graph 02)*. By contrast, the situation of those qualifying for jobs in business and services deteriorated less markedly. However, when the labour market picks up, these young people find it more difficult to obtain work than those trained in production.

In France, an average of 10% of young people aged 15-29 pursue studies or training while working, with a higher proportion among those aged 18-22 *(Graph 03)*. This accumulation of student jobs is more frequent in Germany and the Netherlands. Large numbers of young people in these countries work in order to acquire professional experience, which facilitates their transition from training to employment *(Graph 04)*.

This proximity to business makes it easier for young people to enter the labour market after finishing their studies: in the Netherlands as in Norway and Austria, this leads to the lowest unemployment rates.

For further information:
L'emploi nouveaux enjeux, INSEE – *Références*, November 2008, INSEE
The impact of the crisis on employment, Remko Hijman, Statistics in Focus 79/2009, Eurostat
Press releases/Euro indicators 113/2010, 59/2010 and 29/2010, available from:
http://epp.eurostat.ec.europa.eu/portal/page/portal/publications/recently_published

An unemployment "rate" takes as a denominator those who are looking for or are in work ("economically active).

Graph 01 shows, as in the previous edition, the exposure to unemployment of cohorts of young people who have terminated their studies over similar periods (1-4 years) so as to correctly reflect the advantage conferred by a qualification in the labour market. This draws on data from the INSEE Employment Survey and presents a break in series between 2002 and 2003.

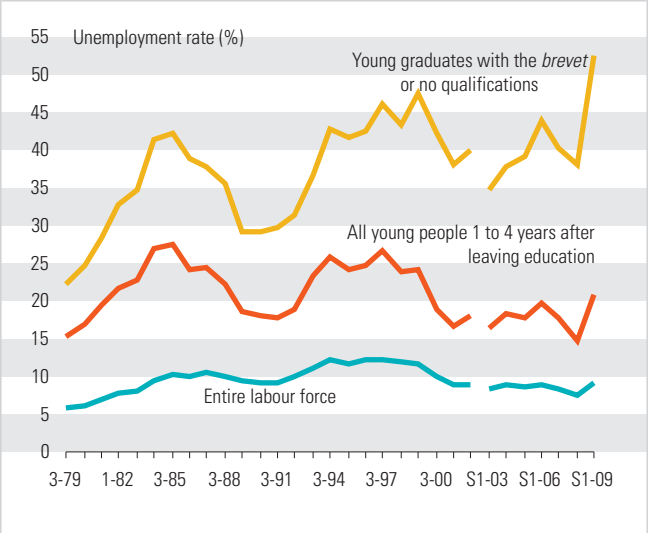
Graph 02 is taken from the survey on upper secondary school leavers' transition to working life (TWL), which is carried out in February, roughly 7 months after they have left education. The indicator is the proportion of young people in work (assisted or not).

Graphs 03 and 04 draw on data from European Community labour force surveys (to which the Employment Survey represents the French contribution), used by Eurostat (03) and OECD (04), Graph 04 is calculated based on data from Table C3. 1a of Education at a Glance 2010.

Sources: MEN-DEPP, INSEE Employment surveys, Eurostat, OECD
Coverage: Metropolitan France, EU Member States

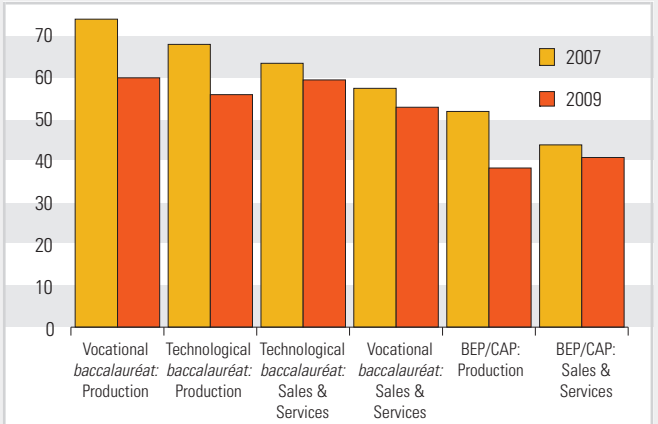
Qualifications and the risk of unemployment

01 Unemployment rates one to four years after leaving education (1979 to 2009)



Source: MESR-DEPP calculations based on INSEE Employment surveys (break in series between 2002 to 2003 (first two quarters since 2003)

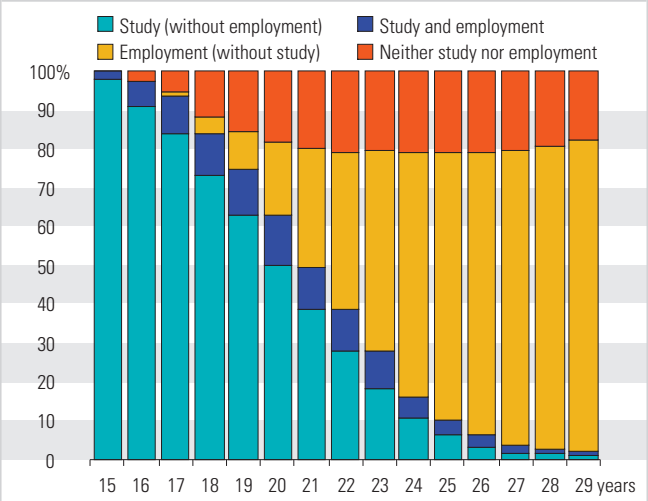
02 Employment rates at beginning February of upper secondary school leavers according to their highest qualification



Interpretation: in February 2009, 60% of young people holding a vocational *baccalauréat* geared to production who had completed their education in 2008 were in employment ("subsidised" or not) out of the option subsets surveyed.
NB: these data concern part of the area covered by TWL surveys: qualified graduates only in the study options surveyed in 2007 and who completed the final year of study leading to the qualification (but excluding, for instance, BEP graduates from the first year of vocational *baccalauréat* courses).

Source: TWL surveys of February 2007 and 2009, MEN-DEPP

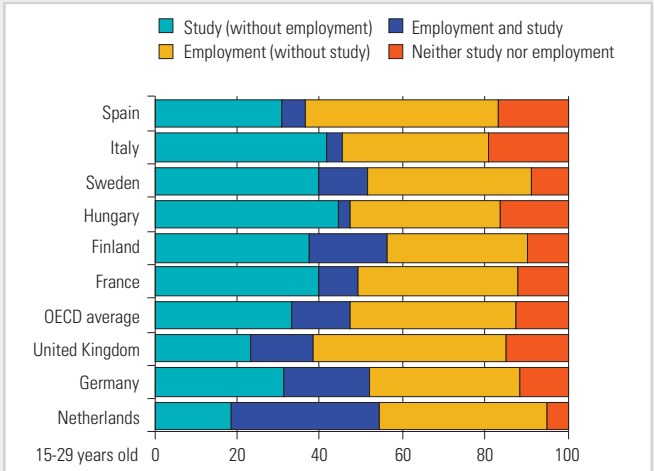
03 Employment and study, age 15 to 29 (2009)



Interpretation: at age 20 (the age of the survey), 50% of young people are students and have no work, 13% are students or apprentices and have a job; 19% have a job but are not studying and 18% are unemployed but not studying.

Source: MEN-DEPP calculations based on INSEE 2009 Employment surveys (annual average)

04 Employment and study, age 15 to 29 (first quarter 2008)



Countries ranked according to unemployment rate among young people aged 15-29 during first quarter of 2010.

Source: OECD – Education at a Glance – based on EU Labour Force surveys (first quarter of 2008)

At the start of a career, social situations depend on the qualifications attained. Thanks to their higher qualifications, young working women are generally found in more highly-qualified positions than men. Higher education graduates have much higher salaries, especially if they are men.

The chances of working as a senior manager, teacher, doctor, lawyer, nurse or technician depend mainly on level of qualification and less on social background. In 2009, at the outset of their careers, 80% of economically-active graduates who had completed long higher education courses worked in higher or intermediate professions. The proportion is 59% for short-course graduates and 25% for those whose highest diploma is the *baccalauréat (Graph 01)*. Long-cycle higher education graduates therefore have a 21 percent advantage over short-cycle graduates concerning access to such professions, which is higher than that of children with management-level parents over working-class children (6 to 9 percentage points) if they hold a higher education qualification at the same level.

Since 2002, women have gained access in greater proportions than men to higher and intermediary professions shortly after finishing studies (43% as against 40% in 2009). This result is based on young women's levels of education and qualifications, which are substantially higher than those of men; but where qualifications are equal, they have less access to these jobs than men.

Conditioned by jobs and levels of responsibility, salary levels also depend on the qualification level, particularly in the case of men. While wage differences are not that significant among younger people with similar qualification levels, they increase as years in work pass and with age. Thus, around the age of 50, the average salary of higher education graduates is double that of unqualified employees, the ratio standing at 2.3 for men and 2.0 for women respectively.

For students leaving secondary education, education validated by a qualification improves employment opportunities and professional status in the medium and long term. In 2009, among young people who completed their studies between 2002 and 2006, i.e. an average of 5 years previously, 73% of the CAP and BEP graduates and 83% of vocational *baccalauréat* graduates had found work, as against 45% of the unqualified young people *(Graph 03)*. Vocational *baccalauréat* graduates enjoy the best conditions in secondary education in light of the total percentage of jobs held. One *baccalauréat* graduate in 4 has an intermediary profession or is self-employed. Nearly one in three occupies a qualified employee or worker position.

CAP and BEP graduates held more skilled jobs than those with the lowest qualifications, were less often unemployed and above all, nearly all had work experience, denied to 10% of unqualified young people.

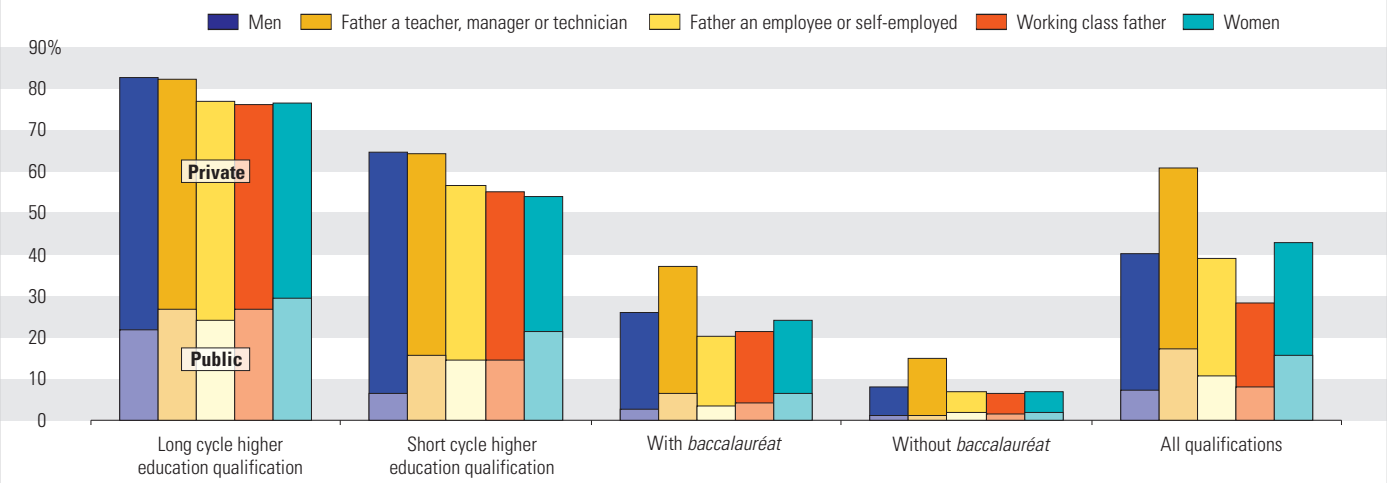
Graph 01 *refers to young people who are "economically active" (in or looking for work).*
Access rates to higher or intermediary professions are not strictly comparable to those of previous editions (the professional categories have since been adjusted). The public sector (Graph 01) includes employment in the civil service, hospitals and regional and local authorities but excludes publicly-owned companies.
Socio-professional categories are defined by the father's occupation and divided into three categories: (company bosses, higher and intermediary professions; workers; employers, farmers, skilled craftsmen and sales/retail).

Table 20 *shows average salaries of full-time employees.*

Graph 03 *draws on the INSEE Employment surveys (for the whole of 2009) and concerns young people who finished their initial studies in the 3-7 years prior to the survey (i.e. between 2002 to 2006). Intermediate professions refer to people in charge who do not have managerial or executive status. Non-skilled employees are those working in trade and retail jobs, support services for individuals, civil service support staff and ambulance staff in addition to security staff. The ranking according to socio-professional categories is not strictly comparable to previous editions.*

Source: MEN-DEPP based on INSEE Employment surveys
Coverage: Metropolitan France

01 Access to higher or intermediate professions, according to qualifications, gender and social background (2009)



Interpretation: in 2009, 83% of long-cycle higher-education male graduates (left-hand bars) have high- or intermediary-level professional status (including company directors), compared to 77% women, 76% young people with working class fathers and 83% with fathers in a managerial position. These same proportions vary between 54% and 65% for short-cycle higher-education graduates, between 20% and 37% for *baccalauréat* holders and between 6% and 15% below the *baccalauréat*.
Coverage: economically active (hold or seek employment) individuals having left initial education 2-9 years earlier (between 2000 and 2007).

Source: DEPP calculations based on INSEE Employment surveys (four quarters in 2009)

02 Declared monthly salaries in 2009, by age and qualification level

Average salaries of full-time employee

Men	15-24	25-34	35-44	45-54	55-64
Long-cycle higher education	1,470	2,150	2,870	3,500	3,700
Short-cycle higher education	1,400	1,770	2,230	2,640	2,920
With *baccalauréat*	1,230	1,560	1,900	2,340	2,470
CAP/BEP	1,200	1,485	1,615	1,780	1,760
Brevet	900	1,450	1,710	1,900	
Study certificate				1,520	1,620
No qualification	1,010	1,380	1,450	1,500	1,500
Women					
Long-cycle higher education	1,420	1,815	2,200	2,500	2,730
Short-cycle higher education	1,330	1,550	1,880	2,200	2,300
With *baccalauréat*	1,110	1,350	1,550	1,800	2,040
CAP/BEP	1,100	1,260	1,350	1,450	1,560
Brevet		1,280	1,360	1,490	1,675
Study certificate				1,300	1,300
No qualification		1,190	1,210	1,250	1,280

Interpretation: in 2009, half of the male graduates from long-cycle higher education programmes aged 45-54 declared a monthly net salary of at least €3,500 (inclusive of monthly bonuses) and half of the women, a salary of at least €2,500. Only full-time employees are taken into account, represented in sufficient numbers in the survey (150 observations). Salaries are given in 2009 euros.

Source: DEPP calculations based on INSEE 2009 Employment surveys (four quarters)

03 Work status of young people having completed initial education 5 years previously, according to the highest qualification attained (2009)

Interpretation: in 2009, approximately 5 years after completing their initial education, 75% of "secondary graduates" (*brevet*, CAP, BEP and *baccalauréats*) had a job, compared with 45% of young people with a *Certificat de Formation Générale* (CFG, general school's certificate) or with no qualifications.

Source: DEPP calculations based on INSEE 2009 Employment surveys (annual average)

Acronyms and education levels

AES: *Filière Administrative, Économique et Sociale* – Administration, Economics and Social Sciences option..
APEL: Accreditation of Prior and Experiential Learning.
ASH: *Adaptation scolaire et scolarisation des élèves handicapés* – Special needs and education for disabled pupils.
ATSS: *(Personnels) administratifs, techniques, de service, de santé et sociaux* – Administrative, technical, service, health and social (personnel).
BEP: *Brevet d'études professionnelles* - Certificate of vocational education
BEPA: *Brevet d'études professionnelles agricoles* – Certificate of vocational education in Agriculture.
BTS: *Brevet de technicien supérieur* – Higher vocational diploma.
CAP: *Certificat d'aptitude professionnelle* – Certificate of vocational aptitude.
CAPA: *Certificat d'aptitude professionnelle agricole* – Certificate of vocational aptitude in Agriculture.
CAPES: *Certificat d'aptitude au professorat de l'enseignement du second degree* – Secondary school teaching certificate.
CEREQ: *Centre d'études et de recherches sur les qualifications* – Centre for studies and research on qualifications.
COP: *Conseiller d'orientation-psychologue* – Guidance counsellor/Psychologist.
CFA: *Centre de formation d'apprentis* – Apprenticeship training centres.
CPA: *Classe préparatoire à l'apprentissage* – Apprenticeship preparatory class.
DARES: *Direction de l'animation, de la recherche, des études et des statistiques* - the Directorate for Coordination, Research, Studies, and Statistics.
DEE: Domestic Expenditure on Education.
DEPP: *Direction de l'évaluation, de la prospective et de la performance* - Evaluation, Prospective and Performance Directorate (French Ministry of Education).
DGESCO: *Direction générale de l'enseignement scolaire* – Directorate-General for School Education.
DGESIP: *Direction générale pour l'enseignement supérieur et l'insertion professionnelle* - Directorate-General for Higher Education and School-to-Work transition.
DGRI: *Direction générale pour la recherche et l'innovation* - Directorate-General for Research and Innovation.
DOM: *Département d'outre-mer* – French overseas department.
DSN: *Direction du Service Nationa*l – National Service Directorate.
ES: *Économique et social* – Economics and Social Sciences option.
GDP: Gross Domestic Product.
IEA: International association for the evaluation of educational achievement.
ILO: International Labour Office.
INSEE: *Institut national de la statistique et des études économiques* – French National Institute for Statistics and Economic Studies.
ITRF: *Ingénieurs et techniciens de recherche et formation* – Engineers and technicians for research and training.
IUFM: *Institut universitaire de formation des maîtres* – Teacher training college.
IUP: *Institut universitaire professionnalisé* – Vocational University Institute.
IUT: *Institut universitaire de technologie* – University Institute of Technology.
L: *Littéraire* – Literature option.
LOLF: *Loi Organique relative aux Lois de finances* – French Constitutional bylaw on budget acts.
MEN: *Ministère de l'Éducation Nationale* – French Ministry of Education
MESR: *Ministère de l'Enseignement supérieur et de la Recherche* – French Ministry of Higher Education and Research.
OECD: Organisation for Economic Co-operation and Development.
PEGC: *Professeur d'enseignement général de collège* – Lower secondary school teacher.
PIRLS: Progress in international reading literacy study.
PISA: Programme for International Student Assessment.
RAR: *Réseau ambition réussite* – "Targeting success" network
RRS: *Réseau réussite scolaire* – network for educational success.
RASED: *Réseau d'aides spécialisées aux enfants en difficulté* – Specialised support network for children in
difficulty.
S: *Scientifique* – Science option.
SEGPA: *Section d'enseignement général et professionnel adapté* – Adapted general and vocational education programme.
SIES: *Sous-Direction des systèmes d'information et des études statistiques* - Sub-Directorate for Information Systems and Statistical studies.
STG: *Sciences et technologies de la gestion* – Management sciences and technology option.
STI: *Sciences et technologies industrielles* – Industrial sciences and technology option.
STS: *Section de techniciens supérieurs* – Undergraduate-level technicians preparing a BTS.
TOM: *Territoire d'outre*-mer - French overseas territory.
TOS: *(Personnels) techniques, ouvriers et de service,* - technicians, workers and service personnel.

French classification of education levels established by the *Commission statistique nationale de la formation professionnelle et de la promotion sociale* (Office for National Statistics on Vocational Training and Social Development).

Level VI: left education after the middle years of lower secondary education (Years 7-9) and one-year pre-vocational courses.
Level Vbis: left education after the final year of lower secondary (Year 10) and the middle years of short upper secondary courses (CAP, BEP).
Level V: left education after the final year of short upper secondary courses (CAP, BEP) and the middle years of the long upper secondary courses (general, technological and vocation in Years 11 and 12).
Level VI: left education after the final year of long upper secondary courses and from higher education with no qualification.
Level III: left education with a "*baccalauréat* + 2 years" qualification (DUT, BTS, DEUG, training colleges in health and social services, etc.)
Level II and I: left education with a qualification equivalent or superior to a university degree.

International Standard Classification of Education ISCED)

ISCED 1: primary education
ISCED 2: lower secondary education
ISCED 3: upper secondary education
ISCED 4: post-secondary education not included in higher education (practically non-existent in France)
ISCED 5: first- and second-cycle higher education
ISCED 6: third-cycle higher education (PhD research)

Developed by UNESCO at the beginning of the 1970s, this classification system was revised and approved in 1997 following broad international consultation. It is a tool designed to produce comparable education and training statistics for all nations and to break down student numbers, flows of graduates and human and financial resources according to a common scale of education levels. It also serves for breakdowns of the school population by education level. The level of education taken into account is defined as successful study recognised by a qualification: thus, in France, individuals with an ISCED 3 level qualification have attained at least a CAP, BEP or *baccalauréat*.

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