



The State of Education

Costs

Activities

Results

30 indicators
on the French
education system

n° **23** – October 2013

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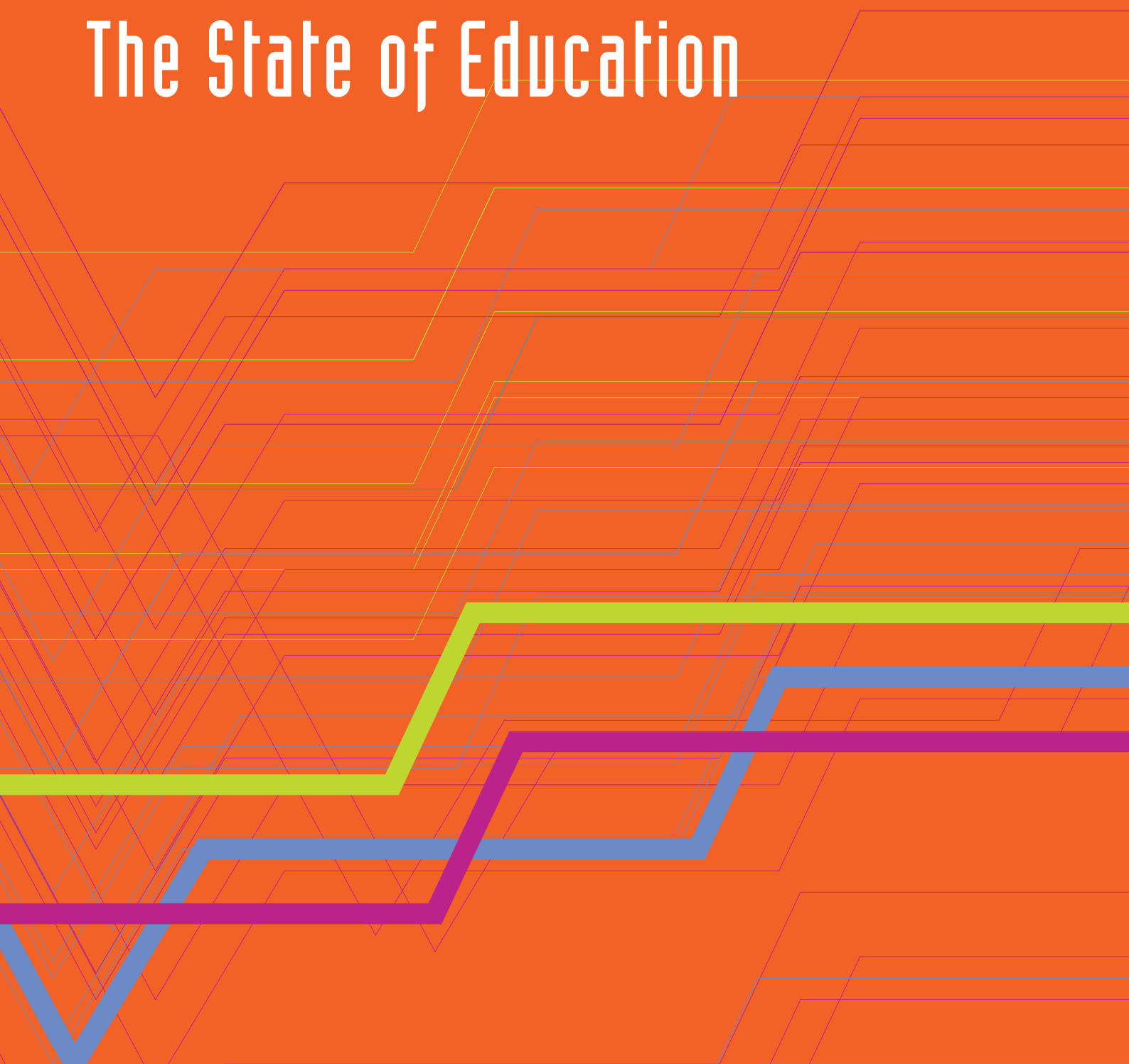
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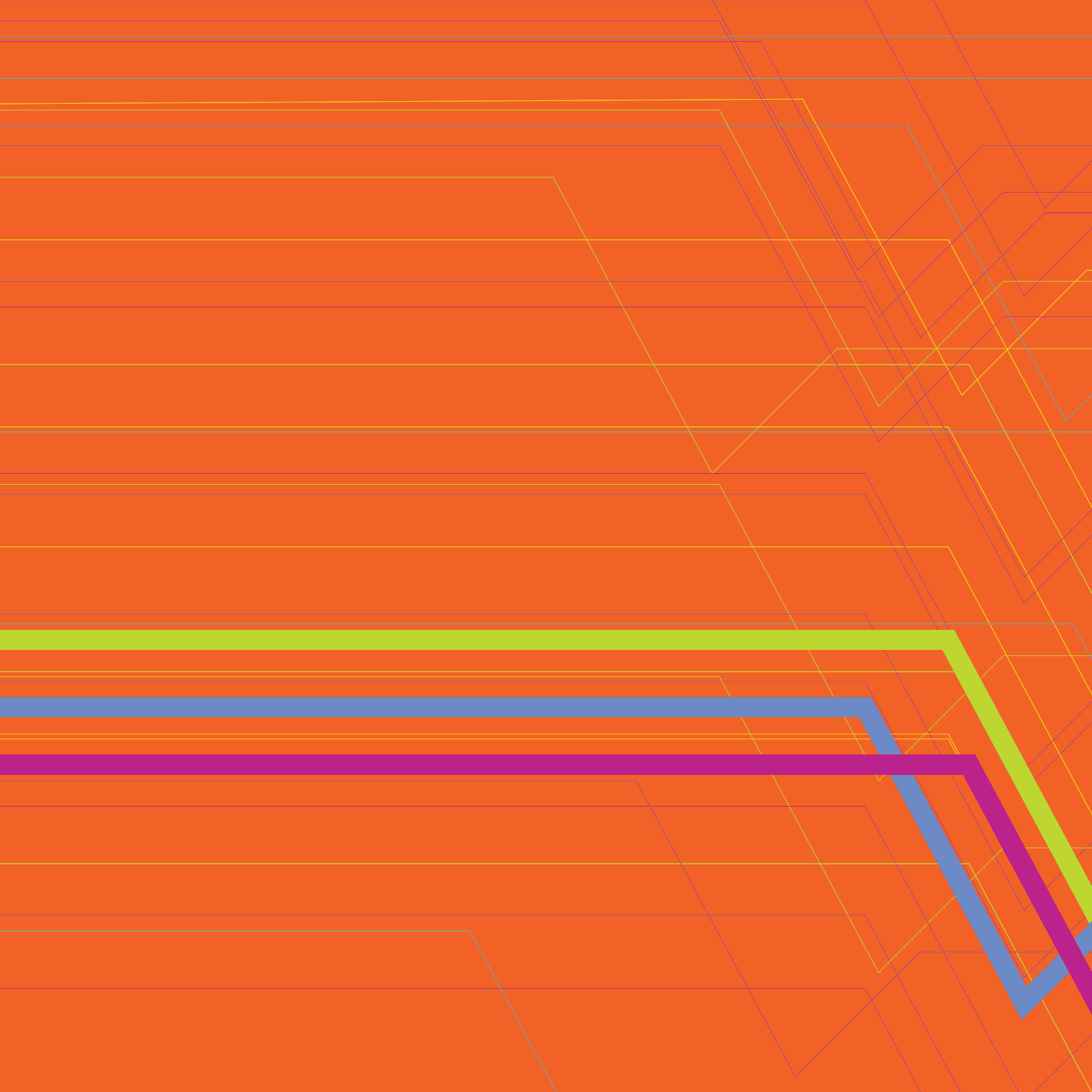
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The State of Education





Preface

Rebuilding Education and Rebuilding the Republic through Education are the priority actions of the President of the Republic and of the Government. French expectations are high.

The consultation launched in 2012 has allowed the government to introduce guidance and planning law, finally adopted and approved on 8 July. It sets the broad objectives of rebuilding Education: raising the level of knowledge, skills and culture of all children, reducing social and regional inequalities, reducing the number of unqualified school leavers.

It will take time and perseverance to accomplish this great task, which covers primary school, school timetables, curricula, the common base of knowledge, skills and culture, priority education and initial and continuing education of teachers, which will be provided by the new colleges of education (écoles supérieures du professorat et de l'éducation). Rebuilding Education requires the commitment and experience of all personnel: it demands extensive consultation but also shared information and informed judgement.

This new edition of the State of Education is a privileged means of taking stock of the state of our education system and measuring its evolution. Highlighting the performance of this system, its successes but also its shortcomings, it helps drive our educational policies, monitor progress and assess what remains to be done.

We must work together to improve the performance of our education system and of our pupils and students; we must translate into concrete form the ambitions of rebuilding Education of the Republic in terms of raising the level of all pupils and students and reducing educational, social and territorial inequalities.

A stylized, handwritten signature in black ink, consisting of a large, flowing 'G' shape.

George Pau-Langevin
Minister in charge of Educational Success

A handwritten signature in black ink, featuring a large, bold 'V' and 'P' with a stylized 'e' and 'l'.

Vincent Peillon
Minister of National Education

Presentation

Since its first edition in 1991, *the State of Education* reports on key indicators to analyse our education system and assess the impact of policies implemented. The work presented in previous editions on learning, school leavers and access to higher education have largely fuelled the debate on which the July 2013 guidance law is based.

Structured around the means used, conditions of schooling and pupil and student results, this 23rd edition highlights some developments and provides international comparisons. It highlights the efforts and the progress still to be made, particularly in terms of inequalities related to social background of pupils and students.

Based on a complementary approach to assessment reports or international studies, this new edition should help provide information to support action for the success of all pupils and students.

Domestic expenditure on education continues to rise

In 2012, France invested €139.4 billion in its education system (Metropolitan France + overseas departments), which represents a sum of €2,130 per capita or €8,330 per pupil or student.

The share of domestic expenditure on education (DEE) in national wealth (GDP) significantly increased in the early 1990s, to reach 7.6% from 1993 to 1997, against 6.4% in 1980. This growth was mainly due to the considerable effort made by local authorities as well as the upgrading of teachers' pay. From 1998 to 2008, this share steadily fell to return to 6.7% of GDP, with GDP showing a stronger increase than DEE (21.4% compared to 8.4%). In 2009, partly due to the impact of recession, the share of DEE in GDP rose to 7.0% and remained stable in 2010. Down to 6.8% in 2011, it increased again in 2012 and reached 6.9% of GDP, following a slight increase in the DEE in constant euros (+0.4 billion) (*indicator 01*).

Since 1980, expenditure on education has increased by 87% in constant prices, due less to the growth in the number of pupils and students than to the cost of each pupil. During that period, costs per primary school pupil (+ 79.3%) and secondary school pupil (+ 62.1%) have risen more sharply than for a student (+ 43.2%). Although these respective rhythms have tended to change in recent years, with a faster increase in per-student spending in 2012 and 2011, average expenditure in primary education is the only one not to have fallen, in constant euros, unlike expenditure in secondary and higher education.

In comparison with the main developed countries, France still showed education spending proportionate to GDP that is equivalent to the OECD average (6.3% excluding continuing education) and much lower than average expenditure per pupil in primary education but above average in secondary education, especially in lycées. Since 2008, spending per student in France falls within the OECD average, for annual expenditure and cumulative expenditure over the average duration of higher education (*indicators 02, 03 and 04*).

If the proportion of higher education in total education spending has grown since 1980 (*indicator 04*), this is primarily due to the increase in student numbers. Unit costs have however increased to a lesser extent than in school teaching, at least until the mid-2000s. Resumed higher spending in higher education has however been clearly engaged and spending per student in 2012 clearly exceeded the average observed for a secondary school pupil (€11,740 compared to €9,620). The cost of a university student nevertheless remained lower than the cost of a lycée pupil (€10,940 compared to more than €11,500).

Central government covers a decisive share of education funding - 58.5% in 2012, of which 53.5% for the Department of National Education and for the Department of Higher Education and Research. Its budget is primarily used to pay staff. Local authorities contributed to almost a quarter of "initial" funding of education in 2012 as opposed to 14.2% in 1980. This share, which rose in successive bursts linked to decentralisation, is

highest (38.9%) in primary education, where communes take charge of non-teaching staff costs as well as schools' operating and investment expenditure (*indicator 02*).

Primary school education experienced a clear improvement in pupil-to-teacher rates, although this did not continue after 2003 (*indicator 11*). Secondary education, which has relatively high resources compared with similar countries, however suffered a strong fall in teaching staff numbers in the period covering 2003-2012 not directly related to changes in pupil numbers (*indicator 07*). In lycées, half of education is now provided in the presence of small student groups (*indicator 12*).

A higher level of qualification...

For three decades, our education system experienced profound quantitative change linked to the nursery school boom, general access to secondary education in the 1960s and 1970s and the massive influx of collège pupils from the mid-1980s to take the general, technological or vocational baccalauréat before going on to higher education.

Moreover, France has enjoyed two decades of significant demographic recovery: in recent years, there have been around 820,000 annual births compared to only 750,000 in the mid-1990s. Largely attenuated in primary school by the simultaneous reversal of enrolment at the age of two between 2000 and 2012 (*indicator 11*), this trend is now spreading to secondary education and, in particular, collèges where enrolment numbers increased by 90,000 between 2009 and 2012. The school population is again on the increase and this trend will continue for the next few academic years.

Education has allowed young generations to reach levels of education that are clearly higher than those of their predecessors. The objective announced in the mid-1980s to bring 80% of a generation in the last year of upper secondary education to baccalauréat level led to a spectacular increase - more than 30 points in one decade - in the access rate at the end of secondary education. This progress has allowed France to catch up on other developed countries. This increase in the levels of training has gone hand in hand with a democratisation of our education system. Collèges, then lycées, have steadily opened to all. Among generations of young people born in the late 1980s, 57% of working class children passed their baccalauréat and were often the first in their family to do so. They were just over 20% in the 1960s (*indicator 28*).

The restructuring of vocational training now allows pupils to study for a vocational baccalauréat in three years (*indicator 15*). In the 2010 and 2011 academic years, students from the former course (BEP plus two years to prepare the baccalauréat) and students from the new course, which reduces preparation to three years, reached their final year of upper secondary school at the same time. In these conditions, the access rate to level IV leapt, firstly by 7 points in the 2010 academic year, then by 8 points in 2011 (rising from 71% to 78% then 86%) (*indicator 23*). In the process, the proportion of baccalauréat graduates in a generation has experienced a similar rate of growth: starting from 65% in 2010, it approached 72% at the 2011 session and 77% in 2012 (*indicator 24*). This trend ended after the transition phase, but access to level IV (79% in September 2012) and the proportion of baccalauréat graduates (73% in the 2013 session) remain significantly higher than before, especially in vocational education (*indicator 13*).

The total length of time spent in an educational institution, from nursery school to the end of higher education, has however stabilised to below 19 years (*indicator 09*). Although practically all generations now reach collège, after having shown pronounced enthusiasm in the late 1980s for general education, collège pupils are now looking more to vocational training, in particular agricultural and through apprenticeship (*indicator 13*). New baccalauréat graduates, just over half of whom graduated in the general streams, tend to opt for short vocational courses rather than long university courses.

... with the risk of leaving many behind

At the Lisbon summit in March 2000, the European countries agreed to promote a society and economy founded on knowledge. In particular they set themselves the objective of reducing the number of under-qualified persons *“at risk of economic and social exclusion”*. The European Commission 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. According to the Employment survey, 16% of young people, completed their secondary education without a qualification (CAP, BEP or baccalauréat). This proportion is however much lower than the 30% of young people who were in that situation in the early 1980s (*indicator 25*). Another European Commission benchmark is the so-called “early leavers” indicator which measures the proportion of young people aged 18 to 24 who have neither successfully completed upper secondary education nor training during the previous month. For France, the figure was close to 12% in 2012 (*indicator 26*), with a European objective set at 10%.

With regard to pupil and student achievement, national or international assessments continue to show high inequality in the mastery of basic skills, which is appreciable from primary school and is rarely overcome during secondary education.

Proficiency in the common base was assessed in May 2012, for French language, mathematics and science. Ranging from 70% to 80%, depending on the educational level and the relative coverage, it proved to be much lower for pupils having repeated a year, with a variation that exceeded 40 points in the primary education and 30 points in lower secondary education (*indicator 18*).

Within the framework of the subject assessment cycle on a sample (CEDRE), the resumption, in 2012, of 2006 testing of pupils’ skills in History-Geography-Civic Education in the last year of lower secondary education showed a comparison of their performance at six year intervals. As in the previous year in languages, it revealed lower standards, with more pupils in difficulty and fewer highly skilled students. The analysis of the results of four groups of collèges with varying socio-educational contexts shows that the decline in performance is more pronounced for the most deprived schools (*indicator 21*).

The international PIRLS survey conducted every five years among pupils in their fourth year of compulsory education (CM1 for France) to evaluate reading proficiency shows, in 2011 as in 2006 and 2001, that France still takes mediocre ranking above the average score observed in all 58 countries, but is below the European and OECD average. Another constant factor: lack of confidence in their abilities expressed by French pupils, who tend, more than elsewhere, to refrain from answering and not complete the proposed tests (*indicator 19*).

Reading skills of young people aged around 17 are assessed during the Journées défense et citoyenneté (JDC, Defence and Citizenship days). They show, in recent years, that about 80% of young French people are proficient readers. The percentage of young people in difficulty has decreased slightly in recent years, a little more sharply among boys who still outnumber girls experiencing reading difficulties (*indicator 22*).

Persistent social inequalities

As shown in many studies in recent decades, the social environment remains instrumental in educational success. Thus, only 57% of children born to blue-collar and white-collar workers obtain the baccalauréat, against 85% of children of managers (*indicator 28*).

Social inequalities are also evident in the pupils' educational pathways. Children of blue-collar workers and unemployed people account for almost three quarters of the population received in Éclair schools (*indicator 10*). They are less proficient in basic skills and less often enrolled in pathways leading to long higher education than children of managers (*indicator 28*).

Repeat years, now recognised as an unfair and often ineffective practice, are also a source of inequality. Their sharp decline, which began in elementary education, has been extended to lower and upper secondary education. In 1980, the repeat year rate at the end of education was 37%. It is now only 12%. The repeat year rate in the first year of lower secondary education, more than 10% until 2000, is now below 5%, while in the first year of upper secondary education, it has fallen from 17% to less than 10% in the past twenty years. However, here too, there are obvious inequalities: 20% of pupils enrolled in the Éclair system arrive in the first year of lower secondary education at least one year behind, against 11% outside priority education (*indicator 10*).

In addition, gender inequalities are also very marked. Young women have a higher level of education than men and the gap has continued to widen over the past two decades (*indicator 27*). However, their presence in lycée varies according to the streams: the vast majority are in literary, tertiary, medical and social streams, and they are the minority in the scientific and industrial streams.

Data on student pathways, collected in *the State of Higher Education and Research*, show that these inequalities extend beyond the baccalauréat. Thus, a child of a blue-collar worker is half as likely as a child of a manager or teacher to gain a higher education diploma. The impact is even stronger given that young people leaving school without qualifications are the hardest hit by rising unemployment. Their situation becomes particularly worrying in the current situation that sees their unemployment rate approaching 50%, a few years after the end of their studies: nearly 47% in 2012 against just over 20% for all young people having left initial education one to four years previously (*indicator 29*).

These findings show the need to take care of pupils in difficulty right from primary education, as they tend later to become the lowest-skilled and experience particularly precarious conditions in accessing their first job.

The school population

Pupil and student populations: an increase in the 2012 academic year

For the 2012 academic year, total pupil, apprentice and student numbers in the public and private sectors in Metropolitan France and overseas départements (DOM) reached a total of 15.2 million, including Mayotte as a new French département since 31st March 2011. With an increase of 50,000 at constant perimeter, the 2012 academic year confirmed the trend started in 2009.

The trends recorded vary according to the level of education. In primary education, enrolment figures increased slightly in September 2012: unlike the previous academic year, the slight decrease in pre-elementary education, which experienced a further decline in the enrolment of children aged two, was more than offset by an increase of more than 13,000 students in elementary education.

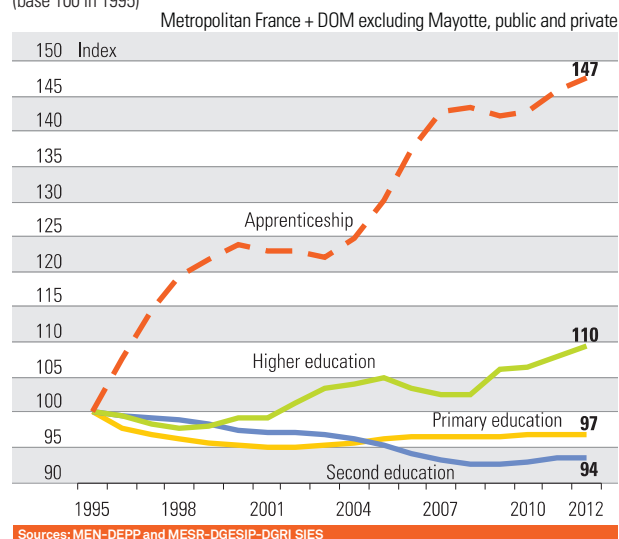
Secondary education showed a slight increase in its numbers in September 2012 in National Education schools. It mainly affected collèges that showed the effects of demographic recovery that began in the late 1990s. Upper secondary education showed contrasting fortunes: the increase in general and technological lycées was largely offset by a significant decline of 37,000 students in vocational education, where students can now study for the baccalauréat in three years instead of four previously.

When including other forms of education, that is to say, pupils in general and vocational adapted education (Segpa) and pupils in agricultural, health and apprentice institutions, total enrolment in secondary education showed an overall decline of more than 8,000 in September 2012.

Higher education in 2012 once more showed a net increase in the number of students (+1.5%), which also applied to apprentices (+1.9%).

Trends in school and higher education enrolment numbers since 1995

(base 100 in 1995)



Pupil and student population. All primary and secondary pupils (including special needs education), apprentices, university and non-university students, in the public and private sector in Metropolitan France and overseas départements (including Mayotte as from 2011).

Trends in pupil, apprentice and student numbers (thousands)

(Metropolitan France + DOM, excluding Mayotte before 2011, public and private)

	1980-1981	1990-1991	2000-2001	2005-2006	2010-2011 ^r	2011-2012 excluding Mayotte	2011-2012 ^r including Mayotte	2012-2013 ^p including Mayotte
Primary, Department of National Education	7,396.3	6,953.4	6,552.0	6,624.6	6,664.3	6,657.7	6,710.7	6,718.9
Pre-elementary	2,456.5	2,644.2	2,540.3	2,612.0	2,539.1	2,545.0	2,561.8	2,557.0
Elementary (CP-CM2)	4,810.0	4,218.0	3,953.0	3,962.0	4,080.8	4,067.6	4,102.1	4,115.7
ASH	129.8	91.2	58.7	50.5	44.3	45.1	46.8	46.2
Secondary, Department of National Education	5,309.2	5,725.8	5,614.4	5,485.4	5,353.2	5,384.5	5,415.6	5,422.0
Lower secondary	3,261.9	3,253.5	3,290.9	3,139.0	3,126.4	3,165.9	3,185.2	3,216.7
Vocational upper secondary	807.9	750.0	705.4	724.0	705.5	691.1	694.7	657.5
General and technological upper secondary	1,124.4	1,607.6	1,501.5	1,512.9	1,425.7	1,433.1	1,440.0	1,452.2
Adapted secondary education programme (Segpa)	114.9	114.6	116.6	109.5	95.6	94.5	95.8	95.6
Agricultural secondary (1)	117.1	116.2	151.3	154.9	149.9	153.3	153.6	147.5
Schooling in medical institutions (1)	96.2	88.2	81.4	76.3	71.5	72.6	72.6	72.8
Apprentice training centre (2)	244.1	226.9	376.1	395.6	433.5	442.9	443.3	448.4
Apprentices in secondary education	225.4	219.0	314.7	315.2	314.9	313.1	313.4	305.0
Apprentices in higher education	0.0	1.3	51.2	70.6	111.4	122.9	122.9	136.7
Pre-apprenticeship in CFA	18.7	6.6	10.2	9.7	7.2	6.9	6.9	6.7
Higher education (3)	1,184.1	1,717.1	2,160.3	2,283.3	2,319.6	2,350.6	2,350.9	2,386.9
General total	14,346.9	14,827.5	14,935.4	15,020.1	14,992.1	15,061.7	15,146.7	15,196.5
Total pupils in primary education (4)	7,482.9	7,032.8	6,625.2	6,693.3	6,728.6	6,723.1	6,776.1	6,784.4
Total pupils and apprentices in secondary education (4)	5,680.0	6,076.4	6,098.8	5,972.9	5,832.4	5,865.2	5,896.9	5,888.5
Total students and apprentices in higher education	1,184.1	1,718.4	2,211.4	2,353.9	2,431.0	2,473.5	2,473.8	2,523.6

(r) Revised figures (without double counting between MEN and healthcare institutions).

(p) Provisional data.

(1) No double counting with the Department of National Education. For institutions controlled by the Department of Health, double counting has only been identified since 2008.

(2) Provisional data for 2012.

(3) No double counting of engineering and IUT training in INP, UT and "grands établissements".

(4) All departments combined. Pupils enrolled in medical and educational and hospital facilities were divided 90% and 10% between primary and secondary school respectively.

Schools and qualifications

Schools

In view of trends in the school population, the number of schools reveals a downward trend in primary schools (just below 53,000 nursery and elementary schools in 2012 as opposed to 69,000 in 1980) and relative stability in secondary education (just over 11,000 collèges, professional lycées and lycées, public or private).

The reorganisation of the priority education policy has led to classifying around 8,000 establishments either in the Éclair programmes or “réseaux de réussite scolaire” networks. The former included 301 collèges and 2,139 schools for the 2012 academic year.

Trends in the number of schools

Primary schools

Metropolitan France + DOM, public and private

	1980-1981	1990-1991	2001-2002	2010-2011	2011-2012 excluding Mayotte	2011-2012 including Mayotte	2012-2013 including Mayotte
Public							
Nursery schools	15,996	18,829	18,448	16,056	15,621	15,686	15,435
Elementary schools	45,664	39,009	34,279	32,466	32,323	32,453	32,237
Total	61,660	57,838	52,727	48,522	47,944	48,139	47,672
Private							
Nursery schools	363	419	245	133	122	129	123
Elementary schools	6,663	5,966	5,395	5,143	5,137	5,150	5,142
Total	7,026	6,385	5,640	5,276	5,259	5,279	5,265
Total public and private	68,686	64,223	58,367	53,798	53,203	53,418	52,937

Secondary schools

	1980-1981	1990-1991	2001-2002	2010-2011	2011-2012 excluding Mayotte	2011-2012 including Mayotte	2012-2013 including Mayotte
Public							
Collèges (CES, CEG)	4,891	5,019	5,139	5,253	5,252	5,270	5,274
Vocational lycées (LEP, CET)	1,353	1,362	1,096	973	957	960	942
Lycées (LEGT)	1,134	1,294	1,527	1,576	1,578	1,584	1,587
EREA	ng	82	80	80	79	79	79
Total	7,378	7,757	7,842	7,882	7,866	7,893	7,882
Private							
Collèges (ESC, CC)	1,757	1,814	1,802	1,765	1,776	1,776	1,777
Prof. lycées (LEP, ETC)	978	809	650	664	670	670	660
Lycées (EST, ET, ES)	1,194	1,290	1,094	1,064	1,077	1,077	1,065
EREA	—	—	—	—	—	1	1
Total	3,929	3,913	3,546	3,493	3,523	3,524	3,503
Total public and private	11,307	11,670	11,388	11,375	11,389	11,417	11,385

Priority education schools, 2012 academic year

Metropolitan France + DOM, public sector

	“Éclair” system	“Réussite scolaire” networks
Primary schools	2,139	4,457
Collèges	301	781

Qualifications awarded

In 2012, the Department of National Education awarded a total of over 1.5 million diplomas to its collège and lycée pupils: more than 660,000 national “brevet” diplomas to pupils in “troisième” (last year of collège) and more than 600,000 baccalauréats in the three streams - general, technological and vocational - to which were added around 300,000 level V vocational diplomas (CAP and BEP).

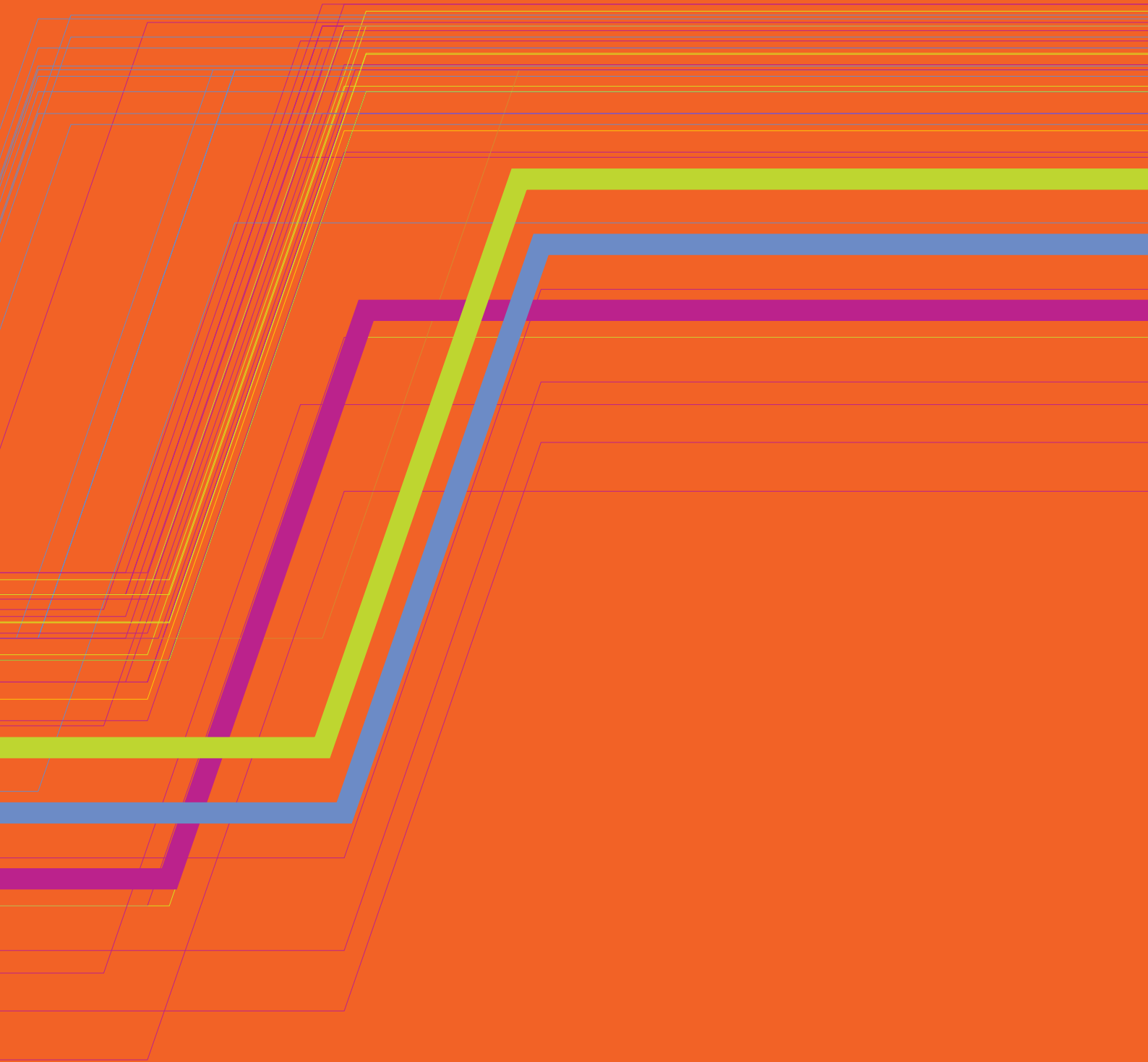
Much lower than the 1970s or 1980s, the growth in the number of qualifications recorded since 1990, which varies according to the level, is firstly explained by the general upward trend in education levels. Whereas the number of pupils passing the CAP, reduced by half between 1990 and 2006, has returned to growth since, the vocational baccalauréat has continued to develop since it was created, in the mid-1980s. This trend was accentuated in 2011 and 2012: Benefiting from the simultaneous arrival of lycée pupils having prepared the vocational baccalauréat in three or four years, it had more than 190,000 graduates in 2012 as opposed to 25,000 in 1990.

Somewhat slowed down in recent years due to lowering demographic trends, the number of qualifications awarded is reinforced by the relatively general trend in the increased pass rate: since 1990, it increased by 8 points for the BEP and 12 points for the brevet, about 14 points for the baccalauréat (excluding vocational, down in 2012), and more than 18 for the CAP.

Trends in qualifications awarded

Metropolitan France + DOM

	1990	1995	2000	2009	2010	2011 excluding Mayotte	2011 including Mayotte	2012 including Mayotte
Brevet								
sitting	803,156	805,317	771,589	736,836	747,702	760,540	764,630	780,545
passes	584,453	592,153	601,110	609,425	624,012	634,647	637,640	661,141
pass rate (%)	72.8	73.5	77.9	82.7	83.5	83.4	83.4	84.7
CAP								
sitting	415,825	363,355	287,945	181,182	189,277	215,822	216,744	215,809
passes	269,798	260,673	215,623	146,855	154,265	178,751	179,564	180,133
pass rate (%)	64.9	71.7	74.9	81.1	81.5	82.8	82.8	83.5
BEP								
sitting	230,625	284,770	285,799	228,102	206,684	165,277	165,976	163,101
passes	161,811	188,224	208,559	170,536	156,980	125,072	125,499	127,507
pass rate (%)	70.2	66.1	73.0	74.8	76.0	75.7	75.6	78.2
General baccalauréat								
sitting	332,638	382,310	339,380	322,576	320,597	320,548	321,569	327,960
passes	250,864	287,046	271,155	286,762	279,751	283,121	283,821	293,837
pass rate (%)	75.4	75.1	79.9	88.9	87.3	88.3	88.3	89.6
Technological baccalauréat								
sitting	169,406	183,154	193,107	164,894	163,585	156,201	157,239	150,406
passes	115,808	138,267	152,778	131,602	133,431	128,832	129,472	125,121
pass rate (%)	68.4	75.5	79.1	79.8	81.6	82.5	82.3	83.2
Vocational baccalauréat								
sitting	33,095	90,716	117,019	138,243	137,033	185,083	185,824	243,423
passes	24,602	65,936	92,617	120,728	118,586	155,502	156,063	190,899
pass rate (%)	74.3	72.7	79.1	87.3	86.5	84.0	84.0	78.4



Contents

Costs

- 01 p. 14 Education expenditure
- 02 p. 16 Expenditure on primary education
- 03 p. 18 Expenditure on secondary education
- 04 p. 20 Expenditure on higher education
- 05 p. 22 Continuing education
- 06 p. 24 Welfare aid to collège and lycée pupils

Activities

- 07 p. 26 Department of National Education staff numbers
- 08 p. 28 Teaching Staff
- 09 p. 30 Time spent at school
- 10 p. 32 Priority education
- 11 p. 34 Enrolment rates and conditions in primary education
- 12 p. 36 Reception conditions in secondary education
- 13 p. 38 Apprenticeship training programmes
- 14 p. 40 Enrolment in secondary education
- 15 p. 42 Vocational education
- 16 p. 44 Access to higher education
- 17 p. 46 The climate in school

Results

- 18 p. 48 Proficiency in the skills of the common base F1
- 19 p. 50 PIRLS 2011: reading skills of CM1 pupils
- 20 p. 52 CEDRE assessments: skills in History-Geography and Civic Education at the end of elementary school
- 21 p. 54 CEDRE assessments: skills in History-Geography and Physical Education at the end of collège
- 22 p. 56 Young people's reading skills (JDC)
- 23 p. 58 Access to level IV education
- 24 p. 60 Baccalauréat graduates
- 25 p. 62 Qualification levels
- 26 p. 64 Under-qualified school leavers
- 27 p. 66 Gender and education
- 28 p. 68 Level of education according to social background
- 29 p. 70 Qualifications and exposure to unemployment
- 30 p. 72 Qualifications, social status and salary

Multiplied by 1.87 since 1980, domestic expenditure on education represented 6.9% of GDP in 2012, i.e.:

- €139.4 billion,
- €8,330 per pupil or student,
- €2,130 per capita.

In 2012, domestic expenditure on education (DEE) reached €139.4 billion, 6.9% of the national wealth (GDP). For education, the nation, all funders put together, made a major financial effort amounting to €2,130 per capita or €8,330 per pupil or student.

International comparisons only show the ratio of expenditure dedicated to initial training (excluding continuing training) to national GDPs. In 2010, France was in the OECD average (6.3 %), below the United States, Finland, Sweden and the United Kingdom, but well above Spain, Japan and Italy.

Between 1980 and 2012, education spending grew, on average, slightly faster than national wealth (+2.0% instead of +1.8% per year), but its share of GDP fluctuated. In the 1980s, it rose from 6.4% to 6.8% in 1982 to return to 6.5% in 1989. These years correspond to the introduction of decentralisation laws. After 1989, the share of DEE in GDP strongly increased to reach 7.6% from 1993 to 1997, an increase mainly due to the major efforts by local authorities as well as the pay review for teaching staff. From 1998 to 2008, this share steadily fell to return to 6.7% of GDP, with GDP showing a stronger increase than DEE (21.4% compared to 8.4%). In 2009, partly due to the impact of recession, the share of DEE in GDP rose to 7.0% and remained stable in 2010. It fell to 6.8% in 2011, increased again in 2012 and reached 6.9% of GDP, following a slight increase in the DEE in constant euros (+0.4 billion).

The growth of DEE since the 1980s is explained less by the increase in the number of pupils than by the cost of each pupil, which, for all levels put together, increased over the period 1980-2012, by around

1.8% per year at constant prices (taking into account breaks in series in 1999 and 2006). Several factors explain this rise: growing weight of secondary education and higher education, improved primary school pupil-to-teacher ratio and the reform of teachers' status. Although average expenditure per pupil in primary and secondary education grew in large proportions (79.3% and 62.1% respectively), average expenditure per student in higher education only increased by 43.2%, as the strong increase in numbers absorbed the largest share of the increased credits dedicated to higher education.

Almost three-quarters of spending went to staff expenditure paid by the State, which thus made a decisive contribution to funding DEE: 58.5% in 2012 of which 53.5% for the MEN and MESR. Local authorities paid for 24.5 % of initial total funding. Their share increased in secondary and higher education as of 2006, in particular owing to the transfer to départements and regions of non-teaching staff (TOS - technicians, operators and service staff) in secondary schools and new areas of competence devolved to the Regions in terms of medical and social training. Households' contribution amounted to 7.9%. ■

Domestic expenditure on education covers all spending by all the economic players, central and local public administrations, business and households for education activities: teaching and non-formal activities at all levels, activities aimed at organising the education system (general administration, careers guidance, educational documentation and research on education), activities supporting school attendance (canteens and boarding facilities, school medical and transport services) and expenses required by institutions (supplies, books, clothing).

This expenditure is assessed each year by the education account, a satellite account of National Accounts. In 1999, it was restructured and three major changes were introduced:

- integration of overseas départements (DOM);
- new evaluation of social security contributions linked to staff wages;
- re-evaluation of household expenditure.

As of 2006, the organic law bearing on finance laws (LOLF) modified the State's budgeting and accounting rules. In education, this namely led to changes in social security contributions: they were re-evaluated and allocated to the civil service payroll. Initial funding: funding before transfers between the various economic players. This therefore represents the real costs borne by each player.

Final funding: notion that studies the relationship between the final funder and either the producer or the education activity.

Sources: MEN-MESR DEPP
For international comparisons: OECD
Coverage: Metropolitan France + DOM
excluding Mayotte, public and private

01 Education expenditure (including apprenticeship)

Metropolitan France + DOM, excl. Mayotte

	1980	2000	2010	2011	2012p
Domestic expenditure on education (DEE) (1)					
at current prices (in billions of euros)	28.5	104.9	136.2	136.9	139.4
at 2012 prices (in billions of euros)	74.4	129.9	140.0	139.0	139.4
DEE/GDP as %	6.4	7.3	7.0	6.8	6.9
DEE/capita at 2012 prices (in euros)	1,380	2,140	2,130	2,160	2,130
Average expenditure per pupil (1)					
at current prices (in euros)	1,760	6,200	8,200	8,210	8,330
at 2012 prices (in euros)	4,600	7,670	8,440	8,340	8,330
Structure of initial funding (as %) (2)					
State	69.1	65.2	59.0	58.7	58.5
of which MEN –	60.9	57.4	53.9	53.8	53.5
Local authorities	14.2	19.9	24.4	24.3	24.5
Other public administrations and CAF	0.4	2.1	1.8	1.9	2.1
Business	5.5	5.4	6.8	7.0	7.0
Households	10.8	7.4	8.0	8.1	7.9

2012p: provisional data

(1) The re-evaluation of the DEE (see methodology opposite) is applied to the entire period 1980-2012.

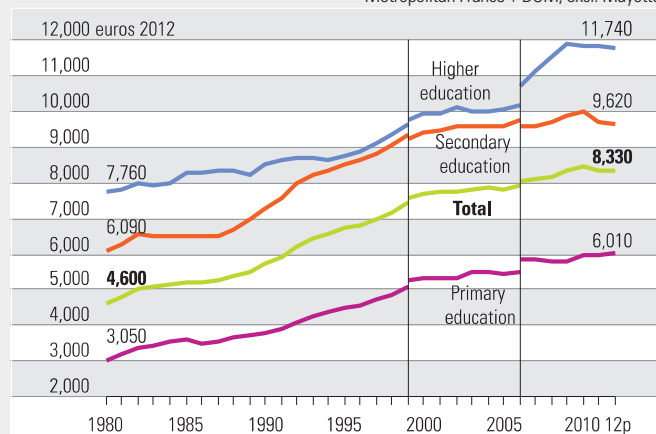
Average expenditure per pupil was reassessed only after 1999.

(2) Initial funding: see methodology opposite.

Source: MEN-MESR DEPP

03 Trends in average expenditure per pupil at 2012 prices (1980-2012) in euros

Metropolitan France + DOM, excl. Mayotte



2012p: provisional data

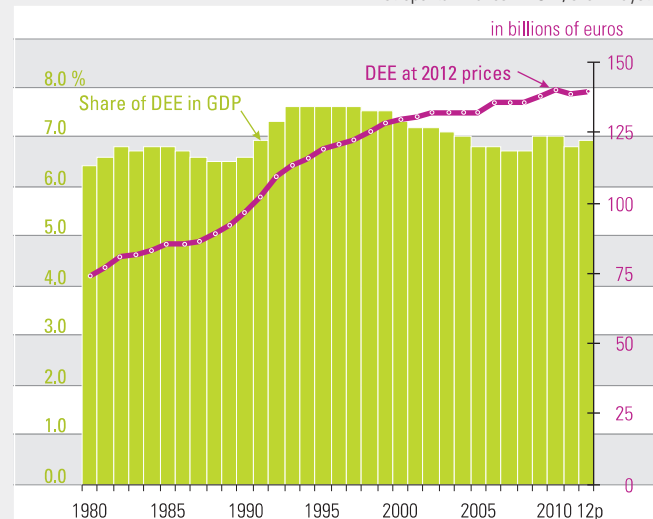
Interpretation: this graph presents two breaks in series:

in 1999 due to the restructuring of the Education Account (Metropolitan France + DOM) ;
in 2006 break due to changes in the State's budgeting and accounting rules (LOLF).

Source: MEN-MESR DEPP

02 Trends in domestic expenditure on education (DEE) and its share in GDP (1980-2012)

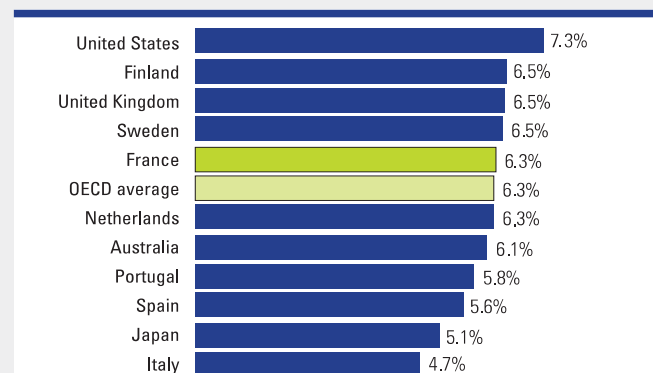
Metropolitan France + DOM, excl. Mayotte



Interpretation: in 2012, DEE amounted to 139 billion euros (curve with scale on right). This represents 6.9% of GDP (bar chart with scale on left).

Source: MEN-MESR DEPP

04 Education expenditure (initial training) in relation to GDP (2010)



Source: OECD Education at a Glance, 2013

In 2012, a little less than 30% of domestic expenditure on education, i.e. €40.5 billion, was spent on primary education. Since 1980, average expenditure per pupil in primary education increased by 79.3%, at constant prices, to reach €6,010 in 2012.

In 2012, education expenditure for primary education (elementary and pre-elementary, special needs, schooling of disabled pupils and related activities) represented €40.5 billion.

Local authorities funded 38.9% of this spending, mainly communes which paid for non-teaching staff wages (territorial workers specialising in nursery schools - ATSEM - and others), as well as school operating and investment costs. Personnel costs represented 72.2% of total expenditure, including 22.8% for non-teaching staff.

From 1980 to 1992, the share of education spending dedicated to primary education had continually fallen from 28.9% to 26.4%, before steadily growing to reach 29.0% in 2012. Since 1980, total expenditure for primary education therefore rose by 88.0% at constant prices, i.e. slightly more than domestic expenditure on education (87.3%).

From 1980 to 2012, while the number of pupils in primary education was falling or stagnating and teachers' career status upgraded (creation of the "professeurs des écoles" status), spending for a primary school pupil rose, at constant prices, from €3,050 to €6,010, i.e. a 79.3% increase, or, on average, 1.8% per year (taking into account breaks in series in 1999 and in 2006). In recent years, this rate has however slowed down (since 2006, 0.5% per year on average). In 2012, as in 2011, average spending in primary education did not fall, in constant euros, in contrast with spending in secondary and higher education.

International comparisons of average costs per elementary school pupil show that, in 2010, France was still below the OECD average, well below countries like the United States, Sweden or Australia.

In the 1980s and until 1997, the gap between average annual expenditure per pupil in pre-elementary and elementary school has been clearly reduced, thanks to growth in the number of teachers per pupil and the strong increase in communes' staff expenditure in pre-elementary school. It reached €4,590 in 1997. Since 1998, the cost per elementary pupil has once again risen above the cost per pupil in pre-elementary school by about 4.7% in 2012.

From 1990 to 2012, the cost of theoretical primary education (3 years in pre-elementary and 5 years in elementary) without repeating a year or shortening the cycle rose by 60.8%, from €29,660 to €47,680 (in constant euros). ■

Domestic expenditure for primary education includes total expenditure for public and private institutions in Metropolitan France and DOM for teaching and related activities: canteens and boarding facilities, administration, career guidance, school medical services, school supplies, school transport, remuneration of education staff in training, etc., for the part corresponding to primary education. This expenditure is assessed each year by the education account, a satellite account of National Accounts. In 1999, it was restructured and three major changes were introduced:

- integration of overseas départements (DOM);
- new evaluation of social security contributions linked to staff wages;
- re-evaluation of household expenditure.

As of 2006, the organic law bearing on finance laws (LOLF) modified the State's budgeting and accounting rules. In education, this namely led to changes in social security contributions: they were re-evaluated and allocated to the civil service payroll. The sums of the last year are provisional. The international indicator is presented in dollar-equivalents converted by using purchasing power parities which are currency exchange rates used as a common reference for expressing the purchasing power of the different currencies.

Sources: MEN-MESR DEPP
For international comparisons: OECD
Coverage: Metropolitan France + DOM
excluding Mayotte, public and private

01 Expenditure on primary education

Metropolitan France + DOM excluding Mayotte, public and private

	1980	2000	2010	2011	2012p
DEE for primary education (1)					
at current prices (in billions of euros)	8.3	28.6	38.9	39.5	40.5
at 2012 prices (in billions of euros)	21.5	35.4	40.0	40.1	40.5
Percentage of DEE (%)	28.9	27.2	28.6	28.9	29.0
Average expenditure per pupil (1) at 2012 prices (in euros)	3,050	5,340	5,960	5,960	6,010
Structure of initial funding (as %) (2)					
State		51.9	53.8	53.0	52.5
<i>of which MEN-MESR</i>		51.8	53.6	52.8	52.3
Local authorities		40.9	37.9	38.3	38.9
Other public administrations and CAF (family allowance)		2.3	1.6	1.9	2.2
Business		0.0	0.0	0.0	0.0
Households		4.9	6.7	6.8	6.4

2012p: provisional data

(1) The reassessment of the DEE (see methodology - indicator 01) is applied to the entire period 1980-2012.

Average expenditure per pupil was reassessed only after 1999.

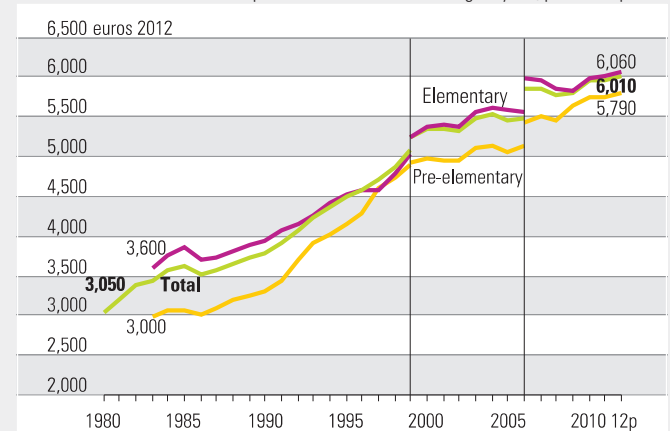
(2) The structure of initial funding of primary education was reassessed as from 2003.

Source: MEN-MESR DEPP

02 Trends in average expenditure per primary pupil

at 2012 prices (1980-2012)

Metropolitan France + DOM excluding Mayotte, public and private



2012p: provisional data

Interpretation: this graph presents two breaks in series:

in 1999, the restructuring of the Education Account (Metropolitan France + DOM);

in 2006, changes in the State's budgeting and accounting rules (LOLF).

Source: MEN-MESR DEPP

03 Theoretical expenditure for a primary education (1)

(at 2012 prices)

Metropolitan France + DOM excluding Mayotte, public and private

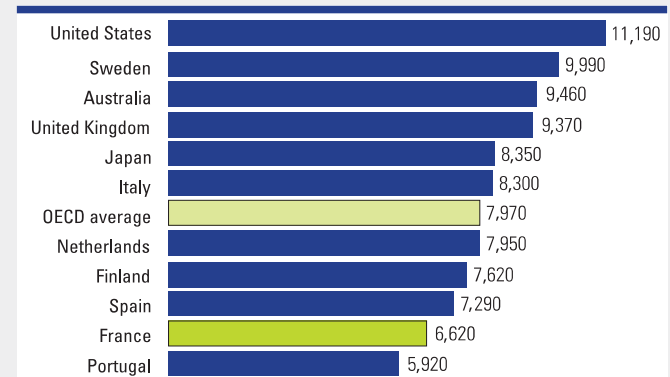
	1990		2012p	
	in euros	as %	in euros	as %
Pre-elementary	9,900	33.4	17,380	36.5
Elementary	19,760	66.6	30,300	63.5
Total	29,660	100.0	47,680	100.0

2012p: provisional data

(1) 3 years in pre-elementary and 5 years in elementary (without repeat year, without shortening the cycle).

Source: MEN-MESR DEPP

04 Expenditure for an elementary pupil Public and private in dollar-equivalents (2010)



Source: OECD Education at a Glance, 2013

In 2012, France spent €57.0 billion on secondary education, i.e. 40.9% of domestic expenditure on education. Since 1980, average expenditure per pupil has increased by 62.1% in constant prices, to reach €9,620 in 2012.

In 2012, France dedicated €57.0 billion to secondary education (teaching and related activities), i.e. 40.9% of domestic expenditure on education as opposed to 44.9% in 1980. Stable in the early 1990s, this proportion rose slightly between 1995 and 1998, then fell steadily until 2012.

At constant prices, total expenditure for secondary education rose by 70.9% between 1980 and 2012, i.e. an average of + 1.7% per year. Over that period, expenditure per pupil rose by 62.1% (taking into account breaks in series in 1999 and 2006). Less substantial than in primary education and showing a clear slowdown in recent years, this rise reversed in 2011 (-2.6%) and 2012 (-0.8%). The increase, especially in the 1990s, was partly the result in the improvement in teachers' careers, including an increasing number of staff having passed the "agrégation" and certified staff (*indicator 08*), and partly the consequences of decentralisation laws. Following the transfer of investment for apprenticeship, school transport (as of 1984), operation of collèges and lycées (1986) and the equipment of these institutions (steadily as of 1986), the départements and regions have massively contributed to secondary education spending. In 2012, DEE for secondary education fell by 0.5% due to a 0.9% decrease in State expenditure; coupled with a slight increase in enrolment numbers (0.3%), this led to a 0.8% decrease in spending per pupil.

2006 saw the beginning of a new wave of decentralisation with the transfer of management of TOS staff (technicians, operators and service staff) in public collèges and lycées to regions and départements, as well as the corresponding share of the day school costs for private secondary schools under contract.

Local authorities fund these new competences through existing allocated taxes (attribution of a share of the TICPE and the TSCA*): in 2012, they contributed 22.6% of initial funding as opposed to 14.0% in 2000. 65.0% of DEE for secondary education was funded in 2012 by the State which still supported practically all staff costs (excluding ex-TOS staff), against 74.1% in 2000.

International comparisons of average expenditure per pupil show that France continued to have relatively high expenditure per pupil in secondary education: 10,880 dollar-equivalents in 2010 against 9,010 for the OECD average.

In 2012, a collège pupil cost €8,410, a lycée pupil €11,310 in general or technological education and €11,960 in vocational education. Schooling started at the age of three and leading, in fifteen years, to a general and technological baccalauréat without a repeat year is evaluated to cost €115,270 in 2012, as opposed to €78,950 in 1990 (at 2012 prices), i.e. a 46% increase. Schooling leading to a vocational baccalauréat in 16 years, then in 15 years, as of 2008 (introduction of the reform of vocational courses), is evaluated to cost €117,210 in 2012, up 28% since 1990. ■

*TICPE (ex-TIPP): domestic tax on petroleum products; TSCA: special tax on insurance contracts.

Domestic expenditure for secondary education includes total expenditure for public and private institutions in metropolitan France and DOM for teaching and related activities: canteens and boarding facilities, administration, career guidance, school medical services, school supplies, school transport, remuneration of education staff in training, etc., for the part corresponding to secondary education. This expenditure is assessed each year by the education account, a satellite account of National Accounts. In 1999, it was restructured and three major changes were introduced:

- integration of overseas départements (DOM);
- new evaluation of social security contributions linked to staff wages;
- re-evaluation of household expenditure.

As of 2006, the organic law bearing on finance laws (LOLF) modified the State's budgeting and accounting rules. In education, this namely led to changes in social security contributions: they were re-evaluated and allocated to the civil service payroll. The sums of the last year are provisional. The international indicator is presented in dollar-equivalents converted by using purchasing power parities which are currency exchange rates used as a common reference for expressing the purchasing power of the different currencies.

Sources: MEN-MESR DEPP
For international comparisons: OECD
Coverage: Metropolitan France + DOM
excluding Mayotte, public and private

01 Expenditure on secondary education (including secondary-level apprenticeship)

Metropolitan France + DOM excluding Mayotte, public and private

	1980	2000	2010	2011	2012p
DEE for secondary education (1)					
at current prices (in billions of euros)	12.8	46.8	57.1	56.5	57.0
at 2012 prices (in billions of euros)	33.4	58.0	58.7	57.3	57.0
Percentage of DEE (%)	44.9	44.7	41.9	41.3	40.9
Average expenditure per pupil (1) at 2012 prices (in euros)	6,090	9,380	9,960	9,700	9,620
Structure of initial funding (as %) (2)					
State		74.1	64.5	65.2	65.0
of which MEN-MESR		68.7	61.2	62.2	61.6
Local authorities		14.0	23.4	22.6	22.6
Other public administrations and CAF (family allowance)		2.4	2.3	2.0	2.4
Business		1.6	2.0	2.1	2.1
Households		7.9	7.8	8.1	7.9

2012p: provisional data

(1) The reassessment of the DEE (see methodology - indicator 01) is applied to the entire period 1980-2012.

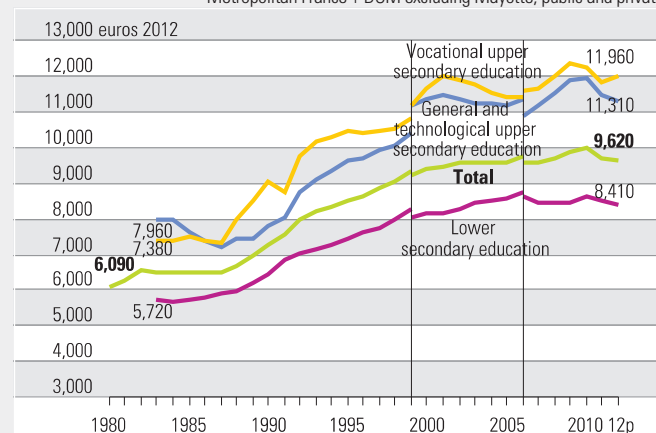
Average expenditure per pupil was reassessed only after 1999.

(2) The structure of initial funding of secondary education was reassessed as from 2003.

Source: MEN-MESR DEPP

02 Trends in average expenditure per secondary pupil at 2012 prices (1980-2012)

Metropolitan France + DOM excluding Mayotte, public and private



2012p: provisional data

Interpretation: this graph presents two breaks in series:

In 1999 due to the restructuring of the Education Account (Metropolitan France + DOM).

In 2006 break due to changes in the State's budgeting and accounting rules (LOLF).

Source: MEN-MESR DEPP

03 Theoretical expenditure for a few typical cases of school education, without repeat years (at 2012 prices, in euros)

Metropolitan France + DOM excluding Mayotte, public and private

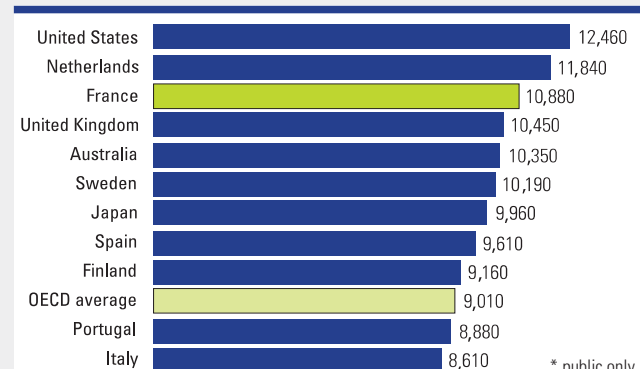
Typical cases of school education	Total length	Total spending (at 2012 prices) 1990 2012p	
		1990	2012p
General and technological baccalauréat	15 years	78,950	115,270
Vocational baccalauréat	15 or 16 years (1)	91,680	117,210

2012p: provisional data

(1) 16 years before the reform of vocational courses that started to be applied steadily as of 2008, then 15 years.

Source: MEN-MESR DEPP

04 Average expenditure for a secondary pupil Public and private in dollar-equivalents (2010)



* public only

Source: OECD, Education at a Glance, 2013

In 2012 the nation spent €28.7 billion on higher education.

This expenditure has been multiplied by 2.64 since 1980 (at constant prices).

In 2012, average expenditure per student amounted to €11,740, i.e. 43.2% more than in 1980 (at constant euros).

In 2012, the nation spent €28.7 billion on Higher Education. Since 1980, this expenditure has increased sharply: an annual average of 3.1%. Its share in domestic expenditure on education has risen from 14.6% in 1980 to 20.6% in 2012 (table 01).

The acceleration of this growth, particularly noticeable between 2006 and 2010, was the result of enhanced budgetary efforts, but also application of a scope extended to all research activities at university, a review of welfare contributions posted and, finally, the re-evaluation of the cost of medical and social training now falling under the responsibility of the regions. In 2012, as in 2011, annual growth stalled and was only 0.9% (0.7% in 2011), in constant prices.

Over that whole period, the DEE on higher education was multiplied by 2.64 but, owing to a doubling of student numbers, the average expenditure per student only increased by 43.2% (considering breaks in series in 1999 and in 2006), reaching €11,740 in 2012. At the same time, the average expenditure per secondary pupil rose by 62.1%. In the course of the recent period, average spending firstly increased by 11.0% at constant euros between 2006 and 2009, then gradually fell between 2009 and 2012 (- 1.2 % in three years, in constant euros), owing to a reduced budget combined with an increase in student numbers.

International comparisons (which rely on national data that are not always standardised) show that average annual spending per student in France was, in 2010, slightly higher than the OECD average (15,070 dollar-equivalents as opposed to 13,530). The average cost of a student calculated by the

OECD as a general total, for the duration of their higher education, ranks France slightly below average (but some countries, like the United States, do not participate in this indicator).

Average costs per student varied tremendously depending on the training branches (graph 02). They varied, in 2012, from €10,940 per year for a university student to €13,510 for an STS (advanced technical section) student and €15,020 for CPGE student (preparing for admission to Grandes Écoles). However, in recent years, average expenditure has tended to draw closer. Average costs per student in IUT - technological university institutes (and in other related institutes) are no longer quantifiable since the application of the LOLF, owing to the bundling of university capital investments. The theoretical cost of schooling lasting 18 years, leading, without a repeat year, to a bachelor's degree is evaluated at €148,100 in 2012, whereas schooling lasting 17 years leading to a BTS would cost €142,300.

The State's share is decisive in funding the DEE for higher education (almost 70.1%), far more than the share of local authorities (10.9%) and that of households (8.5%). Some direct or indirect subsidies funded by the State for the benefit of students or their family, are not taken 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 (excluding social security payments) would increase the nation's average cost per student from €11,740 to €13,060. ■

Domestic expenditure on higher education includes total expenditure for public and private institutions in Metropolitan France and Dom for teaching and related activities: student aid organisations, administration, supplies, university libraries, remuneration of education staff in training, etc.

It does not include continuing education programmes nor, until 2006, university research operating and investment costs (but it did include the salaries of research-teaching staff).

Since 2006, and owing to the new presentation of the law of finance within the Lolf framework, all university research costs have been included (staff, operating and investment costs).

For international comparisons R&D expenditure relating to certain organisations is included (e.g.: CNRS). The sums of the last year are provisional.

The international indicator is presented in dollar-equivalents converted by using purchasing power parities which are currency exchange rates used as a common reference for expressing the purchasing power of the different currencies.

Sources: MEN-MESR DEPP
For international comparisons: OECD
Coverage: Metropolitan France + DOM
excluding Mayotte, public and private

01 Expenditure on higher education (including higher education-level apprenticeship)

Metropolitan France + DOM excluding Mayotte, public and private

	1980	2000	2010	2011	2012p
DEE for higher education (1)					
at current prices (in billions of euros)	4.2	17.5	27.5	28.0	28.7
at 2012 prices (in billions of euros)	10.9	21.6	28.2	28.4	28.7
Percentage of DEE (%)	14.6	16.7	20.2	20.4	20.6
Average expenditure per student (1) at 2012 prices (in euros)	7,760	9,910	11,840	11,820	11,740
Structure of initial funding (as %) (2)					
State		78.5	71.3	70.3	70.1
<i>of which MEN-MESR</i>		68.2	62.9	62.0	61.7
Local authorities		5.2	10.7	10.8	10.9
Other public administrations and CAF (family allowance) (3)		1.3	1.7	2.1	2.3
Business		5.8	7.8	8.3	8.2
Households		9.2	8.5	8.5	8.5

2012p: provisional data

(1) The reassessment of the DEE (see methodology - indicator 01) applies to the entire period 1980-2012.

Average expenditure per student was reassessed only after 1999.

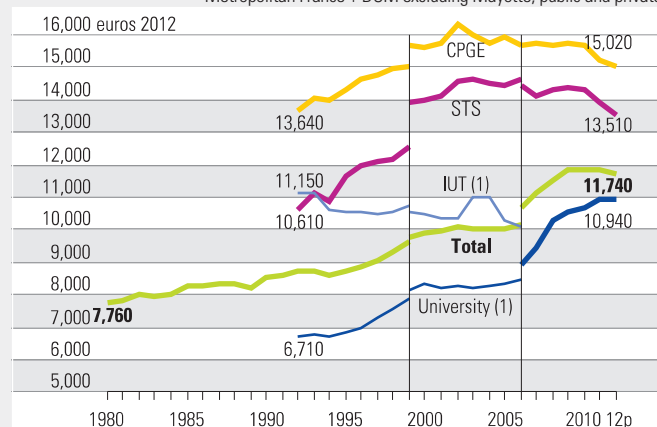
(2) The structure of initial funding for higher education was reassessed as from 2003.

(3) Including chambers of commerce, trade and industry and agriculture (CCI, CM, CA, etc.).

Source: MEN-MESR DEPP

02 Trends in average expenditure per student at 2012 prices (1980-2012)

Metropolitan France + DOM excluding Mayotte, public and private



Interpretation: This graph presents two breaks in series:

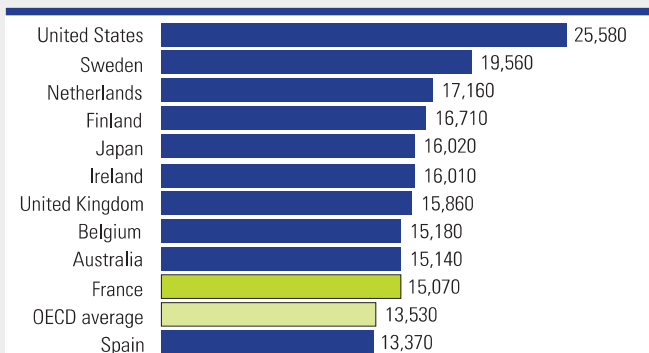
In 1999 due to the restructuring of the Education Account (Metropolitan France + DOM)

In 2006 break due to changes in the State's budgeting and accounting rules (LOLF).

(1) Due to the Lolf reform, it is no longer possible to identify expenditure on IUTs, which, since 2006, has been included in university expenditure.

Source: MEN-MESR DEPP

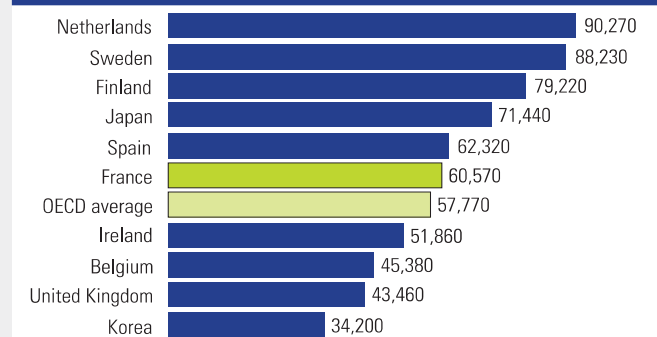
03 Average annual expenditure per student, including research and development activities (1) in dollar-equivalents (2010)



(1) see methodology opposite

Source: OECD Education at a Glance, 2013

04 Cumulative costs per student for average duration of study (including research) (1) in dollar-equivalents (2010)



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

Source: OECD Education at a Glance, 2013

In 2012, €10.6 billion were spent on continuing education, and €2.6 billion on non-formal training, i.e. 9.5% of all domestic education expenditure. Much more widespread than in 1971, continuing education still depends on the qualifications of employees and the size of companies.

Expenditure on continuing education amounted to €10.6 billion in 2012 (according to the Education Account which presents a different approach with the *Compte de la formation professionnelle* (Vocational Training Account) – see methodology). From 1980 to 2012, this expenditure increased by 37.2% at constant euros (table 01) and expenditure on non-formal teaching tripled, in particular following a transfer in 1999 of arts education spending, hitherto posted to the secondary education budget. Overall, the share of continuing education and non-formal training in the DEE fell by 11.6% to 9.5% between 1980 and 2012.

In initial funding, i.e. before transfers, this expenditure was mainly covered by business (47.0%) and the State (23.8%), which funds training for its staff and for job-seekers. The Department of Labour was the main public source of funding. The Department of National Education as well as the Department of Higher Education and Research contributed 4.1% of total funding.

The law of 1971 on continuing training had economic objectives (business performance) and individual targets (social promotion). In almost 40 years, employee access to vocational training has quadrupled, from 11% to 42.7% (table 02); and in 2009, the business funding rate was well above the legal obligation (business allocated 2.73% of gross salary to it, as opposed to 1.35% in 1972). Although more employees were trained, training courses tended to become shorter (29 hours as opposed to 62 in 1972).

Continuing education remained unequally distributed and depended on socio-professional categories, the size and sector of companies. Despite the gap narrowing with blue- and white-collar workers since the 1980s, qualified personnel remained the prime beneficiaries of training actions. In 2011, 56.1% of engineers or technicians and supervisors followed training funded by their employer compared to only 32.2% of blue-collar workers (table 03).

Participation in training strongly depended on company size, in France, and in most countries in the European Union: 15.0% in 2011 in companies with 10 to 19 employees, as opposed to 57.5% in those with 2,000 employees and more. This difference, which was stable over time, (graph 04), may be found in companies' financial effort: 1.3% of payroll in companies with 10 to 19 employees as opposed to 3.8% in those with 2,000 employees and more.

Provisions set out in 1972 were completed in 2004 by the DIF (Personal right to training) of 20 hours per employee per year. However, this scheme was rarely used and does not seem able to significantly correct the access rate of less trained categories. ■

Expenditure for continuing education activity covers expenditure by all economic players (State, local administrations and others, business and households) for the organisation of continuing education actions, including in-house training organised by companies or administrations. As regards the Education Account used here, the Vocational Training Account set up by the Department of Labour and amounting to €31.5 billion in 2010, includes apprenticeship, trainees' pay and social security contribution exemptions related to work/study and apprenticeship contracts. Other non-formal activities include evening classes and CNAM programmes, etc.

These are included in education expenditure, the total amount for 2012 (€139.4 billion) being divided between primary education (€40.5 billion), secondary education (€57.0 billion), higher education (€28.7 billion), continuing training (€10.6 billion) and other non-formal training (€2.6 billion).

The law of 1971 on vocational training created, for employers with more than ten employees, the obligation to participate each year in the funding of training for their personnel. Each company is required to file a 2483 declaration with the tax office and pay its obligation. Since 1972, this information has been entered and processed by Céreq.

Sources: MEN-MESR DEPR,
Department of Labour (DARES) Céreq
Coverage: Metropolitan France and
Metropolitan France + DOM

01 Expenditure on continuing vocational training and non-formal education

Metropolitan France + DOM, excl. Mayotte

	1980	1990	2000	2010	2011	2012p
DEE for continuing education (1)						
at current prices (in billions of euros)	3.0	7.0	10.2	10.0	10.3	10.6
at 2012 prices (in billions of euros)	7.7	10.0	12.6	10.3	10.5	10.6
DEE for non-formal education (2)						
at current prices (in billions of euros)	0.3	0.8	1.8	2.7	2.6	2.6
at 2012 prices (in billions of euros)	0.9	1.2	2.2	2.8	2.6	2.6
Percentage of DEE (%)	11.6	11.5	11.4	9.3	9.4	9.5
Structure of initial funding (as %)						
State			<i>n.c.(3)</i>	23.6	22.8	23.8
<i>of which MEN-MESR</i>			<i>n.c.(3)</i>	3.1	3.4	4.1
Local authorities			<i>n.c.(3)</i>	17.4	18.1	17.6
Other public administrations			<i>n.c.(3)</i>	0.2	0.3	0.3
Business			<i>n.c.(3)</i>	46.9	47.4	47.0
Households			<i>n.c.(3)</i>	11.9	11.4	11.3

2012p: provisional data

(1) Series of expenditure for continuing education show a certain weakness linked to the non-exhaustiveness of sources used.

(2) "Non-formal" education means CNAM programmes, art training (credits transferred since 2003 from secondary education).

(3) Given the transfer of art training credits in 2003, the breakdown for 2000 is non-comparable (nc).

Source: MEN-MESR DEPP

03 Access to training according to qualification level (%)

Metropolitan France + DOM

	1985	1995	2000	2005	2010	2011
Unqualified blue-collar workers	10	17	17	30.4	32	32.3
Qualified blue-collar workers	18	26	29			
Office workers	21	30	32	32.5	34.3	34.8
Technicians and supervisors	38	51	54	53.7	54	55.5
Managers, engineers	36	50	52	52.3	54.9	56.5
Total	23	34	37	39.4	41.7	42.7

These are trainees covered by the employer as part of the training plan, during the professionalisation period or DIF. Vocational training contracts and CIF are not included.

Source: 2483 declarations, Céreq

02 Trends in access to continuing education (%)

Metropolitan France + DOM

	1972	1980	1990	1995	2005	2011
Men	12.4	20.1	35.0	36.1	42.6	45.1
Women	6.9	13.9	29.4	32.7	35.4	39.4
Total	10.7	17.5	31.8	34.3	39.4	42.7

These are trainees covered by the employer as part of the training plan, during the professionalisation period or DIF. Professionalisation contracts and CIF are not included. Interpretation: in 2011, 39.4 % of women and 45.1 % of men took part in training funded by their employer.

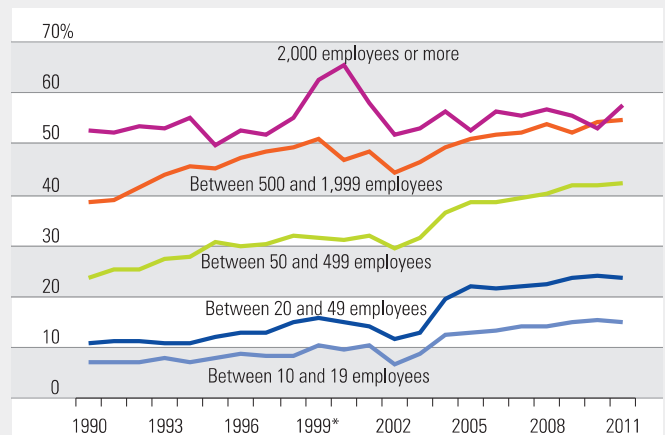
New adjustment of data resulting from 2483 declarations

The calculation of weighting of 2483 data designed to compensate for missing or unusable forms has been revised in order to be more representative of businesses with 10 to 19 employees.

This new calculation method affects both the amount of business expenditure, which was revised upwards, and employee access rates, revised downwards. This new calculation applies to the years 2005 to 2011. Prior to 2005, the figures had not been recalculated using the new method and trends between 2004 and 2005 should therefore be used with caution.

Source: 2483 declarations, Céreq

04 Access rates of employees to continuing education according to the company size (as %)



(*) As from 1999, restructuring was applied for companies with more than 2,000 employees, leading to an increase in the access rate.

Coverage: France; excluding personal training leave, Vocational training and work/study contracts.

Source: Céreq, 2483 tax declarations

About a quarter of collège and lycée pupils received direct State aid in the form of grants: the proportion reached 32.7% in vocational lycées. In 2012, €598 million in total direct aid was allocated, including allowances and social subsidies.

Different types of financial aid help families to better provide for their children's education.

The Department of National Education's 2012 budget for means-tested allocation of grants and allowances for secondary pupils was around €568.2 million¹. Grants were allocated to 1,300,000 young people (Metropolitan France and DOM including Mayotte, public and private), i.e. 24.0% of all pupils. This proportion, which has varied little since 2000, was twice as high in the public sector as in private schools: 27.3% compared to 11.7%. In 2012, these grants were awarded to 821,000 collège and 478,000 lycée pupils (*table 01*). Compared to 2000, the decline in the number and proportion of grant scholars was quite sharp in lycées, with the proportion remaining much higher in professional lycées in 2012 (32.7%) than general or technological lycées (17.2%).

The merit grant system, worth €800, involved 86,400 beneficiaries in 2012-2013. This figure fell slightly on the previous academic year. These grants are automatically awarded to lycée scholars having obtained their national "brevet" diploma (DNB) with a "bien" (merit) or "très bien" (distinction) grade and may also be awarded to those who have demonstrated particular effort in their work during their last year in lower secondary school.

In addition to lycée grants, allowances are awarded to scholars depending on the courses and levels chosen: allowances awarded on entry to first, second and final years of lycée and an equipment and/or qualification allowance for certain vocational or technological courses. Grant scholars at boarding school, in collèges or lycées, are also eligible for a boarding grant (*table 02*). Social subsidy budgets (€30.2 million in 2012) are paid to schools to provide exceptional help to underprivileged families. This budget has been halved in ten years. After consulting with the educational team, the school head decides on the aid to be granted.

Moreover, the family allowance office (CAF) pays out a means-tested allowance at the start of the academic year (ARS), for children in school aged 6 to 18. Adjusted according to age, this allocation represents total expenditure of €1,870 billion (*table 03*). ■

National grants: they are paid from Department of National Education budget funds: there are also grants available from the départements not taken into account here and covered by the budget funds of General Councils and Regional Councils.

Secondary education grants: the sum depends on the family's resources according to a national scale.

Collège grants comprise three different annual rates: €80.9, €240.1 and €350. Lycée grants are for pupils studying in lycée and EREA, including lower secondary school. The annual amount of the lycée grant may vary from €134.37 (3 parts) to €447.90 (10 parts). This number of parts results from the income and family expenses ratio according to the national scale. A grant share was worth €44.79 in 2012-2013.

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 for which the family has to bear the cost. They are awarded according to the family's expenditure and income.

Social subsidies for canteens: they facilitate access to school meals for the greatest possible number of collège or lycée pupils and avoid certain pupils being deprived of school meals due to the fact that their parents cannot afford the expense.

Social subsidies for collège and lycée pupils: they are designed to meet difficulties that some pupils or their families may encounter in supporting expenses inherent to education or school life. These exceptional benefits may be financial or in kind.

¹. Excluding social subsidiaries.

01 Trends in the number of secondary education pupils receiving financial aid

Metropolitan France + DOM
including Mayotte as from 2011 (National Education, public and private)

	2000-01	2006-07	2010-11	2011-12	2012-13
Number of grant scholars at collège	789,726	780,275	769,631	821,613	821,251
% of grant scholars at collège	23.6%	24.4%	24.2%	25.4%	25.1%
Number of grant scholars at LEGT	300,891	286,876	243,126	247,810	250,261
% of grant scholars at LEGT	19.1%	18.0%	17.1%	17.2%	17.2%
Number of grant scholars at vocational lycée	288,482	252,501	238,120	240,020	228,011
% of grant scholars at vocational lycée	36.6%	35.3%	31.7%	36.2%	32.7%
Total lycée	589,373	539,377	481,246	487,830	478,272
including grants awarded to lycée pupils on merit	9,259	69,996	88,307	87,693	86,414
% of grant scholars at lycée	26.7%	24.4%	22.1%	22.4%	22.2%
Total grant scholars (collèges and lycées)	1,379,099	1,319,652	1,250,877	1,309,443	1,299,523
% grant scholars (collèges and lycées)	24.8%	24.4%	23.4%	24.2%	24.0%
Number receiving education allowances (1)	581,907	611,244	530,138	538,802	527,241

(1) Allowance for equipment, qualification, entry into 1st, 2nd and final year of upper secondary school, boarding school (certain allowances may be held concurrently).

Source: MEN-DGESCO

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

Metropolitan France + DOM

	2000-01	2010-11	2011-12	2012-13	Difference 2000-12
Average allowance at collège	€152	€192	€199	€199	+ 30.9%
Number of grant scholars at collège (1)	789.7	769.6	821.6	821.3	+ 4.0%
Number of pupils at collège (1)	3,346.3	3,179.3	3,239.9	3,270.7	- 2.3%
Average allowance at lycée	€664	€837	€840	€845	+ 27.3%
Number of grant scholars at lycée (1)	589.4	481.2	487.8	478.3	- 18.8%
Number of pupils at lycée (1)	2,204.2	2,173.9	2,175.5	2 151.3	- 2.4%
New academic year allowance (ARS) according to age	2000-01	2010-11	2011-12	2012-13	
6-10 years		€281	€285	€356	
11-14 years	€253	€296	€301	€376	
15-18 years		€306	€311	€389	

* MEN grants + allowances, excluding social subsidies and grants for special needs education.

(1) In thousands.

Sources: MEN-DGESCO, Cnaf

02 Aid to pupils

Metropolitan France + DOM
including Mayotte in 2012, public and private

Type of aid	Amount 2001	Amount 2012	Difference 2001-2012	
	in thousands of €		at constant €	at constant €
MEN direct aid				
Collège grants	115,070	161,776	40.6%	17.1%
Lycée grants (1)	206,853	191,366	- 7.5%	- 22.9%
Merit grants - lycée (2)	7,055	69,131	ns	
Allowances (lycée except boarding)	165,420	132,203	- 20.1%	- 33.4%
Boarding allowance - lycée (3)		1,784		
Boarding allowance - collège (3)		11,525		
Special needs grants	1,038	483	- 53.5%	- 61.2%
Social subsidies (4)	67,900	30,203	- 55.5%	- 62.9%
Total MEN direct aid	563,336	598,471	6.2%	- 11.5%
New academic year allowance (ARS)	1,233,762	1,870,370	51.6%	26.3%

(1) The reduction is mainly linked to the drop in numbers enrolled at lycée.

(2) The system was modified in 2006 with an increase in the amounts paid and the number of beneficiaries.

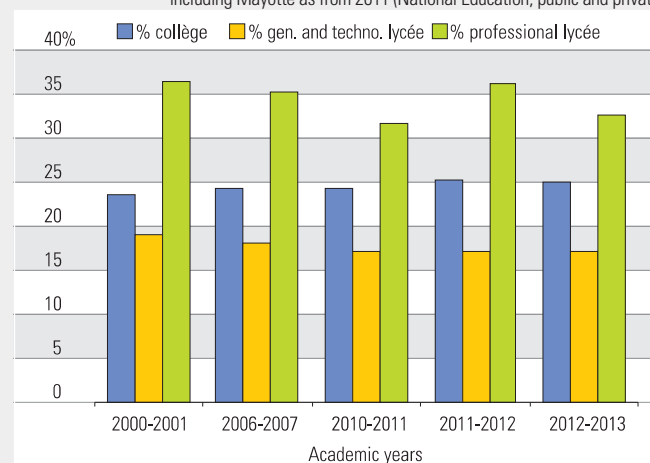
(3) Created at the beginning of the 2001-2002 academic year.

(4) These amounts do not include the use of the outstanding amounts by EPLE.

Sources: MEN-DGESCO, Cnaf

04 Proportion of grant scholars in secondary education

Metropolitan France + DOM
including Mayotte as from 2011 (National Education, public and private)



Source: MEN-DGESCO

For academic year 2012-2013, the Department of National Education employed 1,042,600 individuals, including 906,300 belonging to the public sector and 136,300 to the private sector under contract. 80.7% of these individuals were teachers.

During academic year 2012-2013, 1,042,600 people were paid by State funds via the Department of National Education: 841,700 were teachers working for the public-sector and private-sector under contract, i.e. 80.7% of the total payroll. The teaching payroll included student- teachers with full responsibility for a class since September 2010, a regulation applied up to the 2012-2013 academic year. In primary education, the trend since the mid-1990s has been a slight increase (+2.4% up to September 2012), but a decrease over the past two academic years. In secondary education, the continued reduction in the payroll observed since 2002-2003 (11% until 2012-2013) contrasts with the previous growth phase.

Following their posting to a school or institution, 367,000 teachers work in public-sector schools or private-sector schools under contract and 474,600 in public or private-sector secondary schools. 201,000 agents perform administrative, technical, management, inspection, educational, guidance and assistance jobs in public institutions, for the rectorat, inspection académique or central administration. Among those agents, 90,800 teaching and educational assistants, and auxiliaires de vie scolaire (AVS: special needs

assistants) also work in public secondary schools. In addition, there are personnel that come under other Departments (Agriculture, Defence, Health) or private organisations that are involved in educating and training some 12 million pupils.

More than two-thirds of these personnel are women. There are more women working in private schools (74.1% compared with 68.9% in the public sector), with even stronger presence in primary education (91.2% compared to 81.9%) than in secondary schools (66.0% compared to 58.0%). Non-teaching staff are still overwhelmingly female (70.00%).

Alongside teachers, other personnel include school heads, principal education advisers, inspectors, guidance counsellors, librarians and administrative and technical, welfare and healthcare staff. Between January 2007 and January 2009, the strong drop observed in the numbers of non-teaching staff was mainly related to the transfer of responsibility for manual workers and technical assistants working in schools to local authorities. ■

The personnel listed are those still working in a permanent job and paid by the Department of National Education under Lolf programmes: the organic law of 1st August 2001, applicable since 1st January 2006, bearing on the finance laws and superseding the Order of 2nd January 1959 governing state finances. It radically changed the State's budgeting and accounting rules. The Lolf is divided into missions, programmes and actions. A programme groups together the budget allocations intended to implement an action or coherent set of actions under the responsibility of the same Department. It does not include personnel paid from the own funds of private institutions not under contract to the State or personnel paid by the Department of Higher Education and Research. For the second year, teaching and educational assistants are included in the total.

Source: MEN-MESR DEPP, processing of a data extraction supplied by the Polca Infocentre (Pilotage opérationnel de la Lolf en administration centrale et en académie - operational monitoring of Lolf) producing data from staff payslips of January 2013. Coverage: Metropolitan France + DOM (including Mayotte since 2011-2012), public and private under contract sectors for teachers, public sector for all other staff (administrative, technical and management staff in the private under contract sector are paid through a "forfait d'externat" or external contract system).

Department of National Education staff numbers

07

01 Trends in the number of Department of National Education staff (excluding higher education)

Metropolitan France + DOM

	Teachers (1)			Administrative, technical, management and supervision staff (2)	including youth work assistants, educational assistants and teaching assistants (3)	Total	Proportion of teachers
	Public	Private	Total				
1999-2000	734,977	139,650	874,627	311,232	61,470	1,185,859	73.8%
2002-2003	750,005	144,169	894,174	367,195	55,770	1,261,369	70.9%
2004-2005	742,621	144,940	887,561	289,549	51,287	1,177,110	75.4%
2006-2007	734,446	144,501	878,947	231,550	60,635	1,110,497	79.1%
2008-2009	715,599	141,661	857,260	195,851	67,538	1,053,111	81.4%
2009-2010	712,453	140,454	852,907	195,373	68,949	1,048,280	81.4%
2010-2011	720,655	138,639	859,294	193,835	68,321	1,053,129	81.6%
2011-2012	712,625	137,022	849,647	193,898	68,821	1,043,545	81.4%
2012-2013	705,351	136,316	841,667	200,975	90,754	1,042,642	80.7%

Teachers in primary and secondary public and private sector schools, including trainees directly posted in the public sector in a school or institution since the 2010 academic year (15,561 for the 2012 academic year).

As from 2007, not including personnel paid under "Higher education and university research" and "Student life" budget, accounted for in the *State of Higher Education and Research* or, as from 2010, individuals working in central administration and paid for their contribution to higher education.

The last youth worker assistants are listed for academic year 2006-2007.

Source: MEN-MESR DEPP

02 Breakdown of Department of National Education staff in January 2013

Public and private

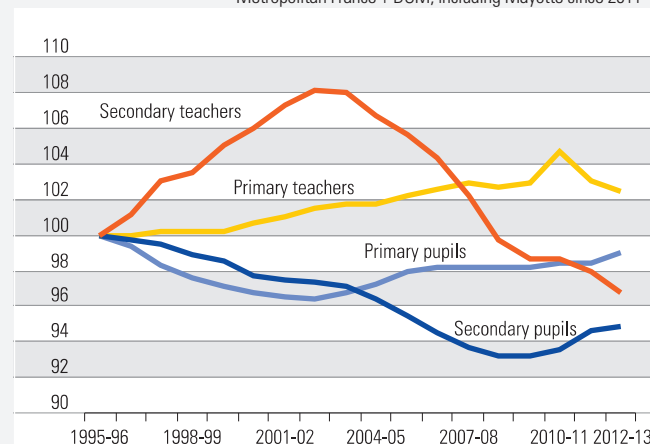
Type of staff	Numbers
Public primary school teaching staff	323,449
Private secondary school teaching staff	43,590
Public secondary school teaching staff	381,902
Private secondary school teaching staff	92,726
Total teaching staff	841,667
Administrative, technical, management and supervision staff*	110,221
Youth work assistants and educational assistants	90,754
Total	1,042,642

* Not including staff paid under the "Higher education and University research" programme, in central administration positions.

Source: MEN-MESR DEPP

03 Compared trends in pupil and teacher numbers

Public and private under contract,
Metropolitan France + DOM, including Mayotte since 2011-12



Source: MEN-MESR DEPP

Among the 841,700 teachers paid by the Department of National Education for the academic year 2012-2013, 43.6% taught in public and private sector primary schools and 56.4% in secondary schools. 198,500 workers are in charge of managing school education (excluding staff in central administration).

In academic year 2012-2013, public primary education included 323,400 teachers, including student-teachers. Practically all of them had “professeurs des écoles” status (97.5%). Among the 43,600 private sector primary school teachers, 87.3% were remunerated on a scale equivalent to that of “professeurs des écoles” and 10.0% were replacement teachers.

Public-sector secondary schools (including post-baccalauréat classes) employed 381,900 teachers, including trainees. More than six out of ten teachers (62.1%) were fully qualified or equivalent, more than one out of ten were holders of the “agrégation” (12.1%), 0.5% had “corps de chaire supérieure” or senior chair status and 14.9% were teachers in professional lycées. In private schools under contract, 60.7% of the 92,700 teachers were remunerated on the same scale as fully qualified or equivalent teachers; 3.6% held the “agrégation” and 11.1% taught in professional lycées. Teaching assistants still accounted for 4.1% of private sector teachers. Not all teachers had permanent contracts: 6.6% were not in the public sector and 19.9% worked for private schools under contract.

Nearly a third of non-teaching staff dedicated to teaching were administrative, social and healthcare (ASS) staff, half of whom fall under primary and secondary education and category C. Nearly two-thirds were executive, inspection (falling under primary and secondary education, exclusively in category A) and educational staff, falling under the “Vie de l’élève” (school life) programme). The latter, alongside category A principal education advisers, included the 90,800 non-incumbent educational assistants. 4.4% were technical personnel (ITRF).

Teachers in the public sector were younger in primary education (aged 41.2 on average) than in secondary education (43.3 years) and there was a higher proportion of female staff (81.9% compared to 58.0% respectively). The proportion of women was even more pronounced among the younger generations: until the age of 30, the share of women exceeded 88% in primary education and 65% in secondary education. From the age of 50, this share tended to diminish: 72.8% and 53.7% for primary and secondary education respectively, in this age group which brought together about one third of men for 20.6% and 27.3% of women respectively. ■

The personnel listed were those still working in a permanent job and paid by the Department of National Education under Lolf inter-ministerial programmes: school education. The organic law of 1st August 2001, applicable since 1st January 2006, bearing on the finance law which supersedes the order of 2nd January 1959 governing state finance. It has changed the budgeting and accounting rules and has been applicable since 1st January 2006.

The Lolf is divided into missions, programmes and actions. The staff included in these tables are staff remunerated under five of the six programmes of this interministerial mission (public primary education, public secondary education, school life (“vie de l’élève”), private primary and secondary education, support of education policy). A programme groups together the budget allocations intended to implement an action or a coherent set of actions.

Source: MEN-MESR DEPP, Processing in January 2013 of a data extraction supplied by the Polca Infocentre (Pilotage opérationnel de la Lolf en administration centrale et en académie - operational monitoring of Lolf) producing data from staff payslips. Coverage: Metropolitan France + DOM, public and private sectors under contract

01 Primary school teachers

Metropolitan France + DOM

	Public sector			Private sector under contract		
	Teachers	Proportion of women	Proportion of professeurs des écoles	Teachers	Proportion of women	Proportion of professeurs des écoles
1999-00	314 729	77.8	46.0	44 162	91.3	40.5
2002-03	318 236	78.8	66.3	45 640	91.1	60.3
2004-05	318 236	79.7	79.7	46 079	90.9	74.5
2009-10	323 445	81.5	96.9	45 483	91.0	87.0
2010-11	330 868	81.7	97.6	44 377	91.0	87.8
2011-12	325 441	81.6	97.2	43 824	91.0	87.3
2012-13	323 449	81.9	97.5	43 590	91.2	87.3

Source: MEN-MESR DEPP

02 Secondary school teachers

Metropolitan France + DOM

	Public sector			Secteur privé sous contrat		
	Teachers	Proportion of women	Proportion of certified	Teachers	Proportion of women	Proportion of certified
1999-00	420,248	56.7	58.3	94,994	65.8	39.6
2002-03	431,769	56.7	58.8	98,529	65.7	46.5
2004-05	424,385	57.0	61.4	98,861	65.6	52.5
2009-10	389,008	57.6	62.5	94,971	65.8	60.2
2010-11	389,787	57.9	62.6	94,262	66.0	60.6
2011-12	387,184	57.8	61.9	93,198	65.9	60.7
2012-13	381,902	58.0	62.1	92,726	66.0	60.7

Source: MEN-MESR DEPP

03 Administrative, technical and management staff (1)

Metropolitan France + DOM

		Numbers	%
Administrative, healthcare and social welfare staff (ASS)	Category A	16,763	8.4
	Category B	16,281	8.2
	Category C	23,437	11.8
	ASS total (2)	62,565	31.5
Management, inspection, education, guidance (DIEO)	Category A	34,462	17.4
	Category B	19	0.0
	DIEO total (2)	127,155	64.1
Engineers and technicians for research and training (ITRF)	Category A	1,408	0.7
	Category B	1,591	0.8
	Catégorie C	649	0.3
	ITRF total	8,704	4.4
Libraries	Libraries total	27	0.0
Total		198,451	100.0

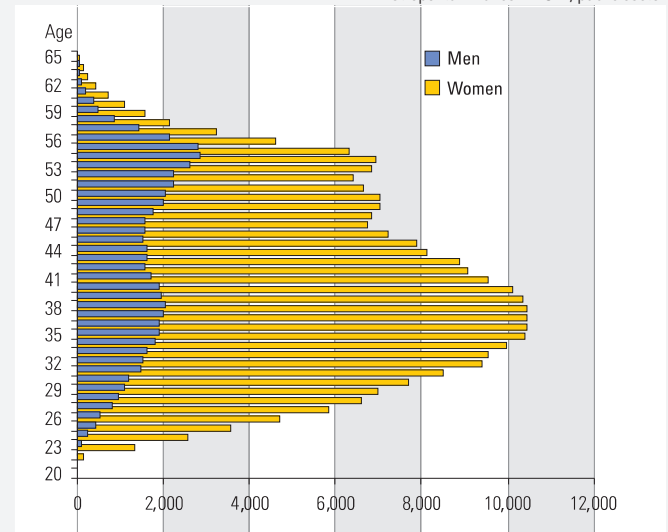
(1) Staff falling under primary and secondary education, "Vie de l'élève" (school life) and "national education policy support" programmes, excluding central administration (partly supporting higher education).

(2) Including non-incumbents.

Source: MEN-MESR DEPP

04 Breakdown according to age and gender of public sector primary school teachers in January 2013

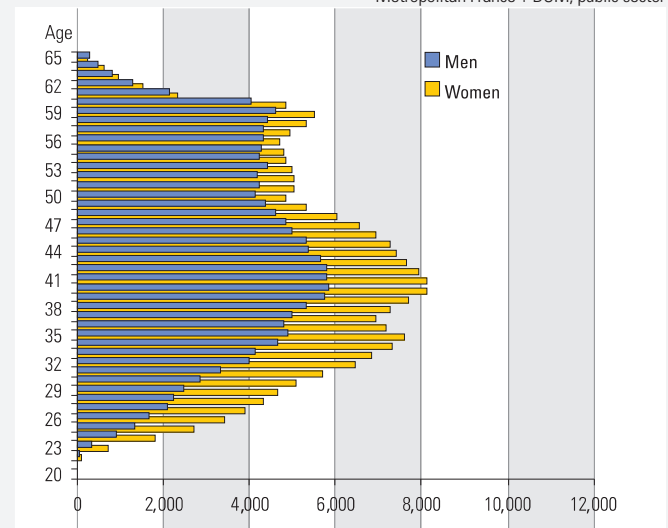
Metropolitan France + DOM, public sector



Source: MEN-MESR DEPP

05 Breakdown according to age and gender of public sector secondary school teachers in January 2013

Metropolitan France + DOM, public sector



Source: MEN-MESR DEPP

After having risen steadily until the mid-1990s, school life expectancy then stabilised and has even slightly fallen. In 2011-2012, school life expectancy reached 18.4 years of study.

Enrolment rates per age group observed in 2011-2012 indicate that a two year old beginning nursery school could expect to complete a total 18.4 years in initial education including 2.9 years in higher education (*table 01*).

After rising strongly until the mid-1990s, taking it up by almost two years between 1985 and 1995, school life expectancy has then declined and stabilised at 18.4 years since September 2010. Although France remains a country of high school enrolment, at the beginning of the 2011 academic year, it was only ranked at the OECD average for full-time school enrolment of children aged 5 and over. Part-time schooling, absent in France, seems to be more developed in North European countries and the United States.

The time a pupil stays in education depends on the type of course chosen (general, technological or vocational) as well as on the rate at which it is completed. This last factor has played a role in contracting the total time spent in education. Less time is spent in education owing to the fact that

pupils tend to repeat years less. Mirroring the drop in elementary education, the drop in the number of pupils repeating a year has also been clear since the 1980s in secondary education (*graph 02*) and new generations complete their secondary education more rapidly at a younger age than their elders.

Higher education is prone to the effects of a growing tendency among the young generations to opt for vocational training, to the detriment of long university courses. The higher education life expectancy for all young people was stagnating at around 2.6 years in the early 2000s. The last three academic years have been characterised however by an increase in the student population and a rise in enrolment in higher education (*graph 03*). In 2011-2012, school life expectancy in higher education stood at 2.9 years. ■

School life expectancy is an estimate of the length of time a two year old will spend in education. As with life expectancy this indicator is a snapshot of a situation, reflecting schooling trends in the academic year in question. Mathematically, school life expectancy is equal to the sum of school enrolment rates observed at different ages, with an enrolment rate of 80% producing a study length of 0.8 years.

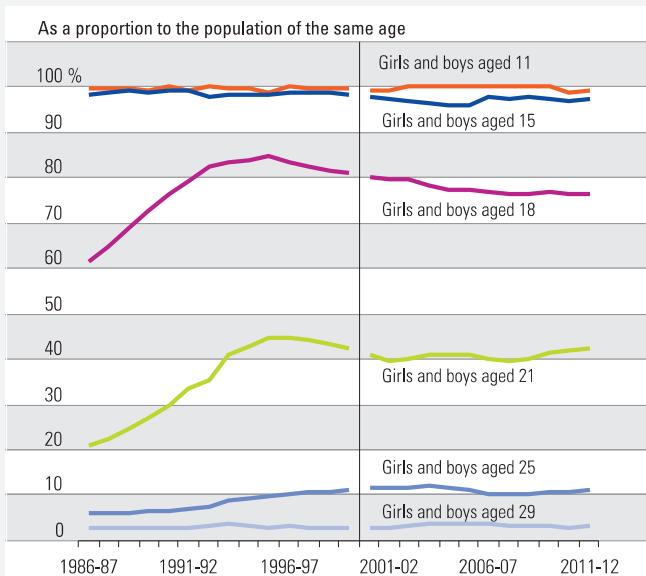
Sources: MEN-MESR DEPP, Insee
Coverage: Metropolitan France and
Metropolitan France + DOM (excluding
Mayotte), all levels of education

01 Trends in time spent at school

	Metropolitan France			Metropolitan France + DOM			
	1985-86	1990-91	1995-96	2000-01	2005-06	2010-11	2011-12
Total	17.1	18.1	19.0	18.8	18.6	18.4	18.4
Girls	17.2	18.2	19.2	19.0	18.9	18.7	18.7
Boys	17.0	18.0	18.8	18.6	18.4	18.2	18.2
Pre-elementary	3.3	3.4	3.4	3.4	3.3	3.1	3.1
Elementary	5.5	5.4	5.3	5.2	5.2	5.1	5.1
Secondary	6.8	7.5	7.7	7.6	7.4	7.3	7.3
Higher education	1.5	1.9	2.6	2.6	2.7	2.8	2.9

Sources: MEN-MESR-DEPP (school population) and Insee (estimated resident population)

03 Enrolment rate according to age (1986-2012)



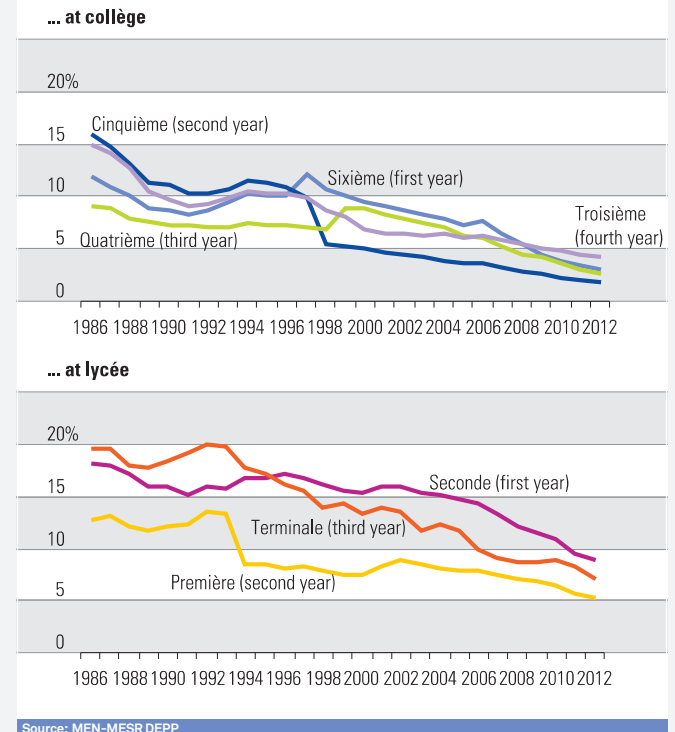
In some age groups, the number of pupils was higher than the total population of the same age estimated on the basis of demographic reports. In this case, the enrolment rate was necessarily 100%.

Coverage: School population = all schools and apprentice training centres (before 1999-2000: Metropolitan France, after: Metropolitan France + DOM).

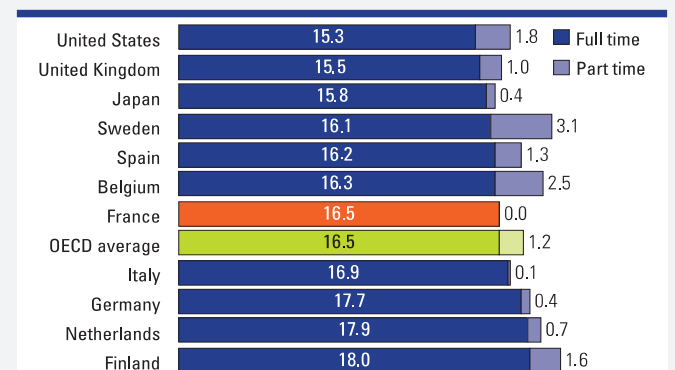
Sources: MEN-MESR-DEPP (school population) and Insee (estimated resident population)

02 Trends in repeat years from 1986 to 2012...

Metropolitan France + DOM



04 School life expectancy for a 5-year old child (2011)



Source: OECD Education at a Glance, 2013

Around one-twentieth of primary and lower secondary school pupils were taught within ambition, innovation and success schools. More than seven out of ten Éclair collège pupils were from disadvantaged social categories and one in five had been held back at least one year before entering sixième (first year). They were less proficient in the common base of knowledge and skills at the end of primary education and at the end of collège, and their results in the national “brevet” certificate were, on average, 12 points below that of collèges outside priority education.

At the beginning of the 2012 academic year, 301 public collèges and 2,139 public primary schools were part of the Éclair network (primary, lower and upper secondary schools for “l’ambition, l’innovation et la réussite”) in Metropolitan France and DOM. They were attended by 367,200 primary pupils and 142,300 collège pupils, i.e. one in twenty pupils, in primary schools and collèges. The other collèges in priority education areas were part of “réussite scolaire” networks (RRS).

The vast majority of pupils attending Éclair collèges came from underprivileged social backgrounds: the parents of 73.0% of them were working class or not in active employment, compared with 56.5% in RRS and 34.5% in schools outside priority education areas (PE) (Metropolitan France and DOM). They were more likely to fall behind: 20.4% of pupils attending Éclair schools were behind when they started collège, 17.2% in RRS and 11.2% outside PE (table 01).

At the end of primary education, and at the end of collège, Éclair pupils were less proficient than other pupils in skills 1 and 3 of the common base. For example, while 59.6% of CM2 pupils in Éclair schools mastered skill 1 of the base, the proportion was 68.7 % in RRS schools and 79.1 % outside priority education (graph 02).

The national brevet diploma (DNB) comprises three written papers (French, Mathematics and History-Geography-Civic Education). In the 2012 session, 34.2 % of Éclair collège pupils and 46.4 % of RRS pupils obtained over 10 out of 20 in the written tests compared with 61.8% of pupils outside priority education. However, if continuous assessment and the history of art oral examination are taken into account, the gap closes: 72.9% of Éclair pupils successfully passed their brevet diploma compared to 84.9% outside PE (graph 03). These indicators should be interpreted as an initial inventory of pupils’ performance in Éclair as well as an evaluation of this system. As the Éclair system was only introduced at the beginning of the 2011 academic year, specific educational actions couldn’t be applied fully. ■

Since the start of the 2011 academic year, the “l’ambition, l’innovation et la réussite” (Éclair) programme for primary and secondary schools has become the “focus of national education policy in favour of equal opportunities” (Éclair programme mission statement). From a pilot scheme in 105 schools belonging to the priority education programme or not in the 2010 academic year (circular no. 2010-096 of 7th July 2010), it was extended to practically all RARs in 2011 (245 RAR collèges out of 254 were part of the Éclair network). 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 persons with no professional activity. The proportion of pupils entering the first year of collège who are at least one year behind is the proportion of pupils entering the first year of collège at the start of the 2012 academic year, who were in CM2 (last year of primary school) at the start of academic year 2011 in an Éclair school and who repeated at least one year in primary school. Graph 03 shows the breakdown of average marks out of 20 in the written examinations in the 2012 session of the national brevet diploma (DNB). The percentages of proficiency in basic skills are presented with their confidence interval at 95% indicating the uncertainty margin linked to the sampling.

Source: MEN-MESR DEPP,
Schooling files and surveys on common
base skills
Coverage: Metropolitan France + DOM,
public sector

01 Proportion of children whose parents were working-class, not in active employment, management-level and teachers, of pupils behind on entering the first year of collège in September 2012 (as %)

Metropolitan France + DOM, public sector

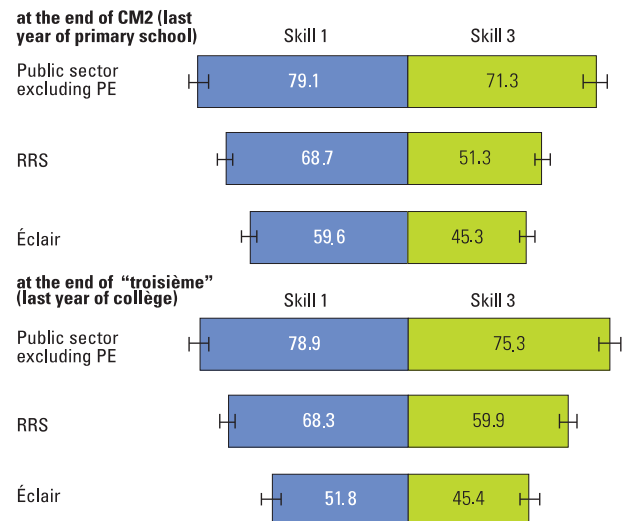
	Children whose parents are working-class or not in active employment	Children whose parents are management-level or teachers	Children who are behind on entering the first year of collège
Éclair: Écoles, collèges, lycées pour l'ambition, l'innovation et la réussite - Primary and secondary schools for ambition, innovation and success	73.0	9.1	20.4
RRS	56.5	19.0	17.2
Outside priority education areas	34.5	38.5	11.2
Total	42.3	30.9	12.1

Interpretation: in the first two columns, the Éclair line shows pupils entering the first year of a Éclair collège; in the last column, the line shows pupils entering the first year of collège after attending an Éclair school.

Source: MEN-MESR DEPP

02 Proportion of pupils proficient in skills 1 and 3 of the common base in 2012 (as %)

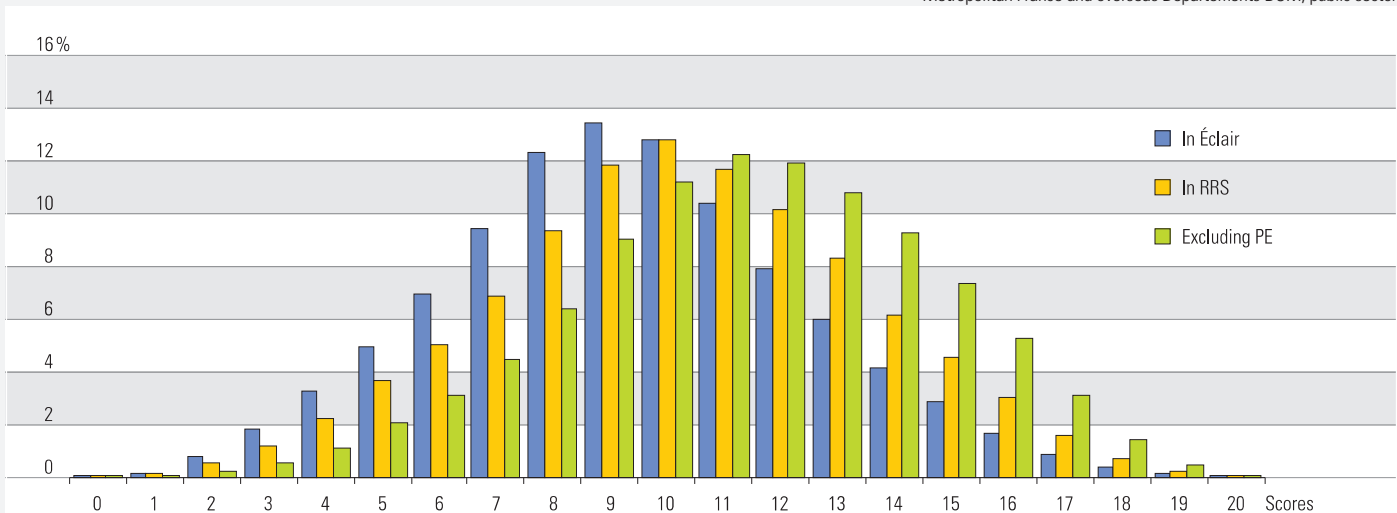
Metropolitan France and overseas Départements DOM, public sector



Source: MEN-MESR DEPP

03 Breakdown of pupils according to written exam scores in the 2012 national brevet diploma (DNB)

Metropolitan France and overseas Départements DOM, public sector



Interpretation: in Éclair collèges, 13.5% of pupils obtained a score of 9-10 in the written papers for the June 2012 session of the national brevet diploma (DNB) compared to 11.9% of pupils at "réussite scolaire" schools, 9.0% of pupils outside priority education areas and 9.6% for all pupils.

Source: MEN-MESR DEPP

With the demographic decline, there has been a distinct improvement in enrolment conditions in nursery and elementary schools.

It is now necessary to deal with the consequences of renewed growth in the birth rate since 2000.

School enrolment in primary education has undergone three major changes in the past few decades: the development of school enrolment prior to the age of 6, the drop in numbers due to demographic decline and reduction in the number of pupils repeating years and an overall improvement in enrolment conditions for primary pupils.

At nursery school, the enrolment of 5-year olds, then of 4-year olds, steadily became more widespread during the 1960s and 1970s. All 3-year olds are now enrolled at school, which is not the case of 2-year olds, whose enrolment often depends on available spaces and therefore on trends in the population group of children aged 2 to 5. Close to around one third since the 1980s, the enrolment rate of 2-year olds has declined in recent years ([graph 01](#)), as a result of a distinct demographic recovery since 2000: it was 11% at the start of the 2012 academic year.

In elementary and nursery schools, both public and private, pupils have had the benefit of a significant reduction in average class size. At nursery level, from nearly 40 pupils until the early 1970s, it has steadily been brought down to around 26 pupils. In elementary education, this trend is less pronounced: reaching close to 30 pupils in 1960, average class size is now around 23 pupils.

This trend is concurrent with a reduction in the number of schools, from 68,000 in 1980 and 64,000 in 1990 to just under 53,000 in the 2012 academic year, owing to the strong reduction in the number of multi-level rural schools and to the grouping together or merger of nursery and elementary schools. The tendency to change the breakdown of

schools according to the number of classes is changing with a focus on “upgrading”: fewer schools with 5 classes or less and more schools with 6 classes or more ([graph 02](#)).

Maintaining or even increasing the number of teaching staff, even though the number of pupils was falling, had led to a continuous improvement in the ratio of teachers per 100 pupils (T/P). This trend stopped after the 2003 academic year: after a maximum of 5.37, this ratio returned in 2012 to the same levels experienced in the late 1990s (5.20: [graph 03](#)). In elementary education, international comparisons are based on the reverse ratio, namely, the average number of pupils per teacher. Very variable, depending on the country, this number, close to 20 in 2011 in Korea and the United Kingdom, against just over 11 in Italy and Sweden, exceeded 18 in France, where it remained above the OECD average. ■

The enrolment rates per 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 therefore for 2-year olds was therefore 11.0% in 2012. As only children having turned 2 by September are admitted, more than 15% of children born between 01st January 2010 and 31st August 2010 were therefore actually enrolled at the start of the 2012 academic year.

The 19 survey has only been running since the 2007-2008 academic year. Data on primary education per school is now mainly collated on the basis of DECIBEL, an operational steering database for primary pupils (BE1D).

Source: MEN-MESR DEPP and MEN DGESCO

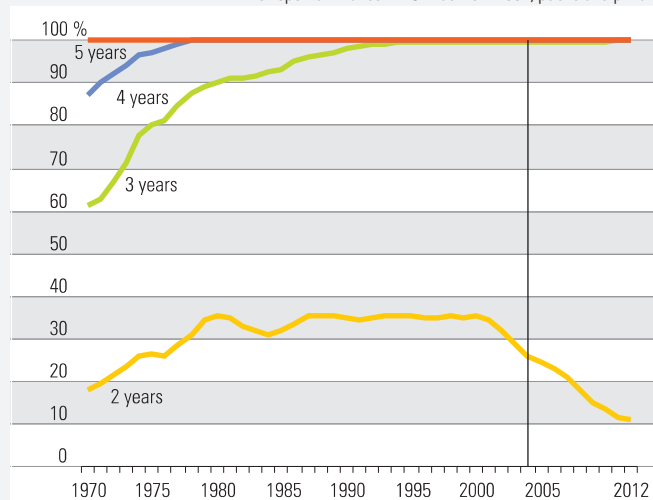
Coverage: Metropolitan France and Metropolitan France + DOM, public and private

Enrolment rates and conditions in primary education

11

01 Enrolment rate for children aged 2 to 5 (1970-2012)

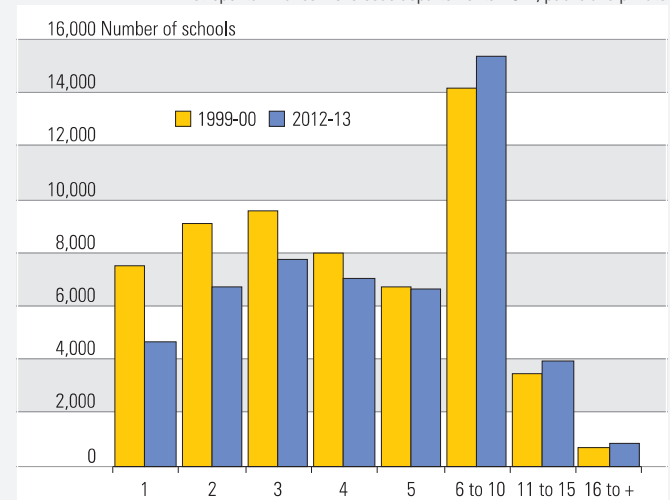
Metropolitan France from 1970 to 2003 and
Metropolitan France + DOM as from 2004, public and private



Source: MEN-MESR DEPP, Survey in public and private pre-elementary and elementary schools

02 Breakdown of schools according to their number of classes

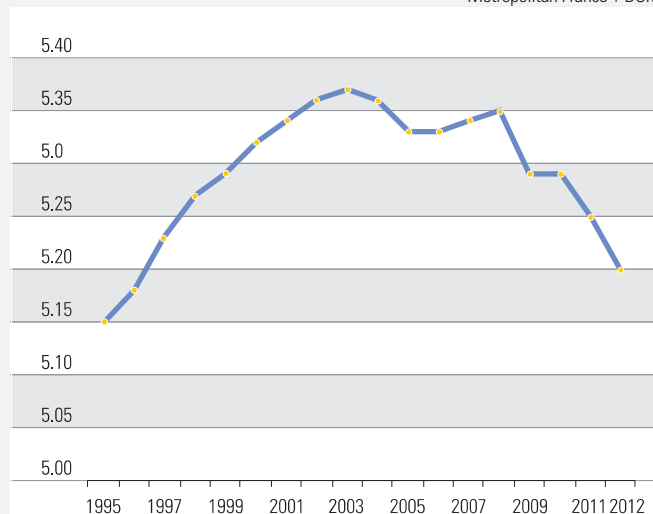
Metropolitan France + overseas départements DOM, public and private



Source: MEN-MESR DEPP

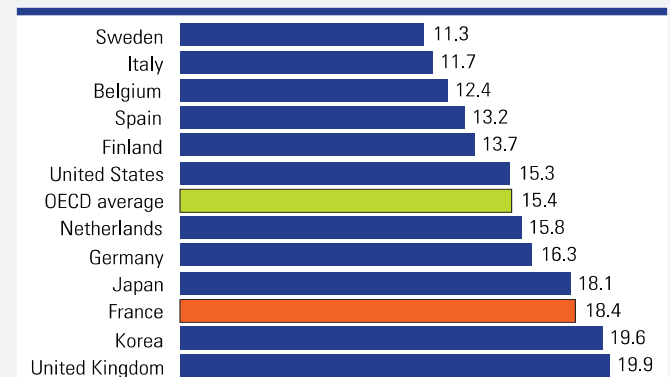
03 Trends in the “number of teachers per 100 pupils” ratio in public sector primary education (1995-2012)

Metropolitan France + DOM



Source: MEN DGESCO

04 Average number of pupils per teacher in elementary education (2011) (public and private)



Source: OECD, Education at a Glance, 2013

French secondary education enjoys good student-to-teacher ratios, which have tended to improve during periods of demographic decline. However, this trend seems to have reversed in recent years in collèges which had an average of 25 pupils per class for the 2012 academic year and almost 29 in lycées.

Students in French secondary schools enjoy pupil-to-teacher ratios that tend to be better than those in similar countries. In 2011, the student-to-teacher ratio thus amounted to 12.3 in France, compared with more than 16 in the Netherlands or Korea but only 10 or fewer in Belgium and Spain. This ratio, which tended to decrease with the drop, linked to demographic decline, in the number of pupils enrolled in collèges and lycées, has started to rise again in recent years.

But this indicator only gives a rough idea of the actual conditions in which pupils attend school, usually evaluated in secondary education by the average number of pupils per class or division (P/D). Average class size strongly varies according to the level.

At the end of the 1980s, the large influx of pupils born in high birth-rate generations had thus resulted in larger classes in lower secondary schools and to an even greater extent in general and technological upper secondary classes. Around 1990, lycée classes comprised an average of 30 pupils, compared to just over 24 in collèges, and just fewer than 23 for professional lycées (public and private sector). In the course of the following years, while the situation remained relatively stable in collège, class sizes in lycées became smaller through demographic decline.

In recent academic years, the average class size has increased in collèges (25 pupils on average in 2012) and in general and technological lycées (28.8) but has remained close to 19 pupils in professional lycées (*graph 01*).

This information does not provide a true picture of teaching conditions, given that about one third of teaching hours are currently spent in groups and not in full classes: just under 20% in public sector colleges and around half in lycées (*table 02*).

The T/P indicator of “average number of pupils under a teacher’s responsibility for an average of one hour” takes into account all teaching hours – whether in entire classes or groups. In 2012, it was equal to 21.9 pupils on average for all public sector secondary education: in collèges and above all in lycées, these figures are slightly below the average size of divisions and, in vocational education in particular, where almost 19% of teaching time occurs in groups of 10 pupils or less (*graph 03*). ■

There are various indicators to measure reception conditions in secondary education, including three basic variables – pupils, teachers and classes – the numbers of each being over 4 million, around 400,000 and 200,000 respectively in public-sector education alone. The ratio of the number of pupils to the number of teachers (pupil-to-teacher ratio) is radically different from the ratio of the number of pupils to the number of classes (class size). The class, or “division” in secondary education groups together pupils following the same common core of subjects, usually compulsory.

A “group” consists of a set of pupils in a division taking a class which is split into different parts (practical work, tutorials, modules, etc.). It may also include pupils from several divisions taking options, modern languages or classics.

A teaching “structure” (division or group) groups together pupils following the same subjects together. P/D: average number of pupils per division.

P/S: average number of pupils per structure (group or division). This indicator measures the number of pupils under a teacher’s responsibility on average for one hour. It is calculated using the following formula:

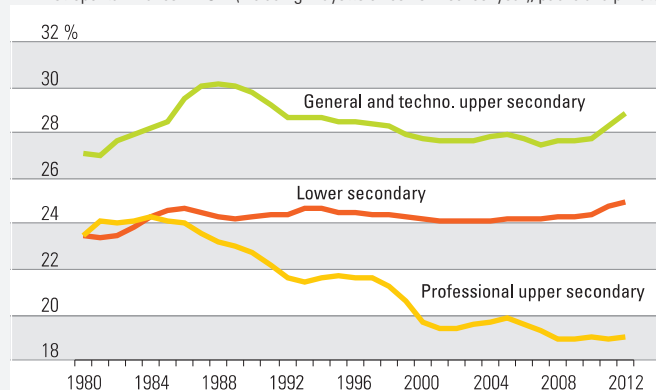
$$E / S = \frac{\sum h_i x_i}{\sum h_i}$$

where h is the number of teaching hours given to a structure (whole class or group) and x is the number of pupils in the structure.

Sources: MEN-MESR DEPP “Scolarité” (education) (the number of pupils in divisions and number of divisions) and “bases-relais” (satellite databases) that cross over information on pupils and teachers. Coverage: Metropolitan France + Dom, public and private, public alone

01 Trends in the average number of pupils per class (1980-2012)

Metropolitan France + DOM (including Mayotte since 2011 school year), public and private



Source: MEN-MESR DEPP

02 Structure size per type of education at the start of the 2012 academic year

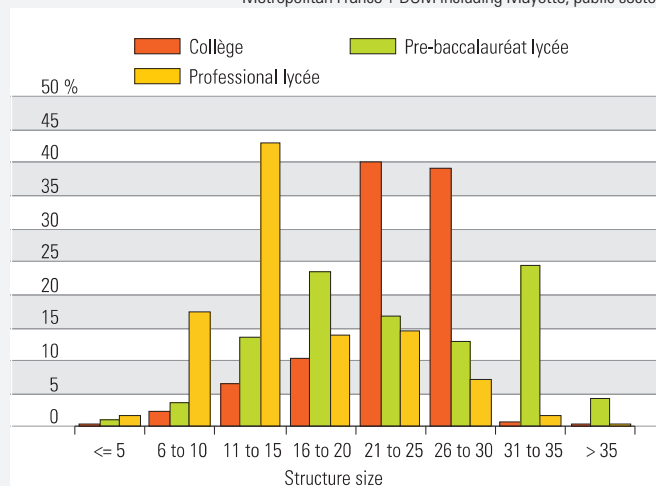
Metropolitan France + DOM including Mayotte, public sector

Type of education	Average size of structures P/S	% of hours in structures <= 10 pupils	% of hours in structures <= 35 pupils	% of hours in group
Collège	23.6	2.8	0.5	18.9
Segpa	12.7	30.5	0.2	25.9
Vocational lycée	16.0	19.2	0.6	48.7
Pre-baccalauréat lycée	24.2	4.5	4.2	54.3
CPGE	28.0	8.5	32.0	45.3
STS	19.2	10.0	2.3	43.3
Total	21.9	7.5	1.9	34.6

Source: MEN-MESR DEPP

03 Breakdown of teaching hours according to structure size and type of education in 2012

Metropolitan France + DOM including Mayotte, public sector



Interpretation: in collèges, 0.5% of structures had no more than 5 pupils and 2.3% between 6 to 10 pupils.
In vocational Lycées, these percentages were 1.7 and 17.4% respectively.

Source: MEN-MESR DEPP

04 Number of pupils per teacher in secondary education (2011)

Belgium	9.4
Spain	9.9
Italy	12.0
France	12.3
Sweden	12.3
Japan	13.2
OECD average	13.6
Finland	13.7
Germany	14.4
United States	14.4
United Kingdom	16.0
Netherlands	16.5
Canada	17.1
Korea	18.0

Source: OECD, Education at a Glance, 2013

The 1987 reform extended the apprenticeship system to all levels of education and raised the maximum age of entry into the system to 25. This boosted its development by contributing to the general upgrading of education and training levels.

Encouraged by public policy, apprenticeship has spread upwards to the higher levels of qualification and new specialist fields since 1987. However the number of apprentices only really took off after 1993, once a four-year fall in the CAP (certificate of professional aptitude) tailed off and has since remained under the 200,000 apprentice figure. In twenty years, the number of apprentices has nearly doubled to reach 436,300 in 2011-2012 (441,100 in 2012-2013 according to the first results of survey no. 10).

Although the CAP is still in the lead, it groups together less than half of all apprentices (40.6%). The other main diplomas studied by apprentices are the vocational baccalauréat, brevet professionnel (BP - vocational certificate) and brevet de technicien supérieur (BTS - advanced technical certificate), each numbering between 46,300 and 68,600 apprentices compared to 177,300 for the CAP. More than 3 apprentices out of 10 study for a baccalauréat-level diploma and the same proportion a higher education diploma ([table 01](#) and [graph 02](#)).

With a higher level of attainment, apprentices are now older: from 1986-1987 to 2011-2012, their average age rose from 17.5 to 19.2. By combining several contracts, education can now be continued in apprenticeship, an option that is more common in secondary education: apprentices represent 62.9% of the first year intake of BP and 21.0% of the vocational baccalauréat. In higher education, apprenticeship intake mainly covers lycée or university students: in 2011-2012, 19.0% of appren-

tices in the first year of BTS were already apprentices the previous year, 6.4% for DUT students (technological university diplomas) and 22.1% for engineers.

The proportion of apprentices in a given generation has increased since 1993, in particular for boys. Girls are less likely to opt for vocational courses after collège and tend to take a much narrower range of specialised vocational options. In 2011-2012, apprentices thus accounted for 3.6% of girls aged 15 to 19 compared to 9.4% of boys in the same age group ([graph 03](#)). First-level apprenticeship (CAP-BEP) has been traditionally more developed in production (7 out of 10 apprentices) than in services where it was limited to a small number of diplomas taken by a majority of girls. The situation was reversed in higher education where production attracted 4 out of 10 apprentices (9 out of 10 in engineering courses) with the development of new areas of activity in services, especially in sales and management ([graph 04](#)). This trend favours the number of girls; they represented 31.8% of apprentices in 2011 compared to 28% in 1987. In level I (engineer, master's degree), their proportion gained 6.7 per cent between 2007 and 2011, from 29.4% to 36.1%. Female apprentices were older (19.7 on average compared to 18.9 for boys) and better qualified: 35.1% of female apprentices prepared a higher education qualification against 25.0% for boys. ■

Apprentices are young people aged 16 to 25 training for a vocational or technological diploma (or certification) within the framework of a specific type of employment contract combining on-the-job training – supervised by an apprenticeship tutor – and lessons in an apprentice training centre (CFA). Dispensations from the age limit are possible if the same person does several apprenticeships, in the case of a business takeover and also for persons recognised as disabled workers.

Apprentice training centres (CFA) are training centres running general, technological and practical training which completes and is centred on on-the-job training. They usually fall under the educational authority of the Department of National Education or the Department of Agriculture.

The rapid 10 survey in the spring provides an initial estimate per level and qualification of apprentices on 31 December of the previous year. The autumn Sifa survey is a census of apprentices on 31 December of the previous year based on individual data, and therefore can provide a more detailed overview of apprenticeship with information, for example, on the training received, gender, age and educational background of apprentices.

Source: MEN-MESR DEPP
Coverage: Metropolitan France + DOM,
all supervisory Government
Departments

01 Trends in the number of apprentices (1990-2011)

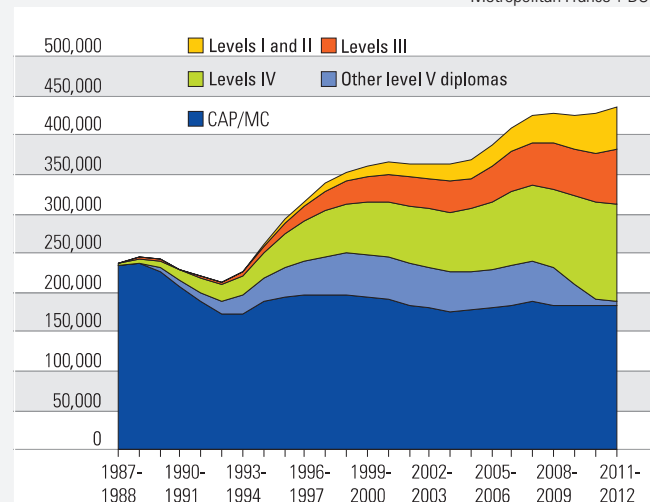
Metropolitan France + DOM

	1990-91	1995-96	2000-01	2005-06	2009-10	2010-11	2011-12
Level V	215,274	232,157	245,361	228,613	209,767	191,857	189,560
Level IV	13,210	41,327	69,355	86,609	111,900	123,018	123,888
Level III	1,319	15,273	35,553	44,233	59,532	62,074	67,193
Levels II and I	0	4,777	15,633	26,404	43,543	49,331	55,693
Total	229,803	293,534	365,902	385,859	424,742	426,280	436,334

Source: MEN-MESR-DEPP Survey 51 - Information system on apprentice training (SIFA) on 31/12 of each year

02 Trends in the number of apprentices at different levels of education (1987-2011)

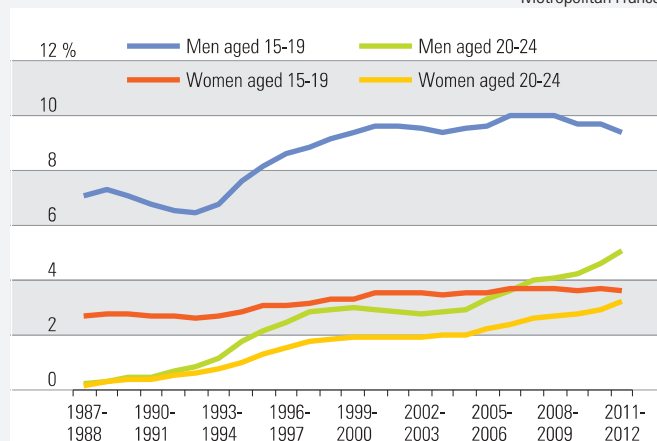
Metropolitan France + DOM



Source: MEN-MESR-DEPP Survey 51 - Information system on apprentice training (SIFA) on 31/12 of each year

03 Trends in the proportion of total apprentices in the 15-19 and 20-24 age groups (1987-2011)

Metropolitan France

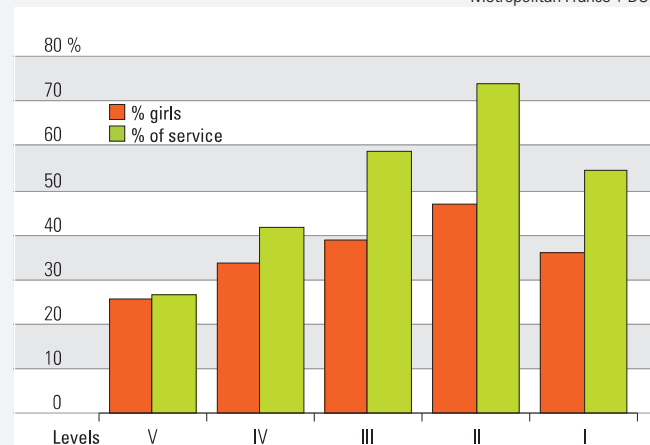


Interpretation: on average, 9.4% of young men aged 15 to 19 were enrolled in apprentice training centres in 2011.

Source: MEN-MESR-DEPP (surveys on apprentice training centres), INSEE (estimates based on censuses)

04 Proportion of girls and service sector options and different levels of apprenticeship training in 2011-2012

Metropolitan France + DOM



Source: MEN-MESR-DEPP Survey 51 - Information system on apprentice training (SIFA)

Since 2001, the entire secondary system has lost more than 200,000 pupils, owing to the drop in pupils repeating a year or to generation size. In 2011, one third of pupils enrolled in the final year of lycée studied for a vocational baccalauréat.

Between 2001 and 2011, secondary education as a whole lost more than 200,000 pupils, i.e. a drop of 3.7% involving school pupils only, excluding apprentices. This trend was particularly striking at the beginning of the 2006 academic year, when numbers fell by more than 54,000 pupils. The downturn was particularly significant between 2004 and 2008 mainly due to demographic factors, and slowed down again in 2009. This trend rose again, in September 2011. Enrolment increased by 0.6% compared to the previous academic year (*graph 01*).

The fall in secondary education numbers is also a result of the sharp drop in repeat years, observed at all levels (*indicator 09*): pupils beginning secondary education at a younger age completed it sooner. This does not however mean that there are fewer pupils that study at collège then in lycées. Thus, over 86% of a generation accessed baccalauréat level in September 2011 (*indicator 23*).

Of the 811,000 students enrolled in the final year of lower secondary school, in 2010-2011, 57% continued the next academic year in the first year of upper secondary school in a general and technological stream and 37% enrolled in a professional lycée or as an apprenticeship (*table 02*). These proportions have changed slightly over the past five years, including the transition rate to the general and technological streams in the first year of upper

secondary education which has won 3 points. The restructuring of the vocational options, applied generally at the beginning of the 2009 academic year, aims to lead to a larger number of young people studying for the professional baccalauréat in three years' training after the fourth year of collège. Nearly two-thirds of collège pupils pursuing vocational education at upper secondary level opted for this three-year course in September 2011.

In September 2011, the number of students and apprentices enrolled in the final year of professional lycée rose sharply for the second consecutive year (+59,000 and +51,000 in 2010) due to the simultaneous presence of young people taking a two-year course after BEP or CAP and others taking the three-year course. The breakdown in the final year of upper secondary education according to the type of baccalauréat continues to change: in 2011, a third of pupils and apprentices enrolled in the final year of upper secondary education were preparing for a vocational baccalauréat, 21% a technological baccalauréat and 45% a general baccalauréat (*tableau 03*). Since 1996, enrolment in vocational courses has constantly developed, in both production and services options. Vocational courses, until 2001, tended to increase to the detriment of general streams, especially literary options, then, as of 2004, technological courses. ■

Data for this indicator concern secondary education as a whole and take into account training at Department of National Education institutions, agricultural lycées, apprentice training centres and, since the 2007 academic year, military lycées. The latest available information on all these courses concerns the 2011-2012 academic year.

Variation in pupil numbers in secondary education between two academic years: effects due to demographics and due to enrolment rates.

Effect due to demographics: it is the variation in pupil numbers resulting from changes in generation size per age from one academic year to another. The demographic effect on variations in pupil numbers at a given age is calculated by multiplying the average enrolment rate at this age (sum of rates of academic year "n" and academic year "n-1" divided by two) by the variation of the number of people aged "a" between those two years (population age "a" of the academic year "n" minus the population aged "a" of academic year "n-1").

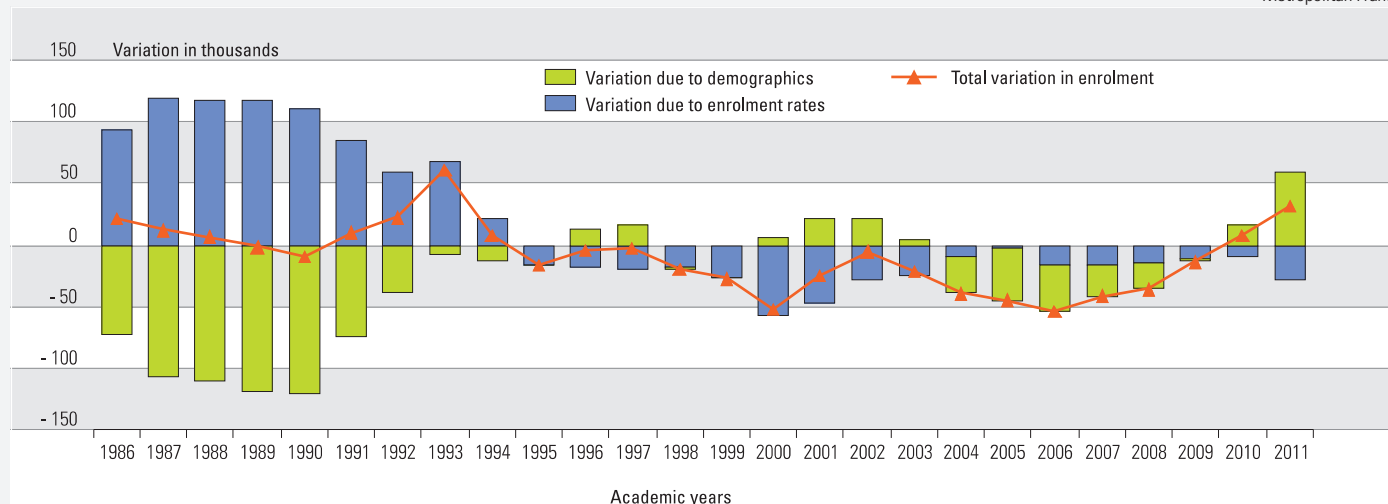
These effects are applied to all ages.

Effect due to enrolment rates: it is the variation in pupil numbers resulting from changes in enrolment rates per age from one academic year to another. For each age, the average population of that age is multiplied by the variation in enrolment rates at that age between the two academic years. These effects are applied to all ages.

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

01 Variation in overall secondary education pupil numbers due to demographics and school enrolment (1986-2011)

Metropolitan France



Interpretation: secondary pupil numbers (with apprentices and agricultural lycées) fell by 32,200 pupils between 2010 and 2011. This increase results from two effects:

- a variation in enrolment rates resulting, at a constant number of young people, in a decrease of 27,200 pupils between September 2010 and September 2011;
- a change in the size of the generations having led, at a constant enrolment rate, to an increase of 59,400 pupils.

Sources: MEN-MESR-DEPP (school population) and Insee (estimated resident population)

02 Trends in continued education after lower secondary school (including agricultural and Segpa)

Metropolitan France + DOM, excl. Mayotte

	2006-07	2008-09	2009-10	2010-11	2011-12
Enrolled in the last year of lower secondary school the previous year (in thousands)	841	804	792	800	811
General and technological baccalauréat	54.0	54.6	56.2	56.6	57.4
Vocational upper secondary	37.8	37.7	36.8	36.8	36.6
<i>including apprenticeship</i>	7.7	7.5	6.8	6.8	7.0
- CAP and similar	11.8	12.2	13.4	13.1	13.2
- BEP	25.5	18.8	4.5	4.2	
- Vocational baccalauréat	0.5	6.7	18.9	19.5	23.4
Remain at lower secondary school	6.4	5.6	5.3	5.0	4.6
<i>pupils repeating a year</i>	6.0	5.3	4.9	4.8	4.3
Leavers	1.8	2.1	1.7	1.6	1.4
Total	100.0	100.0	100.0	100.0	100.0

Interpretation: among the 811,000 pupils enrolled in the final year of lower secondary school in 2011-2012, 57.4% continued in the general and technological stream of the first year of upper secondary education in September 2012, 36.6% in vocational upper secondary education, 4.6% remained in lower secondary education (repeat year or enrolment in pre-vocational class) and 1.4% left (towards social or healthcare training, the labour market, or moved abroad).

Source: MEN-MESR DEPP / Information systems (IS) of Departments of National Education, Agriculture, IS of apprenticeship training centres.

03 Trends in the number of students enrolled in the last year of upper secondary education

	1996-97	2004-05	2009-10	2010-11	2011-12
General baccalauréat	56.9	52.2	52.2	48.7	45.5
- S	26.7	26.0	26.8	24.7	23.2
- ES	15.7	16.5	16.7	16.0	15.0
- L	14.5	9.7	8.7	8.0	7.3
Technological baccalauréat	28.7	29.8	26.5	23.6	20.7
- STG (STT before 2006)	14.7	15.7	13.2	11.7	10.4
- STI	7.8	7.4	6.1	5.4	4.5
- ST2S (SMS before 2007)	3.3	3.9	4.3	3.9	3.5
- Other technological options*	2.9	2.8	2.9	2.6	2.3
Vocational baccalauréat	14.4	18.0	21.3	27.7	33.8
<i>including apprenticeship</i>	1.4	2.8	4.1	4.1	4.4
<i>including agricultural lycée</i>	0.1	1.4	2.2	2.1	3.6
- Production	6.2	8.8	9.9	12.0	17.5
- Services	8.2	9.2	11.4	15.7	16.3
Total	100.0	100.0	100.0	100.0	100.0
Pupil numbers	601 345	611 712	608 326	652 258	709 516

* STL (laboratory science), Hotel and catering, TMD (music & dance), STAV (agronomics & life science - formerly STPA and STAE Agronomics, Environment & Food Production prior to 2007). Interpretation: of the 709,516 pupils enrolled in the final year of lower secondary school in 2011-2012, 45.5% studied for a general baccalauréat.

Source: MEN-MESR DEPP / Information systems (IS) of Departments of National Education, Agriculture, IS of apprenticeship training centres.

With the reform of the vocational pathway began in September 2008, in vocational education at the end of lower secondary education pupils are guided either towards a CAP, or a vocational baccalauréat. Without significantly changing incoming numbers into the vocational pathway, the reform has led to more candidates sitting the baccalauréat and, despite a lower baccalauréat pass rate, has increased the chances of a pupil in the vocational pathway reaching the baccalauréat level.

The restructuring of the vocational pathway, which started in the 2008 academic year and was generalised in 2009, establishes, alongside 2-year CAP courses, 3-year courses for the vocational baccalauréat, like the general and technological baccalauréats. The BEP training channel has been abolished. During their training, pupils can now sit for an examination (CAP or BEP) while the baccalauréat is sat in the final year of upper secondary school. In agricultural courses, the implementation of the vocational pathway reform was shifted one year.

Since the 1990s, pupil numbers at professional lycées have decreased steadily. The one-off increase in September 2010 did not curb this decline. For the 2012 academic year, pupil enrolment in professional lycées was down by almost 44,000 pupils (i.e. -5.6%). Indeed, the transitional period related to the vocational pathway reform is coming to an end and the vast majority of young people enrolled in the first year of vocational upper secondary education benefits from the reform.

In September 2012, CAP training courses attracted 17% of pupils enrolled in the vocational pathway. Pupils enrolled for the vocational baccalauréat represented more than 81% of pupils in professional lycées.

After the reform of the vocational pathway, course options at the end of lower secondary school are between a vocational first year of upper secondary school (first year of the vocational baccalauréat in three years) or a first year of a 2-year CAP course.

More than 28% of pupils in the general stream of the last year of lower secondary school chose the vocational pathway in 2012 at school in an agricultural lycée or under the Department of National Education: 23% in a first year of a three-year vocational baccalauréat course and 5% in the first year of a CAP course. Pupils from lower secondary school made up 84% of pupils enrolling for the first year of the vocational baccalauréat and only 59% of those starting a two-year CAP course.

In vocational upper secondary education, repeat years remained infrequent. Pupils repeating their final year remained slightly higher in number than those in the first two years.

Despite a significant decrease, pupils dropping out of the first year in a vocational upper secondary course were frequent: more than 17% of CAP pupils and about 12% of pupils in the first year of professional lycée. The reasons for dropping out of courses were pupils who wanted to leave school altogether or transfers to apprenticeship.

The reform of the vocational pathway, allowing all pupils entering vocational upper secondary education to reach the final year, has led to a mechanical increase in the number of pupils sitting the vocational baccalauréat: more than 203,000 candidates, attending school, sat the vocational baccalauréat in 2012 against 95,000 in 2008. More than three quarters of candidates came from the new 3-year course. Despite a lower success rate by nearly 6 points than that of candidates studying the 2-year course, the number of pupils passing the vocational baccalauréat increased by 70,000 in two years (see indicator 24). ■

Source: MEN-MESR DEPP
Coverage: institutions supervised by the
MEN and the Department of Agriculture
Metropolitan France + DOM

01 No. of students in 1st year of vocational upper secondary education, 2002 and 2012

Metropolitan France + DOM,
Excl. Mayotte before 2011, public and private

	2002	2012
CAP 1 year	5,655	5,729
CAP 2 years		
First year	48,184	69,610
Second year	37,956	58,238
Total CAP 2 years	86,140	127,848
CAP 3 years	10,539	
BEP		
First year BEP	254,590	
Final year BEP (1)	238,549	
Total BEP	493,139	0
Vocational baccalauréat - BMA		
First year upper secondary school, vocational		221,278
Second year upper secondary school, vocational	100,600	215,472
Final year upper secondary school, vocational (2)	89,582	171,537
Total vocational baccalauréat - BMA	190,182	608,287
MC levels IV and V	6,007	6,592
Various level IV and V training courses	1,227	753
Total upper secondary school, vocational	792,889	749,209

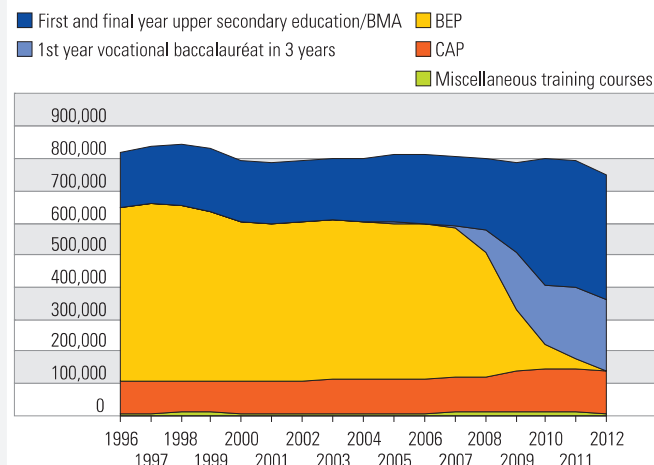
(1) Including BEP in 1 year; (2) Including vocational baccalauréat in 1 year.

Coverage: institutions supervised by the MEN or the Department of Agriculture, including Erea.

Sources: MEN-MESR DEPP Education information system and survey no. 16 on private non-contract private schools - MAAF/SAFRAN information system

02 Trends in the number of pupils in vocational upper secondary education per academic year 1996-2012

Metropolitan France + DOM,
Excluding Mayotte before 2011, public and private



Sources: MEN-MESR DEPP Education information system and survey no. 16 on private non-contract private schools - MAAF/SAFRAN information system

03 Main rates of pupils enrolling in vocational upper secondary education

Metropolitan France + DOM, excl. Mayotte before 2011, public and private including agricultural training

		2010	2011	2012
CAP 2 years	Repeat years	4.1	4.0	4.1
First year	Enrolment in vocational baccalauréat	75.4	74.7	75.1
	Other directions	3.5	3.1	3.4
	Leavers	17.0	18.2	17.4
CAP 2 years	Repeat years	4.8	4.8	4.9
Second year	Enrolment in vocational baccalauréat / BMA: final year	22.6	22.6	23.5
	Other directions	12.2	9.1	8.2
	Leavers	60.4	63.5	63.4
Vocational baccalauréat / BMA 2 years	Repeat years	0.6	1.3	0.4
Première (second year)	Enrolment in vocational baccalauréat / BMA: final year	84.9	83.2	84.4
	Other directions	2.0	3.1	4.9
	Leavers	12.5	12.4	10.3
Vocational baccalauréat / BMA 2 years	Repeat years	0.4	1.2	3.0
Terminale (third year)	Other directions and leavers	99.6	98.8	97.0
Vocational baccalauréat 3 years	Repeat years	4.8	4.7	4.3
Second year upper secondary school, vocational	Enrolment in vocational baccalauréat 3 years first year upper secondary school, vocational	78.2	79.3	81.4
	Other directions	2.9	1.8	2.4
	Leavers	14.1	14.2	11.9
Vocational baccalauréat in 3 years	Repeat years	2.3	2.0	2.2
Final year upper secondary school, vocational	Enrolment in vocational baccalauréat 3 years first year upper secondary school, vocational	85.0	84.5	85.4
	Other directions	0.5	0.5	1.0
	Leavers	12.2	13.0	11.4
Vocational baccalauréat in 3 years	Repeat years	7.8	4.3	6.1
Final year upper secondary school, vocational	Other directions and leavers	92.2	95.7	93.9

Interpretation: among first-year CAP pupils in September 2011, 4.1% repeated their year in 2012, 75.1% enrolled in the second year, 3.4% were directed towards other training courses and 17.4 % left the school education system.

Sources: MEN-MESR-DEPP / Education information system and survey no. 16 on private non-contract private schools - MAAF/SAFRAN information system

75% of new baccalauréat graduates immediately enrolled in higher education. More than half of the general baccalauréat graduates enrolled at university but this is 10 points lower than 10 years ago. More than one in two technological baccalauréat graduates enrolled in a short vocational course. Vocational baccalauréat graduates, whose numbers have risen sharply, were more likely to continue in higher education.

Of the 569,356 young people who passed a general, technological or vocational baccalauréat in Metropolitan France and DOM in 2011, 74.6% enrolled the following academic year in higher education (excluding work-study courses), i.e. 3.4 points less than in 2010 (*table 01*). The significant increase in the number of vocational baccalauréat graduates in 2011 (+31.6%), who were fewer to continue in higher education than other baccalauréat graduates, mechanically reduced the average enrolment rate. Almost all general baccalauréat graduates immediately accessed higher education. This was not the case of technological baccalauréat graduates: their access rate was 77% in 2011, down 0.8 points on the previous academic year. The proportion of vocational baccalauréat graduates who immediately enrolled in higher education progressed in 10 years and stood at 28.4%. These rates do not take into account continued studies in apprenticeship and Vocational training contracts or in higher education abroad.

University remained the preferred pathway for general baccalauréat graduates, but was less attractive than it was 10 years ago. Only 52.1% enrolled at university (excluding IUT) in 2011, against 61.5% in 2001 (*graph 03*). In September 2011, 19% of general baccalauréat graduates enrolled in short vocational courses (IUT, STS): the proportion is stable compared to 2010. 13.2% of

general baccalauréat graduates enrolled in classes preparing for admission to Grandes Écoles (CPGE).

S-stream graduates showed the most diverse choices: 49.5% of them opted for a general university course, whether a BSc or healthcare course, 19% enrolled in preparatory classes, 13% in IUT (technological university institutes) and 15% in other courses, in particular preparatory classes for engineering schools. 42% of technological baccalauréat graduates enrolled in STS and 18% in general disciplines at university. Both rates are relatively stable compared to the previous year, with short technological courses remaining the main preferences for these baccalauréat graduates.

54% of vocational baccalauréat graduates who obtained their baccalauréat through apprenticeship chose to leave education (*table 02*). When these baccalauréat graduates continued in higher education, practically all of them were in study-work programmes. However, vocational baccalauréat graduates having studied at school are more likely to enter higher education (50% against 36% for those who were apprentices), but a third of them only were in study-work programmes. ■

The data in table 01 relate to enrolment of new baccalauréat graduates in higher education (excluding study-work programmes), just after passing their baccalauréat: as the same student can enrol in several courses, access rates per course may not be added up (total equals more than 100%). "Double enrolments CPGE-university" make up most double enrolments. Constant coverage: in September 2011, the University of Lorraine became a "grand établissement" and was no longer included in the university population, with the exception of IUT. Other qualifications granted by this university are listed under "other courses". "Other courses" correspond to engineering colleges and engineering courses in non-university partnerships, higher education institutions not connected with university (business, management, accounting, notary, architecture, etc.), major higher education institutions (grands établissements), art colleges, private universities, paramedical colleges (2010-2011 data) and social training institutions (2010-2011 data).

Table 02 is based on a panel formed by selecting a sample of 12,000 baccalauréat graduates enrolled in 2007-2008 in France.

Source: MESR DGESIP/DGRI-SIES
Coverage: Metropolitan France + DOM,
Metropolitan France for the panels

01 Trends in enrolment in higher education

Metropolitan France + DOM

		2000	2005	2009	2010 (1)	2011
General baccalauréat	University excl. IUT	61.8	61.3	53.8	52.9	52.1
	IUT	11.2	10.4	10.8	10.7	10.7
	CPGE	12.6	13.3	13.3	13.2	13.2
	STS	9.0	7.7	8.9	8.9	8.7
	Other courses	9.1	11.1	12.2	14.1	14.1
<i>including S stream baccalauréat</i>	University excl. IUT	57.1	57.7	50.9	50.3	49.5
	IUT	14.6	13.2	12.7	12.5	12.5
	CPGE	19.1	20.0	19.5	19.3	19.3
	STS	7.0	5.9	6.7	6.8	6.7
	Other courses	10.1	11.4	12.5	14.4	14.6
Technological baccalauréat	University excl. IUT	19.1	18.1	17.9	17.9	17.9
	IUT	9.1	10.4	10.1	9.9	9.6
	CPGE	1.0	1.1	1.4	1.5	1.5
	STS	44.5	44.0	44.0	42.7	42.0
	Other courses	3.9	5.0	5.6	5.9	5.9
Vocational baccalauréat	University excl. IUT	6.4	5.9	6.9	6.6	7.8
	IUT	0.5	0.8	0.8	0.8	0.9
	CPGE	0.0	0.0	0.0	0.0	0.0
	STS	9.7	15.7	17.7	18.4	18.8
	Other courses	0.5	0.6	0.6	0.9	1.0
Total all baccalauréats	University excl. IUT	39.2	39.1	34.6	33.8	32.2
	IUT	8.7	8.7	8.4	8.3	7.7
	CPGE	6.9	7.4	7.5	7.3	6.9
	STS	19.6	19.3	19.4	19.5	19.1
	Other courses	6.0	7.5	8.0	9.1	8.7

(1) Constant coverage calculations i.e. by removing from the university coverage (except IUT) new baccalauréat graduates at the universities of Nancy I, Nancy II, Metz and Lorraine to include them in "other courses".

Sources MESR-DGESIP/DGRI-SIES Sclarité, Sise and Safran information systems (MAAF), surveys in other higher education institutions

02 Continued education for vocational baccalauréat graduates in 2008 whether or not they were in apprenticeship programmes in the final year of upper secondary education (as %)

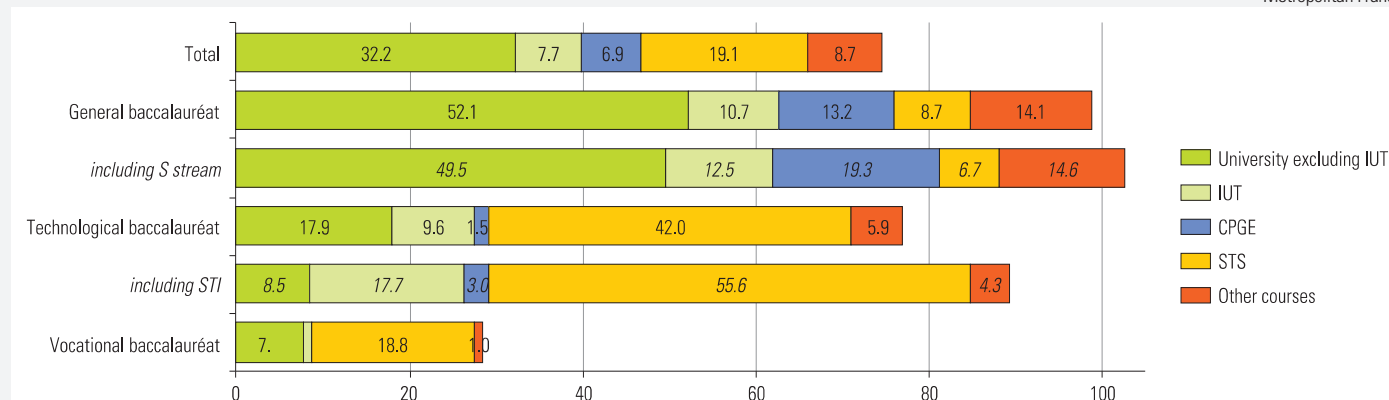
Metropolitan France

	Attended school in final year in upper secondary education	Apprentices in final year of upper secondary education	All vocational baccalauréat graduates
Bachelor's degree	5	1	5
STS	41	33	39
by attending school	25	1	20
with an apprenticeship contract	8	26	11
with a vocational training contract	8	6	8
Other higher education courses	4	2	3
All continued higher education	50	36	47
by attending school	33	2	27
through a study-work programme	17	34	20
Non-higher education	7	10	8
School leavers	43	54	45
Breakdown of vocational baccalauréat graduates according to their origin	82	18	100

Source: MESR-DGESIP/DGRI-SIES, 2008 baccalauréat graduate panel

03 Immediate enrolment rate of baccalauréat graduates in 2011 in different sectors of higher education (as %)

Metropolitan France



Interpretation: total enrolment may exceed 100% due to duplicate enrolments.

Sources: MESR-DGESIP/DGRI-SIES Sclarité, Sise and Safran information systems (MAAF), surveys in other higher education institutions

The highest levels of student violence and absenteeism were found at vocational lycées. Acts of violence were less frequent in general and technological lycées and pupil absenteeism rare at collège. The proportion of teaching hours not taught, due to a lack of replacement teachers and total closure of institutions, was higher in lycées.

Indicators measuring violence in schools, pupil absenteeism or teaching hours not taught are factors that allow us to assess the “social climate” in schools. They are assessed nationally at secondary schools through surveys completed by school heads. On average, the nature and scale of such events vary a great deal between collèges, general and technological lycées (LEGT) and professional lycées (LP).

Professional lycées and collèges are more exposed to violence. On average, during the 2011-2012 academic year, the number of serious acts of violence committed was 20 and 15 respectively for 1,000 pupils, compared to only 5 for 1,000 in LEGT over the same period. These figures are slightly below those of previous years, mainly due to changes in data collection methods. Moreover, violence varied tremendously between schools. More than half of LEGTs (51%), more than a third of collèges (38%) and LPs (35%) did not declare a single act of violence in the course of one term. Over the same period, 13% of LEGTs, 20% of collèges and 23% of LPs reported at least 4 serious acts of violence. Finally, the nature of this violence also varied according to the type of school: in collèges and LPs, it was more likely to involve bodily harm whereas damage to property and security breaches were relatively more frequent in LEGTs.

Pupil absenteeism was more commonly observed in LPs with an average of 12% of pupils in 2011-2012. This figure dropped by half in LEGTs (5%) and was only 2% in collèges. As with violence, schools were affected in very different ways: in January 2012, half of collèges had an absenteeism rate lower than 0.9% and this rate was higher than 7.0% for one out of ten collèges. While half of LEGTs observed an absenteeism rate that was lower than 3.1%, this rate stood at 18.4% for over 10% of them. Lastly, absenteeism was lower than 9.9% for half of LPs but exceeded 34.3% for one out of ten LPs.

The proportion of teaching hours not taught was lower in collèges, where it reached 3.8% (i.e. 1.3 weeks), than in LPs (5.2% i.e. 1.8 weeks) and LEGTs (5.7% i.e. 2 weeks). This difference was mainly due to the complete closure of the institution, following the organisation of examinations, the premises' security problems, consultation meetings, etc. LEGT, on average, closed 1.2 weeks (i.e. 3.3% of school time) against 0.2 weeks for collèges (i.e. 0.7%). ■

Violence at school is assessed here on the basis of the Sivis survey (information and vigilance system on school safety), conducted among school heads. The desire to standardise data as much as possible has led to restricting assessment criteria to record given acts of violence, in particular for certain violence between pupils.

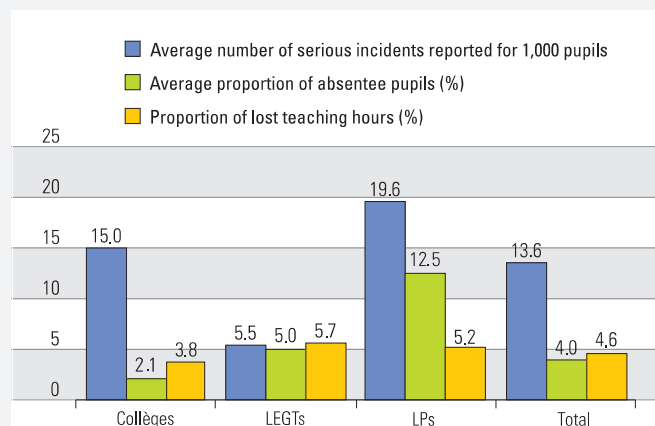
Owing to the serious harm such acts represent for the school, all incidents involving a member of staff were taken into account. Likewise, sexual offences, racketing, bullying, “happy slapping” etc. were recorded unconditionally. This approach is designed to ensure better standardisation of declarations between schools, even though it is impossible to rule out a certain degree of subjectivity. For the 2010 academic year, the Sivis survey has undergone several changes: strong extension of its sample, monthly collection and slight modifications in nomenclature of incidents. The latter mainly explains the increase in the number of incidents reported between 2009 and 2010.

A pupil is considered to be an absentee when he/she has accumulated four half-days or more unjustified absences per month. An unjustified absence means that legal parents or guardians have not provided an excuse or if the absence is considered to be illegitimate by the school. The results are based on data gathered from September 2011 to April 2012 as the response rate is not satisfactory for the months of May and June.

Sources: MEN-MESR-DEPP, Sivis surveys, pupil absenteeism and lost teaching hours, 2011-2012, on a representative sample of public secondary schools.

Coverage: Metropolitan France + DOM, public sector for the Sivis survey on violence; Metropolitan France, public sector for the surveys on pupil absenteeism and lost teaching hours.

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



Coverage: Metropolitan France + DOM, public sector for the Sivis survey on violence, Metropolitan France, public sector for the survey on pupil absenteeism and lost teaching hours.

Sources: MEN-MESR-DEPP, SIVIS surveys, pupil absenteeism and lost teaching hours, 2011-2012

03 Breakdown of schools according to the proportion of absentee pupils in January 2012 (as %)

Metropolitan France, public sector

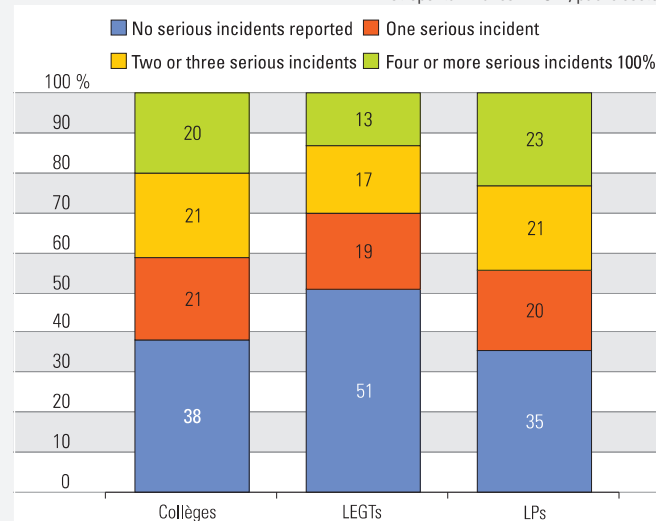
	Collèges	LEGTs	LPs
First quartile	0.0	0.7	3.5
Median	0.9	3.1	9.9
Last quartile	3.0	8.1	21.8
Last decile	7.0	18.4	34.3

Interpretation: in January 2012, a quarter of LEGTs (first quartile) had less than 0.7% pupils absent (unexcused absences for four half-days or more), half of LEGTs (median) had less than 3.1% of absentee pupils, a quarter of schools (last quartile) had over 8.1% of absentee pupils and 10% (last decile) over 18.4% of absentee pupils.

Source: MEN-MESR-DEPP, school absenteeism survey, 2011-2012

02 Number of serious incidents reported according to the type of school (%) (December 2011 – February 2012)

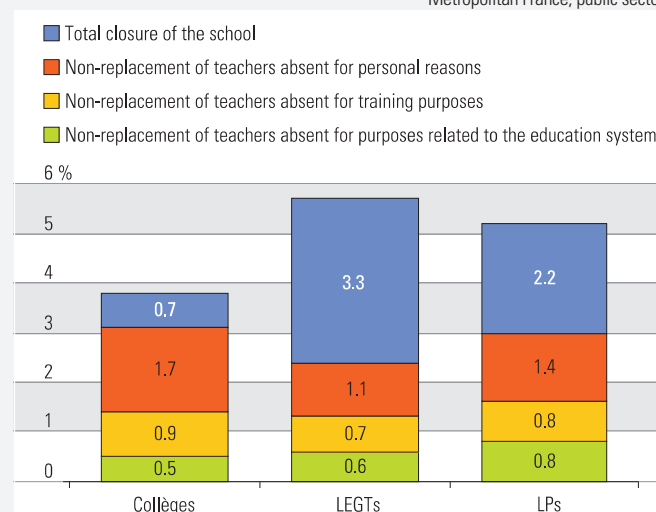
Metropolitan France + DOM, public sector



Source: MEN-MESR-DEPP, SIVIS survey, 2011-2012

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

Metropolitan France, public sector



Source: MEN-MESR-DEPP, survey on lost teaching hours, 2011-2012

In 2012, the proportion of pupils who were proficient in skills 1 and 3 of the common base were tested by standardised assessments at the end of elementary school and at the end of collège, replacing the assessment of basic skills in French and Mathematics. In 2012, these proportions varied between 70 % and 80 % according to education levels and school subjects.

The common base, established by the Guidance and Planning Law for the Future of Schools of 23 April 2005, identifies a set of knowledge and skills that students should master by the end of compulsory education to continue their training, build their professional future and successful life in society. The acquisition of the common base is progressive, it takes place in three steps: stage 1 until CE1, stage 2, until CM2 and stage 3 in collège¹.

In 2012, skill 1 (proficiency in French language) and skill 3 (the fundamentals of mathematics, science and technology) were assessed in the form of MCQs (multiple choice questions) at the end of elementary school (stage 2) and at the end of collège (stage 3). Assessment constraints do not allow the evaluation of all skills described in the common base (for example, the “saying” field for skill 1 in stages 2 and 3 and the “writing” field for skill 1 in stage 3). The assessed fields are listed in figures 1 and 2. After analysis of the results, a level of requirement was set (for each stage and for each skill). This is the threshold at which we can consider that pupils master the skills of the common base (this approach is similar to that used in previous years to assess basic skills²).

At the end of CM2 (end of elementary school), 78.4% of pupils “were proficient in the French language” and 69.1% were proficient in “the fundamentals of Mathematics, science and technology” (graph 01). At the end of lower secondary education, they were 78.6% and 74.7% respectively (graph 02).

At school, boys were less likely to master skill 1 than girls (74.3% against 82.7%). The difference was accentuated at collège (72.6% against 84.8%). For skill 3, the gender difference was reversed slightly in elementary school (69.9% of boys against 68.1% of girls), but girls outperformed boys at collège (76.6% girls against 72.9% of boys).

12% of pupils in the sample were behind at the end of primary school and 28% at the end of lower secondary school. At the end of both primary school and lower secondary school, the proportion of pupils proficient in the skills tested was considerably lower among pupils who were behind than those who were “on target”. The difference between the two groups of pupils was particularly marked at elementary school where it exceeded 40 percentage points for both skills. At collège, the differences were somewhat lower but the difference between the two groups remained high, more than 30 percentage points for each skill. ■

Mastery of the skills in the common base was evaluated from representative samples of about 6,500 students in CM2 and about 8,500 pupils in the final year of lower secondary school. Tests, lasting three hours at elementary school and two hours at collège took place in May 2012. 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 are specific to each subject and each stage of schooling. That is why the results cannot be compared directly with each other. Likewise, 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 JDC tests (indicator 22) are based on less demanding reading comprehension than the level defined for the end of lower secondary education.

1. The common knowledge and skills base.
<http://eduscol.education.fr/pid23199/socle-commun.html>

2. “Methodology used to assess basic skills in French and Mathematics at the end of primary school and at the end of lower secondary school”, Note d’information no. 08.37, 2008, MEN-DEPP.

Source: MEN-MESR DEPP
Coverage: pupils in the last year of primary school and of lower secondary school in Metropolitan France and Dom, public and private under contract

01 Proportion of CM2 pupils proficient in skills 1 and 3 of the common base (May 2012)

In **skill 1**, about 78% of pupils at the end of CM2 mastered the following:

Reading Identifying the theme of a text, locating explicit information in a text, inferring new information (implicit), identifying the effects of formal choices.

Study of language (vocabulary, grammar, spelling) Understanding certain relationships between words, knowing how to use a dictionary, distinguishing words according to their nature, identifying the functions of words in the sentence, using time properly, mastering spelling (lexical and grammatical).

In **skill 3**, about 69% of pupils at the end of CM2 mastered the following:

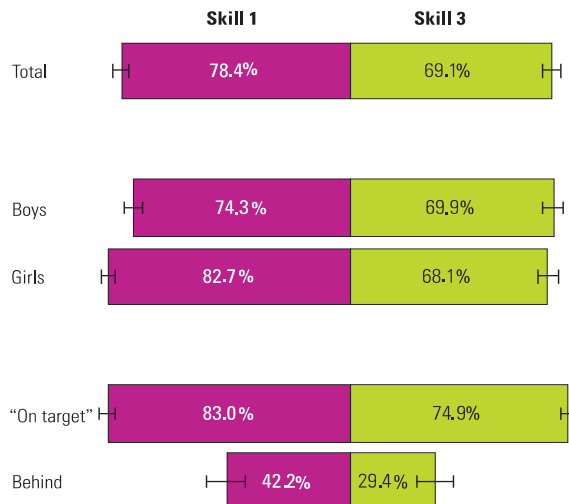
Numbers and counting Writing, naming, comparing and using whole numbers, decimals and some simple fractions, using operating techniques of the four operations on whole numbers and decimals, solving problems using the four operations.

Geometry Recognising, describing and naming figures and solids usual, using the ruler, set square to check the nature of the common plane figures, perceiving and recognising parallels and perpendiculars.

Size and measurement Knowing and using formulas to measure the perimeter and the area of a square, a rectangle and a triangle, using the units of conventional measures, solving problems whose solution involves conversions.

Organisation and data management Reading, interpreting charts and graphs, solving a problem involving a proportional situation.

Scientific and technological culture Mastering knowledge in various scientific fields (the sky and the Earth, matter, energy, unity and diversity of life, the functioning of living beings, functioning of the human body and health, living beings in their environment, technical objects, environment and sustainable development).



Interpretation: 69.1% of CM2 pupils mastered skill 3 of the base.
The confidence interval for this indicator is $\pm 3.2\%$.

Source: MEN-MESR DEPP

02 Proportion of pupils in the final year of lower secondary school proficient in skills 1 and 3 of the common base (May 2012)

In **skill 1**, about 79% of pupils at the end of lower secondary school mastered the following:

Reading Adjusting reading to the nature of the proposed text and set objective; identifying information in a text on the basis of necessary explicit and implicit elements; using critical thinking skills, knowledge of the language, learning to use appropriate tools for reading; identifying, orally or in writing, the essence of a read text; showing, by various means, understanding of various texts.

In **skill 3**, about 75% of pupils in the final year of lower secondary mastered the following:

Taking a scientific and technological approach to solve problems Searching for, extracting and organising relevant information; producing, handling, measuring, calculating, applying instructions; reasoning, arguing, taking an experimental or technological approach, demonstrating; presenting the approach taken, results obtained, communicating using appropriate language.

Knowing how to use mathematical knowledge and skills *Organisation and data management:* recognising situations of proportionality, using percentages, charts, graphs. Using statistical data and discussing simple probability situations. Numbers and counting: knowing and using whole numbers, decimals numbers and fractions. Completing a calculation successfully: mentally, by hand, with a calculator, with a computer. Geometry: knowing and representing geometric figures and spatial objects. Using their properties. Size and measurement: taking measurements (length, duration, etc.), calculating values (volumes, speeds, etc.) using different units.

Knowing how to use knowledge in various scientific fields *The universe and the Earth:* organisation of the universe; structure and evolution over the Earth's geological ages, physical phenomena. Matter: main characteristics, states and transformations; physical and chemical properties of matter and materials; electrical behaviour, interactions with light. Living beings: organisational diversity and unity; functioning of living organisms, evolution of species, organisation and functioning of the human body. Energy: various forms of energy including electric power, and transformations from one form to another. Technical objects: analysis, design and implementation; functioning and conditions of use.



Interpretation: 78.6% of pupils in the final year of lower secondary education master skill 1 of the base.
The confidence interval for this indicator is $\pm 2.6\%$.

Source: MEN-MESR DEPP

Over ten years, overall performance of France has been statistically stable in the PIRLS international survey. It stands above the international average but below the European average.

However, there has been a significant decrease in the most complex skills and understanding of informational texts.

The PIRLS survey, designed to assess “reading literacy”, applies to pupils in their fourth year of compulsory education, regardless of their educational background. When it was taken in May 2011, pupils in the French CM1 class were aged 10 years on average.

In the overall assessment, France had a poor ranking (graph 01). Although it was positioned above the central part of the scale set at 500: French pupils obtained an average score of 520. However, compared with the average results of different groups of countries to which France is close from a geographical or economic point of view (table 02), the French results were below these new averages, whether of the 23 countries of the European Union or of the 25 member countries of the OECD who participated in the study.

In ten years, the overall score for France has declined very slightly (table 03). However, this small decrease is not significant from a statistical point of view. Between 2001 and 2011, there was a slight decline in results (-10 points) in public education outside educational priority, while in private education and in priority education, pupils obtained stable scores (+4 and +3 points respectively).

For each European country, when comparing the weakest pupils on the one hand, and top performers on the other hand, it appears that

French weakest pupils ranked better in relative terms (16th in Europe) than the best performing French students who occupied the 20th position in Europe.

To characterise what pupils are capable of doing, four reference points are highlighted on the PIRLS scale (table 04): advanced (625 points); high (550 points); intermediate (475 points); low (400 points). In ten years, six countries have managed to increase the percentage of pupils reaching each of the four skill levels: Hong-Kong, Russia, United States, Singapore, Iran and Slovenia. Five other countries showed a declining trend (France, the Netherlands, Bulgaria, Sweden and Lithuania). In France, the decline was slight and involved only the top performers, in the high reference point (score 625), the other three percentages remained stable over the decade.

As in 2001 and 2006, French pupils expressed a high lack of confidence and very little confidence in their own reading abilities. In fact they are the ones, among European countries, who are most likely not to answer. They are also more likely not to complete the tests proposed. The magnitude of the problem is important: 7.7% of right answers were not given by French children (table 05). ■

PIRLS (Progress in International Reading Literacy Study) was steered by the IEA, an association of researchers based in Amsterdam.

The national sample consisted of 4,438 pupils from 174 primary schools. It took into account school size and sector.

At the international level, the sample covered 291,709 students in 10,539 schools.

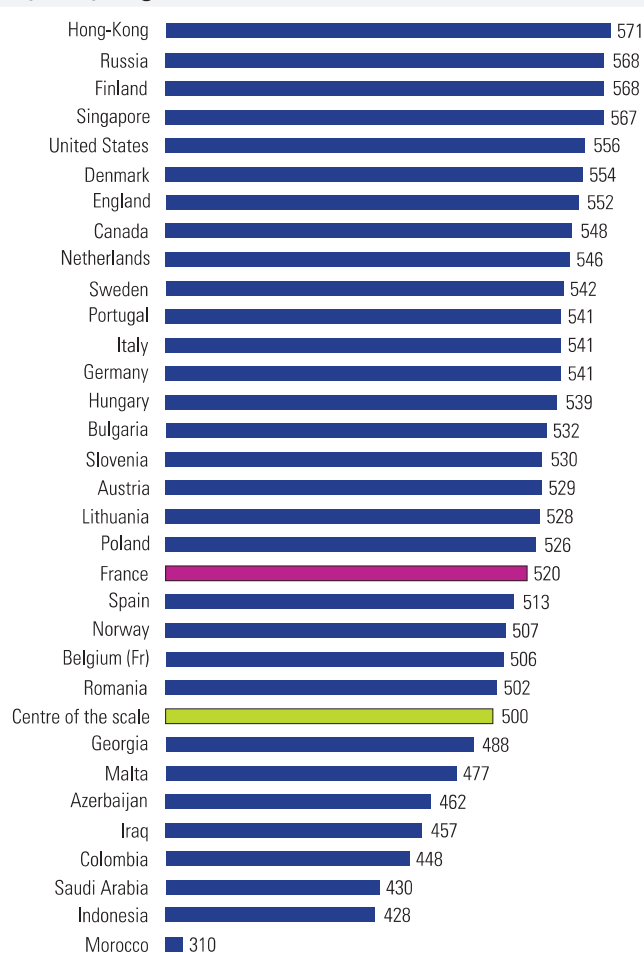
In May 2011, 58 countries and provinces participated in this assessment: South Africa (English and Afrikaans), Germany, England, Saudi Arabia, Australia, Austria, Azerbaijan, Belgium (French-speaking), Botswana, Bulgaria, Canada (+ the provinces of Alberta, Ontario and Quebec), Colombia, Croatia, Denmark, United Arab Emirates (+ Abu Dhabi and Dubai Emirates), Spain (+ region of Andalusia), United States (+1 state of Florida), Finland, France, Georgia, Honduras, Hong Kong, Hungary, Indonesia, Iran, Ireland, Northern Ireland, Israel, Italy, Kuwait, Lithuania, Malta (+ in Maltese), Morocco, Norway, New Zealand, Oman, Netherlands, Poland, Portugal, Qatar, Slovakia, Czech Republic, Romania, Russia, Singapore, Slovenia, Sweden, Taiwan, Trinidad & Tobago.

To ensure comparability over time, PIRLS reused some texts from assessments between 2001 and 2006. The performance scale was developed using the item response statistical model.

The centre of the PIRLS scale was fixed by a 500 point construction and a standard deviation of 100. This value of 500 points was not a threshold corresponding to the minimal skills to be achieved.

Source: IEA-PIRLS / MEN-MESR DEPP
Coverage: France excluding La Réunion and TOM, public and private under contract

01 Performance of pupils from various countries and provinces participating in PIRLS



Source: MEN-MESR DEPP

02 Groups of countries similar to France

PIRLS 2011	General average score
OECD countries (25 countries out of 30)	538
European Union 2007 (23 countries out of 27)	534
France	520

Source: MEN-MESR DEPP

03 General average scores per type of school

Type of school	Average score		
	2001	2006	2011
Whole of France	525	522	520
Public, excluding priority education zones	533	525	523
Private	527	536	531
Public, priority education zones	477	478	480

Source: MEN-MESR DEPP

04 Trends in pupils reaching the international performance reference points in reading

		Reference point			
		Advanced (625)	High (550)	Intermediate (475)	Low (400)
France	2001	7%	37%	77%	95%
	2006	5%	35%	76%	96%
	2011	5%	35%	75%	95%
European median	2011	8%	46%	82%	97%

Interpretation: in 2011, 35% of French pupils reached the high point of reference, the European median for this reference point was 46%. In France in 2011, the percentage of pupils reaching the advanced point of reference was significantly lower than that of 2001.

Source: MEN-MESR DEPP

05 No answer given and items not attained

	No answer given for...					Items not attained	Total
	... MCQs	... open questions to			... all questions		
		1 point	2 points	3 points			
Netherlands	0.9%	2.5%	3.0%	5.8%	1.7%	0.2%	1.9%
Europe	1.6%	7.2%	8.3%	10.8%	3.9%	0.7%	4.6%
France	2.7%	12.3%	13.9%	19.4%	6.4%	1.3%	7.7%

Source: MEN-MESR DEPP

At the end of elementary school, pupils' performance in History, Geography and Civic Education were stable between 2006 and 2012; this stability affected both the average score and breakdown throughout the different ability groups.

The disciplinary assessment cycle conducted on sample (CEDRE) is designed to measure attainment of targets set by the curricula. The resumption, in 2012, of the 2006 assessment in History, Geography and Civic Education, allows a comparison of the performance of pupils at the end of elementary school six years apart and measurement of their development.

In 2012, the performance of pupils at the end of CM2 in History, Geography and Civic Education was stable compared to 2006 (*graph 01*).

The average score for girls, like boys, was stable between 2006 and 2012. Nevertheless, contrasting trends are observed. The gap narrowed slightly for girls who were fewer in group 5 (9.4% in 2012 against 11.6% in 2006). However, the gap for boys increased. The proportion of boys at each end of the scale increased between 2006 and 2012: 2.9% of them

belonged to group <1 in 2012 (against 1.9% in 2006) and there were 13.5% in the highest group (group 5) in 2012 (they were 8.4 % in 2006) (*table 02*).

In 2012, as in 2006, there were much more pupils having repeated in groups <1 and 1 than "on target" pupils: 39.8% of them belonged to groups <1 and 1 in 2012 against 11.5% of "on target" pupils.

Finally, the average score of pupils increased in Geography: it increased from 250 in 2006 to 255 in 2012. In this subject, there were more pupils in 2012 in the highest achieving group: 14.1% against 10.0% in 2006 (*table 03*). ■

The 2012 assessment partly took up assessment of 2006 and thus measured progress in pupil performance. The assessment involved 170 questions or items of which 132 were identical to the test taken in 2006.

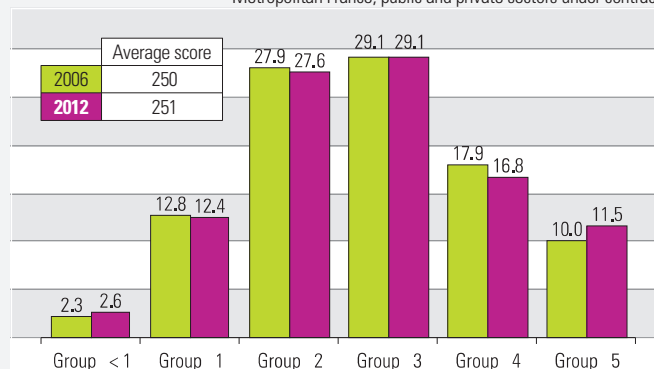
To satisfy the purposes of the system, a sample of around 1,000 pupils, representing the national level of schools, was compiled (public schools and private schools under contract in Metropolitan France). The answers of 5,595 pupils were analysed. In 2006, the bottom part of the scale consisted of scores obtained by 15% of pupils with the lowest results (groups <1 and 1). Group <1 corresponded to very low level pupils among these pupils. The other end of the scale, the upper part, consisting of the highest scores, brought together 10% of pupils (group 5). Between groups 1 and 5, the scale was divided into three spreads of equal scores corresponding to three intermediate groups (groups 2, 3 and 4).

The joint calculation of item response models, on the basis of 2006 and 2012 data, and the presence of common items between both assessments maintained a scale with identical features which had the same score bracketing system as in 2006. It was thus possible to measure progress in the pupil breakdown according to the levels of the scale.

Source: MEN-MESR DEPP
Coverage: Metropolitan France, public and private sectors under contract

01 Trends in the average score in History, Geography and Civic Education and breakdown of pupils per level in 2006 and 2012 (as %)

Metropolitan France, public and private sectors under contract



Interpretation: in 2012, 27.6% of pupils belonged to group 2 compared to 27.9% in 2006.
NB: values are rounded off to the nearest decimal to obtain sums equal to 100%.

Source: MEN-MESR DEPP

02 Breakdown (as %) and average scores in History-Geography and Civic Education and breakdown according to groups of different levels in 2006 and 2012

Metropolitan France, public and private sectors under contract

		Breakdown (%)	Average score	Group < 1	Group 1	Group 2	Group 3	Group 4	Group 5
Total	2006	100.0	250	2.3	12.8	27.9	29.1	17.9	10.0
	2012	100.0	251	2.6	12.4	27.6	29.1	16.8	11.5
Boys	2006	49.8	248	1.9	13.7	28.2	30.4	17.4	8.4
	2012	51.0	252	2.9	12.8	27.3	27.9	15.6	13.5
Girls	2006	50.2	252	2.6	11.8	27.7	27.9	18.4	11.6
	2012	49.0	250	2.4	12.0	28.0	30.3	17.9	9.4
Pupils behind	2006	17.2	215	7.7	30.0	35.2	20.6	4.8	1.7
	2012	12.6	210	9.3	30.5	37.4	17.5	3.8	1.5
Pupils "on target"	2006	82.8	257	1.1	9.2	26.4	30.9	20.7	11.7
	2012	87.4	257	1.7	9.8	26.2	30.8	18.6	12.9

Interpretation: girls represented 50.2% of pupils surveyed in 2006 and 49.0% in 2012. Their score was stable between the two assessment cycles; 2.4% of them belonged to group <1 in 2012 compared to 2.6% in 2006.

NB: significant differences are marked in bold and italics for reductions and in bold and colour for increases between 2006 and 2012. Values are rounded off to the nearest decimal to obtain sums equal to 100%.

Source: MEN-MESR DEPP

03 Average score in Geography and distribution (as %) according to groups of different levels in 2006 and 2012

Metropolitan France, public and private

	Year	Average score	Group < 1	Group 1	Group 2	Group 3	Group 4	Group 5
Total	2006	250	3.0	12.0	28.6	28.5	17.9	10.0
	2012	255	3.4	10.6	25.3	28.0	18.6	14.1

Interpretation: in 2012, the average score of pupils in Geography was 255 and 25.3% of pupils belonged to the level 2 group against 28.6% in 2006.

NB: significant differences are marked in bold and italics for reductions and in bold and colour for increases between 2006 and 2012. Values are rounded off to the nearest decimal to obtain sums equal to 100%.

Source: MEN-MESR DEPP

At the end of collège, pupil performance in history and geography and civic education had lowered, with in 2012 an average score 11 points lower than 2006. A general shift from the average level to lesser performing groups was observed.

The disciplinary assessment cycle conducted on sample (CEDRE) is designed to measure attainment of targets set by the curricula. The resumption in 2012, of the 2006 assessment in History, Geography and Civic Education, allowed a comparison of the performance of pupils at the end of collège six years apart and measurement of their development.

Pupil performance in History, Geography and Civic Education at the end of collège declined between 2006 and 2012, with an average score that had fallen by 11 points. In 2012, the share of pupils located in the lower levels (groups <1 and 1) increased from 15.0% to 21.4%; at the other end of the scale, the percentage of pupils in the highest level (group 5) significantly decreased, moving from 10.0% to 6.3%. A downward shift in pupil performance is observed: their results were not more dispersed in 2006 than in 2012, but their performance has become significantly worse (graph 01).

The average score of girls, like boys, decreased: respectively - 10 points for girls and - 11 points for boys (table 03).

The socio-educational index determines the social level of the child's family environment. This index can replace the parental occupation to better explain pathways and the academic success of their children. To establish the 2006 and 2012 samples, the socio-educational index average was calculated and four groups of schools were then created, from the most disadvantaged to the most privileged institutions. The analysis of average scores in History, Geography and Civic Education according to these four groups of schools showed that the decrease in performance was more pronounced for the most disadvantaged schools: - 18 points against - 10 points for other schools (table 02). ■

The 2012 assessment partly takes up assessment of 2006 and thus measures progress in pupil performance. The assessment involved 296 questions or items of which 236 were identical to the test taken in 2006.

To satisfy the purposes of the system, a sample of around 5,000 pupils, representing the national level of schools, was compiled (final year of general lower secondary education in public collèges and private collèges under contract in metropolitan France). The answers of 4,476 pupils were analysed. In 2006, the bottom part of the scale consisted of scores obtained by 15% of pupils with the lowest results (groups <1 and 1). Of these two groups, group <1 corresponded to a very low level pupils.

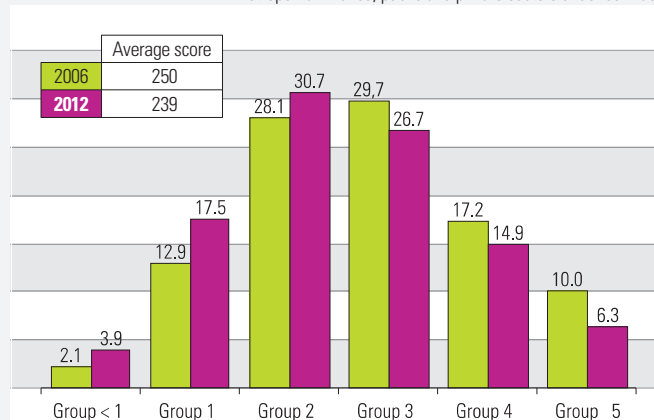
The other end of the scale, the upper part, consisting of the highest scores, brought together 10% of pupils (group 5). Between groups 1 and 5, the scale is divided into three spreads of equal scores corresponding to three intermediate groups (groups 2, 3 and 4).

The joint calculation of item response models, taking 2006 and 2012 data, and the presence of common items between both assessments maintains a scale with identical features which has the same score bracketing system as in 2006. It is thus possible to measure progress in the pupil breakdown according to the levels of the scale.

Source: MEN-MESR DEPP
Coverage: Metropolitan France, public and private sectors under contract

01 Trends in the average score in history, geography and civic education and breakdown of pupils per level in 2006 and 2012 (as %)

Metropolitan France, public and private sectors under contract



Interpretation: in 2012, 26.7 % of pupils belonged to group 3 compared to 29.7 % in 2006.
NB: values are rounded off to the nearest decimal to obtain sums equal to 100%.

Source: MEN-MESR DEPP

02 Average score in history, geography and civic education according to the school's socio-educational position in 2006 and 2012 (1)

Metropolitan France, public and private sectors under contract

School's average index	2006	2012
First quartile (most disadvantaged schools)	239	221
Second quartile	241	231
Third quartile	252	242
Fourth quartile (most privileged schools)	265	255

Interpretation: in 2012, the average score of pupils belonging to a quarter of the most disadvantaged schools (1st quartile) decreased by 18 percentage points compared to 2006, from 239 to 221.

(1) The socio-educational index determines the social level of the child's family environment. This index can replace the parental occupation to better explain pathways and the academic success of their children.

Source: MEN-MESR DEPP

03 Breakdown (as %), average score in history-geography and civic education and breakdown according to groups of different levels in 2006 and 2012

Metropolitan France, public and private sectors under contract

		Breakdown	Average score	Group < 1	Group 1	Group 2	Group 3	Group 4	Group 5
Total	2006	100.0	250	2.1	12.9	28.1	29.7	17.2	10.0
	2012	100.0	239	3.9	17.5	30.7	26.7	14.9	6.3
Boys	2006	49.0	253	2.5	12.3	26.2	29.5	17.8	11.7
	2012	49.7	242	3.7	16.6	29.5	27.2	15.9	7.1
Girls	2006	51.0	247	1.8	13.5	29.9	29.8	16.7	8.3
	2012	50.3	237	4.1	18.3	32.0	26.2	13.8	5.6

Interpretation: boys represented 49.0% of pupils surveyed in 2006 and 49.7% in 2012. The score decreased (-11 points) between the two assessment cycles, rising from 253 to 242; 3.7% of them belonged to group <1 in 2012 compared to 2.5% in 2006.

NB: significant differences are marked in bold and italics for reductions and in bold and colour for increases between 2006 and 2012. Values are rounded off to the nearest decimal to obtain sums equal to 100%.

Source: MEN-MESR DEPP

In 2012, 81% of young French people aged around 17 were proficient readers. The “Journée défense et citoyenneté” (JDC, formerly JAPD) also provides an accurate measurement of the proportion of young people experiencing reading difficulties: they made up 9.9%, almost half of whom were practically illiterate.

In 2012, the reading tests conducted as part of the Journée Défense et Citoyenneté (JDC, ex-JAPD) involved almost 750,000 young French citizens (men and women) aged 17 or over. The aim of the test is to assess three specific dimensions: automation of reading, lexical knowledge and complex processing of written materials. A threshold of competence was determined for each one of these: below a certain level, the young people were deemed to have problems in the targeted skill (-), and above it, they were deemed to be proficient in that skill (+). Based on the combined results, eight reader profiles were determined (table 01).

The weaknesses of those young people with the most serious difficulties (profiles 1 and 2), which represented 4.4% of the whole in 2012, was caused by a significant lack of vocabulary. Furthermore, profile 1 individuals (2.5%) had not acquired the basic mechanisms for processing written language. They undoubtedly included non-readers. On the other hand, profile 3 and 4 (5.5%) individuals had an acceptable oral lexical level but were unable to process complex written documents.

The test has also been designed to identify specific reader profiles: 9.2% of young people (profiles 5a and 5b) managed to compensate for their difficulties and achieve a certain level of comprehension. The 5c profile (10.4% of all young people) refers to a population of readers who, despite major significant deficiencies in the automatic processes involved in identifying words, manage complex processing of the written word by relying on proven

lexical skills. Finally, profile 5d describes young people having been successful all round, i.e. 70.6% of the total population. According to the test criteria, these young people have everything needed to further develop their reading skills and deal with different types of text.

Boys often had more problems than girls (table 01). They did less well in comprehension tests (complex processing) and therefore made up the majority in profiles 1, 2, 3 and 4. Their deficient understanding of basic mechanisms of language processing (reading automation) explains their strong presence in profiles 1, 3, 5a and 5c (table 02 and graph 04).

The comparison of 2012 data with those of the 3 previous years indicates a slight drop in the percentage of young people with reading difficulties: 9.9% in 2012 compared to 10.6% in 2009, 10.8% in 2010 and 10.4% in 2011. This decline was more striking in boys even though the proportion of girls with reading difficulties remained significantly lower (table 03). These trends should be interpreted with caution. Indeed, the results do not relate to cohorts of young people but to participants. Some young people, in variable proportions depending on the year, do not show up at the JDC at 17, and we know, through previous surveys, that they generally perform less well than the others. ■

The aim of the JDC tests is to identify, among poor readers, three major categories of difficulty of varying nature:

- poor automation of the mechanisms responsible for identifying words: rather than focusing their attention on the construction of meaning, poor 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: many young people are rather ineffective in processing the written word, either due to a lack of expertise or to a short attention span even though their ability to identify words, or language skills are not called into question.*

Source: Ministry of Defence - DSN, MEN-MESR-DEPP
Coverage: young French citizens (men and women) having attended the JDC in 2012 in Metropolitan France + DOM

01 Reader profiles (JDC 2012) as %

Metropolitan France + DOM

Profil	Complex processing	Automation of reading	Lexical knowledge	Boys	Girls	Total	
5d	+	+	+	68.0	73.3	70.6	Efficient readers
5c	+	-	+	11.9	8.8	10.4	81.0
5b	+	+	-	6.0	7.6	6.8	Mediocre readers
5a	+	-	-	2.7	2.1	2.4	9.2
4	-	+	+	3.5	2.9	3.2	With reading difficulties
3	-	-	+	2.9	1.6	2.3	5.5
2	-	+	-	1.9	1.9	1.9	Serious difficulties
1	-	-	-	3.1	1.9	2.5	4.4

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

NB: the totals in the columns may not add up to 100% due to the rounding off effect.

Sources: Ministry of Defence - DSN, MEN-MESR-DEPP

03 Breakdown of boys and girls according to their skills profile

Trends from 2009 to 2012 as %

Metropolitan France + DOM

	2009	2010	2011	2012
Total				
Efficient readers	79.8	79.6	80.3	81.0
Mediocre readers	9.6	9.6	9.4	9.2
Very poor reading skills	10.6	10.8	10.4	9.9
Serious difficulties	5.1	5.1	4.8	4.4
Boys				
Efficient readers	78.0	77.9	78.9	79.9
Mediocre readers	9.4	9.5	9.0	8.7
Very poor reading skills	12.6	12.6	12.1	11.5
Serious difficulties	5.9	5.9	5.5	5.0
Girls				
Efficient readers	81.7	81.5	81.7	82.1
Mediocre readers	9.7	9.8	9.7	9.6
Very poor reading skills	8.6	8.7	8.6	8.3
Serious difficulties	4.2	4.2	4.2	3.9

NB: the totals in the columns may not add up to 100% due to the rounding off effect.

Sources: Ministry of Defence - DSN, MEN-MESR-DEPP

02 Performances in assessments according to gender (JDC 2012)

Metropolitan France + DOM

Complex processing	
	Average score out of 20
Boys	13.5
Girls	14.0
Lexical knowledge	
	Average score out of 20
Boys	15.9
Girls	15.9
Lexical knowledge	
	Average time in seconds
Boys	1.57
Girls	1.53

Interpretation: in comprehension tests (complex processing), girls obtained better results than boys: they obtained an average score of 14 out of 20 whereas boys obtained 13.5 out of 20.

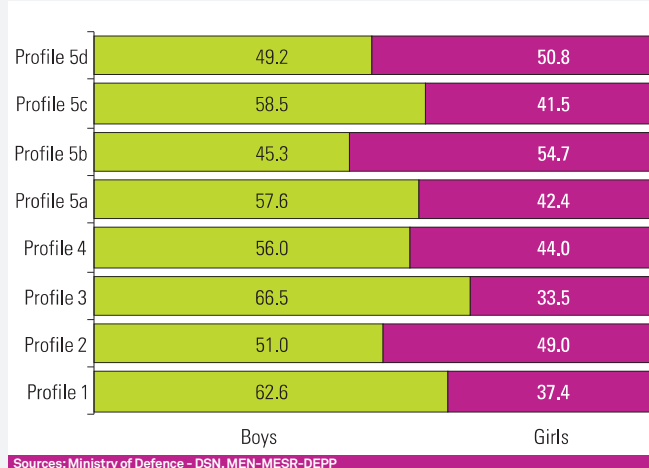
In lexical knowledge, the results were identical for both genders.

In deciphering (automation of reading), boys, in general, were slower than girls.

Sources: Ministry of Defence - DSN, MEN-MESR-DEPP

04 Breakdown of each reader profile according to gender (JDC 2012) as %

Metropolitan France + DOM



Sources: Ministry of Defence - DSN, MEN-MESR-DEPP

More than 79% of young people reached level IV education in 2012, including more than 25% in the vocational pathway. The gap between girls and boys was reduced by the restructuring of the vocational pathway.

With an annual increase of more than 4% at the end of the 1980s, the entry rate to level IV education rose from 34% in 1980 to 71% in 1994 (all education and training pathways put together). This was linked to a sharp drop in repeat years in the second year of upper secondary education, leading to a rise in numbers in the final year (*table 01*) (*graph 02*). The rate then stabilised at around 69%. In 2010, the first effects of the reform of the vocational pathway appeared (generalisation of the vocational baccalauréat in three years) and the rate gained 15 points in two years. At the end of the transition period, it fell to 79.3%, but remained above the level it had during the first decade of the 2000s.

In schools falling under the authority of the Department for National Education, the entry rate to level IV education peaked at around 68% in 1994, to drop back to around 62% in the early 2000s. During the transition phase, following the reform of the vocational pathway, the rate rose sharply. In 2011, it was 76.2% (+12.5 points compared to 2009), but it dropped to 71.1% in 2012. The proportion of young people reaching level IV by other training means (agriculture and apprenticeship) grew steadily through the 1990s. The rate of access by agricultural training to level IV reached 3.2% in 2012, following the implementation of the reform of the vocational pathway. Since 2005, within apprenticeship programmes, the access rate rose to reach 6.1% in 2011. In 2012 it was estimated at 5.0%¹.

Having exceeded 40% in the 1994 academic year, the entry rate through general studies stabilised at around 34%, from 1997 to 2003. Since then, it has progressed steadily and gained 4.5 points in 2012

compared to 2003, reaching 38%. At the same time, the technological stream, whose significance rose continually until 2000 to reach 22%, has since continued to subside: 16.2% in 2012.

Finally, the progress of the vocational pathway, strong until 1998, then stable with a rate close to 14%, picked up again in 2005, in particular due to the development of preparatory courses for the vocational baccalauréat and brevet certificates through apprenticeship. The generalisation of the vocational baccalauréat in three years produced the current strong increase. In 2010 and 2011, while the old and the new curricula were both in existence, the rate rose to 24.3% and 31.8%, i.e. 14 points higher than in 2009. At the end of the transition period, the old curriculum was largely in the minority in 2013. The rate fell by 6.7 points compared to 2012, but is still 7.3 points higher than in 2009. The reform of the vocational pathway has helped bring more pupils and apprentices to level IV. Girls succeeded more often than boys in level IV training (*table 03*), but the gap is narrowing from 12 points in 2000 to 4.5 in 2012. The gap in favour of girls is particularly clear in the general pathway (11.5 points against 2.3 in the technological pathway), but it is narrowing with boys making better progress than girls (+4.6 points between 2000 and 2012 against +3.2 for girls). Boys took greater advantage of the strong upsurge in the vocational pathway than girls: their advantage has increased considerably (12.5 points in 2011, estimated at 9.2 percentage points in 2012). Inversely, access to level IV through the agricultural pathway has opened up to girls: between 2000 and 2012, it rose from 2.3% to 3.3% for girls whereas it fell from 3.1% to 3.0% for boys. ■

Education levels group together education options deemed to produce a comparative level of qualification.

A pupil who has enrolled at least once in an option of this type is deemed to have reached the corresponding level of education. Access to level IV covers pupils entering upper secondary school via the general, technological or vocational pathways (including the vocational certificate) as well as apprentices reaching the final year in courses preparing for the baccalauréat or vocational certificate.

The access rate to level IV education is the ratio produced by the number of pupils reaching this level for the first time per year of birth to the numbers of the generation to which they belong.

The indicator presented here known as the annual or transverse rate, is the sum of these elementary rates per age for the same academic year.

It therefore differs 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.

The access rate to level IV of education should not be confused with the baccalauréat pass rate or with the proportion of persons holding the baccalauréat in a generation, which is presented in indicator 24.

¹. The access rate to level IV via apprenticeship in 2012 is calculated by estimating entrants in this level.

The reform of vocational education has changed flows of apprentices and introduced a bias in this 2012 estimate. The access rate of apprentices to level IV education is thus underestimated in 2012.

Sources: MEN-MESR DEPP, Department of Agriculture, Insee Coverage: Metropolitan France, Metropolitan France + DOM excluding Mayotte, public and private

01 Access rate to level IV education

(including all initial education options)

Public and private

Stream	Metropolitan France		Metropolitan France + DOM, excl. Mayotte				
	1980-81	1990-91	2000-01	2009-10	2010-11p	2011-12p	2012-13p
General	22.1	33.4	34.1	35.9	36.6	37.8	38.0
Technological	11.9	17.6	21.7	17.7	17.4	16.8	16.2
Vocational	0.0	5.0	14.0	17.8	24.3	31.8	25.1*
Total	34.0	56.0	69.8	71.4	78.3	86.4	79.3*
MEN	33.0	54.0	63.4	63.7	70.4	76.2	71.1
Agriculture	1.0	1.4	2.7	2.6	2.6	4.1	3.2
Apprenticeship	0.0	0.6	3.7	5.2	5.4	6.1	5.0*

* figures based on an estimate concerning apprenticeship training

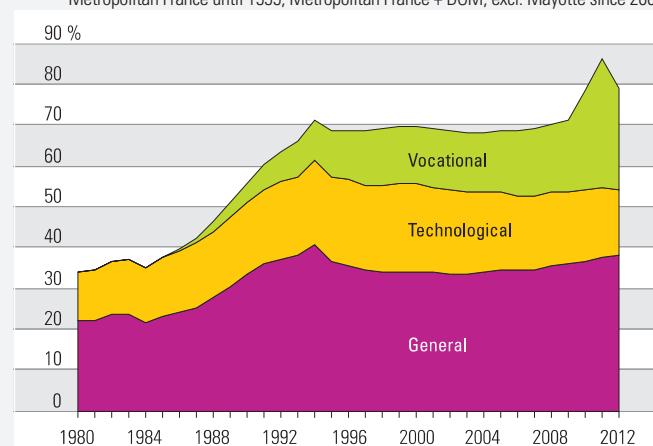
p: stream calculated as from 2009-10 using Insee demographic estimates based on annual censuses. The data are definitive until 2009-10, then provisional.

Sources: MEN-MESR-DEPP, Department of Agriculture, Insee

02 Trends in the access rate to level IV education from 1980 to 2012

(including all initial education options)

Metropolitan France until 1999, Metropolitan France + DOM, excl. Mayotte since 2000



Sources: MEN-MESR-DEPP, Department of Agriculture, Insee

03 Access rates in level IV, according to the pathway and gender

Metropolitan France + DOM, excl. Mayotte

Stream	2009			2010p			2011p			2012p		
	Girls	Boys	Gap between boys and girls	Girls	Boys	Gap between boys and girls	Girls	Boys	Gap between boys and girls	Girls	Boys	Gap between boys and girls
General	41.7	30.4	11.3	42.3	31.2	11.2	43.5	32.3	11.2	43.9	32.4	11.5
Technological	18.7	16.7	2.0	18.5	16.5	2.0	18.0	15.7	2.3	17.3	15.1	2.3
Vocational	15.5	20.2	- 4.7	21.3	27.2	- 6.0	25.4	37.9	- 12.5	20.4*	29.6*	- 9.2*
Total	75.9	67.3	8.6	82.0	74.9	7.2	86.9	85.9	1.0	81.6*	77.1*	4.5*
MEN	69.3	58.3	10.9	75.4	65.6	9.8	78.9	73.7	5.1	74.8	67.5	7.3
Agriculture	2.9	2.3	0.6	2.8	2.3	0.5	3.9	4.3	- 0.4	3.3	3.0	0.2
Apprenticeship	3.8	6.7	- 2.9	3.8	6.9	- 3.1	4.2	7.9	- 3.7	3.5*	6.6*	- 3.1*

* figures based on an estimate concerning apprenticeship training

p: provisional data

Sources: MEN-MESR-DEPP, Department of Agriculture, Insee

More than 76% of a generation's young people obtained a baccalauréat in the 2012 session. Since 1995, the share of general and technological baccalauréat holders has decreased in favour of vocational streams. Baccalauréat pass rates still vary according to candidates' social background.

Between 1980 and 2012, the baccalauréat underwent profound changes: the annual number of baccalauréat graduates more than doubled and their proportion in a generation rose from one quarter to around three quarters (*graph 01*). This increase was particularly sharp between 1988 and 1995 following the creation of the vocational baccalauréat. Then, until 2008, the proportion of baccalauréat graduates in a generation remained stable at around 62%. In 2009, it exceeded 65% with, in particular, the introduction of a test in the vocational baccalauréat. The reform of the vocational pathway, whose first effects appeared in 2011, has significantly increased the proportion of these baccalauréat graduates. In 2011 and 2012 the first pupils having taken the three-year vocational baccalauréat course are in their final year together with a strong contingent of pupils having studied for the BEP followed by a two-year baccalauréat course. Taking advantage of this annual influx of candidates and graduates in the vocational pathway, the proportion of graduates in a generation in Metropolitan France and the DOM (excl. Mayotte) peaked at 76.7% in 2012 and can be divided as follows: 37.1 % in the general pathway, 15.7 % in the technological pathway and 23.9 % in the vocational pathway. In the 2013 session, at the end of the transition period, the proportion was estimated to be lower (73.1%) but the proportion of vocational baccalauréat graduates remained much higher than sessions prior to the reform. Since 1995, the number of baccalauréat graduates has increased by about 25% but their breakdown changed in favour of vocational and technological streams until 2000, and then only vocational after

that. Over the period, the proportion of the vocational baccalauréat more than doubled to over 31% in 2012. The general baccalauréat, on the other hand, fell by almost 10 points between 1995 and 2012, mainly owing to the decline of the literary stream, which now attracts fewer than one out of ten baccalauréat graduates (*table 03*). The proportion of technological baccalauréat graduates fell by almost 8 points. Until 2009, when it reached 86%, the baccalauréat pass rate regularly increased. Between 2009 and 2012, all streams put together, the pass rate has declined and reached 84.5%. This recent drop is mainly due to the vocational baccalauréat which has lost more than 9 points since 2010, after having gained 10 in 2009. At the 2013 session, success in this pathway has stabilised. Combined with strong growth in general and technological pathways, its pass rate in 2013 exceeded its 2009 record: 86.8% (provisional for June) against 86.2%. Since 1995, the success rate of the general baccalauréat has increased by nearly 17 points and more than 11 points in the technological baccalauréat (*graph 02*). The social background of candidates has a very strong influence not only on their breakdown between streams (*indicator 28*), but also on their respective pass rates. In 2012, more than 94% of children with parents in management or the teaching professions passed the general baccalauréat, i.e. 8 points more than children from working class families. The gap closed slightly in technological and vocational streams. Farmers' children show the greatest success in technological and vocational pathways and are very close to the children of managers or teachers in the general pathway (*table 04*). ■

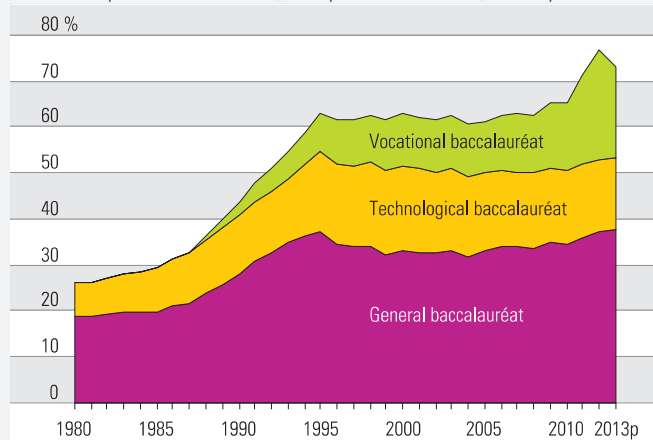
Proportion of baccalauréat graduates in a generation: this is the proportion in a hypothetical generation of individuals where each age group would comply with the entry and pass rates observed in the year under consideration. This figure is obtained by calculating, for each age group, the proportion of the number of graduates in that age's population, and by adding these rates per age group. The calculations were based on the Insee demographic series integrating the results of annual censuses (set up in 2004) and appeared in the database applicable in March 2013. These data are available for Metropolitan France and DOM excluding Mayotte.

Pass rate: it is obtained by calculating the number of successful candidates with respect to the number of sitting candidates. All candidates taking at least one paper are considered to be sitting candidates.

Coverage: Metropolitan France or Metropolitan France + Dom or Metropolitan France + Dom excluding Mayotte
Sources: MEN-MESR-DEPP, Insee, Department of Agriculture

01 Proportions of baccalauréat graduates per generation (1980-2013)

Metropolitan France until 2000, Metropolitan France + DOM, excl. Mayotte since 2011

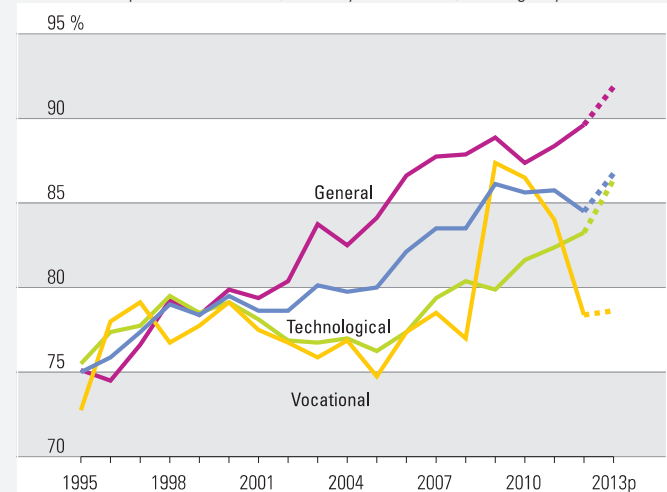


NB: stream calculated as from the 2001 session using Insee demographic estimates based on annual censuses. The data are definitive until 2010, then provisional. For the 2013 session, figures have been calculated using provisional baccalauréat results in 2013.

Sources: MEN-MESR-DEPP, Department of Agriculture, Insee

02 Trends in baccalauréat pass rates from 1995 to 2013

Metropolitan France + DOM, excl. Mayotte until 2010, including Mayotte since 2011



NB: for the 2013 session, figures have been calculated using provisional baccalauréat results in 2013.

Sources: MEN-MESR-DEPP, Department of Agriculture

03 Breakdown per stream of baccalauréat graduates in the 1995, 2012 and 2013 sessions

Metropolitan France + DOM, including Mayotte after 2012

	1995 session*		2012 session		2013 session (p)	
	Graduates	Breakdown	Graduates	Breakdown	Graduates	Breakdown
General baccalauréat						
ES	76,555	15.5%	96,496	15.8%	97,724	16.6%
L	71,460	14.5%	46,457	7.6%	50,275	8.5%
S	139,031	28.2%	150,884	24.7%	157,127	26.7%
Total general streams	287,046	58.3%	293,837	48.2%	305,126	51.9%
Technological baccalauréat						
STI2D/STD2A (ex-STI)	36,366	7.4%	26,911	4.4%	27,288	4.6%
STG (ex-STT)	78,894	16.0%	62,937	10.3%	61,010	10.4%
ST2S (ex-SMS)	13,337	2.7%	21,377	3.5%	22,352	3.8%
Other technological streams	9,670	2.0%	13,896	2.3%	14,008	2.4%
Total technological streams	138,267	28.1%	125,121	20.5%	124,658	21.2%
Vocational baccalauréat						
Production	26,218	5.3%	96,191	15.8%	74,537	12.7%
Services	40,878	8.3%	94,708	15.5%	83,860	14.3%
Total vocational streams	67,096	13.6%	190,899	31.3%	158,397	26.9%
Total vocational streams	492,409	100.0%	609,857	100.0%	588,181	100.0%

* excluding Mayotte

NB: for the 2013 session, figures have been calculated using provisional baccalauréat results in 2013.

Sources: MEN-MESR-DEPP, Department of Agriculture

04 Pass rates in 2012 according to social background

Metropolitan France + DOM including Mayotte

	General bac.	Technological bac.	Vocational bac.	Total
Farmers	93.6	91.5	85.3	90.8
Skilled craftsmen, retailers, company directors	89.8	85.8	81.0	86.1
Management and high-level intellectual professions	94.1	88.4	83.9	92.1
<i>including teachers and equivalent</i>	<i>94.8</i>	<i>88.2</i>	<i>84.9</i>	<i>93.4</i>
Intermediate professions	90.9	85.9	81.2	87.7
<i>including primary school teachers and equivalent</i>	<i>93.8</i>	<i>87.6</i>	<i>83.5</i>	<i>92.0</i>
Office workers	88.0	84.1	79.6	84.8
Blue-collar workers	85.5	82.6	76.5	80.5
Retired	87.4	80.0	75.1	80.4
Others with no professional activity	80.0	76.2	70.4	75.9
Undefined	78.4	75.3	79.0	78.4
Total	89.6	83.2	78.4	84.5

Sources: MEN-MESR-DEPP, Department of Agriculture

In 2012, 73% of the French active population aged 25 to 64 held an upper secondary school qualification compared to 79% of young people aged 20 to 24.

Young people were therefore more qualified than the rest of the population.

In this area, France is above the OECD average.

For many years now, government education policies have had a common ambition to rise to the challenge of providing high quality education, which can be measured by the success of young people in secondary schools, or more broadly, by all young people leaving initial education. It can also be assessed by comparing France with other OECD countries.

In 2012, 79% of the population aged 18 to 24 and 73% aged 25 to 64 held an upper secondary school qualification (graph 01). The share of qualified individuals has sharply increased since 1992, by 24 and 21 points respectively, due to the development of secondary and higher education in the 1980s and 1990s.

Progress has also been made in terms of quality in the past twenty years. The young generations have pursued higher level secondary school education. In 1992, 33% of young people aged 18 to 24 held the baccalauréat (general, technological or vocational), 22% a certificat d'aptitude professionnelle (CAP - certificate of professional aptitude) or a brevet d'études professionnelles (BEP - vocational studies certificate) and 45% the brevet or no qualifications whatsoever (table 03). In 2012, 64% of young people aged 18 to 24 passed their baccalauréat, 15% a CAP or a BEP, and 21% had the brevet des collèges or no qualifications at all. A large number of baccalauréat graduates went on to higher education.

Of the 700,000 young people having completed their initial education, an average 42% in 2009, 2010 or 2011 held, as their highest qualification, a higher education qualification, 42% an upper secondary education qualification and 16% a national brevet qualification or no qualifications at all (table 02). During this 3-year period, young people having left initial education with, at best, a secondary qualification, tended to hold a BEP-CAP (14% of all school leavers) or a technological or vocational baccalauréat (19%). Fewer of them held a general baccalauréat only (9%). The breakdown of this last cohort per qualification is relatively stable with respect to the previous cohort.

For many years, France's adult population, alongside other Latin countries, had been relatively under-qualified (graph 04). When the generation currently aged 60 was at school, secondary and higher education were less developed in France than in North European countries or the United States. A population massively holding long secondary education qualifications is considered by the OECD and the European Union as a force to develop the economy and the knowledge society. ■

The level of qualification is measured here by the highest qualification awarded to the individual.

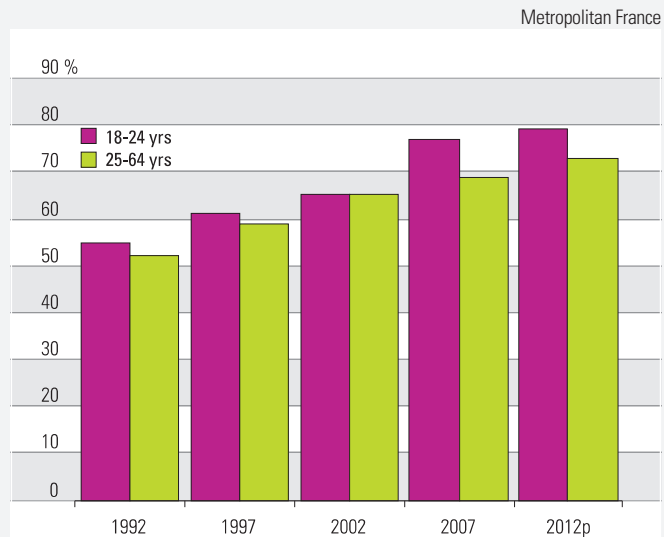
Graphs 01, 03 and 04 relate to specific age groups. Table 02 concerns cohorts of individuals "leaving initial education", i.e. young people who have interrupted their initial studies for more than a year, regardless of their age.

Comparisons between countries are based on surveys on labour forces. In France this is the Insee Employment survey.

The Employment survey was annual until 2002 and often conducted in March. Since 2003, it is a continuous survey throughout the whole year and the questionnaire on education has been reviewed.

Sources: MEN-MESR DEPP, Insee (Employment surveys)
Coverage: OECD countries and Metropolitan France

01 Proportion of young people and adults holding upper secondary diplomas, depending on the year



p: provisional data for 2012

Interpretation: in 2012, 73% of 25 to 64 year olds and 79% of young people aged 18 to 24 declared having an upper secondary school qualification.

Source: Insee, Employment surveys; calculations: MEN-MESR-DEPP

03 Percentage of young people aged 18-24 with an upper secondary education qualification (as %)

Metropolitan France

	1992	1997	2002	2007	2012p
Baccalauréat	33	44	47	59	64
BEP-CAP	22	17	18	18	15
All secondary education graduates	55	61	65	77	79
Brevet or no qualifications	45	39	35	23	21
Total	100	100	100	100	100

p: provisional data for 2012

Interpretation: in 2012, 64% of young people aged 18-24 declared having attained a baccalauréat (followed or not by higher education), 15% a BEP or a CAP or equivalent qualification.

In all, 79% of the age group thus attained a secondary education qualification compared with fewer than 55% of the same age group in 1992.

Source: Insee, Employment surveys; calculations: MEN-MESR-DEPP

02 Breakdown of individuals leaving initial education according to their highest qualification

Metropolitan France

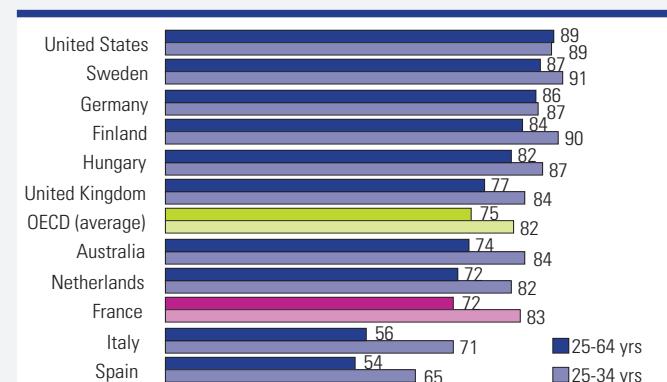
Year of leaving initial education	2006-2007-2008 Total		2009-2010-2011p Total	
	in thousands	as %	in thousands	as %
DEA, DESS, master, PhD	67	10	85	12
Higher education institutions	42	6	37	5
Bachelor's, master's degree	73	10	69	10
DEUG, BTS, DUT and equivalent	88	12	83	12
Paramedical and social	23	3	23	3
Total higher education graduates	293	42	297	42
General baccalauréat	59	8	61	9
Technological, vocational and equivalent baccalauréat	106	15	131	19
Total baccalauréat and equivalent graduates	165	23	192	28
CAP, BEP or equivalent	120	17	100	14
Total population of upper secondary education graduates	285	40	292	42
Brevet alone	59	8	51	7
No qualifications	68	10	60	9
Total brevet and no qualifications	127	18	111	16
Total individuals leaving initial education	705	100	700	100

p: 2009-2010-2011, provisional data

Interpretation: on average, in 2009, 2010 and 2011, 700,000 young people left initial education. 42% of them had a higher education qualification.

Source: Insee, Employment surveys; calculations: MEN-MESR-DEPP

04 Percentage of populations aged 25-64 and 25-34 having successfully completed secondary education (2011)



Source: Education at a Glance, 2013 (on the basis of surveys on labour forces)

The proportion of young people aged 18 to 24 who were not in education and had no qualifications or only the brevet diploma declined steadily between 1980 and 2000. However, since the early 2000s, this proportion has remained stable at around 12%. In addition, 10% of pupils left school before reaching a final-year class of a CAP-BEP, baccalauréat or vocational certificate.

Reducing the number of under-educated and under-qualified people is a major political issue for our society. Several indicators are available in order to estimate “under-qualification”.

The qualification is a major asset for better integration into professional life. In contrast, leaving without any qualifications can be a real disability. With respect to this, young French people are now better equipped to leave the education system than they were (*graph 01*). Indeed, the proportion of young people aged 18-24 who were not in education or training and had the brevet diploma at most was 40% in the late 1970s. It increased to 30% in the mid-1980s, 15% at the end of 1990s, but has stagnated since the last decade. The sharp fall in the 1980s and 2000s is concomitant with the aim of bringing 80% of a generation to baccalauréat level and the development of technological and vocational education.

Although France has regained much ground, if one looks at several decades, it still appears that the proportion of under-qualified young people has been stable in recent years and remains higher than northern countries in the European Union. The European Union has set a target for 2020 of fewer than 10% “early school leavers” (as opposed to 18% in 2000 and 13.5% in 2011).

France also assesses standards attained at the end of secondary education, by analysing when people leave education, depending on the class reached, on

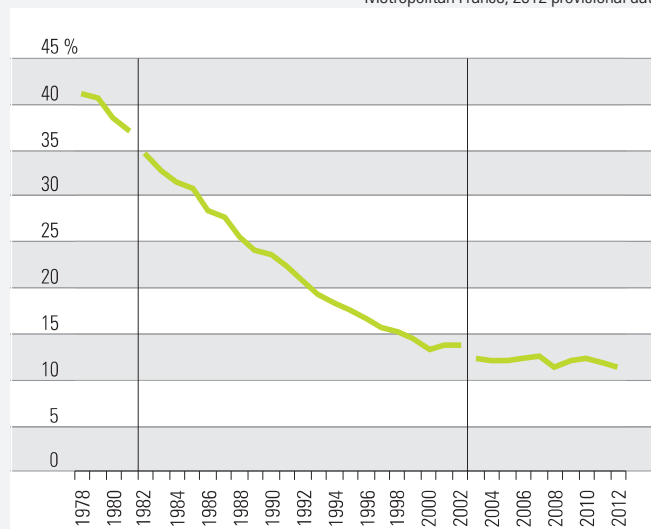
the basis of school statistics. The proportion of young people having interrupted their upper secondary education before the final year fell between 2000 and 2005 and then stabilised at around 7.5% (*table 02*). In September 2009, the renovation of the vocational pathway was generalised (end of BEP and access to the vocational baccalauréat in three years after the final year of lower secondary education). As a result of this reform, the share of school leavers with a CAP-BEP decreased to the benefit of leavers with a baccalauréat. In 2011, two cohorts of young people left school with a vocational baccalauréat: young people having completed a course leading to the vocational baccalauréat in two years after a BEP, and the first young people having taken the new pathway leading to the vocational baccalauréat in three years after the final year of lower secondary education, hence a much higher proportion of leavers with the baccalauréat than in 2010 (77.2% in 2011 against 72.8% in 2010). Access to the second year in a professional lycée no longer takes place after the BEP but now follows the first year in a professional lycée. Young people leave the education system in these classes, which increases the proportion of leavers before the end of upper secondary education: this proportion was 10.1% in 2011 against 7.5% between 2005 and 2008. The number of leavers with a CAP-BEP is mechanically decreased due to the disappearance of the BEP. ■

“Early leavers” are individuals aged 18-24 who did not attend an education institution in the four weeks preceding the survey and did not successfully complete their secondary education. Here they are estimated on the basis of the Insee Employment survey.

Sources: MEN-MESR DEPP, Insee, Eurostat
Coverage: Metropolitan France, EU countries

01 Proportion of young people (18-24 yrs) who are not in education and have no qualifications or only the brevet diploma (early leavers) between 1978 and 2012

Metropolitan France, 2012 provisional data



Interpretation: since 2003, the proportion of young people aged 18 to 24 years who are not in education and have no qualifications or only the brevet diploma has stabilised to around 12%. This proportion was 40% in 1980.

NB: the Employment survey was conducted in March until 2002, then became quarterly. It then combined the data from the four quarters. There was a break in series in 1982 due to a change of questioning to identify continued education and training; in 2003, the survey was conducted throughout the year (before it was in March) and questions on the continuation of studies and training changed.

Source: Insee, Employment surveys; calculations: MEN-MESR-DEPP

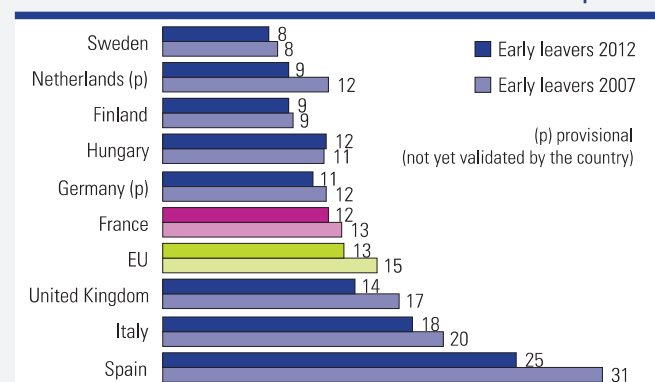
02 Secondary school leavers per class (as %)

Metropolitan France

Class attained	Secondary school leaving year						
	2000	2005	2007	2008	2009	2010	2011
General and technological final years	53.8	55.5	54.1	53.8	54.4	55.0	53.9
Vocational final years (vocational baccalauréat and BP)	13.1	14.4	16.0	16.2	17.1	17.8	23.3
Total school leavers at baccalauréat level	66.9	69.9	70.1	70.0	71.5	72.8	77.2
First year of vocational baccalauréat in two years and BP	2.4	2.6	2.6	2.6	2.1	0.7	0.5
Final year CAP or BEP	21.3	19.9	19.7	19.9	18.8	16.8	12.2
Total school leavers at CEP or BEP level	23.7	22.5	22.3	22.5	20.9	17.5	12.7
1st or 2nd year of general or technological upper secondary school	2.4	2.0	2.2	1.8	1.8	1.3	1.0
Second year vocational upper secondary school	-	-	-	-	-	2.3	3.8
First year vocational upper secondary school	-	-	-	-	0.7	2.4	2.6
First cycle, first year of CAP or BEP	7.0	5.6	5.4	5.7	5.1	3.7	2.7
All school leavers before the end of secondary education	9.4	7.6	7.6	7.5	7.6	9.7	10.1
Total pupils completing secondary education	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Sources: MEN-MESR-DEPP / Scolarité information systems (MEN pupil numbers) and Sifa (CFA pupil numbers), SAFRAN information system (pupil numbers recorded by the Department of Agriculture)

03 Proportions of under-qualified young people: international comparisons



Sources: Eurostat, 2012 and 2007 surveys on labour forces (full year) and OECD, same 2007 surveys (1st quarter)

Girls were more proficient in French, achieved better school pathways and higher qualifications than boys. While clearly in the majority among general baccalauréat graduates, there were fewer of them than boys in scientific and industrial courses.

When assessing the common core of knowledge and skills (*indicator 18*), girls were more likely than boys to have mastered the French language well (skill 1) at the end of primary school with 82.7% against 74.3%. The difference was accentuated at collège (84.8 % against 72.6 % for boys).

Proficiency in mathematics and science and technology (skill 3) was very similar between girls and boys at the end of primary school (68.1% against 69.9%), but girls pulled ahead at collège with 76.6% against 72.9% for boys.

Taking advantage of these better acquired skills, girls had easier or more fluid educational paths than boys but continued 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, a gap that has constantly widened over the past two decades (*table 01*). Among young people having completed their education in the years 2009, 2010 and 2011, 48% of girls had higher education qualifications compared to only 37% of boys. The proportion of young people leaving school without any secondary qualifications (CAP, BEP or baccalauréat) reaches 20% for boys compared to only 11% for girls.

The advantage in favour of women was confirmed in most developed countries of the OECD. Among people aged 25 to 34, the proportion of those holding at least one secondary diploma is systematically higher for women (in particular in Latin countries), with the exception however of Germany (higher proportion for boys) and the UK (same proportions).

For the past thirty years, there have been more female baccalauréat graduates than male, even though the gap is tending to narrow with the current boom in the vocational pathway. In 2012, they represented half of successful candidates and more than 56% in the general streams alone. The presence of girls remains very unequal depending on the stream (*graph 02*). In the general stream, girls represent the large majority in arts and humanities (almost 80% of successful candidates in the 2012 session, down 4 points on the maximum recorded in 2002) and the percentage was clearly lower in the economics and social stream (62%). Girls however were the minority in the scientific stream (less than 46% in the 2012 session, i.e. 3.5 points more than in 1990). In the technological stream, service based options remained the preserve of girls (more than 56% of STG baccalauréat graduates, down 9 points however since 2000 and 93% in ST2S) while the industrial specialisms were dominated by boys (close to 90% in STI). Among vocational baccalauréat graduates, girls tended to remain in the minority (fewer than 40% of successful candidates) but were more present in the service than the production sector (66% compared to 14%). ■

Sources: OECD, Insee (Employment surveys) and MEN-MESR-DEPP
Coverage: Metropolitan France, OECD countries

01 The level of education attained by girls and boys at the end of their studies (as %)

Metropolitan France

Year of leaving initial education	1990-1991-1992*		2006-2007-2008		2009-2010-2011p	
	Men	Women	Men	Women	Men	Women
Qualification obtained						
Higher education qualification	32	33	36	47	37	48
Secondary education qualification	39	42	41	40	43	41
No qualifications or brevet des collèges	30	25	23	13	20	11

2009-2010-2011p: provisional data

* Qualifications in 1990-1991-1992 were calculated on the basis of annual Employment surveys conducted once in the year. The others were based on continuous quarterly Employment surveys. The number of survey years is added up to smooth out any sampling effects.

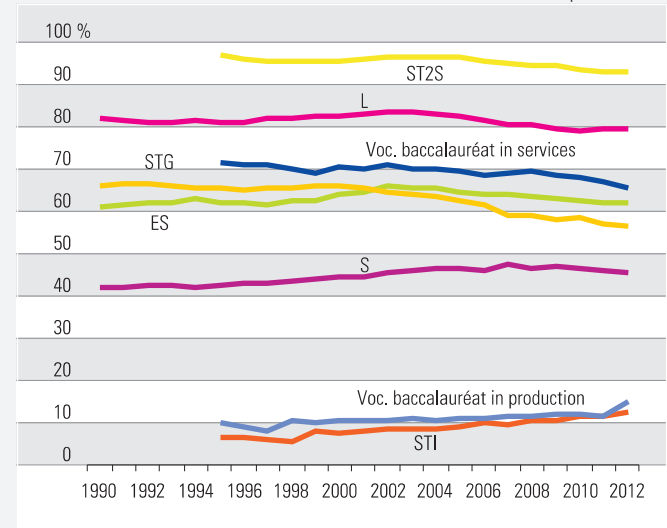
Interpretation: 37% of boys leaving education in 2009, 2010 or 2011 had a higher education qualification.

Coverage: people having completed their initial education respectively in 1990-1991-1992, in 2006-2007-2008, and in 2009-2010-2011 questioned the year following the end of the education and belonging to a household in Metropolitan France.

Source: Insee, Employment surveys; calculations: MEN-MESR-DEPP

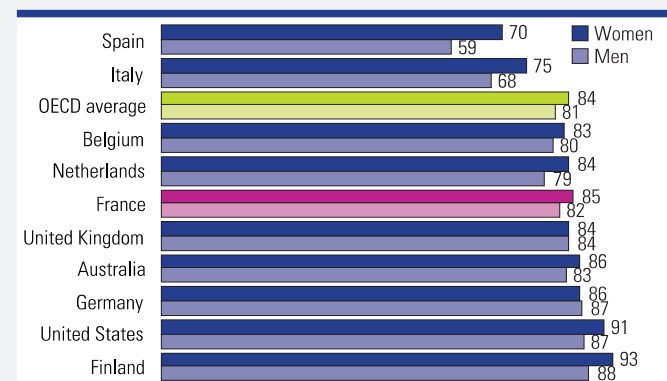
02 Proportion of female baccalauréat graduates per stream from 1990 to 2012

Metropolitan France



Source: MEN-MESR-DEPP

03 Proportion of young people aged 25-34 with at least an upper secondary education qualification (2011)



Source: OECD, Education at a Glance, 2013 (on the basis of surveys on labour forces)

Although access to secondary and then higher education was extended throughout the French population at the end of the twentieth century, disparities remained depending on pupils' social background. They particularly concerned the baccalauréat pass rate, the type of baccalauréat obtained and the highest level of qualification attained.

The promotion of social diversity in France is one of the challenges regularly written into the Laws for the Future of Schools. Knowing the success rate of a generation in the baccalauréat exam, the type of baccalauréat obtained and the highest level qualification attained per social category is a means of assessing the scale of educational inequality based on social background.

Quantitative developments in secondary – then higher – education have opened education up to a broader population. The proportion of young baccalauréat graduates rose exponentially, from 40% for generations born between 1966 and 1970 to 62% for those born between 1976 and 1980. This proportion then rose very slightly in recent generations (68% for young people born between 1986 and 1990). This overall trend however masks major social disparities. For example, more managers' children passed the baccalauréat than children of white-collar or blue-collar workers: 85% compared to 57% in the last generation. Narrower than the 1960s generations, this gap has practically not changed in a decade, between the 1970s or 1980s generations (graph 01).

The type of baccalauréat obtained also differs depending on the parents' socio-professional category (table 02). In 2012, 48% of qualifications gained were general baccalauréats, 21% technological baccalauréats and 31% vocational baccalauréats. But although 76% of baccalauréat graduates who are children of managers obtained a general baccalauréat, 14% a technological baccalauréat and only 10% a vocational baccalauréat, the breakdown was 31%, 23% and 46% for working-class children.

Moreover, among young people having completed their initial education in 2009, 2010 and 2011, more children of managers and the intermediate professions had, as their highest qualification, a higher education qualification than children of white-or blue-collar workers (61% and 31% respectively). Fewer of them however held the baccalauréat at the most (25% and 29% respectively), the CAP-BEP (7% and 20% respectively) or the brevet or no qualifications at all (7% compared to 20% respectively). These differences are relatively stable compared to years school leavers from 2002 to 2004 (graph 03). ■

The "level of education" is measured here by the highest qualification declared by the individual. The "social origin" is traditionally assessed by the socio-professional category of the parents, with priority given to the father.

The socio-professional category of a retired or unemployed person is that of his or her last employment. The father's profession takes precedence over that of the mother and the mother's profession replaces it when the father is absent or deceased.

Graph 01 concerns generations i.e. young people born in the same year. These data are provided by the Insee Employment survey. The 1992 survey took the declarations of generations born between 1966 and 1970 and the 2012 survey took those of generations born between 1986 and 1990.

The table 02 uses the exhaustive MEN Ocean database.

Graph 03 concerns young people having completed their initial education the year prior to the survey. These data are provided by the Insee Employment survey. Leavers in 2009, 2010 and 2011 were thus observed in the 2010, 2011 and 2012 surveys respectively. The analysis over three consecutive years gives a sufficiently large number of individuals per socio-professional category.

Sources: MEN-MESR DEPP, Insee (Employment surveys)
Coverage: Metropolitan France for the Insee surveys and Metropolitan France + DOM (including Mayotte) for MEN statistics

01 Baccalauréat graduation rate according to generation and social background



86-90p: provisional data

Interpretation: among young people born between 1986 and 1990, 85% of those with management-level or intermediate professional fathers attained their baccalauréat compared to 57% of young people with white- or blue-collar parents.

Sources: Insee, Employment surveys; calculations: MEN-MESR-DEPP

02 Breakdown by stream of baccalauréat graduates in 2012 based on social background (as %)

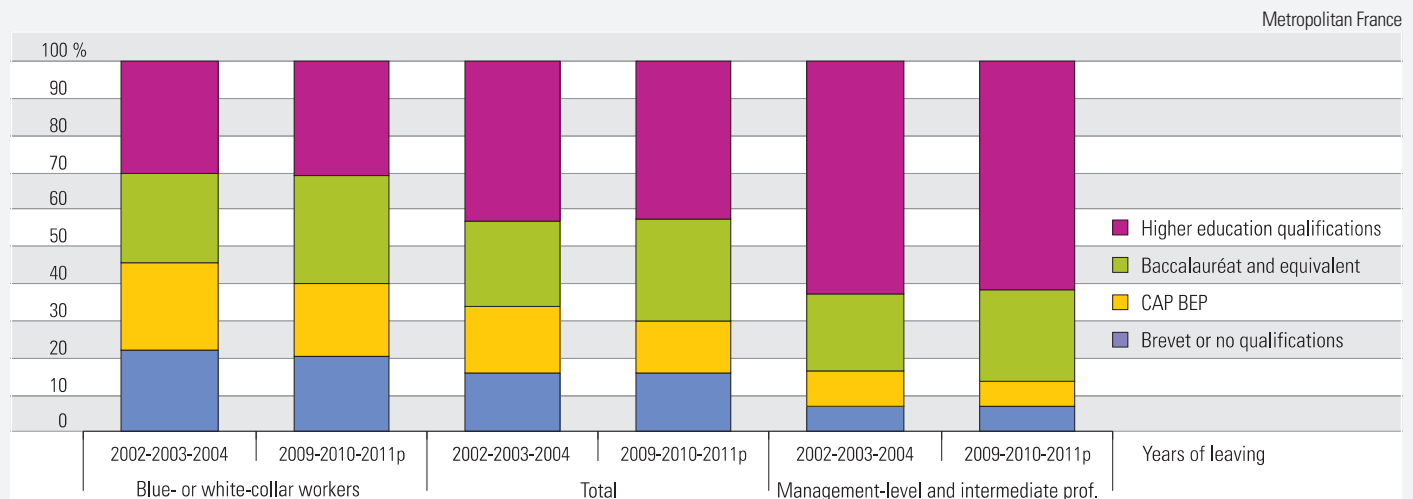
Metropolitan France + DOM

	Stream		
	general	technological	vocational
Farmers	54	19	27
Skilled craftsmen, retailers, company directors	48	20	31
Management and high-level intellectual professions	76	14	10
Intermediate professions	58	23	20
Office workers	49	26	24
Blue-collar workers	31	23	46
Retired	38	21	41
Not working	42	28	29
Not provided	12	14	73
Total	48	21	31

Interpretation: in 2012, 54% of baccalauréat graduates with farmer parents obtained a general baccalauréat, 19% a technological baccalauréat and 27% a vocational baccalauréat.

Source: MEN-MESR DEPP (Ocean)

03 Qualifications of young leavers according to social background (leavers in 2002-2003-2004 and 2009-2010-2011)



2009-2010-2011p: provisional data

Interpretation: of 100 children of white- or blue-collar workers leaving education in 2009-2010-2011, 31 obtained a higher education qualification, 29 had as their highest qualification a baccalauréat, 20 a BEP or CAP and 20 had a brevet or no qualifications at all.

Source: calculations: MEN-MESR-DEPP on the basis of the Insee Employment surveys of 2003, 2004 and 2005 grouped together on the one hand and of 2010, 2011 and 2012 grouped together on the other.

Almost two-thirds of young people aged 15-24 were still in initial education in 2012. The unemployment rate for young people having recently left the education system grew faster than for the rest of the population in times of recession. The rate for young people leaving school without qualifications or with only the brevet was much higher, regardless of the economic situation.

One of the challenges of the Guidance and Planning Law for the Future of Schools of 23 April 2005 was to promote the professional integration of young people. Being qualified is a major asset against unemployment, even in times of recession. In 2012, 67% of young people aged 15 to 24 had not completed their initial education, 9% combined their education with a job (*graph 01*). Of the 33% young people who had completed their education, six out of ten were in employment, two in ten were unemployed and two in ten were inactive. Young people were more prone to unemployment than the rest of the population. According to Insee, in the 4th quarter of 2012, the unemployment rate of the whole active population was 10.2% whereas it reached 25.7% among 15-24 year olds. Moreover, the risk of unemployment increases as the level of qualification declines. For individuals having completed initial education more than four years ago, 47% with nothing more than the *brevet des collèges* or no qualifications whatsoever were unemployed in 2012 compared to 24% of young people holding a CAP, BEP or *baccalauréat* as their highest qualification and 10% of higher education graduates (*graph 02*).

Young people's employment rate is more sensitive to economic variations. Between 2008 and 2009, a period of recession, the unemployment rate increased by 6 points for all people having left school between one and four years and by more than 11 points for those with the *brevet des collèges* at most. Inversely, between 2009 and 2011, a period of timid economic recovery, the

unemployment for young leavers fell very slightly. This reduction was stronger among the under-qualified (- 4 points) compared to 1 point for leavers having completed secondary education. The unemployment rate of higher education graduates stagnated over this period. The unemployment rate, in February 2011 and in February 2012, of young people having left secondary education in June the previous year was much higher for vocational or technological *baccalauréat* graduates than for CAP-BEP holders, regardless of the specialism (*graph 03*): more than 14 points difference in 2011 and 12 in 2012. After a drop linked to the poor economic situation in 2008, the employment rate in February 2012 was very close to that of February 2011.

To better understand the ties between education and professional integration in different countries, the OECD makes a difference between young people's situations with respect to education and work. Young people aged 15 to 29 years tend to continue their education and training for longer in Finland, the Netherlands and Sweden than in the United Kingdom and Spain. They are more likely to have a job in the Netherlands, Australia, United Kingdom and Germany than in Hungary or Italy. A significant proportion of students in the Netherlands, in Australia and in Germany tend to work at the same time, as young people enjoy concurrent opportunities in business and education. In contrast, high proportions of young people aged 15-29 years do not continue education or find employment in Spain and Italy. ■

The unemployment rate of a population is the ratio between the number of unemployed in the population and the number of employed people (unemployed + employed) in the population.

Graph02 concerns the unemployment of young persons having completed their education 1 to 4 years ago, in compliance with the Insee employment-training appraisal. The source is the Insee Employment survey which shows a major break in series between 2002 and 2003, moving from an annual to a quarterly survey rate.

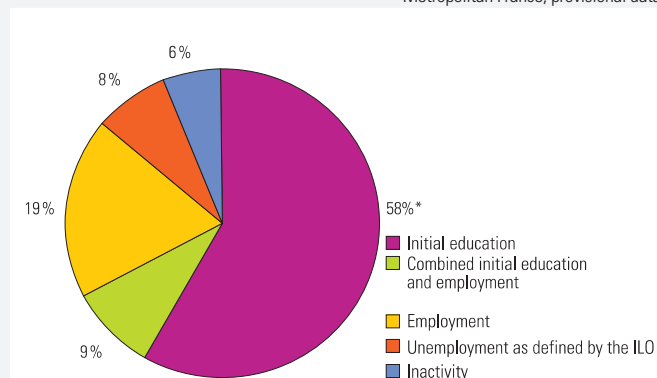
Graph 03 is taken from the survey on upper secondary school leavers' transition into working life (TWL) which was conducted in February, about seven months after they had left education. This survey covers pupils leaving the final year of technological or vocational training or vocational second year in lycées.

Graph 04 illustrates data from the C5.1a table of Education at a Glance 2013 and is based on European and national surveys on labour forces and the population. Formal education and training are delivered by institutions and lead to qualifications.

Sources: MEN-MESR DEPP Insee (Employment surveys), OECD
Coverage: Metropolitan France and Metropolitan France + Dom excluding Guadeloupe and Mayotte

01 The situation of young people aged 15 to 24 in 2012

Metropolitan France, provisional data



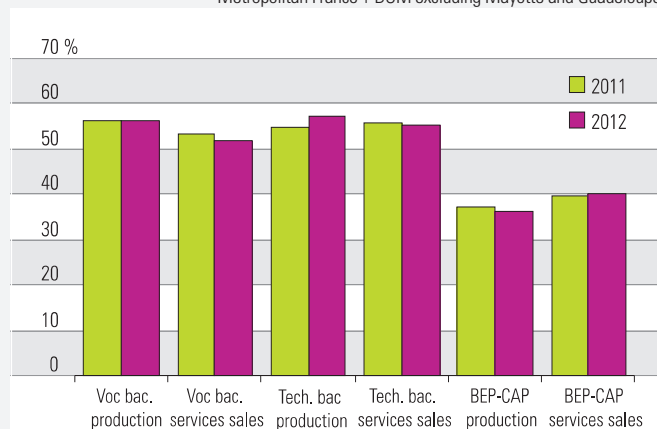
* including the 1% of young people in initial training who are unemployed according to the ILO definition.

Interpretation: in 2012, 58% of young people aged 15 to 24 are in initial education which they do not combine with a job. 9% of young people declare that they are both in employment and initial education.

Source: Insee, Employment surveys; calculations: MEN-MESR-DEPP

03 Employment rate as at 1st February of upper secondary school leavers, according to their highest qualification

Metropolitan France + DOM excluding Mayotte and Guadeloupe



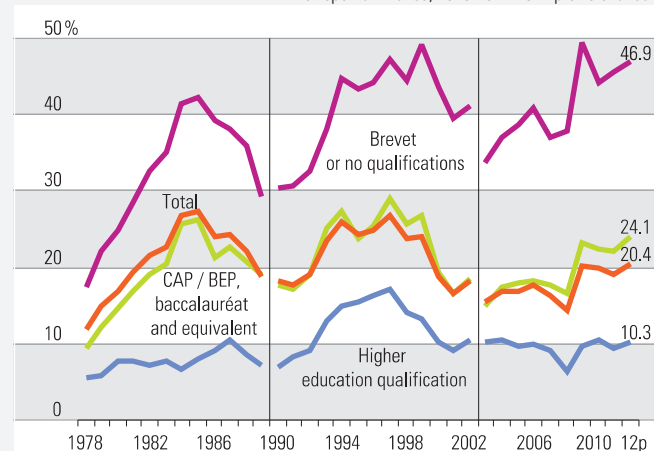
Interpretation: on 1st February 2012, 56% of vocational baccalauréat graduates specialising in production, having left school in 2011, were in employment.

Coverage: students leaving after a final year of training or second year at vocational lycée, interviewed seven months after the end of their studies.

Source: MEN-MESR-DEPP, TWL surveys

02 Unemployment rate of young people having left initial education 1 to 4 years ago, according to the highest qualification gained, from 1978 to 2012 (%)

Metropolitan France, 2010-2011-2012 provisional data



2010-12p: provisional data

Interpretation: in 2012, 20.4% of young employed people having completed their initial education 1 to 4 years ago were unemployed according to the ILO definition.

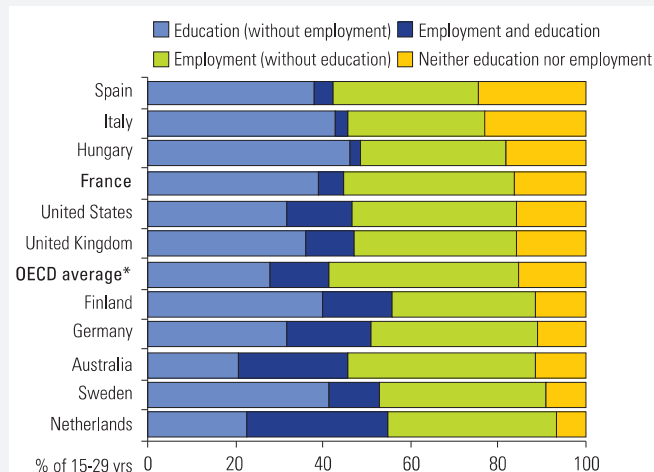
NB: until 2002, Employment surveys were conducted at the start of the year, often in March.

Since 2003, it is a continuous survey throughout the whole year. Moreover, there was a break in series between 1989 and 1990.

Coverage: young people having left their initial education 1 to 4 years ago and who are employed.

Source: Insee, Employment surveys; calculations: MEN-MESR-DEPP

04 Employment and education of 15 to 29 years olds (1st quarter 2011)



* Average without Japan

Source: OECD Education at a Glance, 2013

The higher the qualification obtained by a young person, the higher the socio-professional category and salary when he or she found a job. Young women tended to have more qualifications and therefore had higher qualified jobs than young men, but men had higher salaries for equivalent qualification level.

In 2012, young secondary school graduates having left education one to four years previously mainly held positions as white-collar workers or blue-collar workers (*table 01*). Among them, graduates with a baccalauréat at the most primarily occupied qualified white-collar (24%) or intermediate profession positions (21%); those with a CAP or BEP at the most occupied skilled blue-collar (26%) or unskilled office (24%) positions. Those without any qualifications or brevet at the most tended to be unskilled office workers (25%) and blue-collar workers (28%). Qualified school-leavers much less frequently occupied management or intermediate profession positions than higher education graduates: 27% for baccalauréat graduates against 59% of short higher education diplomas (DEUG, BTS, DUT) and 82% of long higher education degrees (bachelor degree and more).

Although the qualification is decisive to access a higher or intermediate profession, the social origin and gender also play a role (*graphs 02 and 03*). For a given qualification, children whose father worked (or used to work if he doesn't work anymore) as a manager or intermediate profession (including as a teacher) were more often employed as managers or intermediate professions than children of

blue-collar or white-collar workers; in 2012, 28 points of difference over all qualifications, 12 points when the individual's highest qualification was the baccalauréat and 10 points when it was the brevet des collèges. Moreover, in general, women occupied these positions more often as their level of education and qualification was considerably higher than that of men. However, if we restrict the field to holders of a baccalauréat at most, men more often occupy a management or intermediate profession position than women with the same level of qualification.

The higher the qualifications of employed persons, the higher their salary (*table 04*). Wages also vary significantly according to age. For example, in 2012, the relative median wage gap between men holding at most a baccalauréat and those holding at most a CAP or BEP was clearly greater when aged between 45 and 54 than when they were between 15 and 24. Although women did better at school than men, they declared themselves to be less well paid for an equivalent qualification. Again, this wage difference exists right from the first years after leaving education and tends to increase with age. ■

*The term leavers refers to young people who have recently completed their initial training: between one and four years for *table 01* and one and ten years for *graphs 02 and 03*. Grouping together work experience in this way is a means of having large enough samples for analyses conducted here and is consistent with the methodology used in the Insee Employment training appraisal.*

The social origin is assessed by the socio-professional category of the parents, with priority given to the father. The socio-professional category of a retired or unemployed person is that of his or her last employment. The father's profession takes precedence over that of the mother and the mother's profession replaces it when the father is deceased or when his socio-professional category is unknown.

*The median wage is the wage for which half the individuals gain more and half less. *Table 04* takes into account all people in full-time work in the public or private sector.*

Sources: MEN-MESR DEPP,
Insee (2012 Employment surveys)
Coverage: Metropolitan France

01 Socio-professional category in 2012 of young employed people having left initial education 1 to 4 years ago (as %)

Metropolitan France, provisional data

	Long higher education qualif.	Short higher education qualif.	Baccalauréat	CAP-BEP	Brevet or no qualifications
Self-employed	1	1	3	3	2
Managers and intellectual professions	47	2	6	0	0
Intermediate professions	35	57	21	9	13
Qualified white-collar workers	10	21	24	17	18
Unqualified white-collar workers	5	8	18	24	28
Qualified blue-collar workers	1	6	15	26	14
Unqualified blue-collar workers	1	5	12	21	25
Total	100	100	100	100	100

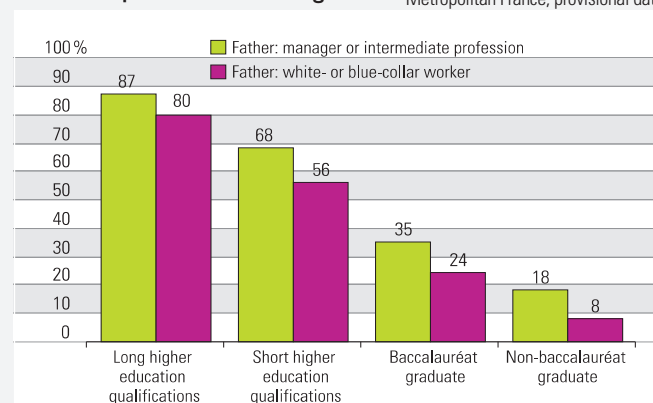
Interpretation: in 2012, 57% of young people leaving initial short higher education courses 1 to 4 years previously occupied intermediate profession positions.

Coverage: young people declaring themselves to be employed in 2012 and having left initial education 1 to 4 years ago.

Source: Insee, Employment surveys; calculations: MEN-MESR DEPP

02 Proportion of young people occupying a management or intermediate profession position in 2012, according to the diploma and social origin

Metropolitan France, provisional data



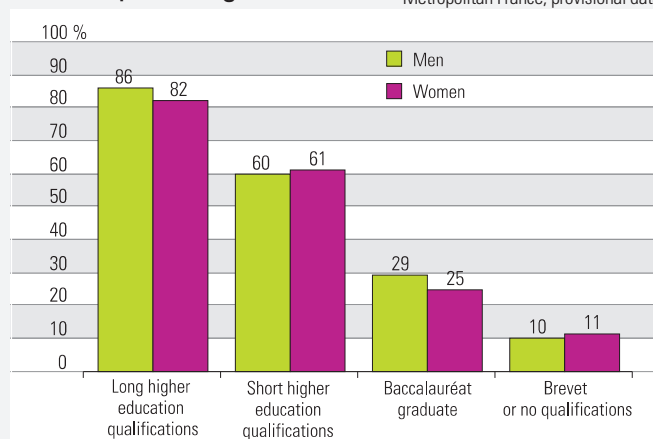
Interpretation: in 2012, 35% of young people having left initial education 1 to 10 years ago who were holding the baccalauréat, in employment, whose father worked as a manager or intermediate profession, occupied management or intermediate professions.

Coverage: young people declaring themselves to be employed in 2012 and having left initial education 1 to 10 years ago.

Source: Insee, Employment surveys; calculations: MEN-MESR DEPP

03 Proportion of young people occupying a management or intermediate profession position in 2012, according to the diploma and gender

Metropolitan France, provisional data



Interpretation: in 2012, 29% of young men having left initial education 1 to 10 years ago who were holding the baccalauréat and were in employment, occupied management or intermediate professions.

Coverage: young people declaring themselves to be employed in 2012 and having left initial education 1 to 10 years ago.

Source: Insee, Employment surveys; calculations: MEN-MESR DEPP

04 Net monthly salaries declared in 2012 according to age and qualification level

Median salaries of full-time employees in euros

Metropolitan France, provisional data

	15-24 yrs	25-34 yrs	35-44 yrs	45-54 yrs
Men				
Long higher education qualifications	1,600	2,250	2,850	3,600
Short higher education qualifications	1,350	1,800	2,250	2,650
Baccalauréat graduate	1,200	1,600	1,900	2,300
CAP/BEP	1,300	1,500	1,650	1,850
Brevet or no qualifications	1,050	1,450	1,550	1,650
Total qualifications (*)	1,300	1,750	2,000	2,200
Women				
Long higher education qualifications	1,400	1,850	2,150	2,550
Short higher education qualifications	1,300	1,650	1,900	2,200
Baccalauréat graduate	1,100	1,400	1,500	1,800
CAP/BEP	1,200	1,300	1,400	1,500
Brevet or no qualifications	1,000	1,300	1,300	1,400
Total qualifications (*)	1,200	1,600	1,750	1,850

Interpretation: in 2012, the median salary of men holding the baccalauréat aged 15 to 24 in full-time employment was €1,200 per month.

Coverage: young people declaring themselves to be in full-time employment in 2012.

(*) Total qualifications includes all higher and secondary education qualifications. The median salary is rounded off to the nearest €50.

Source: Insee, Employment surveys; calculations: MEN-MESR DEPP

Acronyms

AES: (Filière) administrative, économique et sociale - Administration, Economics and Social Sciences Option.

ARS: Allocation de rentrées scolaire - New academic year allowance.

ASH: Adaptation scolaire et scolarisation des élèves handicapés - Special needs and education for disabled pupils.

ATSS: (Personnel) administratif, technique, social et de santé - Administrative, technical, management and supervision staff.

BEP: Brevet d'études professionnelles - Certificate of vocational education.

BEPA: Brevet d'études professionnelles agricoles - Certificate of vocational education in Agriculture.

BIT: Bureau international du travail - Higher vocational diploma.

BTS: Brevet de technicien supérieur.

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 degré - Secondary school teaching certificate.

CEDRE: Cycle d'évaluations disciplinaires réalisées sur échantillon - Subject assessment cycles based on samples.

Céreq: Centre d'études et de recherches sur les qualifications - Centre for studies and research on qualifications.

CFA: Centre de formation d'apprentis - Apprentice training centre.

COP: Conseiller d'orientation-psychologue - Guidance counsellor / Psychologist.

CPA: Classe préparatoire à l'apprentissage - Apprenticeship preparatory class.

DARES: Direction de l'animation, de la recherche, des études et des statistiques - Directorate for Coordination, Research, Studies and Statistics.

DEE: Domestic expenditure on education.

DEPP: Direction de l'évaluation de la prospective et de la performance - Directorate for Assessment, Planning and Performance.

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 département.

DSN: Direction du service national - National Service Directorate.

Éclair: Écoles, collèges, lycées pour l'ambition, l'innovation et la réussite - Primary and secondary schools for ambition, innovation and success.

ES: Économique et social - Economic and Social Sciences option.

GDP: Gross domestic product.

IEA: International Association for the Evaluation of Educational Achievement. Directorate-General for research and innovation.

ILO: International Labour Organization.

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 de formation - Engineers and technicians for research and training.

IUP: Institut universitaire professionnalisé - University institute of professional education.

IUT: Institut universitaire de technologie - Technology University Institute.

L: Littéraire - Literature option.

Lolf: Loi organique relative aux lois de finances - Organic law bearing on the laws of finance.

MEN: Ministère de l'éducation nationale - Department of National Education.

MESR: Ministère de l'enseignement supérieur et de la recherche - Department of Higher Education and Research.

OECD: Organisation for Economic Cooperation and Development.

PE: Priority Education.

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

Rased: Réseau d'aides spécialisées aux enfants en difficulté - Specialised support network for children in difficulty.

RRS: Réseau de réussite scolaire - Network for educational success.

S: Scientifique - Science Option.

Education Levels

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.

ST2S: Sciences et technologies de la santé et du social (ex-SMS) – Health and social science and technology.

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: (Personnel) technicien, ouvrier et de service - Technicians, operators and service staff.

VAE: Validation des acquis de l'expérience - Validation of acquired experience.

French nomenclature defined by the Commission statistique nationale de la formation professionnelle et de la promotion sociale.

Level VI: left education after the middle years of lower secondary education (1st, 2nd and 3rd years of collège) and one-year pre-vocational courses.

Level Vbis: left education after the final year of lower secondary school (final year of collège) 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 (1st and 2nd years of general, technological and professional lycées).

Level IV: left education after the final year of long upper secondary courses and from higher education with no qualifications.

Level III: left education with a “baccalauréat + 2 years” qualification (DUT, BTS, DEUG, training colleges in health and social services, etc.).

Levels II and I: left education with a qualification equivalent or superior to a university (bachelor's) degree.

ISCED: International Standard Classification of Education.

ISCED1: primary education

ISCED2: lower secondary education

ISCED3: upper secondary education

ISCED4: post-secondary education not included in higher education (practically non-existent in France)

ISCED5: first- and second-cycle higher education

ISCED6: third-cycle higher education (PhD research)

Developed by Unesco in the early 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 breakdown pupil and student numbers, flows of graduates and human and financial resources according to a common scale of education levels. It also serves to define 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 ISCED3 level qualification have attained at least a CAP, BEP or baccalauréat. ISCED was revised in 2011. The new ISCED will be enforced in 2014.

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The directorate for Assessment, Planning and Performance of the Department of National Education publishes a range of documents presenting complete statistical data resulting from systematic surveys but also series of analytical indicators, methodological or summary articles, results of studies or research. As well as providing succinct data contained in *The State of Education*, they offer detailed insight into our country's education system.



Repères et références statistiques

present all statistical information available on the French education and research system, broken down into 180 themes. This vast set of data helps to shore up the debate on the operation and results of schools.



Géographie de l'École

presents the major data of the education system in their geographic diversity: training offers, means and human resources, educational pathways and results.

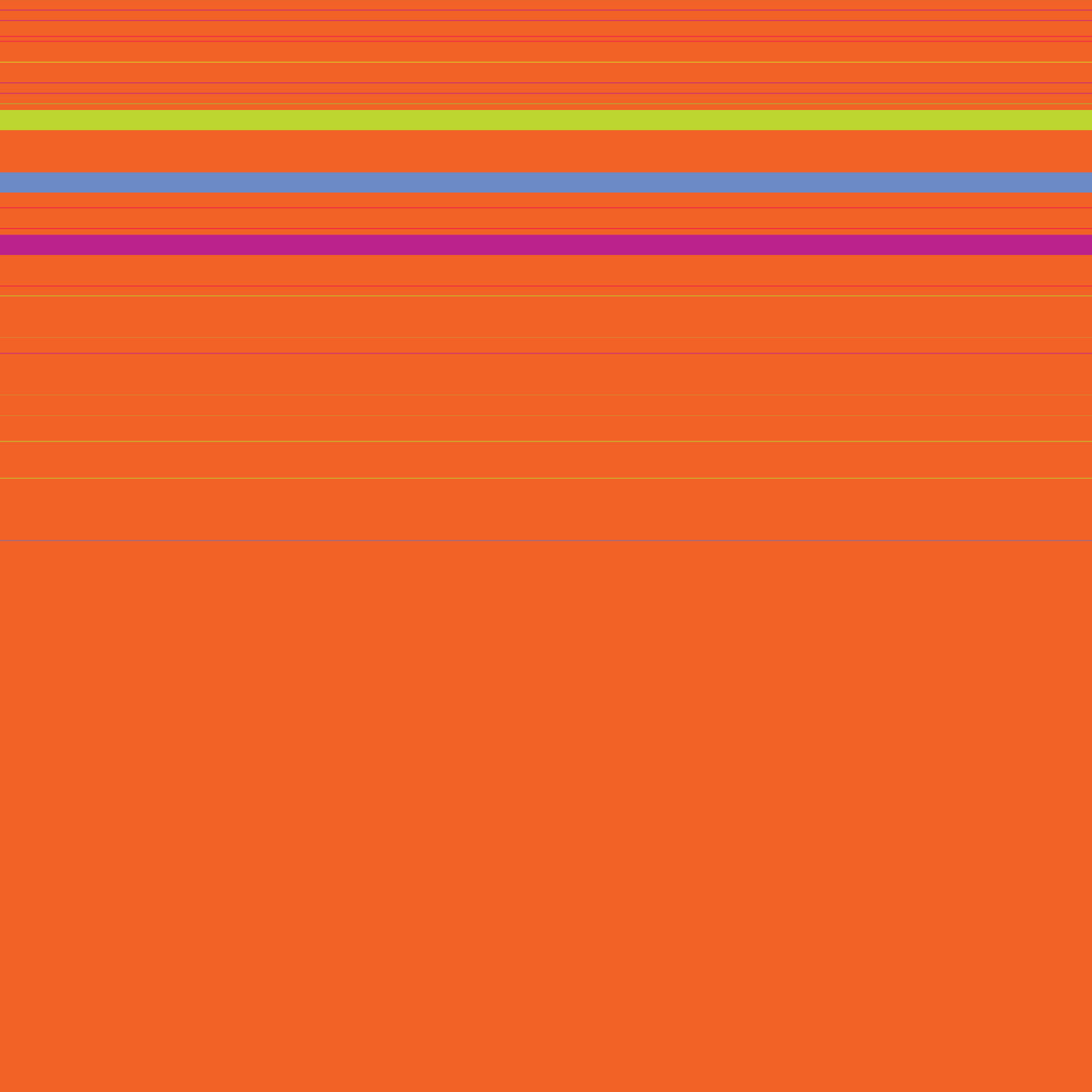


Information notes

take stock of one of the recurrent or isolated aspects of the education and give essential data of the latest surveys and studies in synthetic and clear form.



Articles of the **Éducation & formations**, review, through studies undertaken by specialists, cover the major issues of education, vocational training or research.



The State of Education

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Activities

Results

International comparisons

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