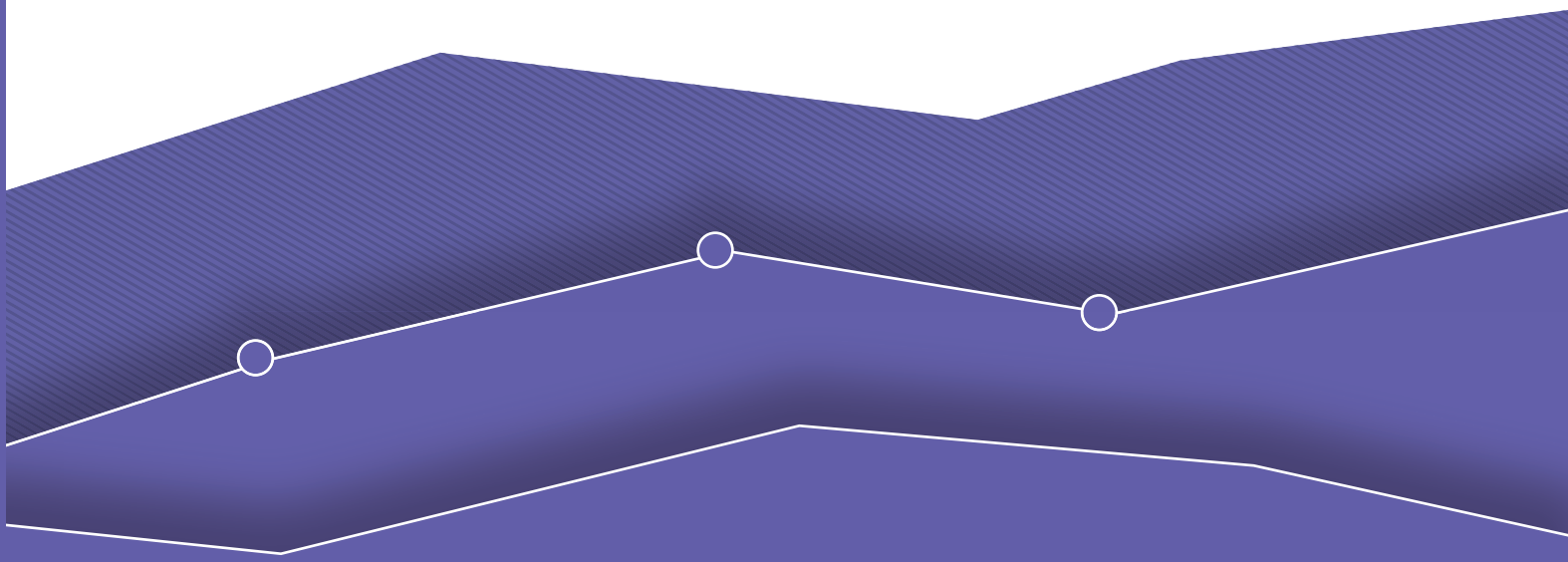
The State of Education 2014

Costs • Activities • Results



32 indicators of the French education system

Liberté • Égalité • Fraternité
RÉPUBLIQUE FRANÇAISE

MINISTÈRE DE L'ÉDUCATION NATIONALE, DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA RECHERCHE

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The State of Education 2014

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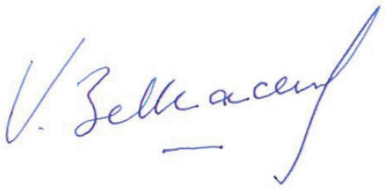
Preface

Initiated by Lionel Jospin in 1992, the annual publication of The State of Education indicators serves two purposes. This is, firstly, to report to the nation on the state of the educational system and, secondly, to provide objective substance for the public debate on Education.

This 24th edition of The State of Education, which is now a reference document, is used to measure the progress made by French education: the proportion of baccalauréat *graduates in a generation is now approaching 80%. It can also measure our shortcomings: PISA 2012 showed that social determinism weighs too heavily on academic achievement in our country.*

Investment for youth and thus the education of children and young people is a priority action of the President of the Republic and the Government. The guidance and planning law of 8 July 2013 sets out the main objectives for rebuilding Education: raising the level of skills, knowledge and culture of all children, reducing social and regional inequalities, reducing the dropout rate.

With this set of indicators, we can take stock of and monitor progress year on year. These advances rely on the involvement of all stakeholders who, I know, do not spare their efforts and deploy their talents to educate those who will build the future of our country.



Najat Vallaud-Belkacem
Minister of National Education,
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and Research

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. Structured around the means used, conditions of schooling and pupil and student results, this 24th edition highlights main 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.

According to 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 2013, France invested €144.8 billion in its education system (Metropolitan France + overseas departments), which represents a sum of €2,200 per capita or €8,320 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% of it from 1993 to 1997 against 6.4% in 1980, an increase namely 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 7.1% then slightly dipped to reach 6.8% in 2012 and 2013.

Since 1980, expenditure on education has increased by 90% in constant prices, due less to the growth in the number of pupils and students than to the increase in the cost of each pupil during that period, costs per primary school pupil (+ 88%) and secondary school pupil (+ 63%) have risen more sharply than for a student (+ 40%). Although these respective rhythms have tended to change in recent years, with a faster increase in per-student spending from 2006 to 2009, average expenditure in primary education is the only one not to have fallen, in constant euros, in 2012 and 2013, unlike expenditure in secondary and higher education. In comparison with the main developed countries, France still showed education spending as a share of GDP that is equivalent to the OECD average (6.1% in 2011 excluding continuing vocational training) and much lower than average expenditure per pupil in primary education but above average in secondary education, especially in upper secondary schools. Since 2008, spending per student is France above the OECD country average, for annual expenditure and cumulative expenditure over the average duration of higher education (*indicators 2, 3 and 4*).

If the proportion of higher education in total education spending has grown since 1980 (*indicator 4*), this is primarily due to the increase in student numbers. Unit costs have however increased to a lesser extent than in school education, at least until the mid-2000s. There has been a clear new increase in spending in higher education and spending per student in 2013 clearly exceeded the average observed for a secondary school pupil (€11,540 compared to €9,440). The cost of a university student nevertheless remained lower than the cost of a pupil at general and technological upper secondary pupil and much lower than the cost of a pupil at vocational upper secondary school (€10,850 compared to €10,960 and €12,210 respectively).

Central government covers a decisive share of education funding - 57.0% in 2013, of which 52.6% for the Department of National Education, 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 2013. This share, which rose in successive bursts linked to decentralisation, is highest (40.3%) in primary education, where communes take charge of non-teaching staff costs as well as schools' operating and investment expenditure (*indicator 2*). Primary school education experienced a clear improvement in the number of teaching positions per 100 pupils, 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 2003-2013 not directly related to changes in pupil numbers (*indicator 7*). In upper secondary schools, more than a 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 pre-primary school boom, general access to secondary education in the 1960s and 1970s and the

massive influx of lower secondary school 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 births per year compared to only 750,000 in the mid-1990s. Largely attenuated in primary school by the simultaneous decline of enrolment at the age of two between 2000 and 2012 (*indicator 11*), this trend is now spreading to secondary education, in particular lower secondary schools where pupil numbers increased by 50,000 between 2011 and 2013. 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. Lower secondary schools, then upper secondary schools, have steadily opened to all. Among generations of young people born in the late 1980s, 57% of working class (both blue and white-collar) children passed their *baccalauréat* and were often the first in their family to do so. They were just over 20% in their case in the 1960s (*indicator 29*).

The restructuring of vocational training now allows pupils to study for a vocational *baccalauréat* in three years. In the beginning of academic years 2010 and 2011, 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 8 points in the beginning of academic year 2010, then by 8 points in 2011 (rising from 71% to 79% then 87% - *indicator 24*). In the process, the proportion of *baccalauréat* graduates in a generation has experienced a similar growth: starting at 65% in 2010, it rose to 71% in 2011 and reached 77% in 2012 (*indicator 25*). This trend ends after the transition phase, but access to Level IV (84% in September 2013) and the proportion of *baccalauréat* graduates (77% in the 2014 session) remain significantly higher than before, especially in vocational education.

The total length of number of years of schooling, from pre-primary school to the end of higher education, has however stabilised to just above 18 years (*indicator 9*). Although practically all generations now complete lower secondary school, pupils enrolling in general education at upper secondary school met with pronounced enthusiasm in the late 1980s. Lower secondary school pupils then looked more to vocational training, in particular agricultural and through apprenticeship, then an upward trend in enrolment figures in the first year of general upper secondary school was observed in the 2000s (*indicator 14*).

... 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, who are "at risk of economic and social exclusion". The European Commission observed that "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, 15% of young people completed their secondary education without a qualification or only with DNB between 2010 and 2012 (*indicator 26*). This proportion is however is much lower than the 30% of young people who were in that situation in the early 1980s. Another European Commission benchmark is the "early leavers" indicator which measures the proportion of young people aged 18 to 24 years who have neither successfully completed upper secondary education nor followed training during the previous month. For France, the figure was close to 10% in 2013 (*indicator 27*), with a European objective set at no more than 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 2013 for skill 1 (proficiency in the French language) and skill 3 (the fundamentals of mathematics, scientific and technological literacy). Ranging from 70% to 80%, depending on the educational level and the field covered, it proved to be much lower for pupils having repeated a year,

with a variation that exceeded 40 points in primary education and 30 points in lower secondary education (*indicator 18*).

In 2013, the subject assessment cycle on a sample (CEDRE) covered again pupils' skills in science (the previous assessment of these skills took place in 2007), which allows a comparative overview on pupils' performance in this field over a six-year interval. The result is relative stability, but, as in previous years in languages and history-geography, considerable differences appear according to the socio-educational context (*indicators 19 and 20*).

With regard to international surveys, the results of PISA 2012, like those of PIRLS last year, show that our country still takes, this time for 15 year olds, a mediocre ranking near the OECD average or slightly above in reading (*indicators 21 and 22*).

Reading skills of young people around 17 years of age, assessed during the *Journées de Défense et de Citoyenneté* (JDC - Defence and Citizenship days), show that in recent years 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 23*).

Inclusion conditions worsen significantly for unqualified young people

Professional inclusion of young people is more sensitive to economic variations; and the impact is stronger for young people leaving school without a diploma, hardest hit by rising unemployment. Their situation is particularly worrying in the current situation which sees the unemployment rate approaching 50%, a few years after the end of their studies: nearly 49% in 2013 against a little over 20% of all young people having left initial education one to four years ago (*indicator 30*). The higher the level of education increases, the more the risk of unemployment decreases. Strong disparities in the school-to-work transition between levels of education, already identified by the Céreq in the previous investigations, are accentuated for the 2010 generation. Unqualified young people are the first hit by damage caused by the crisis. Almost one unqualified active person out of two of the 2010 generation is looking for employment three years after leaving school, i.e. 17 points more compared to the 2004 generation (*indicator 32*).

Persistant social inequalities

The social environment remains instrumental in educational success. Thus only 57% of working class children pass the *baccalauréat*, against 85% of children of managers or intermediate occupations (*indicator 29*). Of all OECD countries, France is the country where performance in mathematics is, in PISA 2012, the most strongly linked to economic, social and cultural status (ESCS) of pupils: the difference in score associated with the variation of a unit of ESCS is 57 points in France, against an average of 39 points for OECD (*indicator 21*). It has risen by 14 points since 2003.

Social inequalities are also evident in the pupils' educational pathways. Children of blue-collar workers and inactive 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-cycle higher education than children of managers (*indicator 29*).

Repeat years, now recognised as an often ineffective practice, are also a source of inequality. Their sharp decline, which began in primary education, has been extended to lower and upper secondary education. The repeat year rate in the first year of lower secondary education, more than 10% until 2000, is now 2%, while in the first year of upper secondary education, it has fallen from 17% to 8% in the past twenty years. However, here too, there are obvious inequalities: 19% of pupils enrolled in the Éclair system reach the first year of lower secondary education with at least one year delay, compared to 10% 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 28*). However, their presence at upper secondary school varies according to the streams: they represent the overwhelming majority in literary, tertiary and medical and social streams and they are a 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.

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 at the beginning of academic year 2013

For the **2013 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 15.3 million, including Mayotte, a new French département since 31st March 2011. With an annual increase of 130,000 at constant perimeter, the beginning of the 2013 academic year confirmed the trend started in 2009. The upward trend is confirmed this year in the different levels of education.

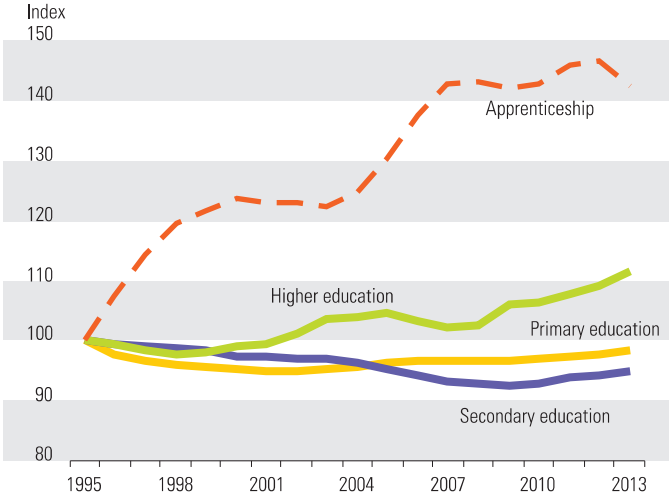
In primary education, long characterised by the effects of demographic decline and the decline in enrolment at the age of 2, enrolment figures increased by 0.6% in September 2013, in pre-primary(+0.9%), primary (+0.4%) and special needs education (ASH: +2.1%).

Secondary education showed an increase in its numbers compared to that of primary education in September 2013, more marked in National Education schools (+0.9%) It was less strong in lower secondary education (+0.6%) than in upper secondary cycles, where it reached 1.3% in general and technological upper secondary schools, and especially 1.9% in vocational upper secondary schools. Other educational streams show a general decrease (excluding agricultural education): - 1.3% of general and vocational adapted education section (Segpa) -1.5% in healthcare institutions and -5% for apprentices in secondary education (against an increase of 2.6% for apprentices in higher education). Overall, the secondary vocational pathway shows a slight erosion.

In 2013, higher education recorded a further increase with more than 50,000 additional students and 2% of numbers, covering all types of institutions, especially universities (+2.6%).

Trends in school and higher education numbers since 1995

(Base 100 in 1995)



Coverage: Metropolitan France + DOM excluding Mayotte, public and private sector.

Source: MENESR-DEPP-DGESIP-DGRI SIES.

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). It should be noticed that censuses relating to higher education take into account enrolments and not students.

Trends in pupil, apprentice and student numbers (thousands)

	1980-1981	1990-1991	2000-2001	2010-2011	2011-2012 excluding Mayotte	2011-2012 including Mayotte	2012-2013 including Mayotte	2013-2014p including Mayotte
Primary, Department of National Education	**7,396.3**	**6,953.4**	**6,552.0**	**6,664.3**	**6,657.7**	**6,710.7**	**6,718.9**	**6,760.6**
Pre-primary	2,456.5	2,644.2	2,540.3	2,539.1	2,545.0	2,561.8	2,557.0	2,580.9
Primary (CP-CM2)	4,810.0	4,218.0	3,953.0	4,080.8	4,067.6	4,102.1	4,115.7	4,132.6
Special needs and education for disabled pupils (ASH)	129.8	91.2	58.7	44.3	45.1	46.8	46.2	47.2
Secondary, Department of National Education	**5,309.2**	**5,725.8**	**5,614.4**	**5,353.2**	**5,384.5**	**5,415.6**	**5,422.0**	**5,472.8**
Lower secondary	3,261.9	3,253.5	3,290.9	3,126.4	3,165.9	3,185.2	3,216.7	3,237.6
Vocational upper secondary	807.9	750.0	705.4	705.5	691.1	694.7	657.5	670.3
General and technological upper secondary	1,124.4	1,607.6	1,501.5	1,425.7	1,433.1	1,440.0	1,452.2	1,470.6
General and vocational adapted education sections (Segpa)	114.9	114.6	116.6	95.6	94.5	95.8	95.6	94.4
Agricultural secondary[1]	**117.1**	**116.2**	**151.3**	**149.9**	**153.3**	**153.6**	**147.5**	**148.6**
Schooling in medical institutions[1]	**96.2**	**88.2**	**81.4**	**71.5**	**72.6**	**72.6**	**72.8**	**71.7**
Apprentice training centre[2]	**244.1**	**226.9**	**376.1**	**433.5**	**442.9**	**443.3**	**448.4**	**432.4**
Apprentices in secondary education	225.4	219.0	314.7	314.9	313.1	313.4	305.0	287.7
Apprentices in higher education	0.0	1.3	51.2	111.4	122.9	122.9	136.7	138.9
Pre-apprentices in CFA	18.7	6.6	10.2	7.2	6.3	6.9	6.7	5.8
Higher education[3]	**1,184.1**	**1,717.1**	**2,160.3**	**2,319.6**	**2,350.6**	**2,350.9**	**2,379.2**	**2,429.9**
General total	**14,346.9**	**14,827.5**	**14,935.4**	**14,992.1**	**15,061.7**	**15,146.7**	**15,187.5**	**15,316.0**
Total pupils in primary education[4]	7,482.9	7,032.8	6,625.2	6,728.6	6,723.1	6,776.1	6,784.4	6,825.2
Total pupils and apprentices in secondary education[4]	5,680.0	6,076.4	6,098.8	5,832.4	5,865.2	5,896.9	5,888.5	5,922.1
Total students and apprentices in higher education	1,184.1	1,718.4	2,211.4	2,431.0	2,473.5	2,473.8	2,514.6	2,568.8

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 2013.
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.

Coverage: Metropolitan France + DOM, excluding Mayotte before 2011, public and private sector.

Source: MENESR-DEPP-DGESIP-DGRI-SIES.

Schools and qualifications

Schools

In view of trends in the school population, the number of schools reveals a downward trend in primary schools (52,600 pre-primary and primary schools in 2013 as opposed to 69,000 in 1980) and relative stability in secondary education (almost 11,400 lower secondary schools, and upper secondary schools, 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 300 lower secondary schools and 2,123 primary schools for the 2013 academic year.

Trends in the number of primary schools

	1980-1981	1990-1991	2001-2002	2010-2011	2011-2012 excluding Mayotte	2011-2012 including Mayotte	2012-2013 including Mayotte	2013-2014 including Mayotte
Public								
Pre-primary schools	15,996	18,829	18,448	16,056	15,621	15,686	15,435	15,215
Elementary schools	45,664	39,009	34,279	32,466	32,323	32,453	32,237	32,091
Total	61,660	57,838	52,727	48,522	47,944	48,139	47,672	47,306
Private								
Pre-primary schools	363	419	245	133	122	129	123	127
Elementary schools	6,663	5,966	5,395	5,143	5,137	5,150	5,142	5,147
Total	7,026	6,385	5,640	5,276	5,259	5,279	5,265	5,274
Total public and private	**68,686**	**64,223**	**58,367**	**53,798**	**53,203**	**53,418**	**52,937**	**52,580**

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

Trends in the number of secondary schools

	1980-1981	1990-1991	2001-2002	2010-2011	2011-2012 excluding Mayotte	2011-2012 including Mayotte	2012-2013 including Mayotte	2013-2014 including Mayotte
Public								
Lower secondary schools	4,891	5,019	5,139	5,253	5,252	5,270	5,274	5,271
Vocational upper secondary schools	1,353	1,362	1,096	973	957	960	942	924
General and technological upper secondary schools	1,134	1,294	1,527	1,576	1,578	1,584	1,587	1,589
EREA	nd	82	80	80	79	79	79	79
Total	7,378	7,757	7,842	7,882	7,866	7,893	7,882	7,863
Private								
Lower secondary schools	1,757	1,814	1,802	1,765	1,776	1,776	1,777	1,786
Vocational upper secondary schools	978	809	650	664	670	670	660	659
General and technological upper secondary schools	1,194	1,290	1,094	1,064	1,077	1,077	1,065	1,053
EREA	_	_	_	_	1	1	1	1
Total	3,929	3,913	3,546	3,493	3,523	3,524	3,503	3,499
Total public and private	**11,307**	**11,670**	**11,386**	**11,375**	**11,389**	**11,417**	**11,385**	**11,362**

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

Priority education schools, 2013 academic year

	"Eclair" programme	"Réussite scolaire" networks
Primary schools	2,123	4,439
Lower secondary schools	300	776

Coverage: Metropolitan France + DOM, public sector.

Qualifications awarded

In 2013, the Departments of Education and Agriculture awarded a total of over 1.6 million diplomas to lower and upper secondary school pupils. 674,200 national brevet diplomas to pupils in 3rd year class (troisième: last year of lower secondary school) and 589,400 *baccalauréats* in the three streams - general, technological and vocational - to which were added 345,600 level V vocational diplomas (CAP and BEP), including those in agricultural education.

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: the contraction observed in the 2013 session results from the end to the simultaneous arrival of upper secondary school pupils having studied over three or four years.

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 12 points for the Brevet, 13 points for the BEP, about 17 points for the CAP, 19 points for the *baccalauréat* (excluding vocational, down in recent years).

Trends in qualifications awarded

	1990	1995	2000	2010	2011 including Mayotte	2012 including Mayotte	2013 including Mayotte
Brevet							
sitting	803,156	805,317	771,589	747,702	764,630	780,545	791,171
passes	584,453	592,153	601,110	624,012	637,640	661,141	674,227
pass rate %	*72.8*	*73.5*	*77.9*	*83.5*	*83.4*	*84.7*	*85.2*
CAP[1]							
sitting	415,825	363,355	287,945	189,277	224,221	222,948	231,425
passes	269,798	260,673	215,623	154,265	185,466	186,269	194,022
pass rate %	*64.9*	*71.7*	*74.9*	*81.5*	*82.7*	*83.5*	*83.8*
BEP[1]							
sitting	230,625	284,770	285,799	206,684	192,946	190,250	181,979
passes	161,811	188,224	208,559	156,980	148,349	150,794	151,580
pass rate %	*70.2*	*66.1*	*73.0*	*76.0*	*76.9*	*79.3*	*83.3*
General *baccalauréat*							
sitting	332,638	382,310	339,380	320,597	321,569	327,960	331,994
passes	250,864	287,046	271,155	279,751	283,821	293,837	305,316
pass rate %	*75.4*	*75.1*	*79.9*	*87.3*	*88.3*	*89.6*	*92.0*
Technological *baccalauréat*							
sitting	169,406	183,154	193,107	163,585	157,239	150,406	144,396
passes	115,808	138,267	152,778	133,431	129,472	125,121	124,853
pass rate %	*68.4*	*75.5*	*79.1*	*81.6*	*82.3*	*83.2*	*86.5*
Vocational *baccalauréat*							
sitting	33,095	90,716	117,019	137,033	185,824	243,423	201,806
passes	24,602	65,936	92,617	118,586	156,063	190,899	159,241
pass rate %	*74.3*	*72.7*	*79.1*	*86.5*	*84.0*	*78.4*	*78.9*

1. Including qualifications in agricultural education since 2010.
Coverage: Metropolitan France + DOM.

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1 Education expenditure

Multiplied by 1.9 since 1980, domestic expenditure on education reached €144.8 billion in 2013, or 6.8% of GDP in 2013 or €8,320 per pupil or student and €2,200 per capita.

In 2013, domestic expenditure on education (DEE) reached €144.8 billion, i.e. 6.8% of national wealth (GDP) *(table1.1)*. For education, the nation, all funders put together, made a major financial effort amounting to €2,200 per capita or €8,320 per pupil or student.

International comparisons only show the ratio of expenditure dedicated to initial training (excluding continuing vocational training) to national GDPs. In 2011, France was in the OECD average (6.1%), below the United States, Finland, United Kingdom and Sweden but well above Spain, Germany, Japan and Italy *(figure 1.4)*.

Between 1980 and 2013, education spending grew, on average, slightly faster than national wealth (+ 2.0% instead of +1.8% per year), but its share of GDP fluctuated *(figure 1.2)*. In the 1980s, it rose from 6.6% to 7.0% in 1985 to return to its initial level in 1989. These years correspond to the introduction of decentralisation laws. After 1989, the share of DEE in GDP strongly increased to reach 7.8% from 1995 to 1996, an increase namely due to the major efforts by local authorities as well as the pay review for teaching staff. From 1997 to 2008, however, this share steadily fell to return to 6.7% of GDP, with GDP showing a stronger increase than DEE (+30% compared to +13%). In 2009, partly due to the impact of recession, the share of DEE in GDP rose to 7.1% , then slightly dipped again to reach 6.8% in 2012 and 2013.

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 1980-2013, by around 1.8% per year at constant prices *(figure 1.3)*. 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 (88% and 63% respectively), average expenditure per student in higher education only increased by 40%, 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: 57.0% in 2013 of which 52.6% for the MENESR. 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 régions of non-teaching staff (ATTEE - territorial technical agents working in education institution)[1] management in secondary schools and new areas of competence devolved to the Régions in terms of medical and social training. Households' contribution amounted to 7.5%. ■

1. Former technicians, operators and service staff (TOS).

Domestic education expenditure covers all spending by all the economic players for educational activities: teaching, organising the education system (general administration, career guidance, educational documentation and research on education), 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. Assessment methods, coverage and concepts evolve periodically. Thus in 2012, the measurement of continuing vocational training and expenditure of municipalities and households was reviewed. The results are also modified by the transition to the 2010 base of national accounts including Mayotte in coverage in particular. The level of GDP is also affected by the change of base. This review of the base and amendments in 1999 (DOM integration) and 2006 (transition to the LOLF) cause sudden breaks in series. To allow tracking over time, the main data series have been back projected until 1980. The amounts recalculated and presented here differ from previous editions of The State of Education.
Initial funding: funding before transfers between the various economic players. This therefore represents the real costs represented by individual staff.
Final funding: notion that studies the relationship between the final funder and either the producer or the education activity.

Sources: MENESR-DEPP; OECD for international comparisons.
Coverage: Metropolitan France + DOM including Mayotte, public and private sector.

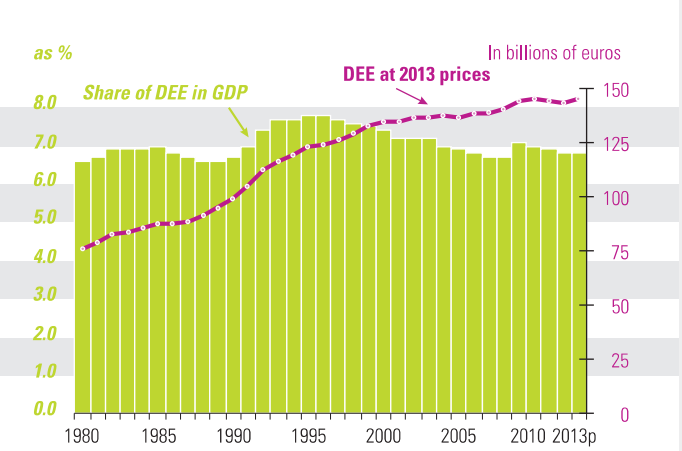
1.1 – Education expenditure

	1980	2000	2010	2012	2013p
Domestic spending on education (DEE)[1]					
at current prices (in billions of euros)	29.7	109.4	140.8	142.3	**144.8**
at 2013 prices (in billions of euros)	76.2	134.3	145.0	143.4	**144.8**
DEE/GDP (as %)	6.6%	7.4%	7.0%	6.8%	**6.8%**
DEE/capita at 2013 prices (in euros)	1,410	2,210	2,240	2,190	**2,200**
Average expenditure per pupil[1]:					
at current prices (in euros)	1,830	6,330	8,170	8,220	**8,320**
at 2013 prices (in euros)	4,680	7,770	8,410	8,280	**8,320**
Structure of initial funding[2]					
State			57.3%	56.9%	**57.0%**
of which MENESR			*52.4%*	*52.5%*	***52.6%***
Local authorities			24.7%	24.5%	**24.5%**
Other public administrations and CAF (family allowance)			2.3%	2.6%	**2.6%**
Business			8.2%	8.5%	**8.4%**
Households			7.5%	7.5%	**7.5%**

2013p: provisional data.
1. The reassessment of the DEE (see methodology opposite) is applied to the entire period 1980-2013.
2. The structure of initial funding could not be projected back before 2006 (see methodology opposite).
Coverage: Metropolitan France + DOM including Mayotte.

Source: MENESR-DEPP.

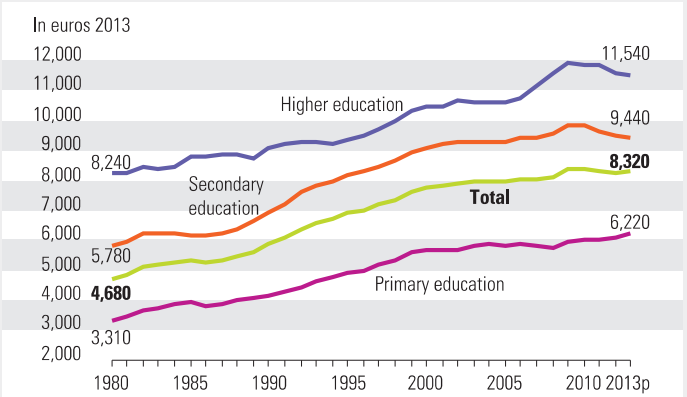
1.2 – Trends in domestic expenditure on education (DEE) and its share in GDP (1980-2013)



Interpretation: in 2013, DEE amounted to 145 billion euros (curve with scale on right) which represents 6.8% of GDP (bars with scale on left). The series are based on 2010 (see methodology opposite).
Coverage: Metropolitan France + DOM including Mayotte.

Source: MENESR-DEPP.

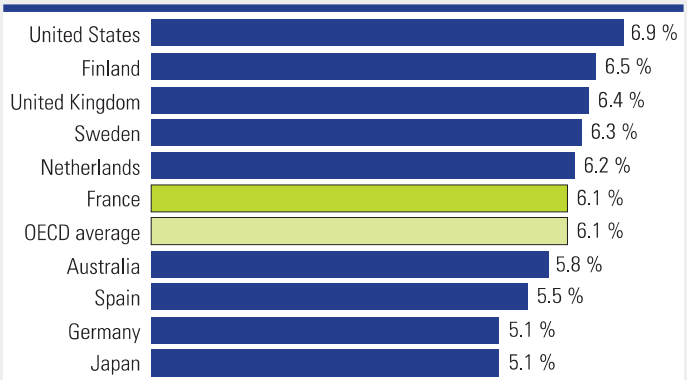
1.3 – Trends in average expenditure per pupil at 2013 prices (1980-2013) in euros



2013p: provisional data.
NB: the series have been projected back to reflect methodological developments.
They thus differ from previous editions of *The State of Education* (see methodology opposite).
Coverage: Metropolitan France + DOM including Mayotte.

Source: MENESR-DEPP.

1.4 – Education expenditure (initial training) in relation to GDP (2011)



Source: OECD, *Education at a Glance*, 2014.

2 Expenditure on primary education

In 2013, a little less than 30% of domestic expenditure on education, i.e. €42.3 billion, was spent on primary education. Since1980, average expenditure per pupil in primary education increased by 87.9% at constant prices to €6,220 in 2013.

In 2013, expenditure on primary education (primary and pre-primary, special needs, schooling of disabled pupils and related activities) represented €42.3 billion *(table 2.1)*.

Local authorities funded 40.3% of this spending, mainly communes which paid for non-teaching staff wages (territorial workers specialising in pre-primary schools - ATSEM - and others), as well as school operating and investment costs. Personnel costs represented 72.0% of total expenditure, including 23.8% for non-teaching staff.

From 1980 to 1992, the share of education spending dedicated to primary education had continually fallen from 30.0% to 27.3%, before steadily growing to reach 29.2% in 2013 *(figure 2.2)*. Since 1980, total expenditure for primary education therefore rose by 85.6% at constant prices, i.e. slightly less than domestic expenditure on education (90.1%).

From 1980 to 2013, while the number of pupils in primary education was falling or stagnating and teachers' career status upgraded (creation of the primary school teachers status), spending for a primary school pupil rose, at constant prices, from €3,310 to €6,220, i.e. an 87.9% increase, or on average, 1.9% per year. Growth, rapid until 2000, then slowed down. However, the average expenditure in primary education continued to grow between 2010 and 2013 by 3.8%, while it declined in secondary and higher education, 4.3% and 2 6% respectively.

International comparisons of average costs per primary school pupil show that, in 2011, France was still below the OECD average, well below countries like the United States, Sweden or the United Kingdom *(figure 2.4)*.

In the 1980s and until 1997, the gap between average annual expenditure per pupil at pre-primary and primary school has been clearly reduced. Thanks to growth in the average number of teachers per pupil and the strong increase in communes' staff expenditure in pre-primary school, expenditure for a pre-primary pupil was even higher in 1997 and 1998. Since, these expenses remain very similar: €6,170 for a pre-primary school pupil and €6,200 for a primary school pupil.

From 1990 to 2013, the theoretical cost of primary education (3 years in pre-primary and 5 years in primary) without repeating a year or shortening the cycle rose by 52.0%, from €32,590 to €49,520 (in constant euros) *(figure 2.3)*. ■

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, medical services school medical services, school supplies, school transport, etc., for the part corresponding to primary education. This expenditure is assessed each year by the Education Account. Assessment methods, coverage and concepts evolve periodically. Thus in 2012, the measurement of continuing vocational training and expenditure of municipalities and households was reviewed. The results are were modified by adoption of the new 2010 base in national accounts including Mayotte in coverage in particular. The level of GDP is also affected by the change of base. This review of the base and amendments in 1999 (DOM integration) and 2006 (transition to LOLF) caused breaks in the gross series. To allow tracking over time, the main data series have been back projected until 1980. The amounts recalculated and presented here differ from previous editions of The State of Education.

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: MENESR-DEPP; OECD for international comparisons.
Coverage: Metropolitan France + DOM including Mayotte, public and private.

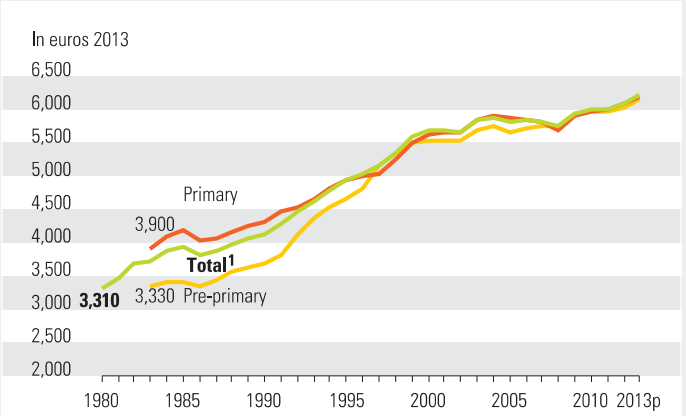
2.1 – Expenditure on primary education

	1980	2000	2010	2012	2013p
DEE for primary education[1]					
at current prices (in billions of euros)	8.9	30.9	39.4	41.1	**42.3**
at 2013 prices (in billions of euros)	22.8	38.0	40.6	41.4	**42.3**
Proportion of DEE (as %)	30.0	28.2	28.0	28.9	**29.2**
Average expenditure per pupil[1] at 2013 prices (in euros)	3,310	5,680	5,990	6,100	**6,220**
Structure of initial funding[2]					
State			53.4%	52.1%	**51.6%**
of which MENESR			*53.2%*	*51.9%*	***51.4%***
Local authorities			38.8%	39.7%	**40.3%**
Other public administrations and CAF (family allowance)			1.6%	2.3%	**2.3%**
Business			0.0%	0.0%	**0.0%**
Households			6.2%	5.9%	**5.8%**

2013p: provisional data.
1. The reassessment of the DEE (see methodology opposite) is applied to the entire period 1980-2013.
2. The structure of initial funding could not be projected back before 2006 (see methodology opposite).
Coverage: Metropolitan France + DOM including Mayotte.

Source: MENESR-DEPP.

2.2 – Trends in average expenditure per pupil at 2013 prices (1980-2013)



2013p: provisional data.
NB: the series have been projected back to reflect methodological developments. They thus differ from previous editions of *The State of Education*.
1. Including special needs education for all and not included at pre-primary and primary level.
Coverage: Metropolitan France + DOM including Mayotte.

Source: MENESR-DEPP.

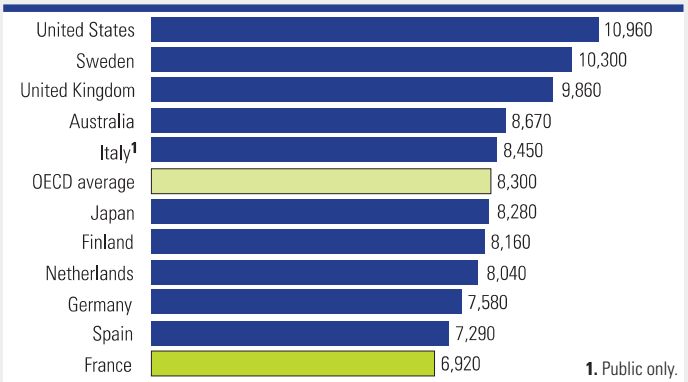
2.3 – Theoretical expenditure for a primary education[1] (at 2013 prices)

	1990		2013p	
	in euros	as %	in euros	as %
Pre-primary	11,050	33.9	18,500	37.4
Primary	21,540	66.1	31,020	62.6
Total	**32,590**	**100.0**	**49,520**	**100.0**

2013p: provisional data.
1. 3 years in pre-primary and 5 years in primary (without repeat years, without shortening the cycle).
Coverage: Metropolitan France + DOM including Mayotte.

Source: MENESR-DEPP.

2.4 – Expenditure for a primary pupil Public and private sector, in dollar-equivalents (2011)



Source: OECD, *Education at a Glance*, 2014.

3 Expenditure on secondary education

In 2013, the country dedicated €56.3 billion to secondary education, i.e. 39.0% of domestic expenditure on education.
Since 1980, the average expenditure per pupil has risen by 63.1% at constant prices to €9,440 in 2013.

In 2013, France dedicated €56.3 billion to secondary education (teaching and related activities), i.e. 39.0% of domestic expenditure on education as opposed to 42.4% in 1980 (*table 3.1*). Fluctuating around 42.5% until 1998, this proportion has regularly decreased since.

At constant prices, total expenditure for secondary education rose by 74.5% between 1980 and 2013, i.e. an average of + 1.7% per year. During this period, spending per pupil rose by 63.1%, which means less substantially than in primary education (figure 3.2). The increase, especially rapid in the 1990s (more than 30% from 1990 to 2000), was partly the result in the improvement in teachers' careers, including an increasing number of staff having passed the agrégation and certified staff (indicator 8 p.28), and partly the consequences of decentralisation laws. Following the transfer of investment for apprenticeship, school transport (as of 1984), operation of lower secondary schools and upper secondary schools (1986) and the equipment of these institutions (steadily as of 1986), the départements and régions have massively contributed to secondary education spending. Then, growth slowed down and reversed between 2011 and 2013 (-4.3%). The decrease in State spending for secondary education (1% between 2010 and 2013) together with local authority spending (by about 10%) and the slight increase in the number of students (0.8%) explain this decline.

2006 saw the beginning of a new wave of decentralisation with the transfer of management of territorial technical agents working in educational institutions (ATTEE)[1] to the régions and départements, as well as the corresponding share of day school costs for private secondary schools under contract. Local authorities fund these new competences through existing allocated taxes: in 2013 they covered 21.8% of initial funding as opposed to around 14.0% in 2000. In 2013, the State financed more than two-thirds of the DEE of secondary education, against almost three quarters in 2000.

International comparisons of average expenditure per pupil show that France continued to have relatively high expenditure in secondary education: 11,110 dollar-equivalents in 2011 against 9,280 for the OECD average (*figure 3.4*).

In 2013, a lower secondary school pupil cost €8,240, an upper secondary school pupil €10,960 in general or technological education and €12,210 in vocational education. Schooling started at the age of three and leading, in 15 years, to a general and technological *baccalauréat* without a repeat year is evaluated to cost €115,370 in 2013, as opposed to €80,300 in 1990 (at 2013 prices), i.e. a 44% increase (*figure 3.3*). Schooling leading to a vocational *baccalauréat* in 16 years, then in 15 years, as of 2008 (introduction of the reform of in vocational track), is evaluated to cost €119,100 in 2013, up 25% since 1990. ■

1. Former technicians, operators and service staff (TOS).

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, 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. Assessment methods, coverage and concepts evolve periodically.
Thus in 2012, the measurement of continuing vocational training and expenditure of municipalities and households was reviewed. The results are also modified by the transition to the 2010 base of national accounts including Mayotte in coverage in particular. The level of GDP is also affected by the change of base.
This review of the base and amendments in 1999 (DOM integration) and 2006 (transition to LOLF) causes breaks in the gross series.
To allow tracking over time, the main data series have been back projected until 1980. The amounts recalculated and presented here differ from previous editions of The State of Education. *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: MENESR-DEPP; OECD for international comparisons.
Coverage: Metropolitan France + DOM including Mayotte, public and private.

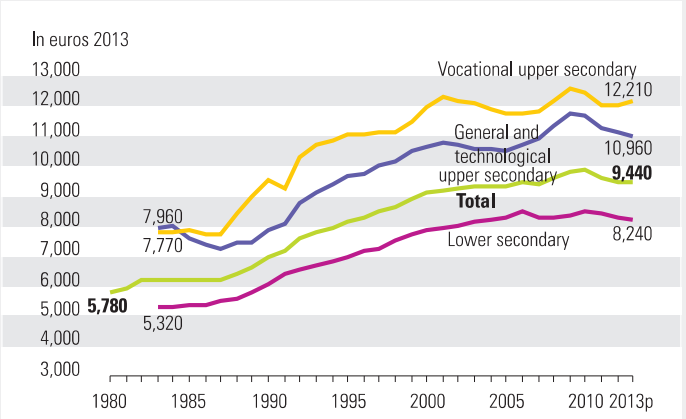
3.1 – Expenditure on secondary education (including secondary-level apprenticeship)

	1980	2000	2010	2012	2013p
DEE for the secondary education[1]					
at current prices (in billions of euros)	12.6	46.1	56.7	56.1	**56.3**
at 2013 prices (in billions of euros)	32.3	56.7	58.4	56.6	**56.3**
Proportion of DEE (as %)	42.4	42.3	40.3	39.4	**39.0**
Average expenditure per pupil[1] at 2013 prices (in euros)	5,780	9,100	9,860	9,490	**9,440**
Structure of initial funding[2]					
State			65.2%	66.0%	**66.6%**
of which MENESR			*61.9%*	*63.0%*	***63.5%***
Local authorities			23.5%	22.3%	**21.8%**
Other public administrations and CAF (family allowance)			2.3%	2.4%	**2.4%**
Business			2.0%	2.1%	**2.1%**
Households			7.0%	7.2%	**7.1%**

2013p: provisional data.
1. The reassessment of the DEE (see indicator 1 methodology p.14) is applied to the entire period 1980-2013.
2. The structure of initial funding could not be projected back before 2006 (see methodology opposite).
Coverage: Metropolitan France + DOM including Mayotte.

Source: MENESR-DEPP.

3.2 – Trends in average expenditure per secondary pupil at 2013 prices (1980-2013)



2013p: provisional data.
NB: the series have been projected back to reflect methodological developments. They thus differ from previous editions of *The State of Education*.
Coverage: Metropolitan France + DOM including Mayotte.

Source: MENESR-DEPP.

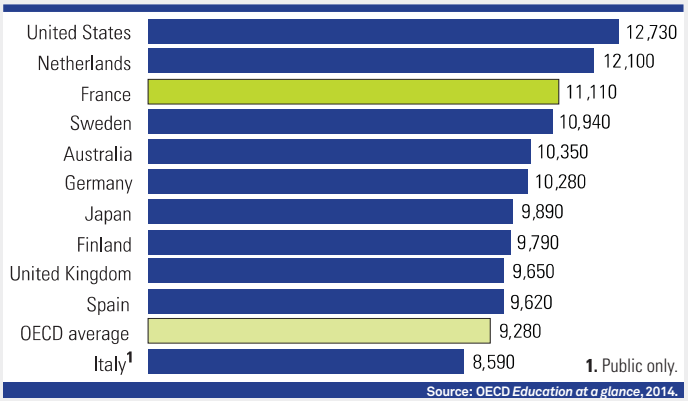
3.3 – Theoretical expenditure for a few typical cases of school education without repeat years (at 2013 prices, in euros)

Typical cases of school education	Total Duration	Total expenditure (at the price of 2013)	
		1990	2013p
General and technological *baccalauréat*	15 years	80,300	115,370
Vocational *baccalauréat*	15 or 16 years[1]	94,980	119,100

2013p: provisional data.
1. 16 years before the reform of vocational courses that started to be applied steadily as of 2008, then 15 years.
Coverage: Metropolitan France + DOM including Mayotte.

Source: MENESR-DEPP.

3.4 – Expenditure for a secondary pupil Public and private, in dollar-equivalents (2011)



Source: OECD *Education at a glance*, 2014.

4 Expenditure on higher education

**In 2013 the nation spent €28.7 billion on higher education.
This expenditure has been multiplied by 2.5
since 1980 (at constant prices).
In 2013, average expenditure per student amounted
to €11,540, i.e. 40.1% more than in 1980 (at constant euros).**

In 2013, the nation spent € 28.7 billion on higher education. Since 1980, this expenditure has increased sharply (an annual average of +2.8%). Its share in domestic expenditure on education (DEE) has risen from 15.0% in 1980 to 19.8% in 2013 (*table 4.1*).

The increase in DEE in higher education, in constant euros, is contrasted in time. Very rapid from 1980 to 1995, i.e. 4.2% on average per year, it was no more than 1.5% per year from 1996 to 2005. It rose from 2006 to 2010 with a 3.1% average per year, through a budget increase, but never returned to the level of growth achieved in the 1980s. Since 2010, it has increased more slowly, averaging 0.5% per year.

Over that whole period, the DEE on higher education was multiplied by 2.5, but owing to a doubling of student numbers, the average expenditure per student increased more slowly. Expenditure per student therefore reached €11,540 in 2013, 40.1% more than in 1980. At the same time, the average expenditure per secondary pupil rose by 63.1%. The period 2006-2010, which experienced both a rapid increase in the DEE and a slowdown in enrolment, saw expenditure per student rise by 2.1% per year. However, since 2010, the slowdown in the DEE, combined with a renewed rise in enrolment, resulted in a decline of 0.9% per year in expenditure per student.

International comparisons (which rely on national data that are not always standardised) show that average annual spending per student in France was, in 2011, slightly higher than the OECD average (15,380 dollar-equivalents as opposed to 13,960) (*figure 4.3*). The average cost of a student calculated by the OECD as a general total, for the duration of their higher education, ranks France close to average (*figure 4.4*).

Average costs per student vary tremendously depending on the training branches (*figure 4.2*). They varied, in 2013, from €10,850 per year for a university student to €13,340 for an STS (advanced technical section) student and €14,850 for CPGE student (classes preparing for admission to Grandes Ecoles). However, in recent years, average expenditure has tended to draw closer. The theoretical cost of schooling lasting 18 years, leading, without a repeat year, to a bachelor's degree is evaluated at €147,910 in 2013, whereas schooling lasting 17 years leading to a BTS would cost €145,785.

The State's share is decisive in funding the DEE for higher education (almost 70.4%), far more than the share of local authorities (10.5%) and that of households (8.7%). 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 (social housing benefit). Taking them into account (excluding social security payments) would increase the nation's average cost per student in 2013 from €11,540 to €12,760. ■

Domestic expenditure for secondary education includes total expenditure for public and private institutions in metropolitan France and DOM for teaching and related activities: academic works, administration, supplies, university libraries, academic research, etc. It does not include continuing education.

This expenditure is assessed each year by the Education Account. Assessment methods, coverage and concepts evolve periodically. Thus in 2012, the measurement of continuing vocational training and expenditure of municipalities and households was reviewed. The results are also modified by the transition to the 2010 base of national accounts including Mayotte in coverage in particular.
The level of GDP is also affected by the change of base. This review of the base and amendments in 1999 (DOM integration) and 2006 (transition to LOFL) cause breaks in the gross series.
To allow tracking over time, the main data series have been back projected until 1980. The amounts recalculated and presented here differ from previous editions of The State of Education.

The sums of the last year are provisional. For international comparisons R&D expenditure relating to certain organisations is included (e.g.: CNRS). International indicators are presented in dollar-equivalents (see indicator methodology 2 p. 16).

Sources: MENESR-DEPP; OECD for international comparisons.
Coverage: Metropolitan France + DOM including Mayotte, public and private.

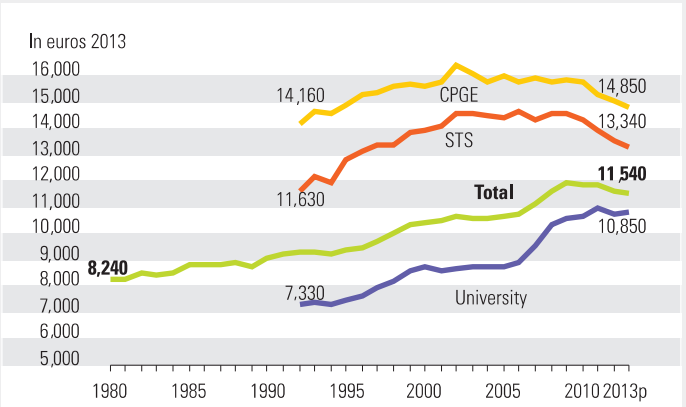
4.1 – Expenditure on higher education (including higher education-level apprenticeship)

	1980	2000	2010	2012	2013p
DEE for higher education[1]					
at current prices (in billions of euros)	4.4	18.6	27.4	28.1	**28.7**
at 2013 prices (in billions of euros)	11.4	22.9	28.3	28.4	**28.7**
Proportion of DEE (as %)	15.0	17.0	19.5	19.8	**19.8**
Average expenditure per student[1] at 2013 prices (in euros)	8,240	10,470	11,850	11,600	**11,540**
Structure of initial funding[2]					
State			71.4%	70.2%	**70.4%**
of which MENESR			*62.9%*	*62.6%*	***62.9%***
Local authorities			10.6%	10.7%	**10.5%**
Other public administrations[3]			1.7%	2.1%	**2.1%**
Business			7.8%	8.4%	**8.3%**
Households			8.5%	8.6%	**8.7%**

2013p: provisional data.
1. The reassessment of the DEE (see methodology opposite) is applied to the entire period 1980-2013.
2. The structure of initial funding could not be projected back before 2006 (see methodology opposite).
3. Including chambers of commerce, trade and industry and agriculture.
Coverage: Metropolitan France + DOM including Mayotte.

Source: MENESR-DEPP.

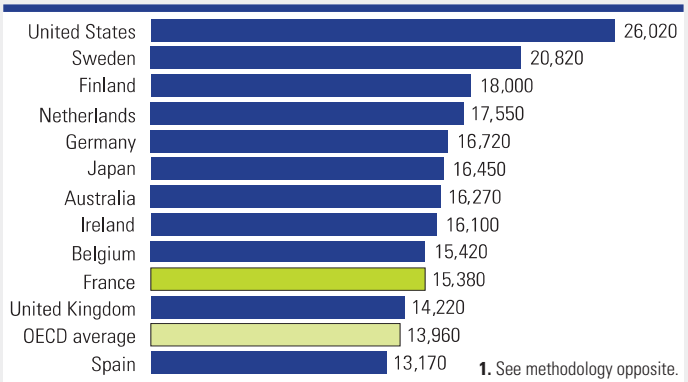
4.2 – Trends in average expenditure per student at 2013 prices (1980-2013)



2013p: provisional data.
NB: the series have been projected back to reflect methodological developments. They thus differ from previous editions of *The State of Education*.
Coverage: Metropolitan France + DOM including Mayotte.

Source: MENESR-DEPP.

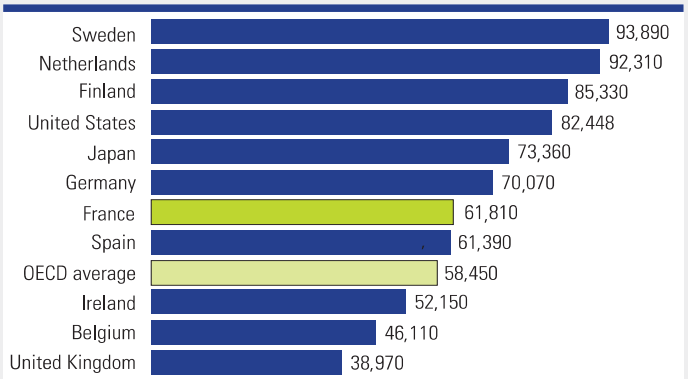
4.3 – Average expenditure per student including research and development activitie[1], in dollar-equivalents (2011)



1. See methodology opposite.

Source: OECD, *Education at a Glance*, 2014.

4.4 – Cumulative costs per student for average duration of study (including research), in dollar-equivalents (2011)



Source: OECD, *Education at a Glance*, 2014.

5 Continuing vocational training

In 2013, €14.7 billion was spent on continuing vocational training and €2.7 billion on non-formal training, i.e. 12.0% of all domestic education expenditure. Much more widespread than in 1971, continuing vocational training still depends on the qualifications of employees and the size of companies.

Expenditure on continuing vocational training amounted to €14.7 billion in 2013 (according to the Education Account which presents a different approach with the Compte de la formation professionnelle (Vocational Training Account – see methodology opposite). From 2006 to 2013, this expenditure increased by 4.8% at constant euros (*table 5.1*); expenditure for non-formal teaching was at the same level in 2013 as in 2006. Overall, the share of continuing vocational training and non-formal training in domestic education expenditure (DEE) remains stable at 12%.

In 2013, in initial funding, i.e. before transfers, this expenditure was mainly covered by business (49.3%), local authorities (17.9%) and the State (16.8%), which funds training for its own staff and for job-seekers. The Department of Labour was the main public source of funding. The Department of National Education, Higher Education and Research contributed 3.5% of total funding.

The law of 1971 on continuing vocational training had economic objectives (business performance) and individual targets (social promotion). In 40 years, employee access to vocational training has quadrupled (from 11% to 45%); and in 2012 the business funding rate was well above the legal obligation (business dedicated 2.72% of gross salary to it in 2012, as opposed to 1.35% in 1972) (*table 5.2*). Although more employees were trained, training courses tended to become shorter (29 hours as opposed to 62 in 1972).

Continuing vocational training 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, the most qualified personnel remained the prime beneficiaries of continuous training actions. In 2012, 56% of engineers or technicians and supervisors followed training funded by their employer compared to only 32.5% of blue-collar workers (*table 5.3*).

Participation in training strongly depended on company size, in France, and in most countries of the European Union: it was 16.1% in 2012 in companies with 10-19 employees against 57.9% in those with 2,000 employees and more. This difference, which was stable over time, was reflected in companies' financial effort: 4.1% of payroll in companies with 10 to 19 employees as opposed to 19.3% in those with 2,000 employees and more (*graph 5.4*).

Provisions set out in 1972 were completed in 2004 by the DIF (Personal right to training) of 20 hours per employee per year. For the time being, this scheme does not seem able to significantly correct the access rate of the least trained categories. ■

Expenditure for continuing vocational training activity covers expenditure by all economic players (State, local administrations and others, business and households) for the organisation of continuing vocational training actions, including in-house training organised by companies or administrations. The method of calculating training expenditure in Education Account changes from previous editions of The State of Education. Data have been recalculated for the period 2006-2013 in order to be comparable with certain concepts of the vocational training account established by the Department of Labour (DARES), in particular for the implementation of continuous education not covered by MENESR. Coverage, however, remains more restricted for the Education Account which does not cover apprenticeship, trainees' pay or social security contribution exemptions related to work/study contracts as continuing vocational training expenses. The vocational training account of the DARES therefore amounted to €32.0 billion in 2011 .

The law of 1971 on vocational training, for employers with more than ten employees, created the obligation to participate each year in the funding of training for their personnel. Each company is required to file a 24-83 statement with the tax office which tracks how they have discharged this obligation. Since 1972, this information has been entered and processed by Céreq.

Sources: MENESR-DEPP, Department of Labour (DARES) Céreq.
Coverage: Metropolitan France + DOM including Mayotte, public and private.

5.1 – Expenditure on continuing vocational training and non-formal training

	2006	2010	2011	2012	2013p
DEE for continuing vocational training[1]					
at current prices (in billions of euros)	12.9	14.4	14.8	14.4	**14.7**
at 2013 prices (in billions of euros)	14.1	14.8	15.1	14.5	14.7
DEE for non-formal training[2]					
at current prices (in billions of euros)	2.4	2.8	2.7	2.6	**2.7**
at 2013 prices (in billions of euros)	2.7	2.9	2.7	2.6	**2.7**
Share in the DEE (as %)	12.0	12.2	12.4	11.9	**12.0**
Structure of initial funding (as %)					
State	24.2%	17.8%	17.8%	15.9%	**16.8%**
of which MENESR	*3.7%*	*2.3%*	*2.5%*	*2.6%*	***3.5%***
Local authorities	16.5%	18.7%	18.7%	17.8%	**17.9%**
Other public administrations	3.0%	4.9%	4.5%	5.1%	**5.0%**
Business	45.6%	47.9%	48.5%	50.1%	**49.3%**
Households	10.7%	10.7%	10.5%	11.1%	**11.0%**

2013p: provisional data.
1. The series of continuing vocational training expenditure under the education account have been renovated since 2006.
2. "Non-formal" training in particular includes the activities of municipal conservatories and other institutions providing non-formal training (that is to say, which does not issue nationally-recognised diplomas or certifications).
Coverage: Metropolitan France + DOM including Mayotte.

Source: MENESR-DEPP.

5.2 – Trends in access to continuing vocational training (as %)

	1972	1980	1990	2005	2011	2012
Men	12.4	20.1	35.0	42.6	45.1	45.9
Women	6.9	13.9	29.4	35.4	39.4	39.9
Total	**10.7**	**17.5**	**31.8**	**39.4**	**42.7**	**43.2**

Interpretation: in 2012, 39.9 % of women and 45.9 % of men took part in training funded by their employer.
NB: 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.
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 affects both the amount of business expenditure that has increased and access rates of employees that have decreased. This new calculation applies to the years 2005 to 2011. Prior to 2005, the figures had not been recalculated using the new method and the changes between 2004 and 2005 are therefore to be taken with caution.
Coverage: Metropolitan France + DOM including Mayotte.

Source: 2483 declarations, Céreq.

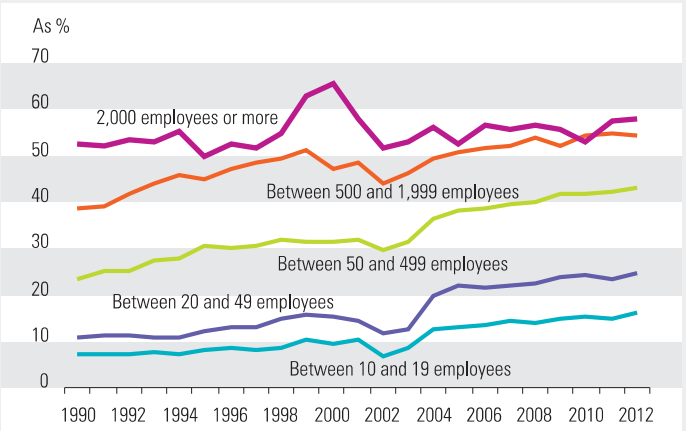
5.3 – Access to training according to socio-professional category (as %)

	1985	1995	2000	2010	2011	2012
Unqualified blue-collar workers	10	17	17	32.0	32.3	32.5
Qualified blue-collar workers	18	26	29			
Office workers	21	30	32	34.3	34.8	36.6
Technicians and supervisors	38	51	54	54.0	55.5	56.2
Managers, engineers	36	50	52	54.9	56.5	55.6
Total	**23**	**34**	**37**	**41.7**	**42.7**	**43.2**

NB: 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.
Coverage: Metropolitan France + DOM including Mayotte.

Source: 2483 declarations, Céreq.

5.4 – Access rate of employees to continuing vocational training according to the company size



1. As from 1999, restructuring was applied for companies with more than 2,000 employees, leading to an increase in the access rate.
Coverage: Metropolitan France + DOM including Mayotte; excluding personal training leave, professionalisation and work/study contracts.

Source: 2483 declarations, Céreq.

6 Welfare aid to lower and upper secondary school pupils

A quarter of lower and upper secondary school pupils receive direct State aid in the form of grants: the proportion reaches 33.2% invocational upper secondary schools. In 2013, €608 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, Higher Education and Research's budget for 2013 for means-tested allocation of grants and allowances for secondary pupils was around €576.2 million in 2013. Grants were allocated to 1,302,315 young people (metropolitan France and overseas départements DOM, public and private) i.e. 23.8% of all pupils (*table 6.1*). This proportion, which has varied little since 2000, was twice as high in the public sector as in private schools: 27.1% compared to 11.6%. In 2013, these grants were awarded to 812,600 lower secondary school and 490,000 upper secondary school pupils; the proportion of grant scholars remained much higher in vocational upper secondary schools (33.2%) than in general or technological upper secondary schools (17.2%) (*figure 6.2*).

The merit grant system, worth €800, involved 82,500 beneficiaries in 2013-2014. This figure fell slightly compared with the previous academic year. These scholarships are automatically awarded to upper secondary school 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 upper secondary school grants, allowances are awarded to scholars depending on the courses and levels chosen: allowances awarded on entry to first, second and final years of upper secondary school and an equipment and/or qualification allowance for certain vocational or technological courses. Grant scholars at boarding school are also eligible for a boarding grant (*table 6.3*). Social subsidy budgets (€32.4 million) are paid to schools to provide exceptional help to underprivileged families. After consulting with the educational team, the school head decides on the aid to be granted.

Moreover, the family allowance offices (CAF) pay 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 €1.852 billion (*table 6.4*). ■

National grants: *they are paid from Department of Education, of Higher Education and Research 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. Lower secondary school grants comprise three different annual rates: €81.69, €226.35 and €353.49. Upper secondary school grants are for pupils studying in upper secondary school and EREA, including lower secondary school (final year vocational preparation, DIMA in CFA and MFR). The amount of the grant varies according to the number of dependents declared by the family. This number depends on the family's income and expenditure and can vary between 3 and 10 "units" A grant share was worth €45 in 2013-2014.*
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 lower secondary school or upper secondary school pupils and avoid certain pupils being deprived of meals due to the fact that their parents cannot afford the expense.*
Social subsidies for lower and upper secondary school 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.

Sources: MENESR-DGESCO CNAF.
Coverage: Metropolitan France + DOM, including Mayotte after 2011.

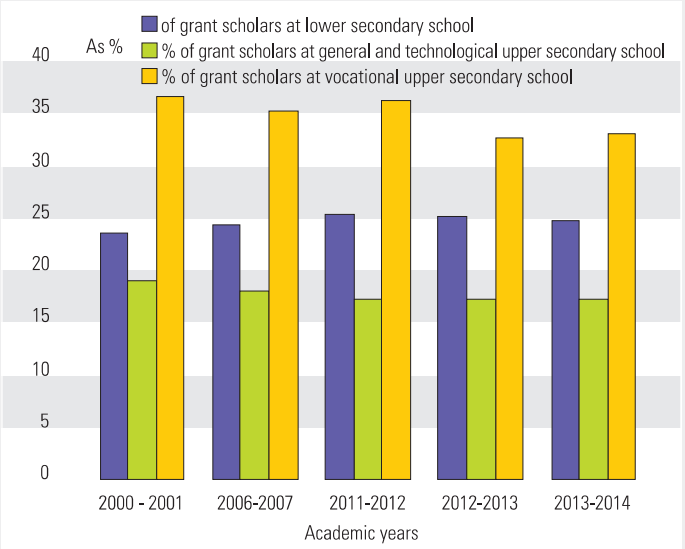
6.1 – Trends in the number of secondary school pupils receiving financial aid

	2000-2001	2006-2007	2011-2012	2012-2013	2013-2014
Number of grant scholars at low. sec. sch.	**789,726**	**780,275**	**821,613**	**821,251**	**812,581**
% of grant scholars at lower sec. school	***23.6%***	***24.4%***	***25.4%***	***25.1%***	***24.7%***
Number of grant scholars at LEGT	300,891	286,876	247,810	250,261	253,726
% of grant scholars at LEGT	*19.1%*	*18.0%*	*17.2%*	*17.2%*	*17.2%*
Number of grant scholars at LP	288,482	252,501	240,020	228,011	236,008
% of grant scholars at LP	*36.6%*	*35.3%*	*36.2%*	*32.7%*	*33.2%*
Total upper secondary school	**589,373**	**539,377**	**487,830**	**478,272**	**489,734**
including grants awarded to upper secondary school pupils on merit	9,259	69,996	87,693	86,414	82,560
% of grant scholars at upper secondary school	***26.7%***	***24.4%***	***22.4%***	***22.2%***	***22.4%***
Total grant scholars (lower and upper secondary school)	**1,379,099**	**1,319,652**	**1,309,443**	**1,299,523**	**1,302,315**
% grant scholars (lower and upper secondary school)	***24.8 %***	***24.4 %***	***24.2 %***	***24.0 %***	***23.8 %***
Number receiving education allowances[1]	581,907	611,244	538,802	527,241	543,623

1. Allowance for equipment, qualification, entry into 1st, 2nd and final year of upper secondary school, boarding school (certain allowances may be held concurrently) at lycée.
Coverage: Metropolitan France + DOM, including Mayotte, as from 2011, public and private sector.

Sources: MENESR-DGESCO.

6.2 – Proportion of grant scholars in secondary education



Coverage: Metropolitan France + DOM, including Mayotte, as from 2011, public and private sector.

Sources: MENESR-DGESCO.

6.3 – Aid to pupils (public + private sector)

Type of aid	Amount in 2001	Amount in 2012	Amount in 2013	Difference 2001-2013	
	In billions of euros			In constant euros	In constant euros
MENESR direct aid					
Lower secondary school grants	115,070	161,776	161,617	40.45%	16.12%
Lycée grants[1]	206,853	191,366	198,488	- 4.04%	- 20.66%
Merit Scholarships-lycées[2]	7,055	69,131	66,048	NS	
Allowances (lycée except boarding)	165,420	132,203	136,042	- 17.76 %	- 32.00%
Boarding allowance - low. sec. sch.[3]		1,784	1,638		
Boarding allowance - up. sec. sch.[3]		11,525	11,929		
Special needs grant	1,038	483	531	- 48.85%	- 57.71%
Social subsidies[4]	67,900	30,203	32,400	- 52.28%	- 60.55%
Total MENESR direct aid	**563,336**	**598,471**	**608,693**	**8.05%**	**- 10.66%**
New academic year allowance (ARS)[5]	**1,233,762**	**1,870,370**	**1,852,488**	**50.15%**	**24.14%**

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.
5. For 2013: amount of ARS paid by CAF only.
Coverage: Metropolitan France + DOM, including Mayotte, as from 2012, public and private sector.

Sources: MENESR-DGESCO; CNAF.

6.4 – Average allowance per grant scholar[1] and ARS beneficiary (in constant euros)

	2000-2001	2011-2012	2012-2013	2013-2014	Difference 2000-2013
Average allowance at lower secondary school	**€152**	**€199**	**€199**	**€201**	**32.1%**
Number of grant scholars at lower secondary school[2]	789.7	821.6	821.3	812.5	2.9%
Number of pupils at lower secondary school[2]	3,346.3	3,239.9	3,270.7	3,290.6	- 1.7%
Average allowance at higher secondary school	**€664**	**€840**	**€845**	**€842**	**26.9%**
Number of grant scholars at higher secondary school[2]	589.4	487.8	478.3	489.7	- 16.9%
Number of pupils at upper secondary school[2]	2,204.2	2,175.5	2,151.3	2,182.1	- 1.0%

New academic year allowance (ARS) according to age	2000-2001	2011-2012	2012-2013	2013-2014
6-10 yrs		€285	€358	€360
11-14 yrs	**€253**	€301	€378	€380
15-18 yrs		€311	€391	€394

1. MENESR grants + allowances, excluding social subsidies and grants for special needs education.
2. In thousands.
Coverage: Metropolitan France + DOM, including Mayotte, as from 2011, public and private sector.

Sources: MENESR-DGESCO; CNAF.

7 Department of National Education staff numbers

For academic year 2013-2014, the Department of National Education, Higher Education and Research employed 1,047,500 individuals, including 911,400 belonging to the public sector and 136,100 to the private sector under contract. 80.9 % of these individuals were teachers.

During academic year 2013-2014, 1,047,500 people were paid by State funds via the Department of National Education, Higher Education and Research: 847,300 were teachers working for the public-sector and private-sector under contract; i.e. 80.9 % of the total payroll (*table 7.1*). The teaching payroll included student-teachers with full responsibility for a class since September 2010, a regulation applied up to the 2013 academic year. They also include eligible applicants assigned as "admissible contract workers" teaching pupils and working for an average part-time contract for the 2013-2014 academic year. Counted as full-time equivalent teachers, 7600 teachers thus bolstered the numbers of teachers in the 2013 school year.

In primary education, the trend since the mid-1990s has been a slight increase in the number of teachers (+ 4.7% until September 2010); interrupted in the 2011 and 2012 academic years. The numbers rose again in September 2013 (*figure 7.3*). In secondary education, the growth of the workforce in 2013 followed a continuous reduction since 2002-2003 (nearly 56,000 fewer teachers until 2012-2013) contrasting with the previous growth phase.

Following their posting to a school or institution, 370,000 teachers work in public-sector schools or private-sector schools under contract and 477,100 in public or private-sector secondary schools (*table 7.2*). 200,200 agents perform administrative, technical, management, inspection, educational, guidance and assistance jobs in public institutions, for the rectorat, in departmental services of national education or central administration. Among those agents, 89,800 teaching and educational assistants, and special needs assistants (AVS) 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.

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, Higher Education and Research under the "school education" interministerial mission programmes (MIES) under the Organic Law - LOLF (Organic Law of 1st August 2001 bearing on the finance law applicable as of 1st January 2006). This staff is counted as a physical headcount, except for admissible contract workers, recruited as required throughout 2013-2014, on the principle of a part-time contract, corresponding on average to a part-time job. For other teachers, the average proportion is very close to that of a full-time contract. 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 nor personnel paid by the Department of Higher Education and Research.

Source: MENESR-DEPP, 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 2014.
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

7.1 – Trends in the number of French Department of National education staff (excluding higher education)

		1999-2000	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Teachers[1]	Public	734,977	712,453	720,655	712,625	705,351	711,165
	Private	139,650	140,454	138,639	137,022	136,316	136,094
	Total	874,627	852,907	859,294	849,647	841,667	847,259
Administrative, technical, management, supervision[2]		311,232	210,393	208,494	193,898	200,975	200,249
including youth work assistants, educational assistants and teaching assistants, assistants[3]		61,470	83,969	82,980	83,542	90,754	89,827
Total		**1,185,859**	**1,063,300**	**1,067,788**	**1,043,545**	**1,042,642**	**1,047,508**
Proportion of teachers[4]		73.8%	80.2%	80.5%	81.4%	80.7%	80.9%

1. Teachers in primary and secondary public and private sector schools, including trainees directly posted in a school or institution since the 2010 academic year .
2. Personnel paid under "Higher education and university research" and "Student life" budget, accounted for in the *State of Higher Education and Research* are no longer counted since 2007 or from 2010, individuals working in central administration and paid for their contribution to higher education.
3. The last youth worker assistants were listed for academic year 2006-2007.
4. The proportion of teachers has been recalculated on the total, including educational assistants.
Coverage: Metropolitan France + DOM, including Mayotte after 2011.

Source: MENESR-DEPP.

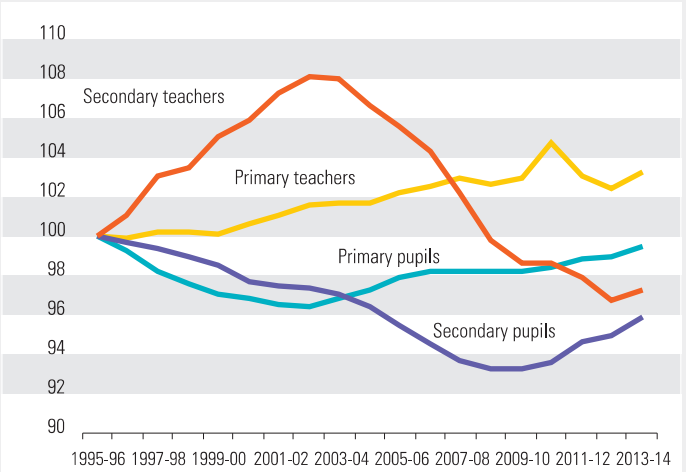
7.2 – Breakdown of Department of National Education staff in January 2014

Type of staff	Numbers
Public primary school teaching staff	**326,782**
Private primary school teaching staff	43,379
Private primary school teaching staff	**384,383**
Private secondary school teaching staff	92,715
Total teachers staff	**847,259**
Administrative, technical, management and supervision staff [1]	110,422
Youth work assistants and educational assistants	89,827
Total	**1,047, 508**

1. Not including staff paid under the "Higher education and university research" budget, in central administration positions and paid under Higher Education.
Coverage: Metropolitan France + DOM.

Source: MENESR-DEPP.

7.3 – Compared trends in pupil and teacher numbers



Coverage: Metropolitan France + DOM, including Mayotte after 2011.

Source: MENESR-DEPP.

8 Teaching staff

Among the 839,700 teachers paid by the Department of National Education, Higher Education and Research during the academic year 2013-2014, 43.6% taught in public and private sector primary schools and 56.4% in secondary schools. 197,500 workers are in charge of managing school education, excluding staff in central administration.

The personnel listed are those still working in a permanent job and paid by the Department of National Education, Higher Education and Research - excluding admissible contract workers for teachers, excluding central administration for nn-teaching staff – under the "school education" MIES) interministerial programme as part of the LOLF (Organic Law of 1st August 2001 bearing on the finance laws in application as of 1st January 2006). The LOLF is divided into missions, programmes and actions. A programme groups together the budget allocations intended to implement an action or a coherent set of actions falling under the same Department.

In academic year 2013-2014, public primary education included 322,900 teachers, including student-teachers (not including admissible contract workers) *(table 8.1)*. Practically all of them had primary school teachers status (97.7%). Among the 43,400 private sector primary school teachers, 87.9% were remunerated on a scale equivalent to that of *professeurs des écoles* and 9.4% were replacement teachers.

Public-sector secondary schools (including post-*baccalauréat* classes) employed 380,600 teachers, including trainees (not including admissible contract workers) *(table 8.2)*. 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 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 physical education teachers; 3.6% held the agrégation and 11.1% taught in vocational upper secondary schools. 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 20.6% worked for private schools under contract.

Nearly a third of non-teaching staff dedicated to teaching, excluding central administration, were administrative, social and healthcare (ASS) staff, most of whom fall under primary and secondary education and category C (11.8% of agents) *(figure 8.3)*. Nearly two-thirds of non-teaching staff were executive, inspection, educational and orientation staff and exclusively in category A. Most permanent staff are school heads. Other incumbents include principal education advisers, while the group of non-incumbents are mainly made up of 89,800 educational assistants. 4.4% were technical personnel (ITRF).

Teachers were younger in primary education (aged 41.6 on average in the public sector and 42.8 years in the private sector) than in secondary education (43.6 years and 44.9 years) *(figure 8.4)*. The proportion of women was much higher in primary education and the proportion of women was even more pronounced among the younger generations. Women represented 88.9% of those under 30 years in public primary education and 94.6% in the private sector. Their number decreased among teachers aged 50 years and older: 73.4 % (public) and 91.3% (private). The situation is similar in secondary education where there are proportionately more women under 30 (65.6% and 71.4%) than those aged 50 and over (53.6% and 64, 9%). ■

Source: MENESR-DEPP, data extraction supplied by the POLCA Infocentre (Pilotage opérationnel de la LOLF en administration central et en académie - operational monitoring of LOLF) producing data from staff payslips.
Coverage: Metropolitan France + DOM, public and private sectors under contract.

8.1 – Primary school teachers

	Public sector			Private sector under contract		
	Teachers	Proportion of women	Proportion of primary school teachers	Teachers	Proportion of women	Proportion of primary school teachers
1999-00	314,729	77.8	46.0	44,162	91.3	40.5
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
2013-14	**322,938**	**82.2**	**97.7**	**43,379**	**91.3**	**87.9**

Coverage: Metropolitan France + DOM.

Source: MENESR-DEPP.

8.2 – Secondary school teachers

	Public sector			Private sector under contract		
	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
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
2013-14	**380,630**	**58.2**	**62.1**	**92,715**	**66.2**	**60.7**

Coverage: Metropolitan France + DOM.

Source: MENESR-DEPP.

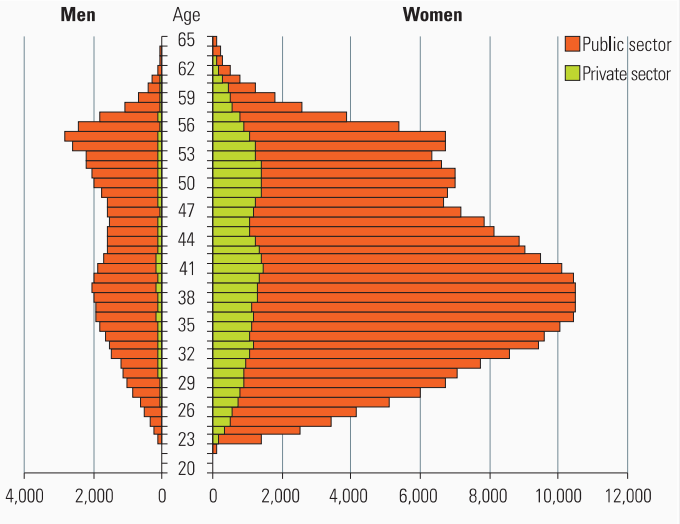
8.3 – Administrative, technical and management staff[1]

		Numbers	%
Administrative, healthcare and social welfare staff (ASS)	Category A	16,770	8.5
	Category B	16,316	8.3
	Category C	23,416	11.8
	Total ASS[2]	**62,549**	**31.6**
Management, inspection, education, guidance (DIEO)	Category A	34,572	17.5
	DIEO total[2]	**126,371**	**63.9**
Engineers and technical staff for research and training (ITRF)	Category A	1,489	0.8
	Category B	1,595	0.8
	Category C	5,667	2.9
	ITRF total	**8,751**	**4.4**
Libraries	**Libraries total**	**23**	**0.0**
Total		**197,694**	**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.
Coverage: Metropolitan France + DOM.

Source: MENESR-DEPP.

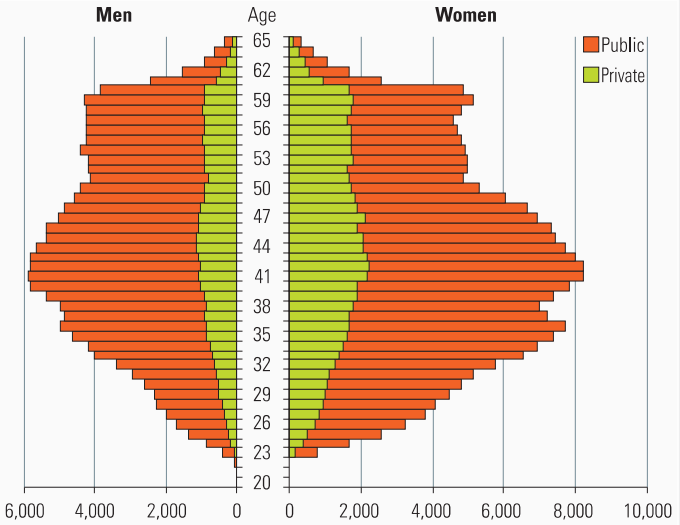
8.4 – Breakdown according to age and gender of primary school teachers in January 2014



Coverage: Metropolitan France + DOM.

Source: MENESR-DEPP.

8.5 – Breakdown according to age and gender of secondary school teachers in January 2014



Coverage: Metropolitan France + DOM.

Source: MENESR-DEPP.

9 Time spent at school

After having risen steadily until the mid-1990s, school life expectancy then stabilised and has even slightly fallen.
In 2012-2013, school life expectancy of young people aged 2 to 29 years reached 18.2 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.

Enrolment rates per age group observed in 2012-2013 indicate that a two year old beginning pre-primary school could expect to complete a total 18.2 years in initial education including 2.7 years in higher education (*table 9.1*).

After rising strongly until the mid-1990s, bringing it up by almost two years between 1985 and 1995, school life expectancy then steadily fell. It reached 18.2 years at the start of the 2012 academic year.

The decrease in the duration of education is due in part to fewer repeat years (*figure 9.2*). The new generations complete their secondary education more rapidly at a younger age than their elders. Structurally, the length of a pupil's education depends on the guidance choices in secondary education. The choice of the general pathway, and to a lesser extent, the technological pathway, favours a longer path than in the vocational pathway. Higher education is thus 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 life expectancy in education for all young people aged 29 or under was stagnating at around 2.4 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 (*figure 9.3*). The same level as the previous school year, the school life expectancy in higher education was 2.7 years in 2012-2013.

Enrolment continued to rise in most OECD countries. Also the relative position of France has greatly fallen back. In 2011-2012, French children, at five years of age, have a full-time school life expectancy below the OECD average. Young French people have no or very little access to part-time schooling and education, with timetables adapted to student employment, unlike the youth of northern Europe and the United States (*figure 9.4*). Also, in early 2012, French youth aged 20-29 years had one of the lowest enrolment rates in OECD countries (ranked 26th out of 32), while they were in 9th (out of 25) in early 1995. Enrolment of teenagers aged 15-19, among the highest in the OECD in 1995 (3rd out of 27), ranked France 22nd (out of 32 countries) in early 2012. ■

Sources: MENESR-DEPP-DGESIP-DGRI-SIES (school population); Insee for population numbers; OECD international comparisons.
Coverage: Metropolitan France and Metropolitan France + DOM (excluding Mayotte), all levels of education.

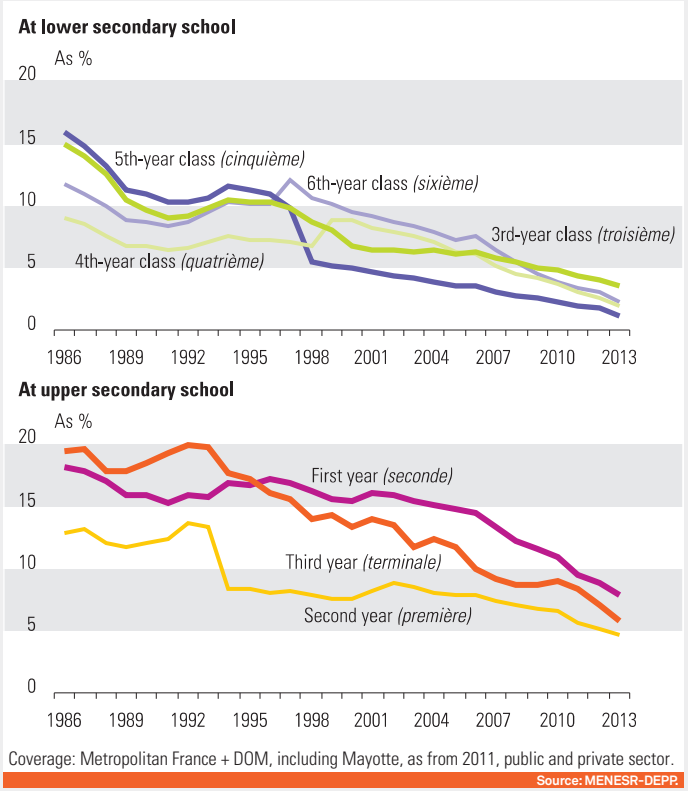
9.1 – Trends in school life expectancy from 2 to 29 years (in years)

	Metropolitan France			Metropolitan France + DOM			
	1985-1986	1990-1991	1995-1996	2000-2001	2005-2006	2011-2012	2012-2013
Total[1]	**16.9**	**17.9**	**18.8**	**18.6**	**18.4**	**18.3**	**18.2**
– Girls	*17.1*	*18.1*	*19.0*	*18.8*	*18.6*	*18.5*	*18.5*
– Boys	*16.8*	*17.8*	*18.6*	*18.5*	*18.2*	*18.0*	*18.0*
Pre-primary	3.3	3.4	3.4	3.4	3.3	3.1	3.1
Primary	5.5	5.4	5.2	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	1.3	1.7	2.4	2.4	2.5	2.6	2.7

1. Including the education provided to students in difficulty in institutions not under the Department of National Education, Higher Education and Research, teaching that cannot be classified in either pre-primary education, primary education or secondary education.

Sources: MENESR-DEPP-DGESIP-DGRI-SIES (population in education); Insee for population numbers.

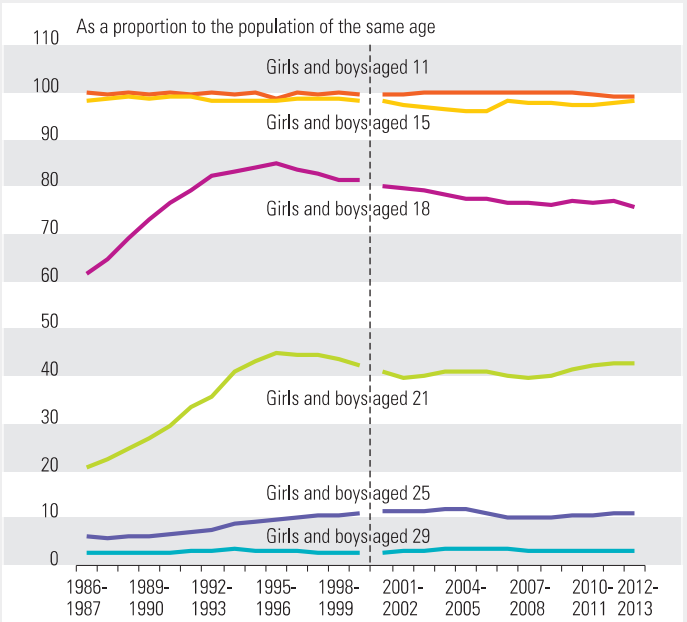
9.2 – Trends in repeat years from 1986 to 2013



Coverage: Metropolitan France + DOM, including Mayotte, as from 2011, public and private sector.

Source: MENESR-DEPP.

9.3 – Enrolment rate according to age (1986-2013)

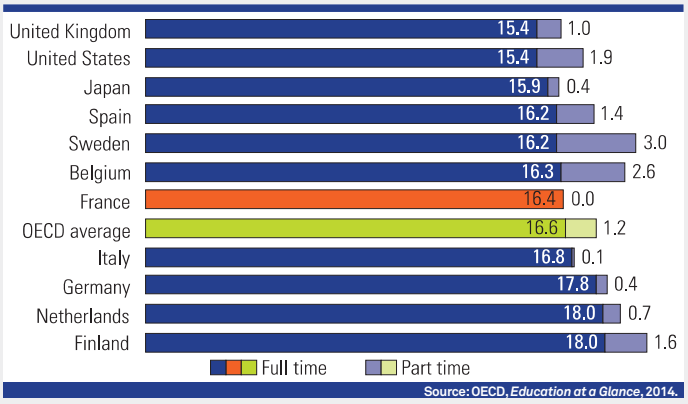


NB: in some age groups, the number of pupils was higher than the total population of the same age estimated on the basis of the Insee's demographic reports. In this case, the enrolment rate is necessarily 100%.

Coverage: school population = all schools and apprentice training centres (Metropolitan France until 1998-1999; Metropolitan France + DOM since 1999-2000).

Sources: MENESR-DEPP-DGESIP-DGRI-SIES (population in education); Insee for population numbers.

9.4 – School life expectancy for a 5-year old child (2011-2012, in years)



Source: OECD, *Education at a Glance*, 2014.

10 Priority education

Ambition, innovation and success schools (Éclair) received more than a twentieth of primary, lower and upper secondary school pupils. More than seven out of ten Éclair lower secondary school pupils were from disadvantaged social categories and one in five had been held back at least one year before entering 6th-year class. Their proficiency in basic skills was lower and they attained poorer results (12 points less) in the national brevet diploma (DNB) than pupils outside priority education lower secondary school.

At the beginning of the 2013 academic year, 300 public sector lower secondary schools and 2,123 public primary schools were part of the Éclair network (primary, lower and upper secondary schools for *ambition*, *l'innovation et la réussite*) in Metropolitan France and DOM. They welcomed 370,100 primary and 143,400 lower secondary school pupils - more than one pupil in twenty. Other priority education (PE) lower secondary schools were part of the *Réussite scolaire* networks (RRS).

The vast majority of pupils attending Éclair lower secondary schools came from underprivileged social backgrounds: the parents of 72.8% of them were working class or not in active employment, compared with 56.6% in RRS and 34.3% in schools outside PE areas (Metropolitan France and DOM). They were more likely to fall behind: 19.1% of pupils attending Éclair schools were behind when they started lower secondary school, 16.5% in RRS and 10.4% outside PE *(table 10.1)*.

At the end of primary education, and at the end of lower secondary school, Éclair pupils were less proficient than other pupils in skills 1 (proficiency in the French language) and 3 (fundamentals of mathematics, scientific and technological literacy) of the common base. For example, while 62.5% of second year intermediate class (CM2) pupils in Éclair schools mastered skill 1 of the base, the proportion was 69.8% in RRS schools and 81.8% outside PE *(figure 10.2)*.

The national brevet diploma (DNB) comprises a written exam of three papers (French, Mathematics and History-Geography and Civic Education). In the 2013 session, 32.9% of Éclair lower secondary school pupils and 44.8% of RRS pupils obtained over 10 out of 20 in the written papers, compared with 61.6% of pupils outside PE. 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 DNB compared with 84.5% elsewhere *(figure 10.3)*. These indicators should be interpreted as an initial inventory of pupils' performance in Éclair as well as an evaluation of this system. As it was only introduced at the beginning of the 2011 academic year, specific educational actions could not be applied fully. ■

Since the start of the 2012 academic year, the primary, lower and upper secondary school for ambition, innovation and success (Éclair) programme has become the "focus of national education policy in favour of equal opportunities" (Éclair programme mission statement). However, the scope of priority education will evolve based on "a single social index to measure the difficulties faced by pupils and their parents, and their impact on learning" (press release). At the start of the 2014 academic year, this review will be tested on 102 priority education networks ("REP + pioneers") before being extended in 2015 to about 1,000 networks (REP and REP+). A network will bring together lower secondary schools and schools in its sector. The importance of the network will therefore be highlighted.

The percentage of children with working class and inactive parents (table 10.1) 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 lower secondary school who are at least one year behind is the proportion of pupils entering the first year of lower secondary school at the start of the 2013 academic year, who were in second year intermediate class (last year of primary school) at the start of academic year 2012 in an Éclair school and who repeated at least one year in primary school. The percentages of proficiency in basic skills (figure 10.2) are presented with their confidence interval at 95% indicating the uncertainty margin linked to the sampling (figure 10.3) shows the breakdown of average marks out of 20 in the written examinations in the 2012 session of the national brevet diploma (DNB).

Sources: MENESR-DEPP, Education files and surveys on common base skills.
Coverage: Metropolitan France + DOM, public sector.

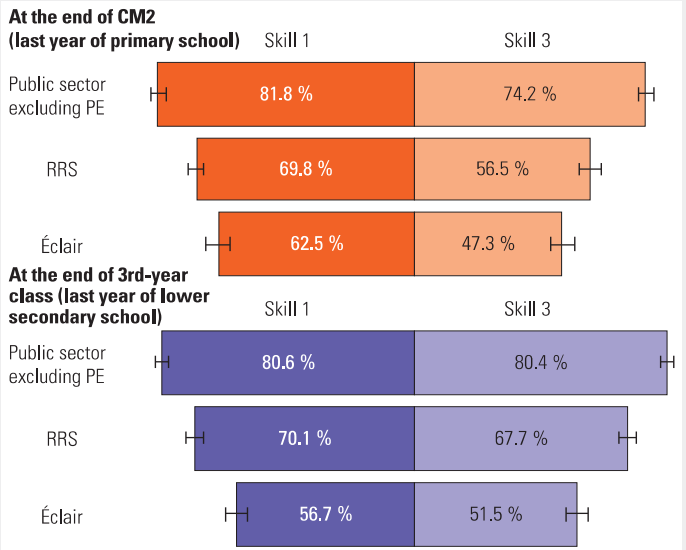
10.1 – Proportion of children of working class parents and parents not in active employment, children whose parents are management level and teachers and children entering the first year of lower secondary school behind in 2013 (in %)

	Children of blue-collar workers	Children whose parents are management level and teachers	Children entering the first year of lower secondary school behind
Éclair	72.8	9.3	19.1
RRS	56.6	18.8	16.5
Excluding priority education	34.3	38.7	10.4
Total	**43.1**	**30.8**	**11.5**

Interpretation: in the first two columns, the Éclair line shows pupils entering the first year of an Éclair lower secondary school; in the last column, the line shows pupils entering the first year of lower secondary school.
Coverage: Metropolitan France + DOM, public sector.

Source: MENESR-DEPP.

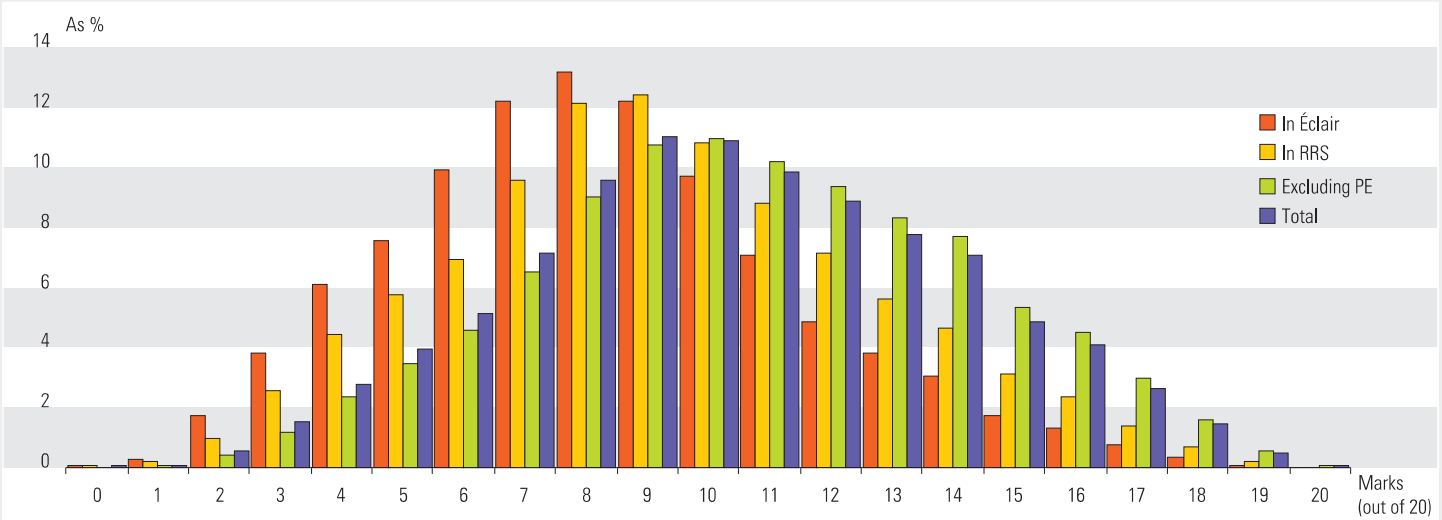
10.2 – Proportion of pupils proficient in skills 1 and 3 of the common base in 2013



Coverage: Metropolitan France + DOM, public sector.

Source: MENESR-DEPP.

10.3 – Breakdown of pupils according to written exam scores in the 2013 national brevet diploma (DNB)



Interpretation: in Éclair lower secondary schools, 9.7% of pupils obtained a score of 10 and 11 in the written papers for the June 2013 session of the national Brevet diploma (DNB) compared to 10.8% of pupils at *réussite scolaire* (RRS) schools, 11.0% of pupils outside priority education areas and 10.9% for all pupils.
Coverage: Metropolitan France + DOM, public sector.

Source: MENESR-DEPP.

11 Enrolment rates and reception conditions in primary education

With the demographic decline since 1975 which steadily gained ground in the 1990s, there has been a distinct improvement in enrolment conditions in pre-primary and primary 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 schooling 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 general enrolment conditions for primary pupils.

At pre-primary 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 one third since the 1980s, the enrolment rate of 2-year olds has declined in recent years, as a result of a distinct demographic recovery since 2000: it stood at 11.8% at the start of the 2013 academic year (*graph 11.1*).

In primary and pre-primary schools, both public and private, pupils have had the benefit of a significant reduction in average class size. At pre-primary level, from nearly 40 pupils until the early 1970s, it has steadily been brought down to around 25 pupils. In primary education, the trend is less pronounced: reaching close to 30 pupils in the 1960s, average class size is now close to 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 2013 academic year, owing to the strong reduction in the number of multi-level rural schools and to the grouping together or merger of pre-primary and primary 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 11.2*).

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 "number of teaching positions per 100 pupils" (T/P). This trend stopped after the 2003 academic year: after a maximum of 5.37, the ratio returned in 2012 to the same levels experienced in the late 1990s (5.20), before showing a slight increase in 2013 (5.21: *graph 11.3*). In primary 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 exceeded 20 in the United Kingdom in 2012 and 18 in France, where it is still above the OECD average, against about 12 in Sweden, Italy and Belgium. ■

*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.

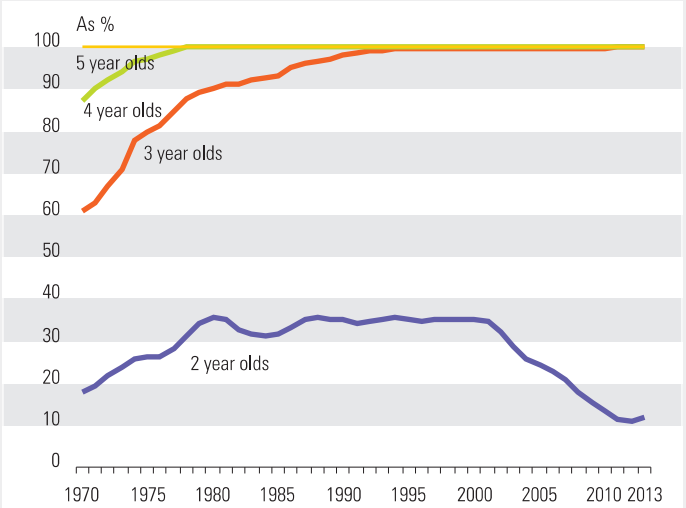
The estimated enrolment rate therefore for 2-year olds was therefore 11.8% in 2013. As only children having turned 2 by September are admitted, 18% of children born between 1st January 2011 and 31st August 2011 were therefore actually enrolled at the start of the 2013 academic year.

The 19 survey no longer exists 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 school pupils (BE1D).

Sources: MENESR-DEPP-DGESCO.
Coverage: Metropolitan France and Metropolitan France + DOM, public and private sector, public sector alone.

Enrolment rates and reception conditions in primary education

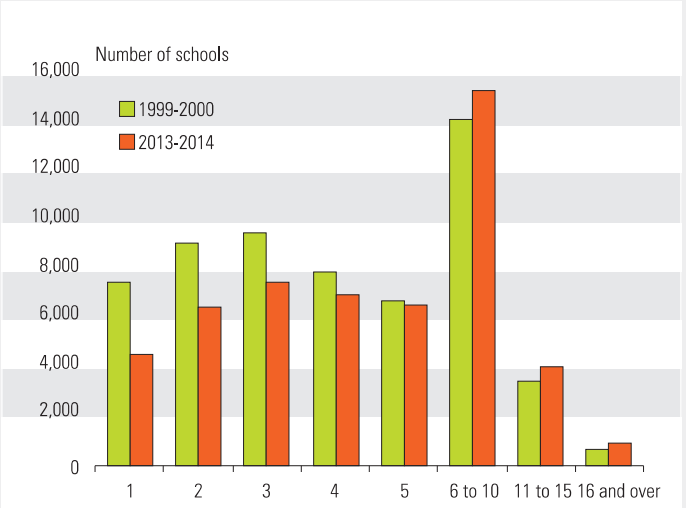
11.1 – Enrolment rate for children aged 2 to 5 (1970-2013)



Coverage: Metropolitan France 1970-2003 and Metropolitan France and DOM from 2004, public and private sector.

Source: MENESR-DEPP, survey in public and private pre-primary and primary schools.

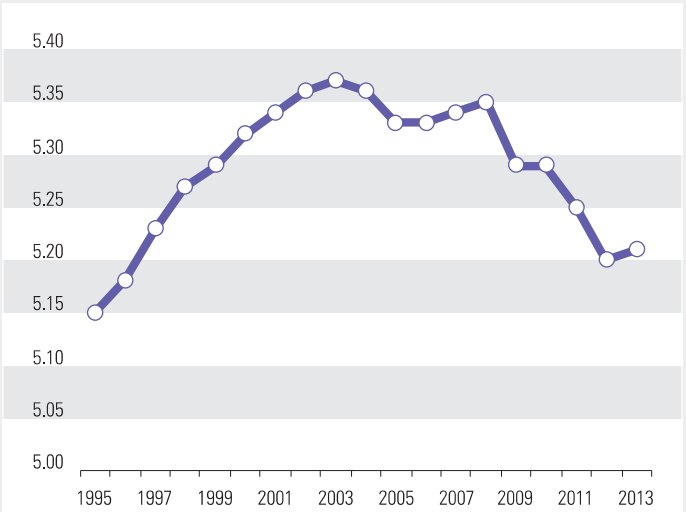
11.2 – Breakdown of schools according to their number of classes



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

Source: MENESR-DEPP.

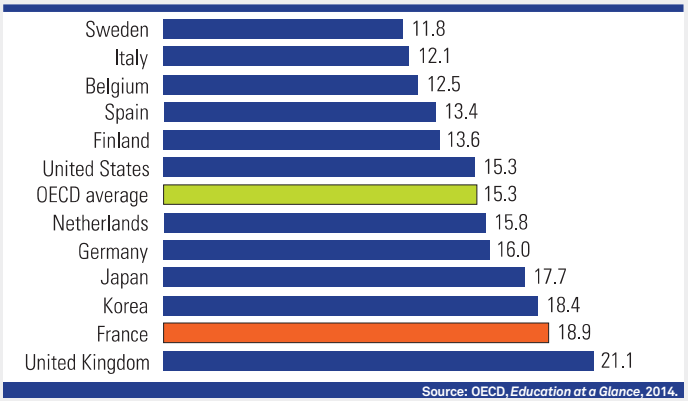
11.3 – Trends in the "number of teachers per 100 pupils" in public sector primary education (1995-2013)



Coverage: Metropolitan France + DOM, public sector.

Source: MENESR-DGESCO.

11.4 – Average number of pupils per teacher in primary education (2012) (public and private sector)



Source: OECD, *Education at a Glance*, 2014.

12 Reception conditions in secondary education

French secondary education enjoys good student-to-teacher ratios that are higher than the international average and have tended to improve during the period of demographic decline. However, this trend seems to have reversed in recent years in lower secondary schools which had an average of 25 pupils per class for the 2013 academic year and almost 29 in upper secondary schools.

Pupils in French secondary schools enjoy student-to-teacher ratios that tend to be better than those in similar countries. In 2012, the student-to-teacher ratio thus amounted to 12.5 in France, compared with more than 16 in the Netherlands or Korea but only 10 or fewer in Belgium and Spain (*figure 12.4*). This ratio, which tended to decrease with the drop, linked to demographic decline, in the number of pupils enrolled in lower and upper secondary schools, 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 or cycle.

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 schools (*figure 12.1*). Around 1990, upper secondary school classes comprised an average of 30 pupils, compared to just over 24 in lower secondary schools and just 23 in vocational upper secondary schools (public and private sector). In the course of the following years, while the situation remained relatively stable in lower secondary school, class sizes in upper secondary schools became smaller through demographic decline. In recent academic years, the average class size has increased in lower secondary schools (25 pupils on average in 2013) and in general and technological upper secondary schools (28.9) but has remained close to 19 pupils in vocational upper secondary schools.

However 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 lower secondary schools and around half in upper secondary schools (*table 12.2*).

The P/S 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 2013, it was equal to 21.8 pupils on average for all public sector secondary education: in lower secondary schools and especially in upper secondary schools, these figures are slightly below the average size of divisions and in particular upper secondary school classes comprised an average of 30 pupils, compared to just over 24 in lower secondary schools, and just under 23 in for vocational upper secondary schools (public and private sector). 20% of teaching hours tool place in groups of 10 pupils or fewer (*figure 12.3*). ■

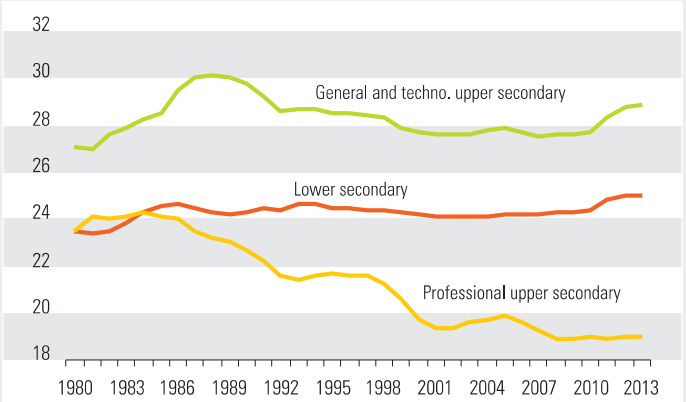
There are various indicators to measure enrolment conditions in secondary education, including three basic variables - pupils, teachers and classes the numbers of each being over 4 million, about 400,000 and 200,000 respectively in public sector education alone. The ratio of the number of pupils to the 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" 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:

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

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

Sources: MENESR-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 sector, public sector alone.

12.1 – Trends in the average number of pupils per class (1980-2013)



Coverage: Metropolitan France + DOM including Mayotte since 2011 school year, public and private sector.

Source: MENESR-DEPP.

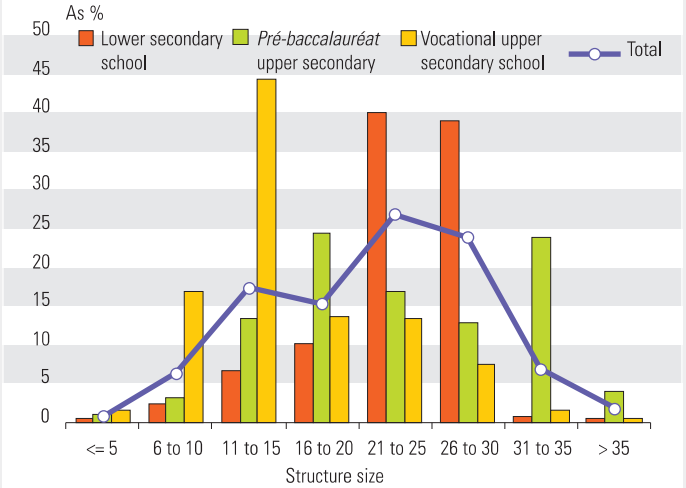
12.2 – Structure size per type of education at the start of the 2013 academic year

Type of education	P/S	% 10 or fewer pupils	% More than 35 pupils	% hours in group
Lower secondary school	23.6	2.8	0.5	19.3
Segpa	12.8	30.6	0.2	25.9
Vocational upper secondary school	15.9	18.5	0.6	49.5
Pré-baccalauréat upper secondary school	24.1	4.3	4.1	54.8
CPGE	27.7	8.4	31.8	45.9
STS	19.3	9.8	2.3	43.2
Total	**21.8**	**7.3**	**1.9**	**35.0**

Coverage: Metropolitan France + DOM, public sector.

Source: MENESR-DEPP.

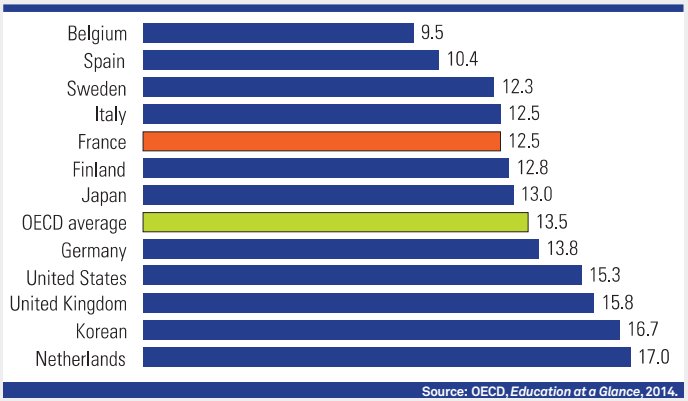
12.3 – Breakdown of teaching hours according to structure size and type of education in 2013



Coverage: Metropolitan France, public sector.

Source: MENESR-DEPP.

12.4 – Number of pupils per teacher in secondary education (2012)



Source: OECD, *Education at a Glance*, 2014.

13 Apprenticeship training programmes

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 438,100 in 2012-2013 (426,600 in 2013-2014 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 (39.9%). 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 44,800 and 62,900 apprentices compared to 174,700 for the CAP. Nearly three out of ten apprentices prepare a *baccalauréat*-level diploma and a little more than a third a higher education diploma (*table 13.1 and figure 13.2*).

With a higher level of attainment, apprentices are now older: from 1987-1988 to 2012-2013, their average age rose from 17.5 to 19.2 years. By combining several contracts, education can now be continued in apprenticeship, an option that is more common in secondary education: apprentices represent 62.3% of the first year intake of BP and 19.4% for the vocational *baccalauréat*. In higher education, apprenticeship intake mainly covers upper secondary school or university students: in 2012-2013, 20.7% of apprentices in the first year of BTS were already apprentices the previous year, 8.4% for DUT students (technological university diplomas) and 22.6% 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 lower secondary school and tend to take a much narrower range of specialised vocational options. In 2012-2013, apprentices thus accounted for 3.6% of girls aged 15 to 19 compared to 9.3% of boys in the same age group (*figure 13.3*). 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 (*figure 13.4*). This trend favours the number of girls; they represented 32.2% of apprentices in 2012 compared to 28.0% in 1987. In level I (engineer, master's degree), their proportion gained 7.6 percentage points between 2007 and 2012 rising from 29.4% to 37.0%. Female apprentices were older (19.8 on average compared to 19 for boys) and better qualified: 37.6% of female apprentices prepared a higher education qualification against 27.7% for boys. ■

Apprentices are theoretically 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 several 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, Higher Education and Research or the Department of Agriculture. They are created mostly as a result of the conclusion of agreements between the regions and agencies for a period of five years, renewable. There are different categories of CFA, depending on the bodies running them: municipalities, chambers of commerce and industry, guilds, private organisations, public education institutions. A small number of CFAs, known as "national convention" centres are set up as a result of agreements signed with the State. Definition of training levels I to IV, Appendix, p. 79.

Source: MENESR-DEPP.
Coverage: Metropolitan France + DOM, including Mayotte, as from 2011, all supervisory Departments.

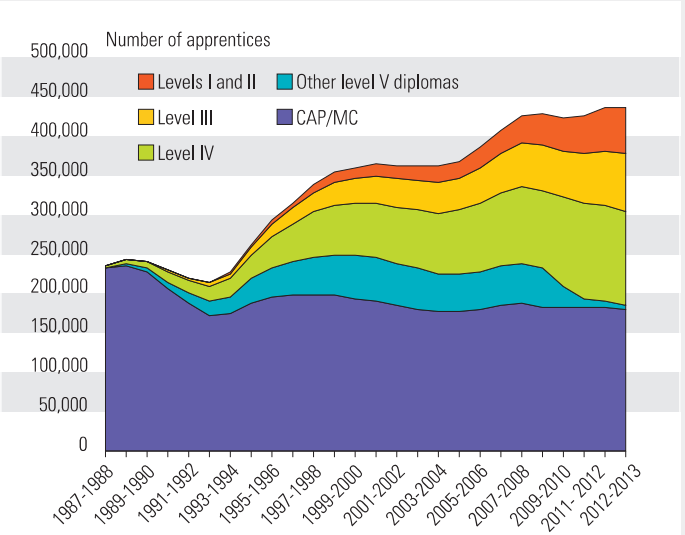
13.1 – Trends in the number of apprentices (1990-2012)

	1990-1991	1995-1996	2000-2001	2005-2006	2010-2011	2011-2012	2012-2013
Level V	215,274	232,157	245,361	228,613	191,857	189,560	185,875
Level IV	13,210	41,327	69,355	86,609	123,018	123,888	116,897
Level III	1,319	15,273	35,553	44,233	62,074	67,193	74,868
Levels I and II	0	4,777	15,633	26,404	49,331	55,693	60,503
Total	**229,803**	**293,534**	**365,902**	**385,859**	**426,280**	**436,334**	**438,143**

Coverage: Metropolitan France + DOM, including Mayotte after 2011.

Sources: MENESR-MESR-DEPP Survey No. 51 - Information system on apprentice training (SIFA) on 31/12 of each year.

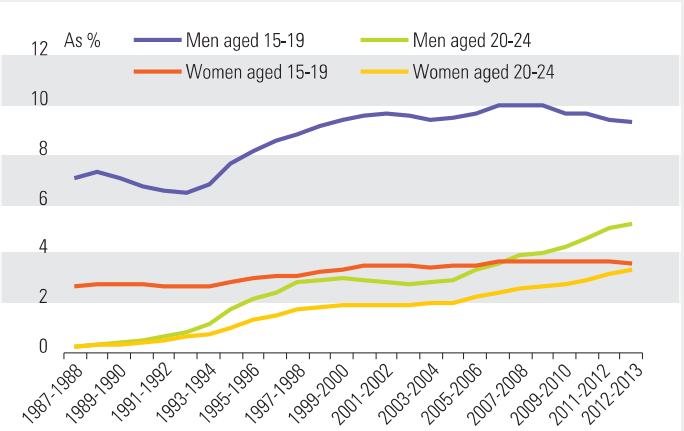
13.2 – Trends in the number of apprentices according to training level (1987-2012)



Coverage: Metropolitan France + DOM, including Mayotte after 2011.

Sources: MENESR-MESR-DEPP Survey No. 51 - Information system on apprentice training (SIFA) on 31/12 of each year.

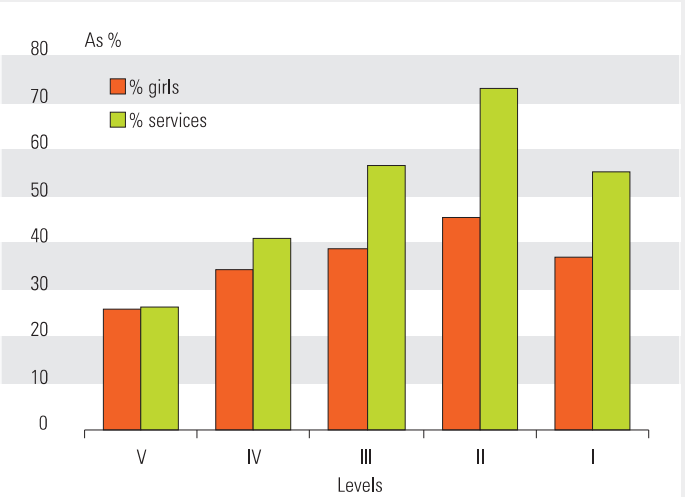
13.3 – Trends in the proportion of apprentices overall in the 15-19 and 20-24 age groups (1987-2012)



Interpretation: on average, 9.3 % of young men aged 15 to 19 were enrolled in apprentice training centres in 2012.
Coverage: Metropolitan France.

Sources: MENESR-MESR-DEPP Survey No. 51 - Information system on apprentice training (SIFA); Insee (estimates based on census).

13.4 – Proportion of girls and service sector options and different levels of apprenticeship training in 2012-2013



Coverage: Metropolitan France + DOM.

Sources: MENESR-DEPP, Survey No. 51 - Information system on apprentice training (SIFA).

14 Enrolment in secondary education

Since 2002, the entire secondary system has lost more than 211,000 pupils, owing to the drop in pupils repeating a year or to generation size. In 2012, one third of pupils enrolled in the final year of upper secondary school studied for a vocational *baccalauréat*.

In 2012-2013, 5,862,000 young people aged 9 to 26 years, pupils and apprentices were enrolled in secondary education in metropolitan France and DOM (excluding Mayotte). From 2002 to 2012, secondary education lost 211,000 young people, a decrease of 3.5%. This decline affected both pupils and apprentices. This trend was particularly striking at the beginning of the 2006 academic year, when numbers fell by more than 55,000 pupils. The downturn was particularly significant between 2004 and 2008 mainly due to demographic factors, and slowed down again in 2009. After resumed growth in the enrolment figures in 2010 and 2011, the 2012 academic year experienced another drop (-0.2%) on the previous year (*figure 14.1*).

The decrease in enrolment in secondary education is also the result of the sharp decline observed in repeat years, observed at all levels (*indicator 9 p. 30*): pupils who begin secondary education at a younger age, completed it sooner. This does not however mean that there are fewer pupils that study at lower secondary school then in upper secondary schools. Thus, 84% of a generation accessed *baccalauréat* level in September 2013 (*indicator 24 p. 60*).

Of the 818,000 students enrolled in the final year of lower secondary school, in 2011-2012, 58% continued the next academic year in the first year of upper secondary school in a general and technological stream in September 2012 and 36% enrolled in a vocational upper secondary school or as an apprenticeship (*table 14.2*).

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 4 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 vocational *baccalauréat* in three years' training after the fourth year of lower secondary school. Nearly two-thirds of lower secondary school students pursuing vocational education at upper secondary level opted for this three-year course in September 2012.

In September 2012, the number of pupils and apprentices enrolled in the final year of vocational upper secondary school fell sharply (-48,000) after two consecutive years of increase (+59,000 in 2011 and +51,000 in 2010). Now, 3-year vocational *baccalauréat* courses are the rule after the simultaneous presence of pupils who have completed a course in two years after BEP or CAP and the new system. The breakdown of final year in upper secondary school per type of *baccalauréat* continues to change: in 2012, three out of 10 pupils and apprentices enrolled in the final year were preparing for a vocational *baccalauréat*, 21% technology and 49% a general *baccalauréat* (*table 14.3*). 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. ■

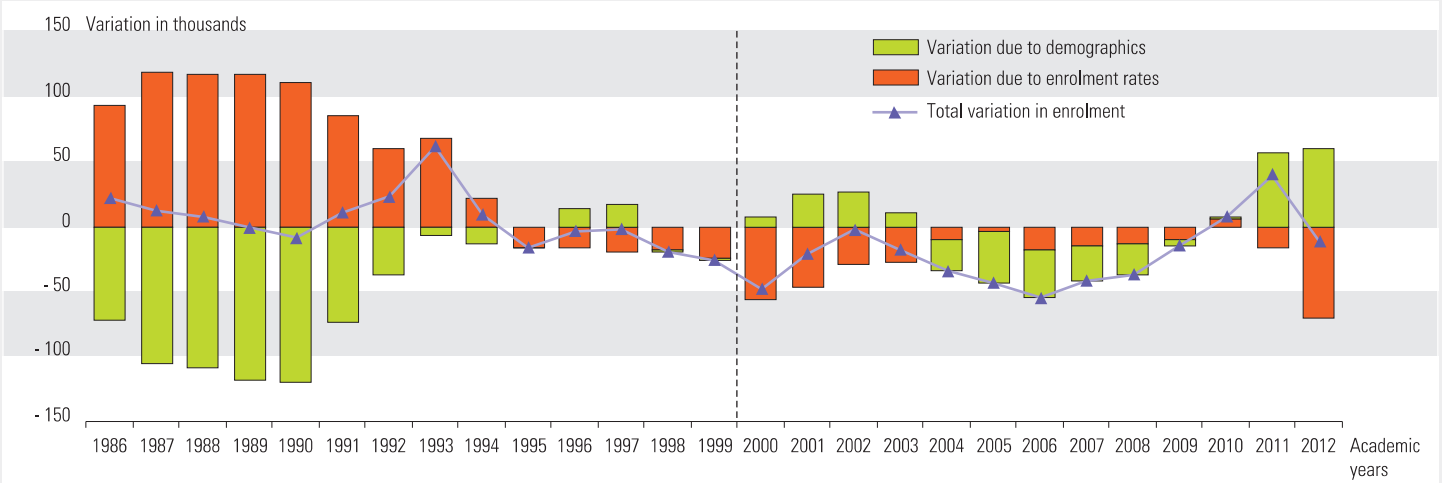
Variation in pupil numbers in secondary education between two academic years is due to the demographic effect and enrolment rates.

Effect due to demographic factors: this 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 minus the population aged "a" of academic year "n-1"). These effects are applied to all ages.

Effect due to enrolment rates: this 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: MENESR-DEPP.
Coverage: Metropolitan France + DOM. School population in all education institutions (Department of National Education, Higher Education and Research, in agricultural colleges and apprentice training centres).

14.1 – Variation in overall secondary education pupil numbers due to demography and school enrolment (1986-2012)



Note: the number of total population in education as well as enrolment rates used in the calculation of variation include DOM from the 1999 academic year. Accordingly, variation calculations until September 1999 did not include DOM; variation calculations from the 2000 academic year include DOM (modification of calculations shown in dotted lines).
Interpretation: secondary pupil numbers (with apprentices and agricultural upper secondary schools) fell by 11,600 pupils between 2011 and 2012 This increase results from two effects:
– a variation in enrolment rates resulting, at a constant number of young people, in a decrease of 70,600 pupils between September 2011 and September 2012;
– a change in the size of the generations having led, at a constant enrolment rate, to an increase of 59,000 pupils.
Coverage: school population = all schools and apprentice training centres (Metropolitan France until 1998-1999; Metropolitan France + DOM since1999-2000).

Sources: MENESR-DEPP DGESIP-DGRI-SIES; Insee for population numbers.

14.2 – Trends in continued education at the end of lower secondary school (including Segpa and agricultural)

	2006-07	2009-10	2010-11	2011-12	2012-13
Enrolled in the last year of lower secondary school the previous year (in thousands)	841	792	800	811	818
General and technological - first year of upper secondary educ.	**54.0**	**56.2**	**56.6**	**57.4**	**58.4**
Vocational - first year of upper secondary educ.	**37.8**	**36.8**	**36.8**	**36.6**	**35.9**
including apprenticeship	*7.7*	*6.8*	*6.8*	*7.0*	*6.5*
– CAP and similar	11.8	13.4	13.1	13.2	12.7
– BEP	25.5	4.5	4.2		
– Vocational *baccalauréat*	0.5	18.9	19.5	23.4	23.2
Remain at lower secondary school	**6.4**	**5.3**	**5.0**	**4.6**	**4.3**
pupils repeating a year	6.0	4.9	4.8	4.3	4.0
Leavers	**1.8**	**1.7**	**1.6**	**1.4**	**1.4**
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Interpretation: of the 818,000 pupils enrolled in the final year of lower secondary school in 2011-2012, 58.4% continued in the general and technological stream of the first year of upper secondary education in September 2012, 35.9% in vocational upper secondary education, 4.3% remained in lower secondary education (repeat year or or registration in pre-vocational class) and 1.4% left (towards social or healthcare training, the labour market, or moved abroad).
Coverage: Metropolitan France + DOM, including Mayotte after 2012-2013).

Sources: Information systems (IS) of Departments of National Education, Agriculture, ISs of apprenticeship training centres.

14.3 – Trends in the number of students enrolled in the last year of upper secondary education, according to the type of *baccalauréat*

	1996-97	2004-05	2009-10	2011-12	2012-13
General *baccalauréats*	**56.9**	**52.2**	**52.2**	**45.5**	**49.3**
– S	26.7	26.0	26.8	23.1	25.3
– ES	15.7	16.5	16.7	15.0	15.8
– L	14.5	9.7	8.7	7.4	8.2
Technological *baccalauréats*	**28.7**	**29.8**	**26.5**	**20.8**	**21.3**
– STG (STT before 2006)	14.7	15.7	13.2	10.5	10.7
– STI2D, STD2A (STI before 2012)	7.8	7.4	6.1	4.5	4.4
– ST2S (SMS before 2007)	3.3	3.9	4.3	3.6	3.8
– Other technological options[1]	2.9	2.8	2.9	2.3	2.4
Vocational *baccalauréats*	**14.4**	**18.0**	**21.3**	**33.7**	**29.4**
including apprenticeship	*1.4*	*2.8*	*4.1*	*4.4*	*3.9*
including agricultural upper secondary school	*0.1*	*1.4*	*2.2*	*3.6*	*3.0*
– Production	6.2	8.8	9.9	17.5	14.4
– Services	8.2	9.2	11.4	16.2	15.0
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Pupil numbers	**601,345**	**611,712**	**608,326**	**712,658**	**668,570**

1. 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 668,570 pupils enrolled in the final year of lower secondary school in 2012-2013, 49.3% studied for a general *baccalauréat*.
Coverage: Metropolitan France + DOM, including Mayotte after 2011-2012).

Sources: Information systems (IS) of Departments of National Education, Agriculture, ISs of apprenticeship training centres.

15 Vocational education

With the reform of the vocational pathway, pupils in vocational education at the end of lower secondary education are guided towards a CAP, or a vocational *baccalauréat*. Without significantly changing incoming numbers into the vocational pathway, the reform has increased the chances of a pupil in the vocational pathway reaching the *baccalauréat* level.

The restructuring of the vocational pathway, which was generalised in September 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.

Since the 1990s, pupil numbers at vocational upper secondary schools have decreased regularly. The one-off increase in September 2010 did not curb this decline (*table 15.1*). In the 2013 academic year, however, vocational upper secondary schools experienced a rise of more than 15,000 pupils (+2%). This trend is firstly linked to the arrival in the final vocational year of the first contingent of "multivalent healthcare and social specialities" and secondly to the reduced flow of arrivals in training courses outside the education system.

In September 2013, CAP training courses attracted 17% of students enrolled in the vocational pathway. Pupils enrolled for the vocational *baccalauréat* represented 82% of pupils in vocational upper secondary schools (*figure 15.2*).

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 (*table 15.3*). Almost 28% of pupils in the general stream of the last year of lower secondary school chose the vocational pathway in 2013 at school in an agricultural upper secondary school or under the Department of National Education, Higher Education and Research: 23% in a first year of a three-year vocational *baccalauréat* course and 5% in the first year of a 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.
Since 2010, the drop-out figures have considerably fallen, especially for pupils studying for a vocational *baccalauréat*. They affected more than 17% of CAP pupils and about 11% of pupils in the first year of vocational upper secondary school. 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, led to a mechanical increase in the number of pupils sitting the vocational *baccalauréat*: more than 209,000 candidates, attending school, sat the vocational *baccalauréat* in 2013 against 95,000 in 2008. The vast majority of candidates came from the new 3-year course: only candidates from a CAP course now arrive after four years of vocational education. Since 2010, the reform of the vocational pathway has doubled the number of candidates sitting the *baccalauréat*. At the start of the school vocational pathway, the likelihood of accessing the *baccalauréat* rose from 27% to 65%. ■

Sources: MENESR-DEPP; MAAF.
Coverage: Metropolitan France and overseas including Mayotte since 2011; all institutions under the supervision of MENESR and MAAF.

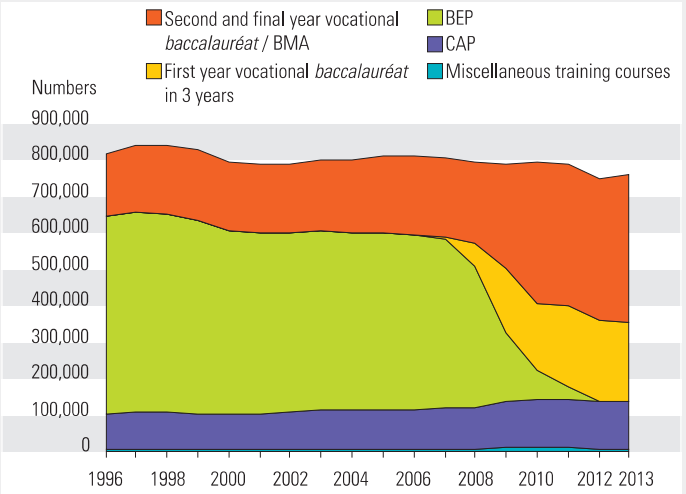
15.1 – Number of pupils in vocational upper secondary education in the 2003 and 2013 academic years

	2003	2013
CAP 1 year	**6,236**	**5,555**
CAP 2 years		
First year	51,793	68,800
Second year	41,261	58,922
Total CAP 2 years	**93,054**	**127,722**
CAP 3 years	**8,698**	**0**
BEP		
First year BEP	252,217	
Final year BEP[1]	239,202	
Total BEP	**491,419**	**0**
Vocational *baccalauréat* / BMA[2]		
First year upper secondary school, vocational		213,747
Second year upper secondary school, vocational	103,831	208,229
Final year upper secondary school, vocational[3]	91,101	203,393
Total vocational *baccalauréat* / BMA	**194,932**	**625,369**
Additional options Levels IV and V	**6,247**	**5,199**
Miscellaneous training courses	**1,521**	**663**
Total upper secondary school, vocational	**802,107**	**764,508**

1. Including BEP in one year. **2.** *Brevet des métiers d'art*. **3.** Including vocational *baccalauréat* in 1 year.
Coverage: Metropolitan France + DOM, including Mayotte in 2011, public and private sector schools under the supervision of the MENESR or department of agriculture, including Erea.

Sources: MENESR-DEPP, Scolarité information system and survey No. 16 on private non-contract institutions; MAAF, SAFRAN information system.

15.2 – Trends in the number of pupils in vocational upper secondary education per academic year



Coverage: Metropolitan France + DOM, including Mayotte in 2011, public and private sector schools under the supervision of the MENESR or department of agriculture, including Erea.

Sources: MENESR-DEPP, Scolarité information system and survey No. 16 on private non-contract institutions; MAAF, SAFRAN information system.

15.3 – Main enrolment rates in vocational upper secondary education in 2013

		2011	2012	2013
CAP 2 years First year	Repeat year	4.0	4.1	4.1
	Enrolment in 2nd year	74.7	75.1	76.2
	Other directions	3.1	3.4	2.9
	Leavers	18.2	17.4	16.8
CAP 2 years Second year	Repeat year	4.8	4.9	4.8
	Enrolment in vocational *baccalauréat*	22.6	23.5	24.7
	Other directions	9.1	8.2	8.5
	Leavers	63.5	63.4	62.0
Vocational *baccalauréat* / BMA 2 years 2nd years	Repeat year	1.3	0.4	1.9
	Enrolment in vocational *baccalauréat* / BMA: final year	83.2	84.4	85.8
	Other directions	3.1	4.9	5.6
	Leavers	12.4	10.3	6.7
Vocational *baccalauréat* / BMA 2 years Final year	Repeat year	1.2	3.0	0.8
	Other directions and leavers	98.8	97.0	99.2
Vocational *baccalauréat* in 3 years Vocational first year	Repeat year	4.7	4.3	4.1
	Enrolment in vocational *baccalauréat* in 3 years: Vocational first year	79.3	81.4	82.7
	Other directions	1.8	2.4	2.4
	Leavers	14.2	11.9	10.8
Vocational *baccalauréat* in 3 years Vocational second year	Repeat year	2.0	2.2	1.9
	Enrolment in vocational *baccalauréat* in 3 years: Vocational final year	84.5	85.4	86.8
	Other directions	0.5	1.0	0.8
	Leavers	13.0	11.4	10.5
Vocational *baccalauréat* in 3 years Vocational final year	Repeat year	4.3	6.1	6.3
	Other directions and leavers	95.7	93.9	93.7

Interpretation: among first-year students of CAP in September 2012, 4.1% repeated their year in 2013, 76.2% enrolled in the second year, 2.9% were directed towards other training courses and 16.8% left the school education system.
Coverage: Metropolitan France + DOM including Mayotte since 2011, public and private sector, including agricultural courses.

Sources: MENESR-DEPP, Scolarité information system and survey No. 16 on private non-contract institutions; MAAF, SAFRAN information system.

16 Access to higher education

Approximately 80% of 2012 *baccalauréat* graduates immediately enrolled in higher education, including in study-work programmes. More than half of the general *baccalauréat* graduates enrolled at university, i.e. almost 10% fewer than in 2000. More than one in two technological *baccalauréat* graduates enrolled in a short vocational course. Vocational *baccalauréat* graduates, whose numbers have risen sharply with the reform of the vocational pathway were more likely to enrol in higher education.

Of the 609,857 young who passed a general, technological or vocational *baccalauréat* in Metropolitan France and DOM in 2012, 72% enrolled the following academic year in higher education (excluding study-work courses), i.e. 2.5 points less than in 2011 (*table 16.1*). The significant increase in the number of vocational *baccalauréat* graduates in 2012 (+ 22.3%), 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 for technological *baccalauréat* graduates: their access rate was 76.4% in 2012, down 0.6 points on the previous year. The proportion of vocational *baccalauréat* graduates who immediately enrolled in higher education progressed in 12 years and stood at 28.7%. These rates do not take into account STS enrolments in apprenticeship and vocational training contracts or in higher education abroad. If study-work courses are included, the enrolment rate in higher education is 84% for graduates of the technological *baccalauréat* and 48% for graduates of the vocational *baccalauréat*.

University remained the preferred pathway for general *baccalauréat* graduates, but was less attractive than it was 12 years ago. Only 53.4% enrolled at university (excluding IUT) in 2012, against 61.8% in 2000 (*figure 16.2*). In September 2012, 19.3% of general *baccalauréat* graduates enrolled in short vocational courses (IUT, STS): the proportion was stable with respect to 2011. 13% of general *baccalauréat* graduates enrolled in classes preparing for admission to Grandes Écoles (CPGE).

Scientific stream graduates showed the most diverse choices: 50.8% of them opted for a general university course, whether a BSc or healthcare course, 19.1% enrolled in classes preparing, 12.4% in IUT (technological university institutes) and 13.3% in other courses, in particular classes preparing for engineering schools.

40.8% of technological *baccalauréat* graduates enrolled in STS (- 1.2 percentage points compared to the previous year) and 18.7% in the general disciplines at university (stability). Short technological courses were the main preference of these structures graduates, especially STI *baccalauréat* graduates: 7 out of 10 enrolled in STS or IUT after the *baccalauréat*.

54% of vocational *baccalauréat* graduates who obtained their *baccalauréat* through apprenticeship chose to leave education (*table 16.3*); and when they continued in higher education, practically all of them were in study-work programmes. However, vocational *baccalauréat* graduates having studied at school were 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. ■

Data of table 16.1 relate to enrolment of new baccalauréat *graduates in higher education (excluding study-work programmes), right after their* baccalauréat*: as the same student can enrol in several courses, access rates per course may not be added up (total higher than 100%. "Double enrolments CPGE-university" make up most double enrolments.*

Universities: include students enrolled at university and training centres (CUFR) and at the University of Lorraine (became a "grand établissement in 2011) which offers training of a mainly academic nature.

"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 (2011-2012 data) and social training institutions, (2011-2012 data).

Table 16.2 is based on a panel formed by selecting a sample of 12,000 baccalauréat *graduates enrolled in 2007-2008 in Metropolitan France.*

STI: Science and industrial technology is replaced by the STI2D and STD2A series from the 2013 session.

Sources: MENESR-DGESIP-DGRI-SIES.
Coverage: Metropolitan France + DOM, metropolitan France for panels.

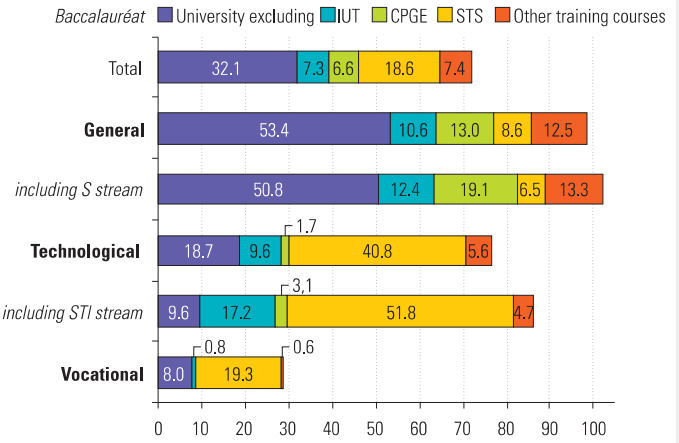
16.1 – Trends in enrolment in higher education[1]

		2000	2005	2010	2011	2012
General *baccalauréat*	University excluding	61.8	61.3	54.8	53.9	53.4
	IUT	11.2	10.4	10.7	10.7	10.6
	CPGE	12.6	13.3	13.2	13.2	13.0
	STS	9.0	7.7	8.9	8.7	8.6
	Other courses	9.1	11.1	12.3	12.3	12.5
including S stream	*University excluding*	*57.1*	*57.7*	*52.0*	*51.3*	*50.8*
	IUT	*14.6*	*13.2*	*12.5*	*12.5*	*12.4*
	CPGE	*19.1*	*20.0*	*19.3*	*19.3*	*19.1*
	STS	*7.0*	*5.9*	*6.8*	*6.7*	*6.5*
	Other courses	*10.1*	*11.4*	*12.6*	*12.7*	*13.3*
Technological *baccalauréat*	University excluding	19.1	18.1	18.7	18.7	18.7
	IUT	9.1	10.4	9.9	9.6	9.6
	CPGE	1.0	1.1	1.5	1.5	1.7
	STS	44.5	44.0	42.7	42.0	40.8
	Other courses	3.9	5.0	5.1	5.2	5.6
including STI stream	*University excluding*	*7.3*	*8.2*	*8.6*	*8.9*	*9.6*
	IUT	*16.2*	*18.5*	*17.6*	*17.7*	*17.2*
	CPGE	*2.1*	*2.2*	*2.9*	*3.0*	*3.1*
	STS	*60.5*	*59.8*	*56.6*	*55.6*	*51.8*
	Other courses	*2.3*	*2.5*	*3.7*	*4.0*	*4.7*
Total general and technological *baccalauréat*	University excluding	46.4	46.5	43.1	42.9	43.1
	IUT	10.5	10.4	10.4	10.3	10.3
	CPGE	8.4	9.1	9.4	9.5	9.6
	STS	21.8	20.1	19.8	19.1	18.3
	Other courses	7.2	9.0	10.0	10.1	10.4
Vocational *baccalauréat*	University excluding	6.4	5.9	6.9	8.2	8.0
	IUT	0.5	0.8	0.8	0.9	0.8
	CPGE	0.0	0.0	0.0	0.0	0.0
	STS	9.7	15.7	18.4	18.8	19.3
	Other courses	0.5	0.6	0.6	0.6	0.6
Total all types of *baccalauréat*	University excluding	39.2	39.1	35.0	33.4	32.1
	IUT	8.7	8.7	8.3	7.7	7.3
	CPGE	6.9	7.4	7.3	6.9	6.6
	STS	19.6	19.3	19.5	19.1	18.6
	Other courses	6.0	7.5	7.9	7.5	7.4

1. See definitions opposite.
Coverage: Metropolitan France + DOM.

Sources: MENESR-DGESIP-DGRI-SIES, Scolarité information systems, SISE and SAFRAN, surveys in other higher education institutions.

16.2 – Immediate enrolment rate of *baccalauréat* graduates in 2012 in different sectors of higher education (as %)



NB: total enrolment may exceed 100% due to duplicate enrolments.
Coverage: Metropolitan France + DOM.

Sources: MENESR-DGESIP-DGRI-SIES, Scolarité information systems, SISE and SAFRAN, surveys in other higher education institutions.

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

	Full time school attendance in final year of 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 professionalisation 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*

Coverage: Metropolitan France.

Sources: MENESR-DGESIP-DGRI-SIES, Scolarité information systems, panel of *baccalauréat* graduates in 2008.

17 The climate in school

The highest levels of student violence and absenteeism were found at vocational upper secondary schools. Acts of violence were less frequent in general and technological upper secondary schools and pupil absenteeism rare at lower secondary school. The number of teaching hours not taught, due to the total closure of schools at the end of the academic year, was higher at upper secondary schools.

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 lower secondary schools, general and technological upper secondary schools (LEGT) and vocational upper secondary schools (LP).

Vocational upper secondary schools and lower secondary schools are more exposed to violence. On average, during the 2012-2013 academic year, the number of serious acts of violence committed there was 24 and 15 respectively for 1,000 pupils, compared to only 6 for 1,000 in LEGT over the same period (*figure 17.1*). 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 (52%), more than a third of lower secondary schools (39%) and LPs (34%) did not declare a single act of violence in the course of one term (*figure 17.2*). Over the same period, 14% of LEGTs, 22% of lower secondary schools and 28% 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 lower secondary schools and LPs, it is more likely to involve bodily harm, whereas damage to priority and security breaches are relatively more frequent in LEGTs.

Pupil absenteeism was more commonly observed in LPs with an average of 12% of pupils in 2012-2013 (*figure 17.1*). This figure dropped by half in LEGTs (5%) and was only 2% in lower secondary schools. As with violence, schools were affected in different ways: in January 2013, half of lower secondary schools had an absenteeism rate lower than 1.3% and this rate was higher than 7.0% for one out of ten lower secondary schools. While half of LEGTs observed an absenteeism rate that was lower than 3.0%, this rate stood at 19.5% for over 10% of them. Lastly, absenteeism was lower than 8.3% for half of LPs but exceeded 36.2% for one out of ten LPs (*table 17.3*).

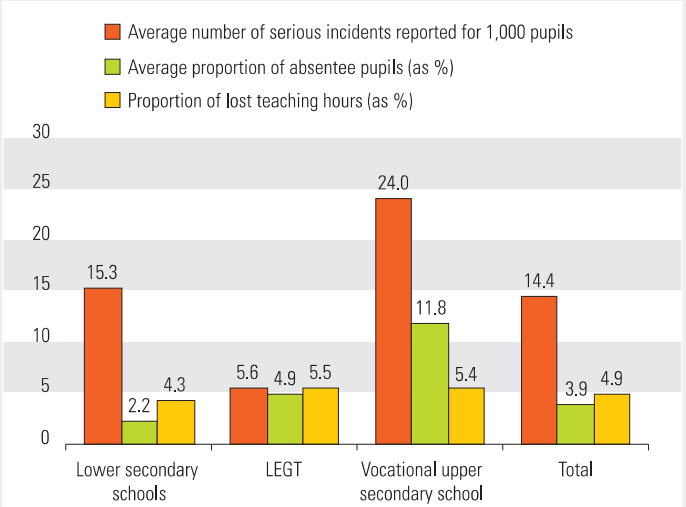
The proportion of teaching hours not taught is lower in lower secondary schools, where it reached 4.3% (i.e.1.5 weeks), than LPs (5.4% i.e. 1.9 weeks) and LEGTs (5.5% i.e. 1.9 weeks) (*figure 17.4*). This difference was mainly due to the complete closure of the institution following the organisation of examinations, the premises' security problems, consultation meetings, etc. LEGTs, on average, closed 1 week (i.e. 3.0% of school time) against 0.3 weeks for lower secondary schools (i.e. 0.9%). ■

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 has possible has led to restricting assessment data 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" (filmed attacks), 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.

A pupil is considered to be an absentee when he/she has accumulated four half-days 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 2012 to April 2013 as the response rate is not satisfactory for the months of May and June.

Sources: MENESR-DEPP, Sivis surveys, pupil absenteeism and lost teaching hours, 2012-2013, on a representative sample of public secondary schools.
Coverage: Metropolitan France + overseas départements DOM, public sector for the SIVIS survey on violence, Metropolitan France, public sector for the survey on pupil absenteeism and lost teaching hours.

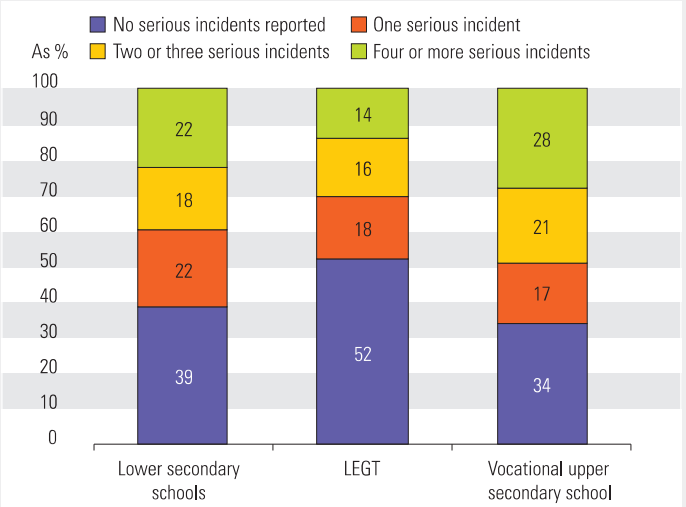
17.1 – School climate (life) indicators, according to the type of school



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: MENESR-DEPP, Sivis surveys, school absenteeism and lost teaching hours, 2012-2013.

17.2 – Number of serious incidents reporting according to the type of school (December 2012 – February 2013)



Coverage: Metropolitan France + DOM, public sector.

Source: MENESR-DEPP, Sivis survey, 2012-2013.

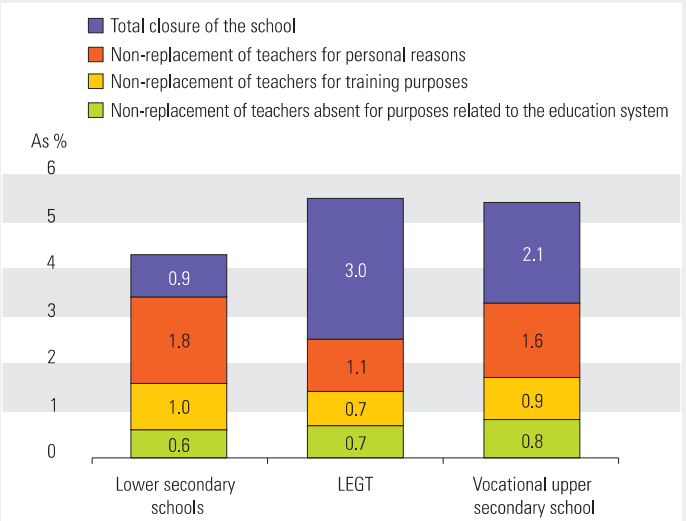
17.3 – Breakdown of schools according to the proportion of absentee pupils in January 2013 (as %)

	Lower secondary schools	LEGT	Vocational upper secondary school
First quartile	0.2	0.9	2.7
Median	1.3	3.0	8.3
Last quartile	4.1	8.8	19.3
Last decile	7.0	19.5	36.2

Interpretation: in January 2013, a quarter of LEGTs (first quartile) had less than 0.9% pupils absent (unexcused absences) for four half-days or more per month, half of LEGTs (median) had less than 3.0% of absentee pupils, a quarter of schools (last quartile) had over 8.8 % of absentee pupils and 10% (last decile) over 19.5 % of absentee pupils.
Coverage: Metropolitan France, public sector.

Source: MENESR-DEPP, school absenteeism survey, 2012-2013.

17.4 – Proportion of lost teaching hours according to the type of school



Coverage: Metropolitan France, public sector.

Source: MENESR-DEPP, survey on lost teaching hours, 2012-2013.

18 Proficiency in the skills of the common base

In 2013 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 primary school and at the end of lower secondary school, replacing the assessment of basic skills in Mathematics and French. In 2013, 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 first year primary class (CE1), stage 2 until second year intermediate class (CM2) and stage 3 until lower secondary school[1].

In 2013, 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 primary school (stage 2) and at the end of lower secondary school (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 skill base)[2].

At the end of the 2012-2013 school year, 79.8% of second year intermediate class pupils were "proficient in the French language" and 70.9% were proficient in the "fundamentals of mathematics, scientific and technological literacy" (*figure 18.1*). At the end of lower secondary school, skills 1 and 3 were acquired by 79.2% and 78.3% students of final year pupils respectively (*figure 18.2*).

At school, boys were less likely to master skill 1 than girls: (77.1% against 82.6%). The difference was accentuated at college (72.3% against 85.9%). For skill 3, the gender difference was reversed slightly in primary school (69.3% of girls against 72.5% of boys), but girls outperformed boys at lower secondary school (80.5% girls against 76.2% of boys).

15% of pupils in the sample were behind at the end of primary school and 27% 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 clearly less high among pupils who were behind than those who were "on target". The difference between the two groups of pupils was particularly marked at primary school where it was close to 40 percentage points for both skills. At lower secondary school, 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 23,000 pupils in second year intermediate class (CM2) and about 17,000 pupils in the final year of lower secondary school. 790 primary schools and 740 secondary schools. Tests, lasting two hours at primary school and lower secondary school, took place in May 2013.
The indicators are shown with their coincidence 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 23 p. 58) are based on a less demanding reading comprehension than the level defined for the end of lower secondary school.

Source: MENESR-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.

1. Common base of knowledge and skills: 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". *Information Note*, No. 08.37, MEN-DEPP, December 2008.

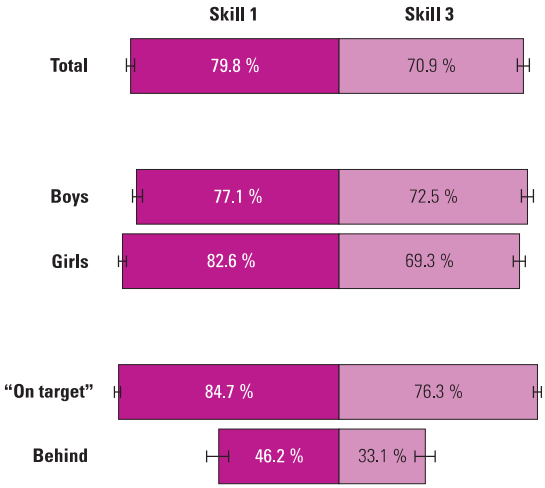
18.1 – Proportion of second year intermediate class (CM2) pupils proficient in skills 1 and 3 of the common base (May 2013)

In skill 1, about 80% of pupils at the end of second year intermediate class 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 71% of pupils at the end of second year intermediate class 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 usual figures and solids, using the ruler, set square to check the nature of the common plane figures, perceiving and recognising parallels and perpendiculars .
Size and measurement	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.
Organising 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: 70.9% of second year intermediate class pupils master skill 3 of the base.
The confidence interval for this indicator is ± 2.0%.

Source: MENESR-DEPP, skills assessments 1 and 3 of the base of pupil in the last year of primary school and of lower secondary school, May 2013.

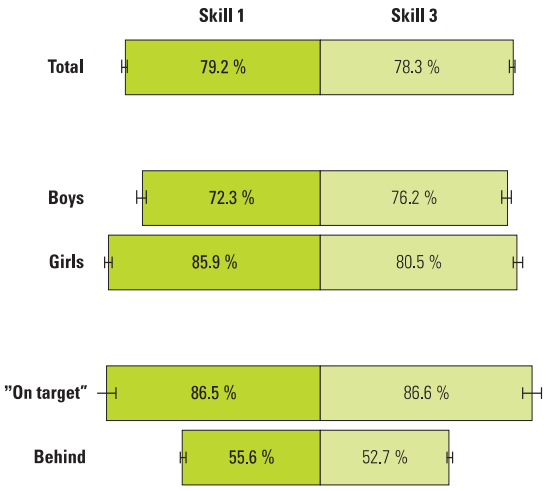
18.2 – Proportion of pupils in the final year of lower secondary school proficient in skills 1 and 3 of the common base (May 2013)

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 78% of pupils at the end of lower secondary school mastered the following:

Practising an approach science and technology, problem solving	Finding, extracting and organising relevant information; producing, handling, measuring, calculating, applying appropriate; instructions, reasoning, arguing, taking an experimental or technological approach; 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: mental, 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.) while 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: 78.3% of pupils in the final year of lower secondary education master skill 3 of the base.
The confidence interval for this indicator is ±1.4%.

Source: MENESR-DEPP, skills assessments 1 and 3 of the base of pupil in the last year of primary school and of lower secondary school, May 2013.

19 CEDRE: skills in science at the end of primary school

At the end of primary school, pupil performance in science was stable between 2007 and 2013. This stability applies to both the average marks and the breakdown into the different levels.

The disciplinary assessment cycle conducted on sample (CEDRE) is designed to measure attainment of targets set by the curricula. The resumption in 2013 of the 2007 assessment in science allows a comparison of the performance of pupils at the end of primary school six years apart and measurement of their development.

In 2013, pupil performance at the end of primary school in science was stable compared to 2007 (249 points against 250), (*figure 19.1*).

In the private sector, the average marks now match the public sector (*table 19.2*). Indeed, a decrease in the performance of pupils in the private sector has been observed between 2007 and 2013, their average marks falling from 261 to 251. This drop in score is linked to an increase in the number of pupils in the lower level groups (less than 1, group 1 and group 2) and a decrease in the percentage of pupils in group 3. For all of the three groups of levels below 3, there were 15 points' difference in 2007 between the public and private sector (public: 46.4%; private: 31.3%). The gap is now barely 3 points (public: 44.4%; private: 41.6%). Over the period, there therefore a standardisation in pupil performance in science between the public and private sectors.

In 2013, there were slightly more pupils on target in the group lower than 1: they were 1% in this group in 2007, they are now 1.6%. However, there are still more pupils having repeated a year in the lower level groups (group less than 1 and group 1): 37.1% of them belonged to these groups and 2013 against 12.7% of pupils "on target." ■

The 2013 assessment partly takes up assessment of 2007 and thus measures progress in pupil performance. The assessment involved 231 questions or items of which 122 were identical to the test taken in 2007. To satisfy the purposes of the system, a sample of around 5,000 pupils, representing the national level of schools, was compiled (public sector and private sector schools under contract in Metropolitan France). The answers from 5,695 pupils were analysed.

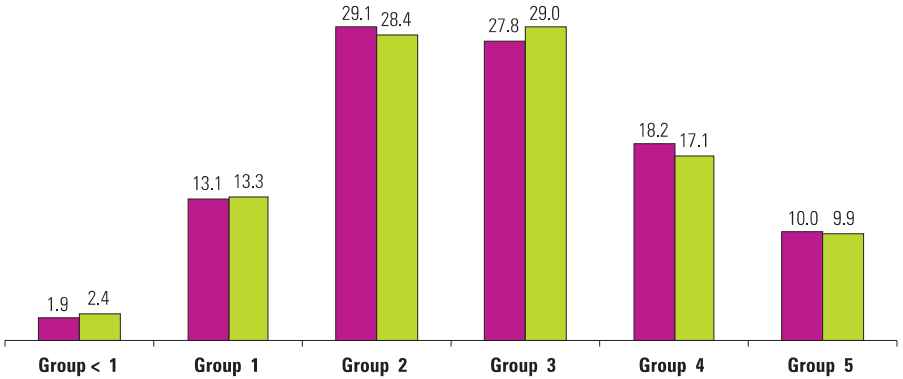
In 2007, the bottom part of the scale consisted of scores obtained by 15% of pupils with the lowest results (groups lower than 1 and 1). The group lower than 1 corresponds to very low level pupils among those pupils. The other end of the scale, the upper part, consisting of the highest scores, brought 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 2007 and 2013 data, and the presence of common items between both assessments is used to keep a scale of identical characteristics, which will have the same breakdown of marks as in 2007. It is thus possible to measure progress in the pupil breakdown according to the levels of the scale.

Source: MENESR-DEPP.
Coverage: Metropolitan France, public and private sectors under contract.

19.1 – Trends in the average score in science and breakdown of pupils per level in 2007 and 2013 (as %)

	Average score
2007	250
2013	249



Interpretation: in 2013, 29% of pupils belonged to group 3 compared to 27.8% in 2007.
NB: the total percentages may not add up to 100% due to the rounding off effect.
Coverage: Metropolitan France, public and private sectors under contract.

Source: MENESR-DEPP.

19.2 – Breakdown (as %) and average scores in science and breakdown according to groups of different levels in 2007 and 2013

	Year	Breakdown (%)	Average score	Group < 1	Group 1	Group 2	Group 3	Group 4	Group 5
Total	2007	100.0	250	1.9	13.1	29.1	27.8	18.2	10.0
	2013	100.0	249	2.4	13.3	28.4	29.0	17.1	9.9
Boys	2007	51.4	252	2.2	13.6	27.1	26.1	19.7	11.3
	2013	50.2	250	3.1	13.3	26.8	27.7	18.8	10.3
Girls	2007	48.6	248	1.7	12.6	31.1	29.5	16.5	8.5
	2013	49.8	248	1.7	13.3	29.9	30.4	15.4	9.4
Pupils behind	2007	15.8	215	6.8	28.2	40.8	17.4	6.0	0.8
	2013	12.0	215	8.0	29.1	35.4	20.3	5.1	2.1
Pupils "on target"	2007	84.2	257	1.0	10.2	26.9	29.7	20.5	11.7
	2013	88.0	254	**1.6**	11.1	27.4	30.2	18.7	10.9
Public sector	2007	84.4	248	2.2	14.1	30.1	26.7	17.2	9.6
	2013	84.9	249	2.5	13.5	28.4	29.0	16.6	10.0
Private sector	2007	15.6	261	0.6	7.4	23.3	33.6	23.4	11.7
	2013	15.1	**251**	**1.9**	**11.8**	**27.9**	**29.4**	20.0	9.0

Interpretation: boys represent 51.4% of pupils surveyed in 2007 and 50.2% in 2013. Their score is stable between the two assessment cycles, falling from 252 to 250; 10.3% of them belong to the level 5 group in 2013 against 11.3% in 2007.
NB: significant differences are circled in red for reductions and in green for increases between 2007 and 2013. The total percentages may not add up to 100% due to the rounding off effect.
Coverage: Metropolitan France, public and private sectors under contract.

Source: MENESR-DEPP.

20 CEDRE: science skills at the end of lower secondary school

At the end of lower secondary school pupil performance in science (life and earth science and physics-chemistry) are broadly stable between 2007 and 2013 with however a slight decrease in physics-chemistry. Girls' performance is slightly lower than that of boys with the gap narrowing over the period.

The disciplinary assessment cycle conducted on sample (CEDRE) is designed to measure attainment of targets set by the curricula. The resumption in 2013, of the 2007 assessment in science, allows a comparison of the performance of pupils at the end of lower secondary school six years apart and measurement of their development.

Pupil performance in science (life and earth sciences and physics-chemistry) at the end of college are stable between 2007 (250 points) and 2013 (249 points). However, there are slight changes in the breakdown per level (*figure 20.2*). Thus, in 2013, the share of pupils located in the highest level (group 5) decreased, from 10.0% to 8.4%, while the percentage of pupils in group 3 increased (30.8% in 2013, compared to 28.8% in 2007).

The average score for boys remains higher than for girls (*table 20.3*); however the difference is less important in 2013 (+ 3 points) than in 2007 (+ 6 points). Although pupil performance in science was broadly stable between 2007 and 2013, there was a decrease of the average score in physics-chemistry (- 5 points between 2007 and 2013) (*table 20.4*). In this subject, there were fewer students in the higher level groups: the percentage of pupils in groups 4 and 5 fell from 25.2% in 2007, to 22.1% in 2013. At the other end of the scale, 13.9% belonged to group 1 compared to 11.7% in 2007.

The socio-educational position index measures how closely the education system follows the child's home environment. This index can replace the parental occupation to better explain pathways and the academic success of their children. To establish the 2007 and 2013 sample classes, the socio-educational index average was calculated and four groups of schools were then created, from the most disadvantaged to the most privileged classes (*table 20.1*). Analysis of the average scores in science according to these four groups shows a link between pupils' marks and the average socio-educational position of the class: the higher the index, the better the performance. However, for each of the quartiles, there are no significant changes in the average marks of pupils between 2007 and 2013. ■

The 2013 assessment partly takes up assessment of 2007 and thus measures progress in pupil performance. The assessment involved 175 questions or items of which 103 were identical to the test taken in 2007.

To satisfy the purposes of the system, a sample of around 10,000 pupils, representative at the national level, was set up (last year of public- and private sector lower secondary schools in Metropolitan France). The answers of 8,654 pupils were analysed.

In 2007, the bottom part of the scale consisted of scores obtained by 15% of pupils with the lowest results (groups lower than 1 and group 1). The group lower than 1 corresponds to a very low level among these pupils. In contrast, the upper part, composed of the highest marks, covers 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 2007 and 2013 data, and the presence of common items between both assessments is used to keep a scale of identical characteristics, which will have the same breakdown of marks as in 2007. It is thus possible to measure progress in the pupil breakdown according to the levels of the scale.

Source: MENESR-DEPP.
Coverage: Metropolitan France, public and private sectors under contract.

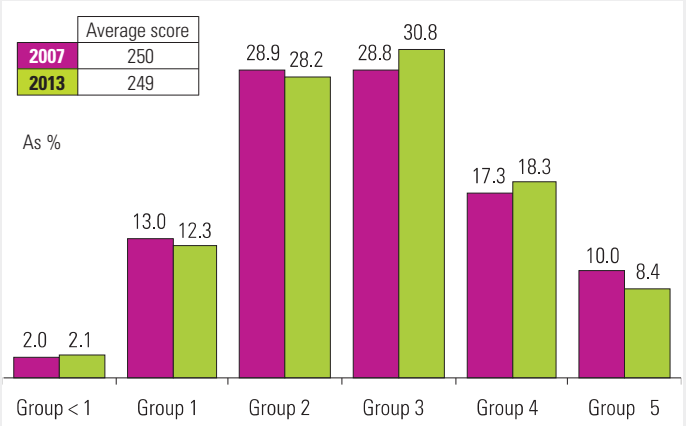
20.1 – Average score in science according to the socio-educational position of the class in 2007 and in 2013[1]

School's average index	2007	2013
1st quartile (the most deprived classes)	232	231
2nd quartile	248	247
3rd quartile	259	252
4th quartile (the most favoured classes)	268	267

Interpretation: in 2013, the average score of pupils belonging to the quartile of most deprived classes (1st quartile) was stable compared to 2007 (231 in 2013 against 232 in 2007).
1. The socio-educational position index measures how closely the education system follows the child's home environment. This index can replace the parental occupation to better explain pathways and the academic success of their children.
Coverage: Metropolitan France, public and private sectors under contract.

Source: MENESR-DEPP.

20.2 – Trends in the mean score in science and distribution of pupils according to groups of different levels in 2007 and 2013



Interpretation: in 2013, 30.8% of pupils belonged to group 3 compared to 28.8% in 2007.
NB: the total percentages may not add up to 100% due to the rounding off effect.
Coverage: Metropolitan France, public and private sectors under contract.

Source: MENESR-DEPP.

20.3 – Breakdown (as %) and average scores in science and breakdown according to groups of different levels in 2007 and 2013

	Year	Breakdown (%)	Average score	Group < 1	Group 1	Group 2	Group 3	Group 4	Group 5
Total	2007	100.0	250	2.0	13.0	28.9	28.8	17.3	10.0
	2013	100.0	249	2.1	12.3	28.2	**30.8**	18.3	**8.4**
Boys	2007	49.2	253	2.2	13.0	26.8	27.3	18.4	12.3
	2013	49.7	251	2.7	12.4	25.8	**30.0**	19.0	**10.1**
Girls	2007	50.8	247	1.8	13.0	30.9	30.3	16.2	7.7
	2013	50.3	248	1.5	12.2	30.6	31.6	17.5	6.6
Pupils behind	2007	31.3	225	3.7	24.5	38.3	22.4	8.7	2.3
	2013	21.1	221	4.9	25.9	37.3	23.5	7.3	**1.1**
Pupils "on target"	2007	68.7	261	1.2	7.8	24.6	31.7	21.2	13.5
	2013	78.9	**257**	1.3	8.7	25.7	32.7	21.2	**10.3**

Interpretation: boys represent 49.2% of pupils surveyed in 2007 and 49.7% in 2013. Their score is stable between the two assessment cycles, falling from 253 to 251; 2.7% of them belonged to group < 1 in 2013 against 2.2% in 2007.
NB: significant differences are circled in red for reductions and in green for increases.
The total percentages may not add up to 100% due to the rounding off effect.
Coverage: Metropolitan France, public and private sectors under contract.

Source: MENESR-DEPP.

20.4 – Breakdown (as %) and average scores in physics and chemistry and breakdown according to groups of different levels in 2007 and 2013

	Year	Breakdown (%)	Average score	Group < 1	Group 1	Group 2	Group 3	Group 4	Group 5
Total	2007	100.0	250	3.3	11.7	28.3	31.5	15.2	10.0
	2013	100.0	**245**	3.7	**13.9**	29.5	30.9	**12.4**	**9.7**

Interpretation: the average score in physics and chemistry decreased between the two assessment cycles from 250 to 245; in 2013, 13.9% of students belonged to group 1 against 11.7% in 2007.
NB: significant differences are circled in red for reductions and in green for increases.
The total percentages may not add up to 100% due to the rounding off effect.
Coverage: Metropolitan France, public and private sectors under contract.

Source: MENESR-DEPP.

21 PISA mathematical literacy, trends 2003-2012

Between 2003 and 2012, in the field of mathematical literacy, the average score in France fell and was positioned in the OECD average. But differences increased significantly between the best-performing and weakest pupils.

The PISA 2012 survey mainly aimed at measuring the performance of 15 year olds in mathematical literacy. Pupils are not assessed on pure knowledge but on their ability to bring into play and apply it in various non-mathematical situations, sometimes far-removed from those encountered at school. The last comparable assessment took place in 2003.

In 2012, France obtained an overall score of 495. The average score for the 34 OECD countries is 494 (*figure 21.1*), The average for the 29 OECD countries having taken part in both surveys is 496. Among comparable European countries, Denmark, Ireland, Norway, Portugal and the United Kingdom obtained a score similar to that of France. Germany, Austria, Belgium, Finland, the Netherlands, Poland and Switzerland obtained a higher score; Spain, Greece, Hungary, Italy and Sweden obtained a lower score.

France's score is 16 points lower than that obtained in 2003. This decline corresponds to about 15% of standard deviation of scores. In 2003, France's score (511) was higher than the OECD average (500).

Between 2003 and 2012 in France, there was a clear evolution of the breakdown of pupils in the seven levels of mathematical skills (*figure 21.2*). This development corresponds to a shift of the population to the lower levels. The share of pupils (under level 2) increased by a third in France: it rose from 16.6% to 22.4% while over the same period, this proportion hardly changed for the 29 OECD countries participating in the two surveys (from 21.5% to 22.2%). France belongs to the countries with the largest increase in the proportion of pupils at lower levels. On the other hand, the decline in the proportion of better-performing students (level 5 and above) is not statistically significant for France (15.1% to 12.9%).

In France, the performance gap between pupils significantly increased between 2003 and 2012. The interquartile gap (*table 21.3*) rose from 126 to 136 points while it did not vary on average in OECD countries.

Of all OECD countries, France is where performance in mathematical literacy is most strongly linked to economic, social and cultural status (ESCS) of pupils: the difference in score in France associated with the variation of a unit in the ESCS index was 57 points in 2012 (39 points on average for the OECD). It has risen by 14 points since 2003. The France is the OECD country where the increase was the highest. ■

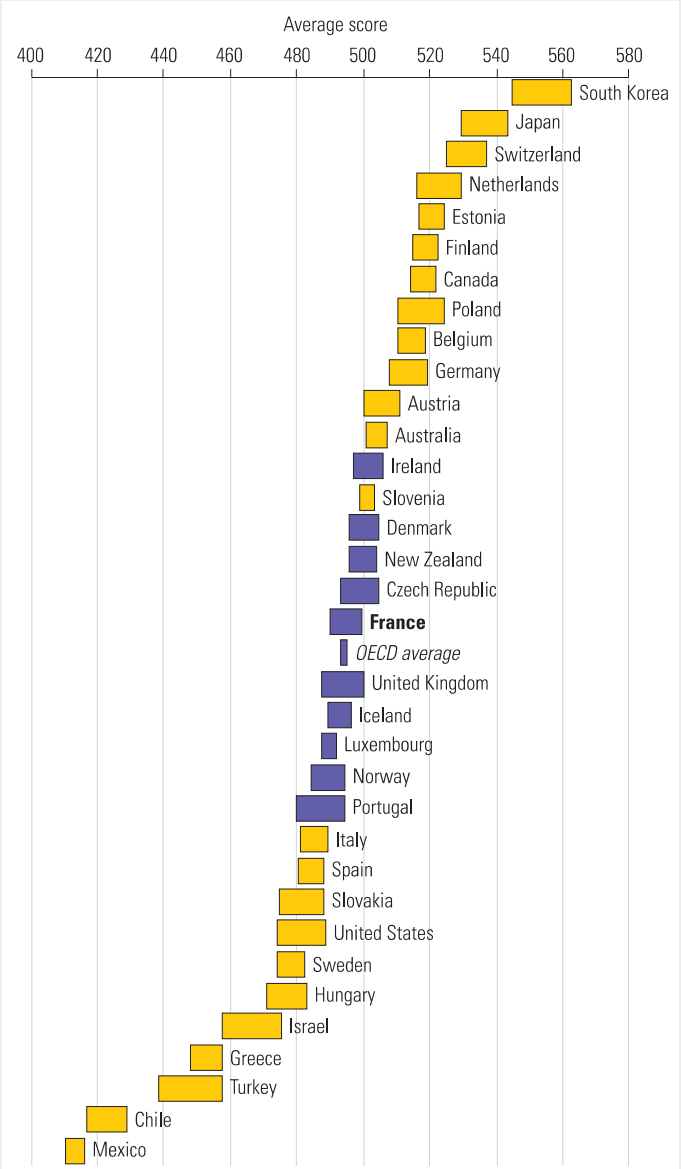
Every three years, since 2000, under the supervision of the OECD, the PISA (Programme for International Student Assessment) measures and compares the skills of 15 year olds in three areas: reading literacy, mathematical and scientific literacy.

The implementation of the survey is based on standardised procedures in order to guarantee comparability of results both in time and in geographic terms. Items are translated into 45 different languages and proposed to pupils in all countries.

PISA targets 15 year old pupils, an age category that will reach the end of compulsory education in most OECD countries, regardless of their past education or future projects to either continue or leave school. In France, the classes tested are mainly pupils in the first year of general and technological upper secondary school and in the last year of lower secondary school, making up a sample distributed over 200 schools. The sample takes into account the type of school (college, school, vocational upper secondary school, agricultural upper secondary school or general and technological upper secondary school) in order to ensure a representative range of 15 year olds according to their class. A random sample of thirty pupils is then selected from each school.

Source: MENESR-DEPP; OCDE–PISA.
Coverage: Metropolitan France + DOM (except La Réunion), public and private sectors under contract.

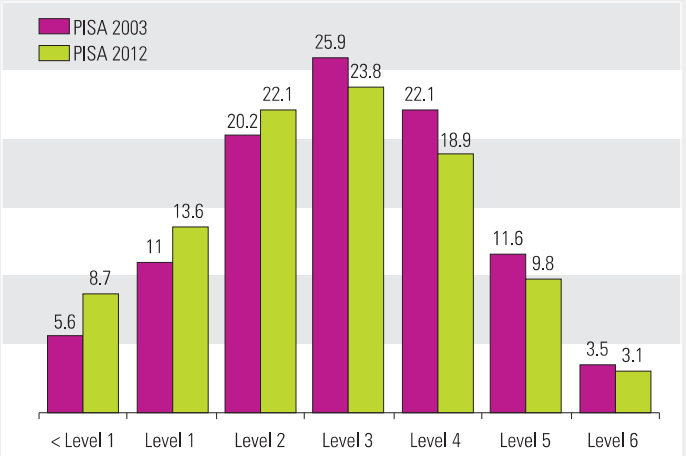
21.1 – Results of countries worldwide for mathematical literacy (PISA 2012)



Interpretation: in 2012, the average score for France (495) is not statistically different from the OECD or the countries represented with blue rectangles. The width of the rectangles expresses the confidence interval around the mean, which corresponds to the sampling error.

Sources: MENESR-DEPP; OCDE–PISA.

21.2 – Distribution of students in France according to the level of proficiency in mathematical literacy



Interpretation: pupils are represented according to their scores in seven levels of proficiency. In 2012, 8.7% of French 15 year old pupils were in the lower level at 1 (low-achieving) and 3.1% in level 6 (very high achieving).
The data featured in this graph are rounded numbers.
Coverage: Metropolitan France + DOM (except La Réunion), public and private sectors under contract.

Sources: MENESR-DEPP; OCDE–PISA.

21.3 – Interquartile interval and influence of economic, social and cultural status (ESCS) in France and in the OCDE[1]

		PISA 2003	PISA 2012	Difference
1st quartile	France	*449*	429	***- 20***
	OECD	436	433	**- 3**
3rd quartile	France	*575*	565	**- 11**
	OECD	565	561	**- 4**
Interquartile interval	France	126	*136*	**+ 10**
	OECD	129	128	- 1
Score difference associated with the variation of a unit in the ESCS index	France	43	*57*	***+ 14***
	OECD	39	39	0

Interpretation: in 2012, 25% of French pupils obtained a score lower than or equal to 429 and 25% obtained a score above or equal to 565. In 2012, a 57 point gap is associated with the variation in the unit of the SESC index in France, which is significantly above the OECD average (39 points) and 14 points more than in 2003.

1. The OECD average is calculated over the 29 participating countries in 2003 and 2012.
Significant changes are indicated in bold. Significant differences between France and the OECD average are indicated in italics.
The data featured in this chart are rounded numbers.
Coverage: Metropolitan France + DOM (except La Réunion), public and private sectors under contract.

Sources: MENESR-DEPP; OCDE–PISA.

22 PISA 2012: reading literacy and scientific literacy skills

In reading literacy, France's average score remained stable between 2000 and 2012, but for the first time since 2000, it was significantly below the OECD average. In scientific literacy, France's average score remained stable between 2006 and 2012. It was and remains in the OECD average.

The PISA assessment focuses more on skills bringing into play knowledge than the knowledge itself. It therefore does not directly measure the degree of attainment of curriculum objectives: the exercises proposed are the result of an international compromise as to what is considered to be necessary for future citizens.

In reading literacy, with an average score of 505, in 2012 and in 2000, France's results show strong stability (*figure 22.1*).

There is a steady increase in the population of pupils showing low levels of skills, of which the proportion increased from 15.2% in 2000 to 18.9% in 2012. These pupils are below level 2, level considered by the OECD as a threshold from which students begin to show that they possess skills that allow them to participate effectively and productively in life in society. At the other end of the ladder, 12.9% of French pupils are in the higher-performing groups, levels 5 and 6, or 4.1 points higher than the OECD average. This distribution of French pupils with larger numbers at the two ends of the ladder confirms the results of 2009.

France is one of the OECD countries showing above-average difference in performance between the two sexes. Between 2000 and 2012, the gap between the average score of boys and girls regularly increased: it rose from 29 to 44 points. There are proportionally double the number of boys below level 2 (25.5%) to girls (12.7%). In the best-performing groups, there are more girls: 16.4% of them belonged to group 5 and 6 compared to 9.2% of boys.

In scientific literacy, French results have been stable since 2006 (*figure 22.2*). With a score of 499, France is ranked, as it was in 2006 (score of 495), in the OECD average.

As in 2006, scores by girls and boys in 2012 were not significantly different. Girls obtained an average score of 500 and boys 498. Furthermore, these scores are not significantly different from average scores obtained by girls (500) and boys (502) in OECD countries.

With regard to the breakdown of pupils throughout the performance scale, there is no significant difference between France and the OECD average, except for the level lower than 1. Indeed, 6.1% of our pupils belong to the weaker group, while in OECD countries, they are only 4.8%. This difference is explained by the higher proportion of boys in this group: in France, 7.3% of boys are below level 1, against 5.3% on average in OECD countries. However, the breakdown of girls throughout the performance scale is not, in France, significantly different from that of girls in OECD countries. ■

Every three years, since 2000, under the supervision of the OECD, the PISA (Programme for International Student Assessment) measures and compares the skills of 15 year olds in three areas: reading literacy, mathematical and scientific literacy.

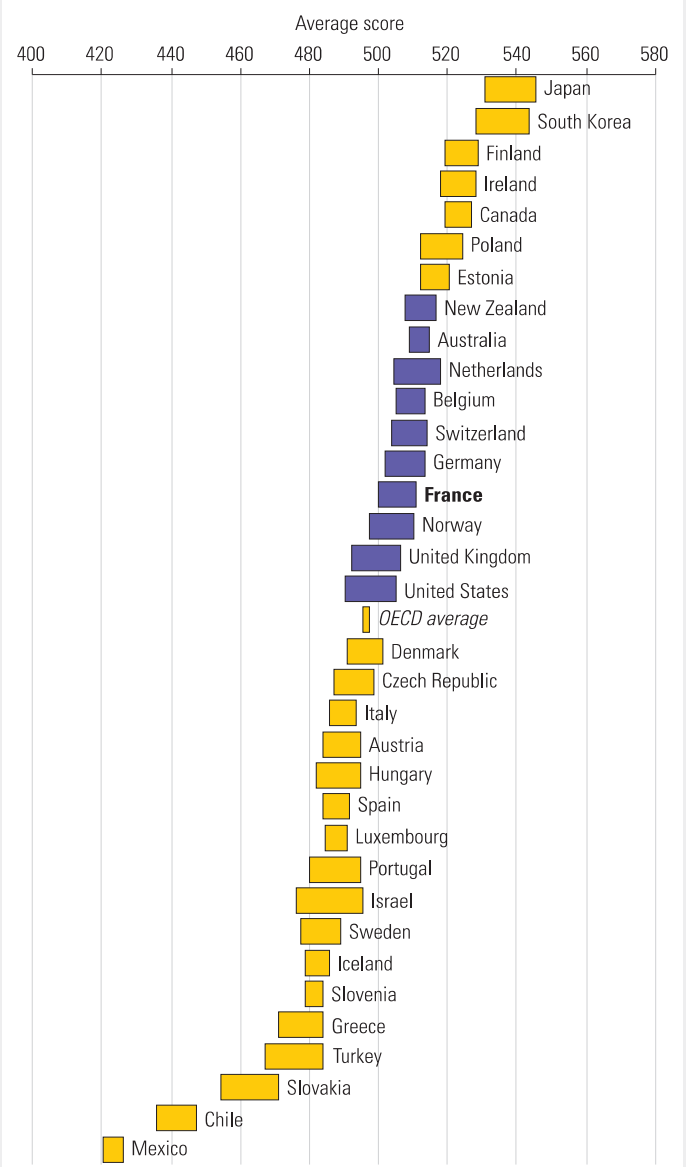
The implementation of the survey is based on standardised procedures in order to guarantee comparability of results both in time and in geographic terms. Items are translated into 45 different languages and proposed to pupils in all countries.

PISA targets 15 year old pupils, an age category that will reach the end of compulsory education in most OECD countries, regardless of their past education or future projects to either continue or leave school. In France, the classes tested are mainly pupils in the first year of general and technological upper secondary school and in the last year of lower secondary school, making up a sample distributed over 200 schools. The sample takes into account the type of school (college, school, vocational upper secondary school, agricultural upper secondary school or general and technological upper secondary school) in order to ensure a representative range of 15 year olds according to their class. A random sample of thirty pupils is then selected from each school.

Sources: MENESR-DEPP; OCDE–PISA.
Coverage: Metropolitan France + DOM (except La Réunion).

PISA 2012: reading literacy and scientific literacy skills 22

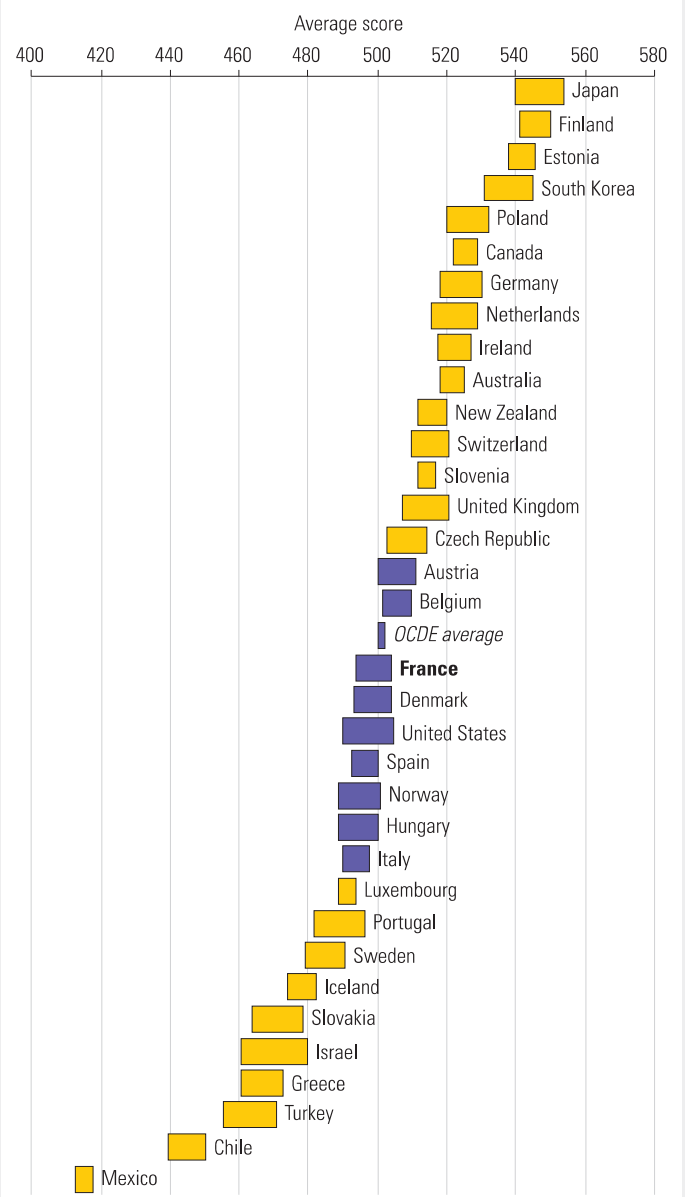
22.1 – Countries' results in reading literacy (PISA 2012)



Interpretation: in 2012, the average score for France in reading literacy (505) was higher than that of the OECD, but was not statistically different from that of the countries represented with blue rectangles.The width of the rectangles expresses the confidence interval around the mean, which corresponds to the sampling error.

Sources: MENESR-DEPP; OCDE–PISA.

22.2 – Countries' results in scientific literacy (PISA 2012)



Interpretation: in 2012, the average score for France (499) is not statistically different from the OECD or the countries represented with blue rectangles.The width of the rectangles expresses the confidence interval around the mean, which corresponds to the sampling error.

Sources: MENESR-DEPP; OCDE–PISA.

23 Young people's reading skills (JDC)

In 2013, 81.8% of young French people aged around 17 were proficient readers. The *Journée défense et citoyenneté* (JDC or "Defence and Citizen Day") also provides an accurate measurement of the proportion of young people experiencing reading difficulties: they made up 9.6%, half of whom were practically illiterate.

In 2013, the reading tests conducted as part of the *Journée défense et citoyenneté* (JDC) 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 23.1*).

The weakness of those young people with the most serious difficulties (profiles 1 and 2), which represent 4.1% of the whole, are caused by a significant lack of vocabulary. Furthermore, profile 1 individuals (2.3%) 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: 8.6% of young people (profiles 5a and 5b) manage to compensate for their difficulties to 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. 71.4% of the total population.

Boys often had more problems than girls (*table 23.1*). They did less well in comprehension tests and therefore made up the majority in profiles 1, 2, 3 and 4. Their deficient understanding of basic mechanisms of language processing explains their strong presence in profiles 1, 3, 5a and 5c (*figure 23.2*).

The percentage of young people with reading difficulties has declined since 2010, falling from 10.8% to 9.6% (*table 23.4*). These trends should be interpreted with caution. Indeed, the results do not relate to cohorts of young people but on 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.

In 2013, 56,000 participants in the JDC in metropolitan France also participated in an assessment of their skills in the use of mathematics in everyday life (numeracy). This experiment revealed that the correlation between the reading and numeracy tests was relatively low. Indeed, if 14.1% of young people are in difficulty in at least one of the two areas, 5.8% face difficulties in numeracy and 4.5% in reading only (*table 23.3*). In other words, among those people experiencing reading problems, 54% have therefore no numeracy difficulties. ■

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;
– the construction of meaning, poor readers need to focus on recognising words, which should be possible automatically;
– 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.
In 2013, these tests were supplemented by an evaluation of young people's skills in the use of mathematics in everyday life (numeracy). These numeracy assessments were held for a month in metropolitan France only.

Sources: Ministry of Defence-DSN, MENESR-DEPP.
Coverage: Metropolitan France + DOM for reading data; Metropolitan France for numeracy data.

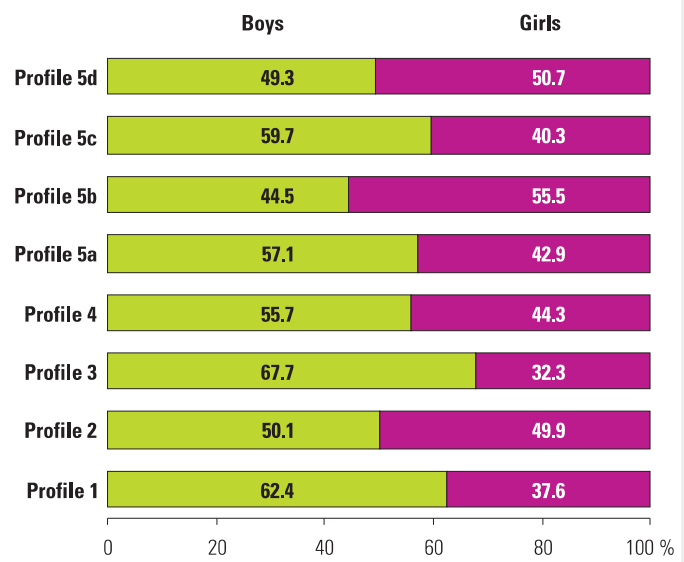
23.1 – Reader profiles (JDC 2013) as %

Profile	Complex processing	Reading of writing	Lexical	Boys	Girls	Total	Level of reading
5d	+	+	+	68.7	74.1	71.4	Proficient readers
5c	+	–	+	12.2	8.6	10.4	**81.8**
5b	+	+	–	5.6	7.3	6.4	Poor readers
5a	+	–	–	2.5	1.9	2.2	**8.6**
4	–	+	+	3.6	3.0	3.3	Very low literacy
3	–	–	+	2.9	1.4	2.2	**5.5**
2	–	+	–	1.8	1.9	1.8	Severe difficulties
1	–	–	–	2.8	1.8	2.3	**4.1**

Interpretation: the combination of three aspects of the assessment produces eight 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.
Coverage: Metropolitan France + DOM.

Sources: Ministry of Defence-DSN, MENESR-DEPP.

23.2 – Breakdown of each reader profile according to gender (JDC 2013) as %



Coverage: Metropolitan France + DOM.

Sources: Ministry of Defence-DSN, MENESR-DEPP.

23.3 – Difficulties in reading and numeracy according to gender (JDC 2013) as %

Profiles	Girls	Boys	Total
Difficulties in reading and numeracy	3.5	4.1	3.8
Numeracy difficulties only	7.2	4.5	5.8
Reading difficulties only	3.3	5.7	4.5
No difficulties	86.1	85.7	85.9
Total	**100.0**	**100.0**	**100.0**

Interpretation: in 2013, 56,000 young people who responded to the reading test also passed a numeracy performance module. Of these, 4.5% are struggling in reading but not in numeracy. The numeracy assessment only covered Metropolitan France. That is why the share of young people with reading difficulties among those who participated is different from that observed over the whole of France (8.3% against 9.6%).
Coverage: Metropolitan France.

Sources: Ministry of Defence-DSN, MENESR-DEPP.

23.4 – Trends in the breakdown of boys and girls according to their skills profile as %

	2009	2010	2011	2012	2013
Total					
Proficient readers	79.8	79.6	80.3	81.0	81.8
Poor readers	9.6	9.6	9.4	9.2	8.6
Reading difficulties	10.6	10.8	10.4	9.9	9.6
of which with serious difficulties	*5.1*	*5.1*	*4.8*	*4.4*	*4.1*
Boys					
Proficient readers	78.0	77.9	78.9	79.9	80.9
Poor readers	9.4	9.5	9.0	8.7	8.1
Reading difficulties	12.6	12.6	12.1	11.5	11.1
of which with serious difficulties	*5.9*	*5.9*	*5.5*	*5.0*	*4.6*
Girls					
Proficient readers	81.7	81.5	81.7	82.1	82.7
Poor readers	9.7	9.8	9.7	9.6	9.2
Reading difficulties	8.6	8.7	8.6	8.3	8.1
of which with serious difficulties	*4.2*	*4.2*	*4.2*	*3.9*	*3.6*

Interpretation: in 2013, 9.6% of young people showed reading difficulties.
For a proportion of these - 4,1% of the total - these problems are very important.
NB: the totals in the columns may not add up to 100% due to the rounding off effect.
Coverage: Metropolitan France + DOM, including Mayotte since 2009.

Sources: Ministry of Defence-DSN, MENESR-DEPP.

24 Access to level IV education

More than 84% of young people reached level IV education in 2013, including more than 29% in the vocational pathway. Girls have benefited more from the reform of the professional pathway than boys.

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. The rate then stabilised at around 69%. In 2010, the first effects of the reform of the vocational pathway appeared and the rate gained 15 points in two years. It reached 84.2% in September 2013 (*table 24.1 and figure 24.2*).

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 2013, it was 74.8% (+ 11.1 points compared to 2009). 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 4.4% in 2013, following the implementation of the reform of the vocational pathway, after a long period of stability. Within apprenticeship programmes, the access rate rose to 6.1% in 2011. It lost 0.7 points the following year, at the end of the transition phase. In 2013, 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 2004. Since then, it has progressed steadily and gained 5 points in 2013 compared to 2004, reaching 38.9%. At the same time, the technological stream, whose significance rose until 2000, to reach 22%, has since continued to subside: 16.2% in 2013.

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. September 2010 was undoubtedly the beginning of a new phase. The generalisation of the vocational *baccalauréat* in three years brought the access rate to level IV to 29.2% in 2013, representing 11.4 points more than in 2009.

In 2013, girls' access rate reached 90%, compared to 78.7% for boys (*table 24.3*). This gap in favour of girls is particular clear in the general streams (11.5 points) than technological streams (1.9 points). There are more boys than girls in the vocational training pathways. Between 2010 and 2012, boys took greater advantage of the strong upsurge in the vocational pathway than girls. In 2013, the gap was strongly reduced in favour of girls with the arrival in level IV of the first candidates sitting the "personal support, care and services" and "personal and territorial services" vocational *baccalauréats*, of which almost 94% of pupils were girls. The gap in favour of boys fell from 9.1 points in 2012 to 2.1 in 2013. Finally, between 2010 and 2013, girls benefited more from the reform of the vocational pathway than boys: their rate of access in this sector (all pathways combined) increased by almost 13 points against 10 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 or 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 primary 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 25.*

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 2013 estimate. The access rate of apprentices to Level IV education is thus underestimated in 2013.

Sources: MENESR-DEPP; Ministry for Agriculture; Insee.
Coverage: Metropolitan France, Metropolitan France+ DOM excluding Mayotte, public and private.

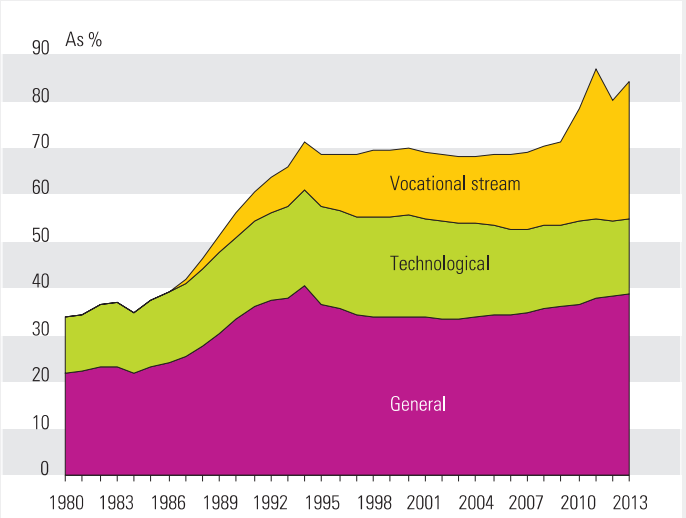
24.1 – Access rate to Level IV education
Including all initial education options

	Metropolitan France		Metropolitan France + DOM, excl. Mayotte				
	1980-81	1990-91	2000-01	2010-11	2011-12p	2012-13p	2013-14p[1]
General	22.1	33.4	34.1	36.8	38.1	38.3	38.9
Technological	11.9	17.6	21.7	17.5	17.0	16.3	16.2
Vocational	0.0	5.0	14.0	24.3	31.9	25.6	29.2
Total	**34.0**	**56.0**	**69.8**	**78.6**	**86.9**	**80.2**	**84.2**
MENESR	33.0	54.0	63.4	70.6	76.8	71.7	74.8
Agriculture	1.0	1.4	2.7	2.6	4.1	3.2	4.4
Apprenticeship	0.0	0.6	3.7	5.4	6.1	5.4	5.0

NB: stream calculated as from 2010-2011 using Insee demographic estimates based on annual censuses. The data are definitive until 2010-2011, then provisional (p).
1. The results including apprenticeship are based on an estimate (vocational streams, total and apprenticeship in 2013-2014).

Sources: MENESR-DEPP; Ministry for Agriculture; Insee.

24.2 – Trends in the access rate to Level IV education from 1980 to 2013
Including all initial education options



Coverage: Metropolitan France until 1999, metropolitan France + DOM off Mayotte since 2000.

Sources: MENESR-DEPP; Ministry for Agriculture; Insee.

24.3 – Access rates in Level IV, according to the pathway and gender

	2010			2011p			2012p			2013p[1]		
	Girls	Boys	Gender gap	Girls	Boys	Gender gap	Girls	Boys	Gender gap	Girls	Boys	Gender gap
General	42.5	31.3	11.2	43.9	32.5	11.4	44.3	32.7	11.6	44.8	33.2	11.5
Technological	18.5	16.5	2.0	18.1	15.8	2.3	17.5	15.2	2.3	17.1	15.2	1.9
Vocational	21.3	27.3	- 6.0	25.5	38.1	- 12.6	20.9	30.0	- 9.1	28.1	30.2	- 2.1
Total	**82.3**	**75.1**	**7.2**	**87.6**	**86.4**	**1.2**	**82.7**	**77.9**	**4.8**	**90.0**	**78.7**	**11.3**
MENESR	75.6	65.9	9.8	79.5	74.2	5.3	75.5	68.0	7.5	80.9	69.0	12.0
Agriculture	2.8	2.3	0.5	3.9	4.3	- 0.4	3.3	3.1	0.3	5.6	3.3	2.3
Apprenticeship	3.8	6.9	- 3.1	4.2	7.9	- 3.7	3.9	6.8	- 2.9	3.4	6.4	- 3.0

1. The results including apprenticeship are based on an estimate (vocational streams, total and apprenticeship in 2013-2014).
Coverage: Metropolitan France + DOM, excl. Mayotte.

Sources: MENESR-DEPP; Ministry for Agriculture; Insee.

25 *Baccalauréat* graduates

Almost 74% of a generation's young people obtained a *baccalauréat* in the 2013 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 2014, 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 almost three-quarters (*figure 25.1*). 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, have significantly increased the proportion of these *baccalauréat* graduates.

In 2011 and 2012, while the old and the new curriculum were both in existence, the rate rose to 71.2% and 77.2%, i.e. 12.2 points higher than in 2010. At the end of the transition period, the old curriculum was largely in the minority in 2013. With 73.8%, the rate fell by 3.4 points compared to 2012, but was still 8.8 points higher than in 2010. It can be divided as follows: 38.0% in the general pathway, 15.6% in the technological pathway and 20.1% in a professional pathway. In the 2014 session, first candidates sitting the "personal support, care and services" and "personal and territorial services" vocational *baccalauréats*, passed the *baccalauréat*. They contribute to the increase in the proportion of graduates in a generation, estimated at 77.3% in 2014. Since 1995, the number of *baccalauréat* graduates has increased by about 25% but their breakdown changed in favour of vocational and technological series until 2001, and then only vocational after that (*table 25.3*). From 2009, the proportion of the vocational *baccalauréat* increased and exceeds 30% in 2014. The proportion of the general degree and technological *baccalauréat*, however, fell by 9 points and 7 points between 1995 and 2014, mainly owing to the decline of the literary and STMG streams. Until 2009, when it exceeded 86%, the *baccalauréat* pass rate regularly increased (*figure 25.2*). Between 2009 and 2012, all streams put together, it fell to 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. As of 2012, success in this pathway rose again. Combined with strong growth in general and technological pathways, its pass rate in 2014 reached a record level in 2014: 88% (provisional for June). Since 1995, the success rate of the general *baccalauréat* has increased by nearly 16 points and more than 15 points in the technological *baccalauréat*.

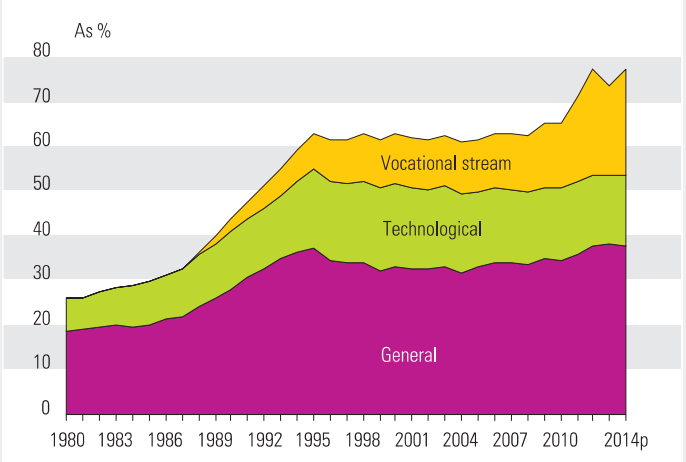
The social background of candidates has a very strong influence not only on their breakdown between streams but also on their respective pass rates. In 2013, 96% of children of farmers who sat the general *baccalauréat* passed, i.e. 7 points more than the children of blue-collar workers (*figure 25.4*). The difference is comparable in technological streams, and is even a little higher vocational ones. All pathways put together, children of managers or teachers have better pass rates than farmer's children: more of them sit the general *baccalauréat* where the pass rate is higher (*indicator 29*). ■

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 2014. 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.

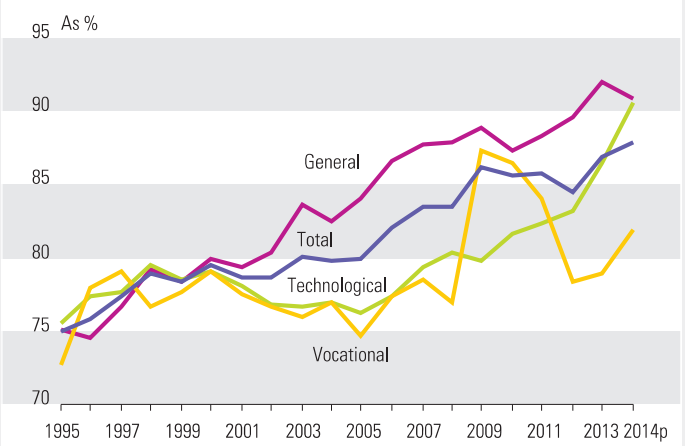
Coverage: Metropolitan France, Metropolitan France + DOM and Metropolitan France + DOM excl. Mayotte.
Sources: MENESR-DEPP; Insee, Ministry for Agriculture.

25.1 – Proportions of *baccalauréat* graduates in a generation (1980-2014)



NB: for the 2014 session, figures have been calculated using provisional *baccalauréat* results in 2014 (p.).
Coverage: Metropolitan France until 2000, excluding Mayotte Metropolitan France DOM in 2001.
Sources: MENESR-DEPP; Ministry for Agriculture; Insee.

25.2 – Trends in *baccalauréat* pass rates from 1995 to 2014



NB: for the 2014 session, figures have been calculated using provisional *baccalauréat* results in 2014 (p.).
Coverage: Metropolitan France + DOM, including Mayotte after 2011.
Sources: MENESR-DEPP; Ministry for Agriculture; Insee.

25.3 – Breakdown per stream of *baccalauréat* graduates in the 1995, 2013 and 2014 sessions

	1995[1] session		2013 session		*2014p session*	
	Graduates	Breakdown	Graduates	Breakdown	*Graduates*	*Breakdown*
General *baccalauréat*						
ES	76,555	15.5%	97,729	16.6%	*97,009*	*15.5%*
L	71,460	14.5%	50,358	8.5%	*47,918*	*7.7%*
S	139,031	28.2%	157,229	26.7%	*160,681*	*25.7%*
Total general	**287,046**	**58.3 %**	**305,316**	**51.8 %**	***305,608***	***48.9 %***
Technological *baccalauréat*						
STI2D (ex-STI[2])	35,251	7.2 %	24,660	4.2 %	*25,505*	*4.1 %*
STMG (ex-STT)	78,894	16.0 %	61,124	10.4 %	*62,549*	*10.0 %*
ST2S (ex-SMS)	13,337	2.7 %	22,400	3.8 %	*23,720*	*3.8 %*
Other technological streams	10,785	2.2 %	16,499	2.8 %	*17,141*	*2.7 %*
Total technological	**138,267**	**28.1 %**	**124,683**	**21.2 %**	***128,915***	***20.6 %***
Vocational *baccalauréat*						
Production	26,218	5.3 %	74,500	12.6 %	*84,248*	*13.5 %*
Services	40,878	8.3 %	84,741	14.4 %	*105,940*	*17.0 %*
Total vocational	**67,096**	**13.6 %**	**159,241**	**27.0 %**	***190,188***	***30.4 %***
Total *baccalauréat*	**492,409**	**100.0 %**	**589,240**	**100.0 %**	***624,711***	***100.0 %***

NB: for the 2014 session, figures have been calculated using provisional *baccalauréat* results in 2014 (p.).
1. Excluding Mayotte.
2. Including the "optical engineering" option, which was separate before 1999.
Coverage: Metropolitan France + DOM, including Mayotte after 2013.
Sources: MENESR-DEPP; Ministry for Agriculture.

25.4 – Pass rates in 2013 according to social background

	General *baccalauréat*	Technological *baccalauréat*	Vocational *baccalauréat*	Total
Farmers	95.8	93.1	85.8	92.9
Skilled craftsmen, retailers, company directors	92.1	88.7	81.8	88.3
Management and high-level intellectual professions	95.5	90.9	85.2	93.8
including teachers and equivalent	*96.0*	*90.8*	*84.4*	*94.8*
Intermediate professions	93.0	89.3	82.1	90.1
including primary school teachers and equivalent	*95.0*	*90.2*	*82.7*	*93.4*
Office workers	90.9	87.2	80.6	87.6
Blue-collar workers	88.7	86.1	77.3	83.1
Retired	90.8	84.0	76.1	83.4
Others with no professional activity	84.2	80.2	72.1	79.5
Undefined	83.0	79.2	78.0	78.9
Total	**92.0**	**86.5**	**78.9**	**86.9**

Coverage: Metropolitan France + DOM.
Sources: MENESR-DEPP; Ministry for Agriculture.

26 Qualification levels

In 2013, 75% of the French active population aged 25 to 64 held an upper secondary school qualification compared to 86% 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, public 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 2013, 86% of the population aged 20 to 24 and 75% aged 25 to 64 held an upper secondary school qualification (*figure 26.1*). The share of qualified individuals has sharply increased since 1993, by 16 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 1993, 44% of young people aged 20 to 24 held the *baccalauréat* (general, technological or vocational), 26% a *certificat d'aptitude professionnelle* (CAP - certificate of professional aptitude) or a *brevet d'études professionnelles* (BEP - vocational studies certificate) and 30% the brevet or no qualifications whatsoever (*table 26.3*). In 2013, 72% of young people aged 20 to 24 passed their *baccalauréat*, 14% a CAP or BEP and 14% have the brevet or no qualifications at all. A large number of *baccalauréat* graduates went on to higher education.

Of the 677,000 young people having completed their initial education, an annual average 43% in 2010, 2011 or 2012 held, as their highest qualification, a higher education qualification, 42% an upper secondary education qualification and 15% a national brevet qualification or no qualifications at all (*table 26.2*). 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* (20%). Fewer of them held a general *baccalauréat* only (8%). The breakdown of this last cohort per qualification is relatively stable with respect to the previous cohort.

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 knowledgeable society. For many years, France's adult population, alongside other Latin countries, had been relatively under-qualified. 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. Today, France has regained much ground (*figure 26.4*). ■

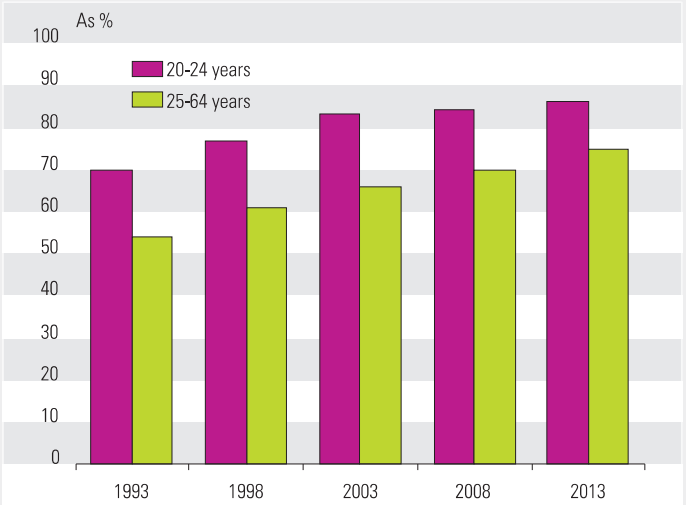
The level of qualification is measured here by the highest qualification awarded to the individual.

Figures 26.1, 26.3 and 26.4 relate to specific age groups. Table 26.2 covers 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: MENESR-DEPP; Insee (Employment surveys).
Coverage: OECD countries and Metropolitan France.

26.1 – Proportion of young people and adults holding upper secondary diplomas



Interpretation: in 2013, 75% of 25 to 64 year olds and 86% of young people aged 18 to 24 declared having an upper secondary school qualification.
Coverage: Metropolitan France, provisional data for 2013.

Source: Insee, Employment surveys; calculations MENESR-DEPP.

26.2 – Breakdown of individuals leaving initial education according to their highest qualification

Year of leaving initial education	2007-2008-2009 Total		2010-2011-2012 Total	
	in thousands	as %	in thousands	as %
DEA, DESS, Master's, PhD	71	10	90	13
Higher education institutions	38	5	37	5
Bachelor's, Master's degree	74	11	62	9
DEUG, BTS, DUT and equivalent	86	13	86	13
Paramedical and social	23	3	19	3
Total graduates of higher education	**292**	**42**	**294**	**43**
General *baccalauréat*	58	8	56	8
Technological, vocational and equivalent *baccalauréat*	113	17	133	20
Total *baccalauréat* and equivalent graduates	**171**	**25**	**189**	**28**
CAP, BEP or equivalent	114	16	93	14
Total population of secondary education graduates	**285**	**41**	**282**	**42**
Brevet only	57	8	47	7
No qualifications	65	9	54	8
Total brevet and no qualifications	**122**	**17**	**101**	**15**
Total individuals leaving initial education	**699**	**100**	**677**	**100**

Interpretation: on average, in 2010, 2011 and 2012, 677,000 young people left initial education. 43% of them had a higher education qualification.
Coverage: Metropolitan France, provisional data for 2010-2011-2012.

Source: Insee, Employment surveys; calculations MENESR-DEPP.

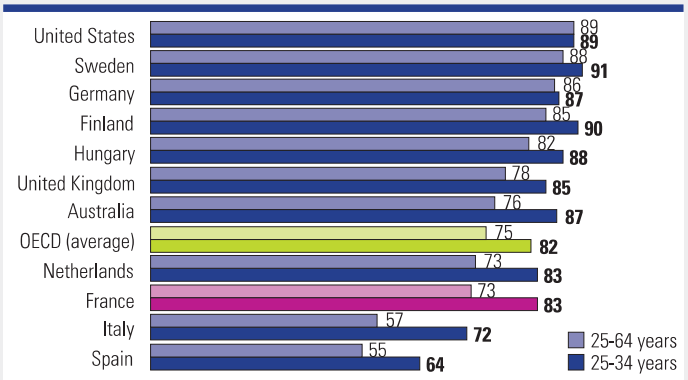
26.3 – Percentage of young people aged 20 to 24 years with an upper secondary education qualification (as %)

	1993	1998	2003	2008	2013
Baccalauréat	44	57	63	66	72
BEP-CAP	26	20	19	18	14
All secondary education graduates	**70**	**77**	**82**	**84**	**86**
Brevet or no diploma	30	23	18	16	14
Total	**100**	**100**	**100**	**100**	**100**

Interpretation: in 2013, 72% of young people aged 20-24 declared having attained a *baccalauréat* (followed or not by higher education), 14% a BEP or a CAP or equivalent qualification. In all, 86% of the age group thus attained a secondary education qualification compared with 70% of the same age group in 1993.
Coverage: Metropolitan France, provisional data for 2013.

Source: Insee, Employment surveys; calculations MENESR-DEPP.

26.4 – Percentage of populations aged 25-64 and 25-34 having successfully completed secondary education (2012)



Source: OECD, *Education at a Glance*, 2014.

27 Under-qualified school leavers

The proportion of young people aged 18 to 24 who are not in education and had no qualifications or only the brevet diploma declined steadily between 1980 and 2000. However, since the early 2000s, this figure has stagnated. In addition, 9% of pupils leave 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 initial 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. Indeed, the proportion of "early leavers" - that is to say, the proportion of young people aged 18-24 years who are not in education or training and had the brevet diploma at the most - rose from 40% in the late 1970s to 30% in the mid-1980s and to 15% in the late 1990s (*figure 27.1*). The sharp fall in the 1980s and 2000s is concommitant 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 over several decades, it still appears that the proportion of "early" leavers has been stable in recent years. The French indicator of 2013 (9.7%) shows a break that compromises comparability with the previous years' values, most likely to have been overestimated (*figure 27.3*). The European Union has set a target for 2020 of fewer than 10% "early leavers". It was 18% in 2000 and 11.9% in 2013.

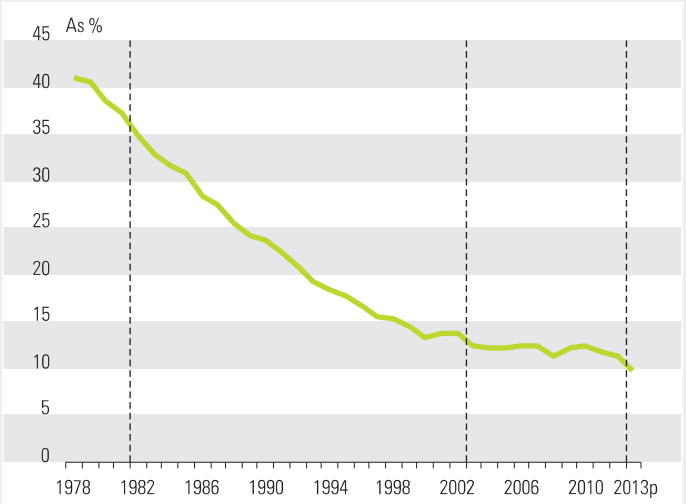
France also assesses the level completed at the end of secondary education, by analysing when people leave education, depending on the class reached, on the basis of school statistics. The proportion of young people who left secondary education before the last year of upper secondary school has decreased since 2000 and reached 8.5% in 2012 (*table 27.2*). The renovation of the vocational pathway, which was generalised in September 2009, resulted the following year in a change in the structure of leavers in secondary education. Between 2008 and 2012, the proportion of leavers at *baccalauréat* gained nearly 10 points (79.7% in 2012) while the CAP-BEP leavers lost 11 (11.8% in 2012). The proportion of young people who left secondary education before the last year of upper secondary school, which had been stable at around 7.5% since 2005, increased by 2 points in 2010 and 0.5 points in 2011, before falling in 2012. The sharp increase in 2010 was linked to the new way of counting leavers from the second year of vocational upper secondary school, grouped with leavers from the first year, as these young people did not complete their three-year course. However, the decrease in 2012 showed a net decline in leavers during their course. ■

"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.

The Employment Survey was conducted in a given month (March) until 2002, and then continuously since 2003. It then combined the data from the four quarters. Changes in questions identifying training courses create breaks in series. Young trainees were identified by their "main situation" from 1978 to 1981. They were identified, by a specific question from 1982 to 2002. New questions more in tune with training courses were introduced in 2003 and 2013.

Sources: MENESR-DEPP;
Insee (Employment surveys); Eurostat.
Coverage: Metropolitan France, EU countries.

27.1 – Proportion of early school leavers 1978 to 2013



p: provisional data.
Interpretation: in 2012, the proportion of early school leavers, i.e. young people aged 18 to 24 who were no longer in education and have no qualification or with nothing more than the brevet was 11.4%. This proportion was 40% in 1980. Breaks in series are shown in dotted lines.
Coverage: Metropolitan France, 2013 provisional data.

Source: Insee, Employment surveys; calculations MENESR-DEPP.

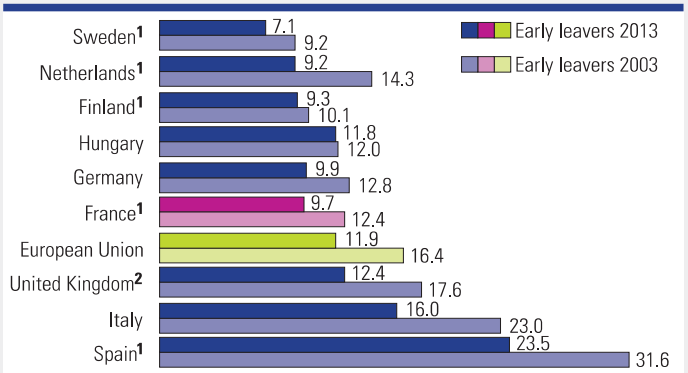
27.2 – Secondary school leavers per class (as %)

Class attained	Year of leaving secondary education						
	2000	2005	2007	2009	2010	2011	2012
Final year general and technological upper secondary school	53.8	55.5	54.1	54.4	55.0	53.9	51.6
Final year vocational upper secondary school (vocational *baccalauréat* and BP)	13.1	14.4	16.0	17.1	17.8	23.3	28.1
Total school leavers at *baccalauréat* level	**66.9**	**69.9**	**70.1**	**71.5**	**72.8**	**77.2**	**79.7**
First year of vocational *baccalauréat* in two years and BP	2.4	2.6	2.6	2.1	0.7	0.5	0.4
Final year CAP or BEP	21.3	19.9	19.7	18.8	16.8	12.2	11.4
Total school leavers at CAP-BEP level	**23.7**	**22.5**	**22.3**	**20.9**	**17.5**	**12.7**	**11.8**
1st or 2nd year of general or technological upper secondary school	2.4	2.0	2.2	1.8	1.3	1.0	1.1
Second year upper secondary school, vocational	-	-	-	-	2.3	3.8	2.4
First year upper secondary school, vocational	-	-	-	0.7	2.4	2.6	2.4
First cycle, first year of CAP or BEP	7.0	5.6	5.4	5.1	3.7	2.7	2.6
Total school leavers before the end of upper secondary school	**9.4**	**7.6**	**7.6**	**7.6**	**9.7**	**10.1**	**8.5**

Coverage: Metropolitan France.

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

27.3 – Proportions of under-qualified young people: international comparison (as %)



1. Significant series breaks in Sweden in 2006 and France in 2013 (data difficult to compare to previous data) and insignificant in 2005 in Spain, Finland and the Netherlands in 2010.
2. 2002.

Sources: Eurostat, 2013 and 2007 surveys on labour forces (full year).

28 Gender and education

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 82.6% against 77.1% *(figure 28.1)*. The difference was accentuated at lower secondary school (85.9% against 72.3% for boys).

Proficiency in mathematics and science and technology (skill 3) was very similar between girls and boys at the end of primary school (69.3% against 72.5%), but girls pull ahead at lower secondary school with 80.5% against 76.2% 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 girls have a higher level of education than boys, a gap that has constantly widened over the past two decades *(table 28.2)*. Among young people having completed their education in the years 2010, 2011 and 2012, 48% of girls had higher education qualifications compared to only 38% of boys. The proportion of young people leaving school without any secondary qualifications (CAP, BEP or *baccalauréat*) reached 18% for boys compared to only 12% for girls.

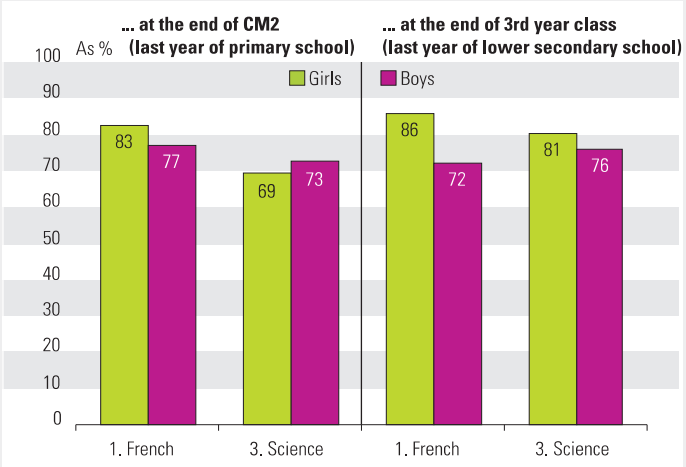
Women were more qualified at the end of secondary education than men in most developed OECD countries. Among the recent generations aged 25 to 34, the proportion of women with a qualification at the end of secondary education was higher than that of men in Latin and Scandinavian countries; the proportions are comparable in Germany and in the United Kingdom *(figure 28.4)*.

For more than four decades, girls make up the majority of French *baccalauréat* graduates. However, their presence has tended to diminish with the current boom of the vocational pathway and the decline of L and STMG streams. In 2013, they represented a little more than half of successful candidates and more than 56% in the general streams alone. The presence of girls remains very unequal depending on the stream *(figure 28.3)*.

In the general stream, girls represent the large majority in arts and humanities (80% of successful candidates in the 2013 session, down 3.6 points on the maximum recorded in 2002) and the percentage was clearly lower in the economics and social stream (61%). Girls however were the minority in the scientific stream (46% of the 2013 session, i.e. 4 points more than in 1990). In the technological stream, service-based options remained the preserve of girls (55% of STMG *baccalauréat* graduates, down however by more than 10 points since 2000 and 92% in ST2S) while industrial specialisms were dominated by boys (94% in STI2D). Among vocational *baccalauréat* graduates, girls tended to remain in the minority (40% of successful candidates) but were more present in the service than the production sector (64% compared to 14%). ■

Sources: OCDE for international comparisons; Insee (Employment surveys); MENESR-DEPP.
Coverage: Metropolitan France, OECD countries.

28.1 – Proportion of students who are proficient in French and science (Skills 1 and 3 of the base) in 2013…



Interpretation: in second year intermediate class (CM2), 69% of girls and 73% of boys have mastered skill 3 of the base (main elements of mathematics, scientific and technological literacy).
Coverage: Metropolitan France + DOM, public and private education under contract.

Source: MENESR-DEPP, assessment of skills of the base at the end of primary school and end of lower secondary school (May 2013).

28.2 – The level of education attained by girls and boys at the end of their education

Year of leaving initial education	1990-1991-1992		2007-2008-2009		2010-2011-2012p	
	Boys	Girls	Boys	Girls	Boys	Girls
Qualification obtained						
Higher education qualification	32	33	35	48	38	48
Secondary education qualification	39	42	42	40	44	40
No qualifications or *brevet des collèges*	30	25	23	12	18	12

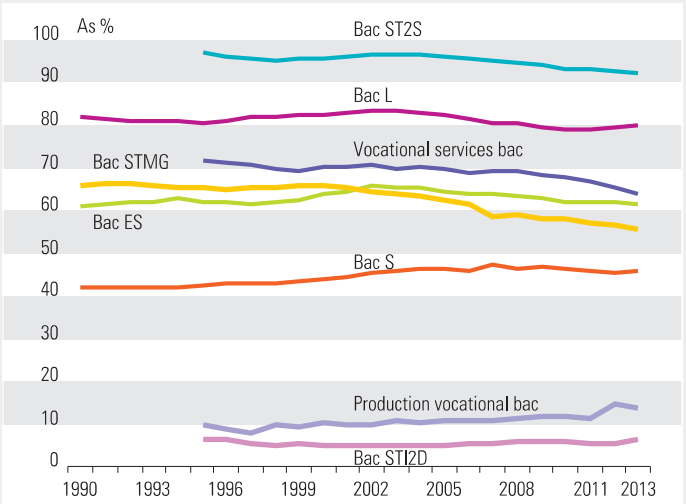
2010-2011-2012p: provisional data.

Interpretation: 38% of boys leaving education in 2010, 2011 or 2012 had a higher education qualification.

NB: qualifications in 1990-1991-1992 were calculated on the basis of annual Employment surveys conducted in a given month (March). The others were based on continuous quarterly Employment surveys. It then combined the data from the four quarters. Finally, the average over three survey years smooths out any sampling effects.

Source: Insee (Employment surveys); calculations MENESR-DEPP.

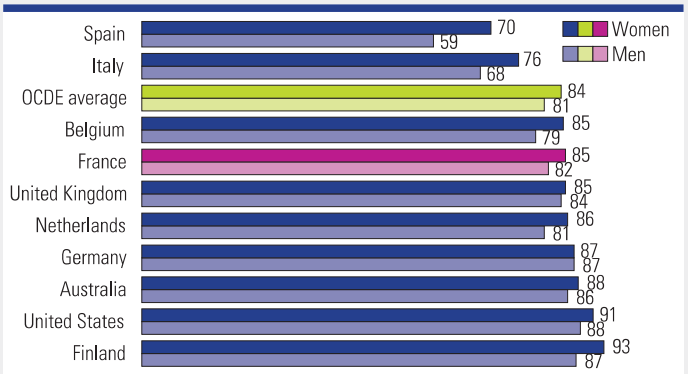
28.3 – Proportion of female *baccalauréat* graduates per stream 1990 to 2013



Coverage: Metropolitan France.

Source: MENESR-DEPP.

28.4 – Proportion of young people aged 25-34 with at least an upper secondary education qualification (2012)



Source: OECD, *Education at a Glance*, 2014 (on the basis of surveys on labour forces).

29 Level of education according to social background

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 44% for generations born between 1967 and 1971 to 64% for those born between 1977 and 1981 (*figure 29.1*). This proportion then rose very slightly in recent generations (68% for young people born between 1987 and 1991). This social 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 1980s or 1990s generations.

The type of *baccalauréat* obtained also differs depending on the parents' socio-professional category (*table 29.2*). In 2013, 52% of qualifications gained were general *baccalauréats*, 21% technological *baccalauréats* and 27% vocational *baccalauréats*. But, although 77% of *baccalauréat* graduates who are children of managers obtained a general *baccalauréat*, 14% a technological *baccalauréat* and only 9% a vocational *baccalauréat*, the breakdown was 35%, 24% and 41% respectively for working-class children.

Moreover, among young people having completed their initial education in 2010, 2011 and 2012, 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 (62% and 31% respectively (*figure 29.3*). Fewer of them however held the *baccalauréat* at the most (25% and 30% respectively), the CAP-BEP (7% and 19% respectively) or the brevet or no qualifications at all (6% compared to 20% respectively). These differences are relatively stable compared to school leavers from 2002 to 2004. ■

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.

Figure 29.1 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 1967 and 1971 and the 2013 survey took those of generations born between 1987 and 1990.

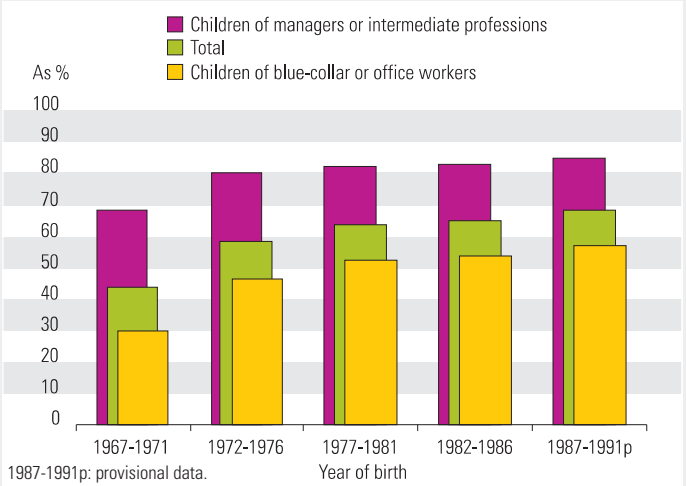
Table 29.2 uses the exhaustive MENESR Ocean base.

Figure 29.3 concerns young people having completed their initial education the year prior to the survey. Data come from the Insee Employment surveys. Leavers in 2010, 2011 and 2012 were thus observed in the 2011, 2012 and 2013 surveys respectively. The analysis over three consecutive years gives a sufficiently large number of individuals per socio-professional category.

Sources: MENESR-DEPP;
Insee (Employment surveys).
Coverage: Metropolitan France for the INSEE surveys and Metropolitan France + DOM for MENESR statistics.

Level of education according to social background 29

29.1 – *Baccalauréat* graduates according to generation and social background



1987-1991p: provisional data.
Interpretation: among young people born between 1987 and 1991, 85% of those with management-level or intermediate professional fathers attained their *baccalauréat* compared to 57% of young people with or blue-collar or office worker parents.
Coverage: Metropolitan France.

Sources: Insee, Employment surveys; calculations MENESR-DEPP.

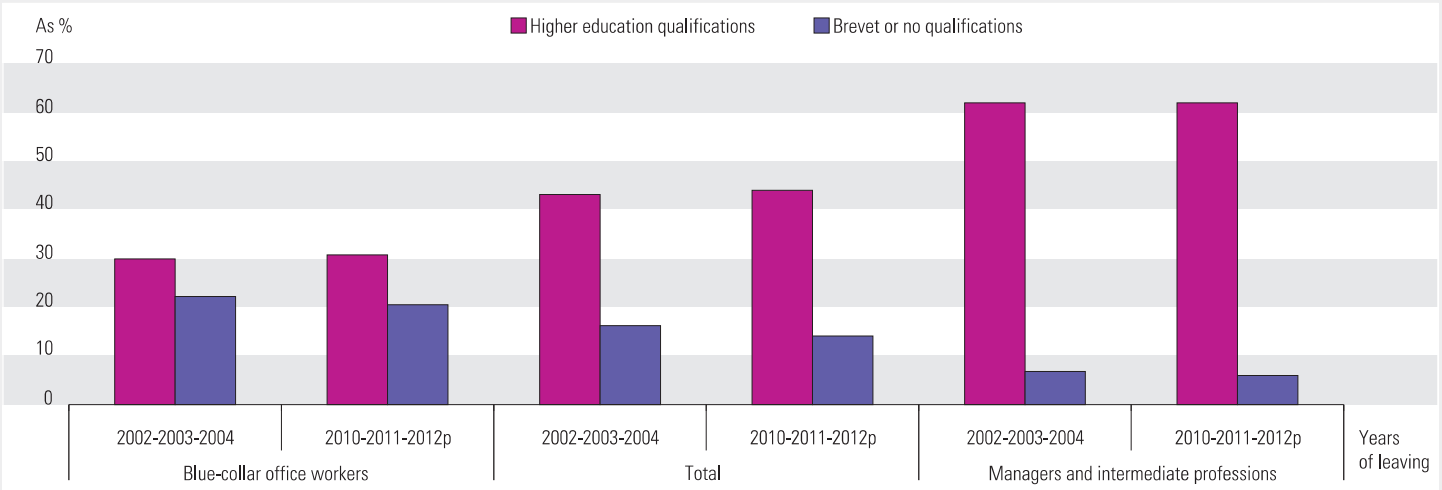
29.2 – Breakdown by stream of *baccalauréat* graduates in 2013 based on social background (as %)

	Stream		
	General	Technological	Vocational
Farmers	58	20	22
Skilled craftsmen, retailers, company directors	51	21	28
Management, high-level intellectual professions	77	14	9
Intermediate professions	60	23	17
Office workers	53	26	20
Blue-collar workers	35	24	41
Retired	42	21	37
Not in active employment	45	29	26
Not provided	16	17	68
Total	**52**	**21**	**27**

Interpretation: in 2013, 58% of *baccalauréat* graduates with farmer parents obtained a general *baccalauréat*, 20% a technological *baccalauréat* and 22% a vocational *baccalauréat*.
Coverage: Metropolitan France + DOM.

Source: MENESR-DEPP (Ocean).

29.3 – Qualifications of young leavers according to social background (leavers in 2002-2003-2004 and 2010-2011-2012)



2010-2011-2012p: provisional data.
Interpretation: 31% of children of blue-collar and officer workers leaving the education system in 2010, 2011 or 2012 have higher education qualifications, against 62% of children of managers or intermediate occupations.
Coverage: Metropolitan France.

Source: INSEE (Employment surveys of 2003, 2004, 2005 combined on the one hand and the 2011, 2012 and 2013 combined on the other); MENESR-DEPP calculations.

30 Qualifications and exposure to unemployment

Two-thirds of young people aged 15-24 were still in initial education in 2013. 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 2013, 66% of young people aged 15 to 24 had not completed their initial education, 9% combined their education with a job (*figure 30.1*). 34% of young people aged 15 to 24 had completed their initial education: 19% had a job, 8% were unemployed and 7% were not in activity. Young people were more prone to unemployment than the rest of the population. According to Insee, in the first quarter of 2013, the unemployment rate according to the ILO definition of the whole active population was 10.2% in Metropolitan France, whereas it reached 22.8% for 15 to 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, 10% of young higher education graduates were unemployed in 2013 against 25% of those with nothing more than a CAP, BEP or *baccalauréat* and against 49% of young people with no more than the *brevet des collèges* or no qualifications at all (*figure 30.2*).

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. Between 2009 and 2011, a period of economic recovery, the youth unemployment rate was stabilised: it fell 5 points for young leavers without qualifications or with the *brevet des collèges* at the most whereas it slightly rose for higher education graduates. In 2012 and 2013, unemployment slightly rose for all. The unemployment rate 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: 12 points' difference in 2013 (*figure 30.3*). The unemployment rate of upper secondary school leavers sharply fell on 2012 (- 5 points). Correlatively, the unemployment rate increased by 6 points. Thus, in 2013, among upper secondary school leavers, there were more unemployed than employed individuals.

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 tend to continue their education and training for longer in Finland, the Netherlands, Sweden and in Germany than in the United Kingdom, Spain or Italy (*figure 30.4*). Higher proportions of young people occupy jobs in the Netherlands, Australia and Germany than in Italy, Spain and Hungary. Students in Netherlands, Australia and 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.

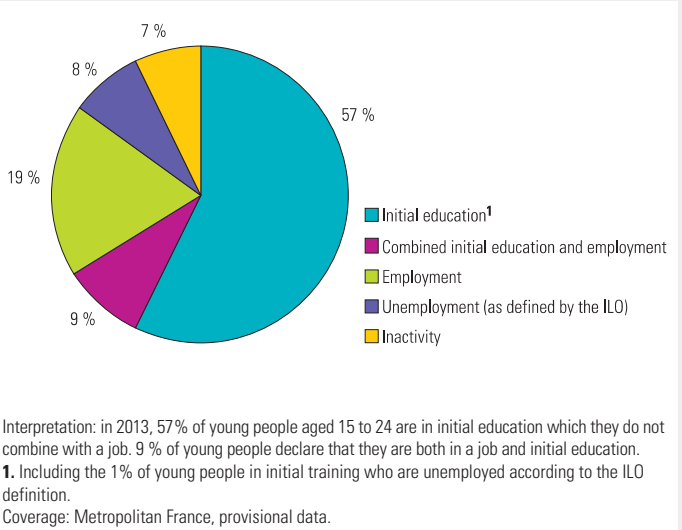
Figure 30.2 concerns the employment of young people having completed their education one to four years ago. The source is the Insee Employment survey. Until 2002, Employment surveys were conducted at the start of the year, often in March. Since 2003, it is a continuous survey throughout the whole year.

Figure 30.3 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 young people leaving in the final year of upper secondary education in technological or vocational training or vocational second year in upper secondary schools.

Figure 30.4 illustrates data from the table C5.4 of Education at a Glance *2014 and is based on European and national surveys on labour forces. Formal education and training are delivered by recognised institutions and lead to qualifications.*

Sources: MENESR-DEPP (IVA survey); Insee (Employment surveys); OECD.
Coverage: Metropolitan France and Metropolitan France + DOM (excluding academies of Toulouse in 2013 and Guadeloupe in 2012 and 2013).

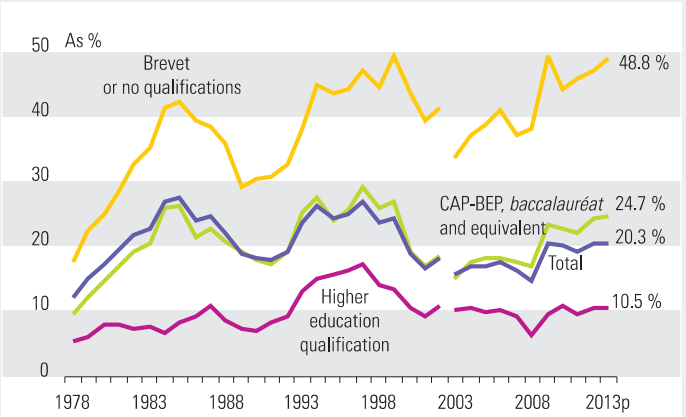
30.1 – The situation of young people aged between 15 and 24 in 2013



Interpretation: in 2013, 57% 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 a job and initial education.
1. Including the 1% of young people in initial training who are unemployed according to the ILO definition.
Coverage: Metropolitan France, provisional data.

Source: Insee, Employment surveys; calculations MENESR-DEPP.

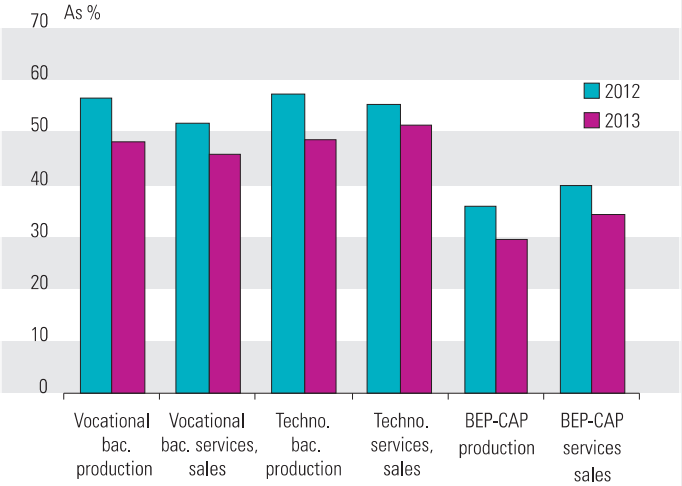
30.2 – Unemployment rate of young people having left initial education one to four years ago, according to the highest qualification gained, from 1978 to 2013



p: provisional data.
Interpretation; in 2013, 20.3% of young employed people having completed their initial education one to four 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, the survey is continuous throughout the whole year. Moreover, there was a break in series between 1989 and 1990.
Coverage: Metropolitan France, 2011-2012-2013 provisional data: young people having left initial education one to four years ago and in employment.

Sources: Insee, Employment surveys; calculations MENESR-DEPP.

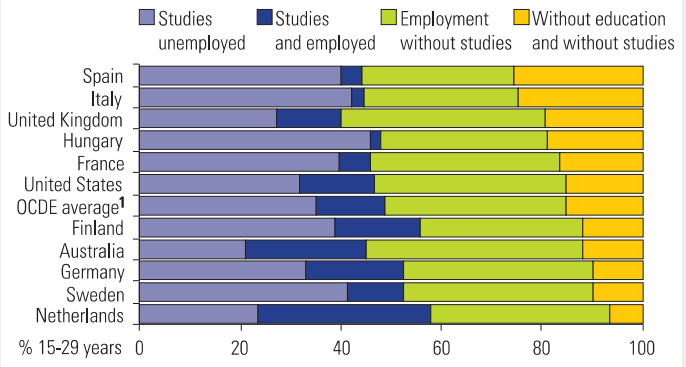
30.3 – Employment rate on 1st February of upper secondary school leavers, according to their qualifications



Interpretation: on 1st February 2013, 48% of vocational *baccalauréat* graduates guided towards production, having left school in 2012, were in employment.
Coverage: Metropolitan France + DOM (excluding academies of Toulouse in 2013 and Guadeloupe in 2012 and 2013).

Source: MENESR-DEPP, IVA survey.

30.4 – Employment and education of 15 to 29 year olds (1st quarter 2012)



1. Average without Japan.
NB: countries ranked according to their proportion of young people aged 15-29 years not in employment.

Source: OECD, *Education at a Glance*, 2014.

31 Qualifications, social status and salary

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 2013, young secondary school graduates having left education mainly held positions as white-collar workers or blue-collar workers. Among them, graduates with a *baccalauréat* at the most primarily worked as qualified white-collar workers (22%) or in intermediate profession positions (21%); those with a CAP or BEP at the most occupied skilled blue-collar (28%) or unskilled office (25%) positions. Those without any qualifications or brevet at the most tended to be unskilled office workers (28%) and blue-collar workers (26%) (*table 31.1*). Qualified school-leavers much less frequently occupied management or intermediate profession positions than higher education graduates: 23% for *baccalauréat* graduates against 59% of short higher education diplomas (DEUG, BTS, DUT) and 83% 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. For a given qualification, children whose father worked (or used to work if he does not 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 2013, 30 points of difference over all qualifications, 9 points when the individual's highest qualification was the *baccalauréat* or the DNB (*Brevet*) (*figure 31.2*). 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 *baccalauréat* graduates, men more often occupy a management or intermediate profession position than women with the same level of qualification (*figure 31.3*).

The higher the qualifications of employed persons, the higher their salary (*table 31.4*). Wages also vary significantly according to age. For example, in 2013, 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. ■

Leavers refers to young people who have recently completed their initial training: between one and four years for table 31.1; between one and ten years for figures 31.2 and 31.3. 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 median wage is the wage for which half the individuals gain more and half less.

Table 31.4 takes into account all people in full-time employment, in the public or private sector.

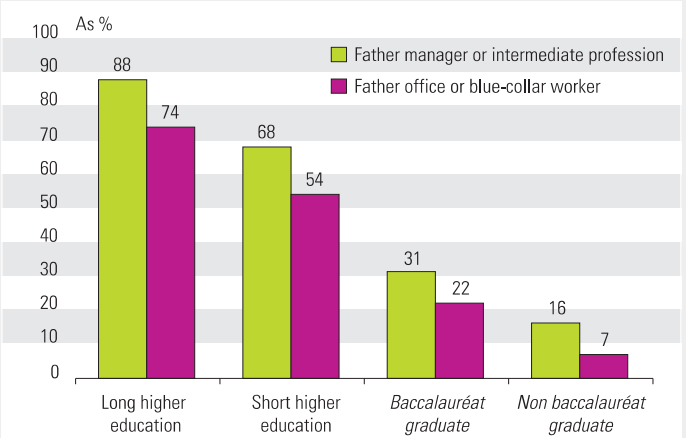
Sources : Insee (Employment surveys) ;
Calculations: MENESR-DEPP.
Coverage: Metropolitan France.

31.1 – Socio-professional category in 2013 youth employed people having left initial education 1 to 4 years ago (%)

	Long higher education qualifi-cations	Short higher education qualifi-cations	*Bacca-lauréat*	CAP-BEP	DNB[3] or no qualifi-cations
Managers and intellectual professions[1]	45	3	2	0	0
Intermediate professions[2]	38	56	21	8	12
Qualified office workers	11	23	22	18	16
Unqualified office workers	4	7	21	25	28
Qualified blue-collar workers	1	7	21	28	18
Unqualified blue-collar workers	1	4	13	21	26
Total	**100**	**100**	**100**	**100**	**100**

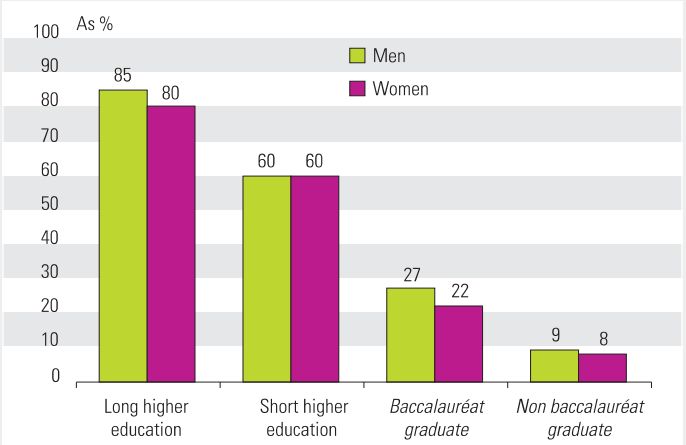
Interpretation: in 2013, 56% of young people leaving initial short higher education courses 1 to 4 years previously occupy intermediate profession positions.
1. Including business owners.
2. Including farmers, artisans and traders.
3. DNB: national brevet certificate.
Coverage: Metropolitan France, provisional data; young people declaring themselves to be employed in 2013 and having left initial education 1 to 4 years ago.
Source: Insee, Employment surveys; calculations MENESR-DEPP.

31.2 – Proportion of young people occupying a management or intermediate profession in 2013, according to the diploma and social origin



Interpretation: in 2013, 31% 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: Metropolitan France, provisional data; young people declaring themselves to be employed in 2013 and having left initial education 1 to 10 years ago.
Source: Insee, Employment surveys; calculations MENESR-DEPP.

31.3 – Proportion of young people occupying a management or intermediate profession position in 2013, according to the diploma and gender



Interpretation: in 2013, 27% 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.
Coverage: Metropolitan France, provisional data; young people declaring themselves to be employed in 2013 and having left initial education 1 to 10 years ago.
Source: Insee, Employment surveys; calculations MENESR-DEPP.

31.4 – Net monthly salaries declared in 2013 according to age and qualification level

Median salaries of full-time employees, in euros

	15-24 years	25-34 years	35-44 years	45-54 years
Men				
Long higher education	1,600	2,300	3,200	4,250
Short higher education	1,400	1,850	2,300	2,750
Baccalauréat graduate	1,350	1,650	2,000	2,400
CAP-BEP	1,400	1,600	1,700	1,900
Brevet or no qualifications	1,150	1,500	1,600	1,750
Total qualifications[1]	**1,400**	**1,800**	**2,200**	**2,400**
Women				
Long higher education	1,550	1,900	2,300	2,900
Short higher education	1,300	1,650	1,900	2,300
Baccalauréat graduate	1,200	1,400	1,500	1,900
CAP-BEP	1,200	1,350	1,400	1,500
Brevet or no qualifications	1,050	1,350	1,400	1,400
Total qualifications[1]	**1,300**	**1,650**	**1,800**	**2,000**

Interpretation: in 2013, the median salary of men holding the *baccalauréat* aged 15 to 24 in full-time employment was € 1,200 per month.
1. Total qualifications includes all higher and secondary education qualifications. The median salary is rounded off to the nearest € 50.
Coverage: Metropolitan France, provisional data: young people declaring themselves to be in full-time employment in 2013.
Source: Insee, Employment surveys; calculations MENESR-DEPP.

32 Employability of young people having left education in 2010

In 2013, three years after leaving the education system 22% of young active people were looking for work, the highest level observed in Céreq inclusion surveys. In times of crisis, the differences between qualifications are increasing and under-qualified people find it increasingly difficult to find a job.

Young people leaving initial education in 2010 arrived in a labour market that deteriorated strongly in 2011-2013. Their employability has deteriorated compared to previous generations *(figure 32.1)*.

For example, 69% of young people having left school in 2010 are employed in 2013 *(table 32.2)*. This employment rate three years after the release has deteriorated compared to the generation that left in 2004. The 2010 generation youth are more often unemployed: three years after leaving the education system, more than one young active person out of five is a job seeker, the highest level ever observed in the Céreq's inclusion investigations.

Despite an inclusion process affected by the economic situation, the conditions of employment of young people have not necessarily deteriorated. The proportion of stable jobs (open-ended and civil servants) and that of forced part-time are more or less similar to the situation experienced by the 2004 generation *(table 32.3)*. After three years of active life, the median salary of the 2010 generation was almost identical to that of the 2004 generation (taking into account inflation). In In the spring of 2013, it reached €1,450.

The higher the level of education increases, the more the risk of unemployment decreases. The strong disparities in inclusion between levels of qualification, already observed in the previous surveys are even more accentuated for the 2010 generation.

Once again, unqualified people are the first hit by the damage caused by the crisis. Almost one unqualified active person out of two is looking for employment three years after leaving school, i.e. 17 points more compared to the 2004 generation. Their conditions of employment are precarious: access to indeterminate employment is scarce.

Deterioration of inclusion conditions for CAP - BEP holders observed in previous editions of the survey is confirmed. Their rate of unemployment after three years of active life grew from 17% for the 2004 generation to 31% for the 2010 generation. Inclusion of young CAP- BEP holders in industrial specialities is deteriorating with an unemployment rate now equivalent to that of their counterparts in service specialities. The inclusion of vocational and technological *baccalauréat*s is also deteriorating but less strongly.

Finally, the professional inclusion of higher education leavers has slightly deteriorated. They nevertheless maintain their employment conditions with stable proportions of open-ended or civil servant jobs, managerial or intermediate professions with respect to previous years. Graduates from engineering schools, higher medical and social training collleges and doctors have been particularly resilient. ■

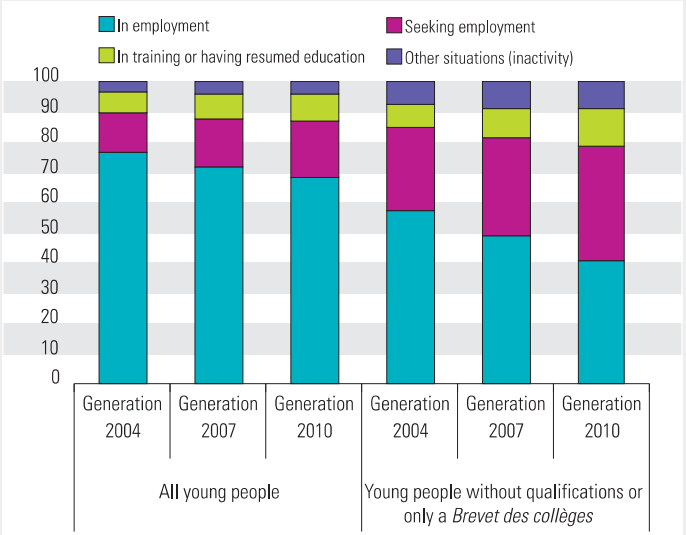
Every three years, the Céreq (Centre d'études et de recherche sur les qualifications) conducts a survey among young people having left the education system the same year, regardless of the level of area of education attained, hence the notion of "generation". The first generation to be surveyed was 1992 leavers questioned in 1997. The 2004 generation was questioned in 2007 then in 2009 and 2011. The 2007 generation was questioned in 2010 and the 2010 generation was investigated in spring 2013. The Céreq interviewed a sample of 33,000 leavers at all levels of education from the 700,000 young people having ended their education in 2010.

The median wage is the wage for which half the individuals gain more and half less. Sustainable employment is an open-ended contract or civil servant's job. The youth unemployment rate here is the number of young people claiming to be job seekers compared with those stating that they are employed (in employment or job seekers).

Source: Céreq, generations survey.
Coverage: all people leaving initial education, Metropolitan France.

Employability of young people having left education in 2010 32

32.1 – Situation of young people three years after the end of initial studies



Coverage: first-time school leavers, Metropolitan France.

Source: Céreq generations survey.

32.2 – Employment and unemployment rates three years after the end of initial education according to the diploma (as %)

	Employment rate		
	Generation 2004	Generation 2007	Generation 2010
No qualifications	57 %	49 %	41 %
CAP-BEP-Additional options	76 %	69 %	62 %
Vocational or technological *baccalauréat*	78 %	75 %	71 %
General *baccalauréat*	62 %	53 %	55 %
Higher education qualification	88 %	85 %	84 %
Total	**77 %**	**72 %**	**69 %**
	Unemployment rate		
No qualification	32 %	40 %	49 %
CAP-BEP-Additional options	17 %	25 %	31 %
Vocational or technological *baccalauréat*	13 %	15 %	20 %
General *baccalauréat*	15 %	18 %	21 %
Higher education qualification	7 %	9 %	11 %
Total	**14 %**	**19 %**	**22 %**

Coverage: first-time school leavers, Metropolitan France.

Source: Céreq generations survey.

32.3 – Characterisation of employment three years after the end of initial studies according to the diploma (as %)

	Proportion of young people in open-ended contracts or civil servants (as %)			Proportion of young people employed as managers or intermediate professions (as %)			Median salary (in constant euros)		
	Generation 2004	Generation 2007	Generation 2010	Generation 2004	Generation 2007	Generation 2010	Generation 2004	Generation 2007	Generation 2010
No qualifications	42 %	41 %	34 %	19 %	19 %	14 %	1,230	1,210	1,150
CAP-BEP-Additional options	55 %	54 %	51 %	13 %	15 %	10 %	1,320	1,260	1,270
Vocational or technological *baccalauréat*	57 %	54 %	56 %	30 %	31 %	27 %	1,320	1,310	1,300
General *baccalauréat*	51 %	41 %	45 %	47 %	43 %	39 %	1,320	1,260	1,260
Higher education qualification	71 %	71 %	69 %	80 %	81 %	81 %	1,720	1,710	1,710
Total qualifications	**61 %**	**60 %**	**59 %**	**51 %**	**52 %**	**52 %**	**1,430**	**1,440**	**1,450**

Coverage: first-time school leavers in employment on the date of the survey, Metropolitan France.

Source: Céreq generations survey.

Table of acronyms

ARS	Allocation de rentrée scolaire - New academic year allowance
ASH	Adaptation scolaire et scolarisation des élèves handicapés - Special needs and education for disabled pupils
ASS	(Personnels) administratifs, sociaux et de santé - Administrative, health and social personnel
ATSEM	Agent territorial spécialisé d'école maternelle - Specialised pre-primary school territorial agent
BEP	Brevet d'études professionnelles - Vocational studies certificate
BIT	Bureau international du travail - International Labor Organization
BMA	Brevet des métiers d'art - Arts and crafts diploma
BP	Brevet professionnel - Professional certificate
BTS	Brevet de technicien supérieur - Advanced technician diploma
CAP	Certificat d'aptitude professionnelle - Certificate of vocational aptitude
CAPES	Certificat d'aptitude au professorat de l'enseignement du second degré - Certificate for teaching in secondary education
CEDRE	Cycle d'évaluations disciplinaires réalisées sur échantillon - Subject assessment cycle on a sample
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
CIF	Congé individuel de formation - Individual training leave
CPGE	Classe préparatoire aux grandes écoles - Class preparing for admission to *Grandes Écoles*
CUFR	Centre universitaire de formation et de recherche - University training and research centre
DEA	Diplôme d'études approfondies - Diploma of advanced studies
DEPP	Direction de l'évaluation, de la prospective et de la performance - Directorate for Assessment, Planning and Performance
DESS	Diplôme d'études supérieures spécialisées - Specialised graduate diploma
DEUG	Diplôme d'études universitaires générales - Diploma of General University Studies
DGESCO	Direction générale de l'enseignement scolaire - Directorate General of school education
DGESIP	Direction générale de 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
DGS	Direction générale de la Santé - Directorate-general of health
DIE	Dépense intérieure d'éducation - Domestic expenditure on education
DIEO	(personnels de) direction, d'inspection, d'éducation, et d'orientation - management, inspectorate, education and careers guidance staff
DIF	Droit individuel à la formation - Personal right to training
DIMA	Dispositif d'initiation aux métiers en alternance - Introductory work/study vocational course
DNB	Diplôme national du brevet - National Brevet diploma
DOM	Département d'outre-mer - Overseas département
DSN	Direction du service national - National Service Directorate
DUT	Diplôme universitaire de technologie - Technological university diploma
Éclair	Écoles, collèges et lycées pour l'ambition, l'innovation et la réussite - Primary and secondary schools for ambition, innovation and success
EP	Éducation prioritaire - Priority education
EREA	Établissement régional d'enseignement adapté - Regional special needs institution
ES	Économique et social (baccalauréat général) - Economic and Social Sciences option (general *baccalauréat*)
INP	Institut national polytechnique - National polytechnic institute
ITRF	Ingénieurs, techniciens de recherche et de formation - Engineers and technicians for research and training
IUT	Institut universitaire de technologie - University Institute of Technology
IVA	Insertion dans la vie active - Transition into working life
JDC	Journée défense et citoyenneté (ex-JAPD) - Defence and citizenship day
L	Littéraire (baccalauréat général) - Literature option (general baccalauréat)
LEGT	Lycée d'enseignement général et technologique - General and technological upper secondary school
LOLF	Loi organique relative aux lois de finances - Organic law bearing on the laws of finance
LP	Lycée professionnel - Vocational upper secondary school
MAAF	Ministère de l'Agriculture, de l'Agroalimentaire et de la Forêt - Department of Agriculture, Agrifoodstuffs and Forestry
MC	Mention complémentaire - Additional option
MENESR	Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche - Department of National Education, Higher Education and Research
MFR	Maison familiale rurale - Rural family home
MIRES	Mission interministérielle enseignement scolaire - School education interministerial mission
OCDE	Organisation de coopération et de développement économiques - Organisation for Economic Cooperation and Development
PCS	Professions et catégories socioprofessionnelles - Professions and socioprofessional categories
PIB	Produit intérieur brut - Gross domestic product
PISA	Programme international pour le suivi des acquis des élèves - Programme for International Student Assessment
REP	Réseau d'éducation prioritaire - Priority education network
RRS	Réseau de réussite scolaire - Network for educational success
S	Scientifique (baccalauréat général) - Science option (general *baccalauréat*)
Segpa	Section d'enseignement général et professionnel adapté - General and vocational adapted education section
SESC	Statut économique, social et culturel - Economic, social and cultural status
SIES	(Sous-direction des) systèmes d'information et des études statistiques - (Sub-directorate of) information systems and statistical surveys
ST2S	Sciences et technologies de la santé et du social (ex-SMS) - Health and social science and technology
STAV	Sciences et technologies de l'agronomie et du vivant - Agronomic and life science and technology
STD2A	Sciences et technologies du design et des arts appliqués (ex-STI) - Design and applied arts science and technology (ex-STI)
STG	Sciences et technologies de la gestion (remplacé par STMG) - Management science and technology (replaced by STMG)
STI	Sciences et technologies industrielles (remplacé par STD2A et STI2D) - Science and technology (replaced by STD2A and STI2D)
STI2D	Sciences et technologies de l'industrie et du développement durable (ex-STI) - Industrial and sustainable development science and technology (ex-STI)
STL	Sciences et technologies de laboratoire - Laboratory science and technology
STMG	Sciences et technologies du management et de la gestion (ex-STG) - Management science and technology (ex. STG)
STS	Section de technicien supérieur - Advanced technician's section
TMD	Techniques de la musique et de la danse - Music and dance techniques
TOS	(Personnels) techniciens, ouvriers et de services - Technicians, operators and service staff
UT	Université de technologie - University of technology

Education levels

French nomenclautre 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 lower secondary school) and one-year pre-vocational courses.

Level Vbis: left education after the final year of lower secondary school (final year of lower secondary school (*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 vocational upper secondary schools).

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.).

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

ISCED: International Standard Classification of Education 2011

ISCED level 0: early childhood education
ISCED level 1: primary education
ISCED level 2: lower secondary education
ISCED level 3: upper secondary education
ISCED level 4: post-secondary non-tertiary education
ISCED level 5: short-cycle tertiary education
ISCED level 6: bachelor's or equivalent level
ISCED level 7: master's or equivalent level
ISCED level 8: or doctoral or equivalent level

Designed by Unesco in the early 1970s, this classification was revised and approved in 1997, on the basis of broad international consultation. It is a tool used to produce, for all countries, comparable statistics on education and training and to apportion pupil and student numbers, the stream of graduates, human and financial resources according to a common scale of levels of education. It also serves to divide the population by level of education. The studies taken into account are those that were successful and sanctioned by a diploma: persons with at least ISCED 3 level have thus in France at least a CAP, a BEP or a *baccalauréat* diploma.

Eurypedia aims at presenting the most comprehensive and accurate picture of education systems and reforms in Europe.
The encyclopedia contains a glossary of terms regarding the French educational system:
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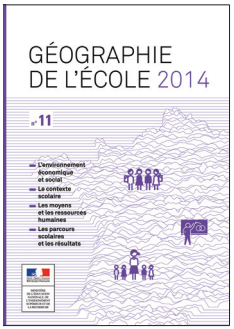

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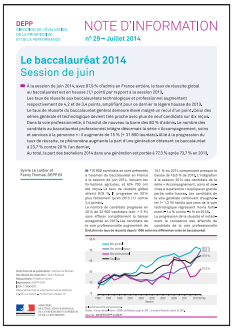

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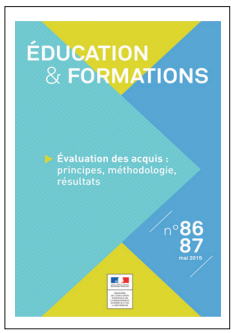

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