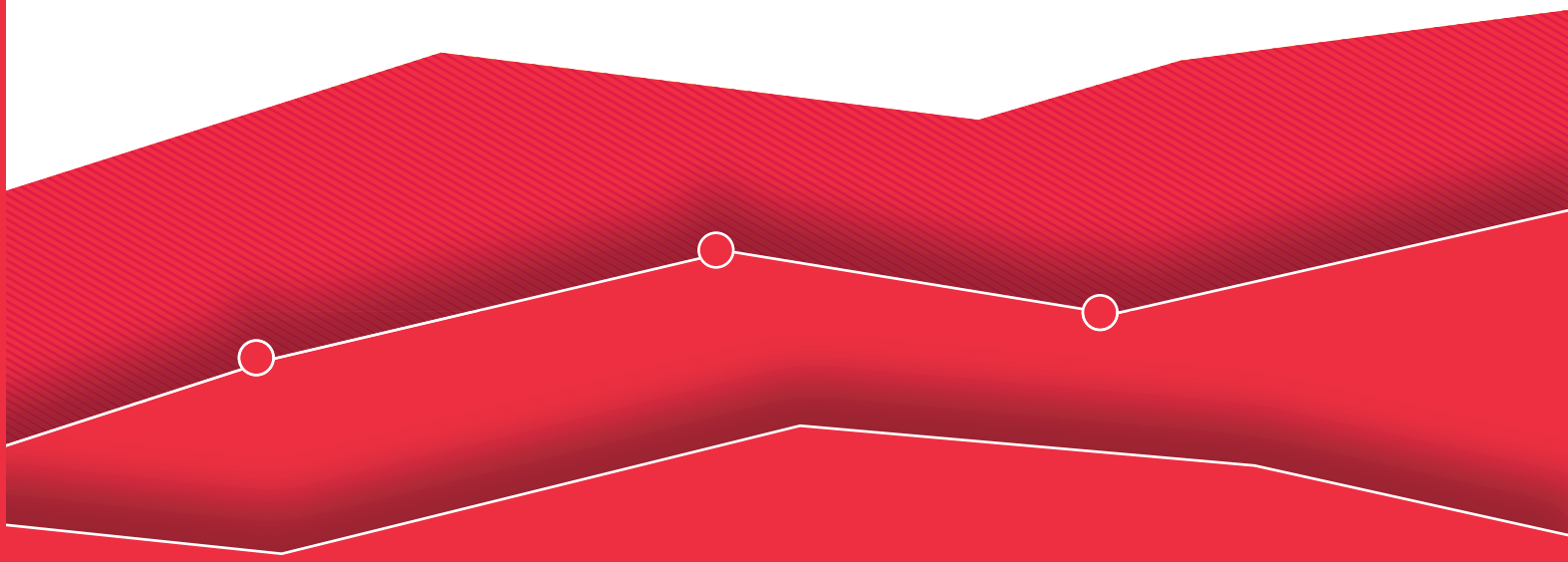
The State of Education 2016

Costs • Activities • Results



30 indicators of the French education system

Liberté • Égalité • Fraternité
RÉPUBLIQUE FRANÇAISE

MINISTÈRE DE L'ÉDUCATION NATIONALE

No. 26 - December 2016

The State of Education 2016

Paul Esquieu has been the Editor-in-Chief of *L'état de l'École (The State of Education)* for 18 years. He was also the creator of *Géographie de l'École*, which is published every three years. This edition is dedicated to him.

This report is published by the
Ministry of National Education, Higher Education and Research
Evaluation, Forward-planning and Performance Directorate
61-65, rue Dutot 75732
Paris Cedex 15

Director of Publications
Fabienne Rosenwald

Editor-in-Chief
Paul Esquieu

DTP layout artist
Frédéric Voiret

Traduction
A.D.T. International

Printing
DEPP

Cover photographs, from left to right
© Jean-Robert Dantou, Joan Bardeletti, Patrick Gaillardin, Sophie Brandstrom / PictureTank / MENESR

Authors:
Sandra Andreu
Philippe Arzoumanian
Daniel Auverlot
Linda Ben Ali
Pierrette Briant
Gérard Briaud
Étienne Dalibard
Jean-Pierre Dalous
Mireille Dubois
Aurélie Demongeot
Francine Dupouy
Yann Étève
Laurent Fauvet
Lisa Fratacci
Sylvie Fumel
Christèle Gauthier
Marie-Laurence Jaspar
Roselyne Kerjosse
Denise Latouche
Florence Lefresne
Sylvie Le Laidier
Béatrice Le Rhun
Nathalie Marchal
Aline Landreau-Mascaro
Hélène Michaudon
Fabrice Murat
Pascale Poulet-Coulibando
Patricia Prouchandy
Danielle Prouteau
Juliette Robin
Thierry Rocher
Sophie Ruiz
Alexia Stéfanou
Claire Steinmetz
Fanny Thomas
Mustapha Touahir
Bruno Trosseille

DEPP/DVE Sales
61-65, rue Dutot – 75732 Paris Cedex 15

ISSN: 1152-5088
ISBN 978-2-11-152128-5
For the digital version,
ISBN 978-2-11-152129-2
Legal filing: November 2017

The State of Education 2016

Costs • Activities • Results

30 indicators of the French education system

Liberté • Égalité • Fraternité
RÉPUBLIQUE FRANÇAISE

MINISTÈRE
DE L'ÉDUCATION
NATIONALE

No. 26 - December 2016

Contents

Cost

Activities

Results

Presentation

For its 26th edition, *The State of Education* includes the 30 indicators that are essential for analysing our education system, assessing its development and measuring the impact of the policies. The trends described in previous editions have continued: France has made considerable progress over the last 26 years, which has led to a spectacular rise in educational attainment. However, this has not succeeded in lessening inequalities, particularly those related to social background, nor reducing the core of pupils who experience significant educational difficulties.

As in previous years, this report is divided into three sections: costs, educational activities, and results, accompanied by a narrative that explains the trends in the system and international comparisons. The objective of these 30 indicators is to feed the public debate about education and improve the chances of success for all pupils.

Investment in education has increased in recent years.

The school year 2015-16 can be seen in a three-fold context. Firstly, the rise in pupil numbers continues with nearly 17,000 additional primary school pupils, 39,000 secondary school pupils (52,000 extra pupils at upper secondary school, but 13,000 fewer at lower secondary school) and 80,000 more students in higher education. The number of apprentices does not fall as much as in previous years. Although numbers remain stable in secondary education, pressure continues to grow on the primary school sector, with around 480 fewer schools (-1%). Once again this year, the State awarded over 1.7 million level V and level IV qualifications, 17,000 more than the previous year.

Since the 1980s, France's investment in education has been constant. Domestic expenditure on education is now €147.8 billion, or 6.8% of GDP. Each pupil or student represents an average expenditure of €8,440, compared to €4,680 in the early 1980s (in 2015 euros). This average expenditure covers various situations. Although expenditure per pupil in pre-primary and primary education increased by 92.2% at constant prices from 1980 to 2015, it is still much lower than the OECD average. In secondary education, by contrast, expenditure per pupil increased at a lesser rate between 1980 and 2015 (+65.9% at constant prices) but is still much higher than the OECD average. In terms of higher education, France is a little above the OECD average, but with highly significant disparities according to the educational sector.
The State's efforts to help socially disadvantaged pupils through grants is boosted in the 2015-16 school year: 1,357,657 lower and upper secondary school pupils receive financial support, compared to 1,332,539 the previous year, and the value of the grants is also higher, whether as direct grants from the Ministry (€653.1 million compared to €621.8 million the previous year), or grants paid by the *Caisse d'Allocations Familiales* (National Fund for Family Allowances) (€1,929.4 million compared to €1,900.3 million the previous year). In two school years, grants to families have therefore increased by €60.4 million.

This investment is also represented by the number of teachers recruited: since 1995, the number of pre-primary and primary school teachers has risen more than the number of pupils, leading to a significant improvement in pupil-teacher ratio, with however a fall between 2008 and 2011 that has largely been compensated for since. In secondary education, the pupil-teacher ratio is still very good, even though the number of pupils per class has tended to increase along with demographic growth.

Furthermore, investment in institutions including a majority of pupils with difficulties is demonstrated through the new priority education zones and the creation of Priority Education Networks +, first introduced in the 2014-15 school year and generalised in 2015-16, the purpose of which is to concentrate teaching and support resources in the institutions and schools with the most need, and to encourage children into education from the age of two years, wherever possible.

Finally, over 350,000 disabled children are now in education, either in a mainstream school, an ordinary class or a specific system, or in a specialised institution.

In 40 years, the rise in educational attainment has been spectacular.

The progress made in education has considerably raised educational attainment among young people. The proportion of young people aged 18-24 who are not in education and have no qualifications or only the *Diplôme National du Brevet* (DNB), has fallen spectacularly, from over 40% in 1978 to less than 10% today.

The reform of the secondary vocational, introduced in 2009 by removing the BEP (*Brevet d'études professionnelles*) cycle and systematically introducing a three-year course leading to the *baccalauréat*, has led to a considerable increase in the number of upper secondary school pupils taking and passing the examination. In the 2015 session, 78% of young people in a generation passed their *baccalauréat*, 28% via the secondary vocational, compared to 1980 when only 28% in a generation obtained the *baccalauréat*.

Furthermore, 87% of young people aged 20-24 have a secondary education qualification, compared to 78% of the population aged 25-64, putting France considerably above the OECD average. A country where many people hold long-cycle secondary education qualifications is also thought to possess important assets in terms of economic development.

The expected time in education, which has fallen slightly from 18.6 years in the early 2000s to 18.3 years in 2014, should be seen as a positive sign: it is the result of successive policies aimed at reducing the repeat rate and enabling pupils to complete their education more quickly and at a younger age.

However, inequalities continue to deepen.

Despite all these successes, the French education system struggles to reduce social inequalities in two areas: educational outcomes and access to qualifications.

In the area of educational outcomes, the CEDRE assessments of language proficiency at the end of primary school and the end of lower secondary school have shown some worrying trends: although the results have been stable for 12 years, the differences in level are still very marked in terms of social background. The measurement of young people's reading skills, on Defence and Citizenship Day, show that 9.9% of them have difficulties, half of this number being seriously restricted in their everyday life, although a comparison over the last five years shows a slight fall.

There are significant disparities according to social environment in terms of obtaining the *baccalauréat*, the type of *baccalauréat* obtained and higher education, and this has changed little in the last ten years: 84% of children whose parents are managers obtain the *baccalauréat* compared to 57% of the children of office workers or manual workers. The *baccalauréats* obtained vary: 77% of *baccalauréat* holders whose parents are managers obtain a general *baccalauréat*, compared to 32% of *baccalauréat* holders whose parents are manual workers. By contrast, 44% of *baccalauréat* holders whose parents are manual workers obtain a vocational *baccalauréat*, compared to 9% of *baccalauréat* holders whose parents are managers.

Furthermore, in a downgraded labour market, there are significant disparities and the differences between the levels of qualifications are growing, as 11.6% of young people with higher education qualifications are unemployed, compared to 51.4% of those holding the *Brevet des collèges* or no qualifications at all.

Finally, the differences between girls and boys have also grown, as in the 1990s, 33% of girls and 32% of boys obtained a higher education qualification, whereas in the years 2012/2013/2014, 50% of girls obtained a higher education qualification compared to 40% of boys. However, although women do better in the school and university system, their pay, for the same qualifications, is significantly lower than that of men, a difference that continues to increase with age. ■

The school population

A growing pupil and student population in the school year 2015-16

In the school year 2015-16, the total numbers of pupils, apprentices and students in the public and private sector in metropolitan France and the Overseas departments exceed 15.5 million. With a rise of 140,000 compared to 2014-15, the school year 2015-16 confirms the trend that began in 2009-10.

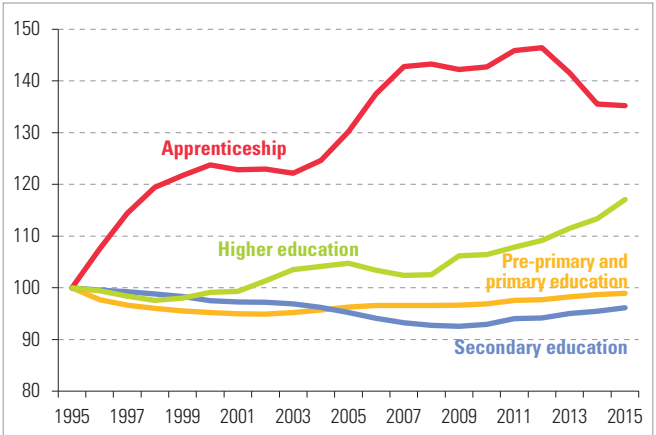
Higher education remains the primary cause of this overall rise, with the number of enrolments increasing to around 80,000, up 3.2%. This increase is partly due to the rise in dual university enrolments by students in classes preparing for admission to the *Grandes Ecoles* (CPGE). All types of institution are included in this growth, although the numbers preparing for the *Diplôme universitaire de technologie* (DUT) and Higher Technical Sections have fallen.

In pre-primary and primary education, long marked by the effects of a fall in the population, then by the school starting age being lowered to two, numbers increase by 0.2% in the school year 2015-16, falling in pre-primary education (-0.4%) but rising in primary education (+0.7%). Localised educational inclusion units designed for pupils with disabilities continue to see an increase in numbers (+1.5%).

Secondary education experience a sharper rise in numbers (+0.7%) than in the previous year. This is essentially led by general and technological secondary education, which increase by 3.5%. Following the drop recorded in 2014, numbers in vocational secondary education begin to rise again (+0.6%).

The fall in secondary education apprentices continues, but at a slower rate than in previous years (-2.1%). While the number of apprentices in higher education continues to grow (+3.8%), the total number of apprentices remains steady.

Trends in pupil numbers by level of education since 1995
(base 100 in 1995)



Coverage: Metropolitan France + Overseas departments including Mayotte from 2011, public and private sector.

Source: MENESR-DEPP and 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 in the Overseas departments (includingMayotte from 2011). It should be noted that higher education censuses count enrolments, not students.

Trends in pupil, student and apprentice numbers (in thousands)

	1980-1981	1990-1991	2000-2001	2010-2011	2011-2012 incl. Mayotte	2012-2013 incl. Mayotte	2013-2014 incl. Mayotte	2014-2015 incl. Mayotte	2015-2016p incl. Mayotte
Pre-primary and primary, Education	**7,396.3**	**6,953.4**	**6,552.0**	**6,664.3**	**6,710.7**	**6,718.9**	**6,760.6**	**6,788.6**	**6,805.2**
Pre-primary	2,456.5	2,644.2	2,540.3	2,539.1	2,561.8	2,557.0	2,580.9	2,574.9	2,563.6
Primary	4,810.0	4,218.0	3,953.0	4,080.8	4,102.1	4,115.7	4,132.6	4,165.7	4,193.0
Special needs and education for disabled pupils (ASH)[1]	129.8	91.2	58.7	44.3	46.8	46.2	47.2	48.0	48.7
Secondary, Education	**5,309.2**	**5,725.8**	**5,614.4**	**5,353.2**	**5,415.6**	**5,422.0**	**5,472.8**	**5,497.1**	**5,536.4**
Lower secondary	3,261.9	3,253.5	3,290.9	3,126.4	3,185.2	3,216.7	3,237.6	3,243.6	3,229.8
Vocational upper secondary	807.9	750.0	705.4	705.5	694.7	657.5	670.3	663.0	667.0
General and technological upper secondary	1,124.4	1,607.6	1,501.5	1,425.7	1,440.0	1,452.2	1,470.6	1,498.9	1,550.9
Secondary adapted teaching section (Segpa)	114.9	114.6	116.6	95.6	95.8	95.6	94.4	91.7	88.8
Agricultural secondary[2]	**117.1**	**116.2**	**151.3**	**149.9**	**153.6**	**147.5**	**148.6**	**143.7**	**144.5**
Schooling in medical institutions[2]	**96.2**	**88.2**	**81.4**	**71.5**	**72.6**	**72.8**	**71.7**	**70.3**	**71.4**
Apprentice training centres[3]	**244.1**	**226.9**	**376.1**	**433.5**	**443.3**	**444.8**	**430.1**	**411.8**	**410.8**
Apprentices in secondary education	225.4	219.0	314.7	314.9	313.4	302.8	286.3	267.1	261.4
Apprentices in higher education	0.0	1.3	51.2	111.4	122.9	135.4	138.0	138.8	144.1
Pre-apprentices in apprentice training centres	18.7	6.6	10.2	7.2	6.9	6.7	5.8	5.9	5.3
Higher education[3]	**1,184.1**	**1,717.1**	**2,160.3**	**2,319.6**	**2,350.9**	**2,379.2**	**2,432.0**	**2,471.2**	**2,551.1**
General total	**14,346.9**	**14,827.5**	**14,935.4**	**14,992.1**	**15,146.8**	**15,185.2**	**15,315.8**	**15,382.7**	**15,519.4**
Total pupils in pre-primary and primary education[4]	7,482.9	7,032.8	6,625.2	6,728.6	6,776.1	6,784.4	6,825.2	6,851.9	6,869.5
Total pupils and apprentices in secondary education[4]	5,680.0	6,076.4	6,098.8	5,832.4	5,896.9	5,886.2	5,920.6	5,920.9	5,954.8
Total pupils and apprentices in higher education	1,184.1	1,718.4	2,211.4	2,431.0	2,473.8	2,514.6	2,570.0	2,610.0	2,695.2

1. Adapted and special needs education for disabled pupils, provided in ULIS (localised educational inclusion units, previously known as CLIS in primary education).
2. No double counting with the Ministry of National Education. For institutions controlled by the Ministry of Health, double counting has only been identified since 2008.
3. Provisional data for 2015.
4. All ministries combined. Pupils enrolled in medical-educational and hospital facilities were divided 90% and 10% between primary and secondary education respectively.
Coverage: Metropolitan France + Overseas departments including Mayotte from 2011, public and private sector.

Source: MENESR-DEPP and DGESIP-DGRI SIES.

Schools and qualifications

Schools

In terms of trends in school numbers, the number of pre-primary and primary schools has fallen (a little over 51,700 pre-primary and primary schools in 2015 compared to around 69,000 in 1980) while there has been relative stability in secondary education (around 11,400 *lower secondary schools*, vocational and general *upper secondary schools*, public or private).

In 2015, priority education was significantly reorganised and is now divided into two new networks: the priority education networks + (REP +) and the priority education networks (REP). In total, there are around 8,000 public institutions classified as priority education in the school year 2015-16.

Trends in the number of pre-primary and primary schools

	1980-1981	1990-1991	2001-2002	2010-2011	2011-2012 incl. Mayotte	2012-2013 incl. Mayotte	2013-2014 incl. Mayotte	2014-2015 incl. Mayotte	2015-2016 incl. Mayotte
Public									
Pre-primary schools	15,996	18,829	18,448	16,056	15,686	15,435	15,215	15,079	14,784
Primary schools	45,664	39,009	34,279	32,466	32,453	32,237	32,091	31,883	31,651
Total	**61,660**	**57,838**	**52,727**	**48,522**	**48,139**	**47,672**	**47,306**	**46,962**	**46,435**
Private									
Pre-primary schools	363	419	245	133	129	123	127	137	138
Primary schools	6,663	5,966	5,395	5,143	5,150	5,142	5,147	5,126	5,172
Total	**7,026**	**6,385**	**5,640**	**5,276**	**5,279**	**5,265**	**5,274**	**5,263**	**5,310**
Total public and private	**68,686**	**64,223**	**58,367**	**53,798**	**53,418**	**52,937**	**52,580**	**52,225**	**51,745**

Coverage: Metropolitan France + Overseas departments including Mayotte from 2011, public and private sector.

Trends in the number of secondary schools

	1980-1981	1990-1991	2001-2002	2010-2011	2011-2012 incl. Mayotte	2012-2013 incl. Mayotte	2013-2014 incl. Mayotte	2014-2015 incl. Mayotte	2015-2016 incl. Mayotte
Public									
Lower secondary schools	4,891	5,019	5,139	5,253	5,270	5,274	5,271	5,279	5,290
Vocational upper secondary schools	1,353	1,362	1,096	973	960	942	924	901	874
General and technological upper secondary schools	1,134	1,294	1,527	1,576	1,584	1,587	1,589	1,595	1,600
Regional adapted teaching institutions (EREA)	n.d.	82	80	80	79	79	79	79	79
Total	**7,378**	**7,757**	**7,842**	**7,882**	**7,893**	**7,882**	**7,863**	**7,854**	**7,843**
Private									
Lower secondary schools	1,757	1,814	1,802	1,765	1,776	1,777	1,786	1,796	1,807
Vocational upper secondary schools	978	809	650	664	670	660	659	652	640
General and technological upper secondary schools	1,194	1,290	1,094	1,064	1,077	1,065	1,053	1,040	1,040
Regional adapted teaching institutions (EREA)	–	–	–	–	1	1	1	1	1
Total	**3,929**	**3,913**	**3,546**	**3,493**	**3,524**	**3,503**	**3,499**	**3,489**	**3,488**
Total public and private	**11,307**	**11,670**	**11,388**	**11,375**	**11,417**	**11,385**	**11,362**	**11,343**	**11,331**

n.d.: no data.

Coverage: Metropolitan France + Overseas departments including Mayotte from 2011, public and private sector.

Priority education schools, 2015-16 school year

	Priority education networks + (REP+)	Priority education networks (REP)
Primary schools	2,425	4,353
Lower secondary schools	352	743

Coverage: Metropolitan France + Overseas departments, public.

Source: MENESR-DEPP.

Qualifications awarded

In the 2015 session, around 1,700,000 qualifications were awarded to lower and upper secondary school pupils by the Ministries of National Education and Agriculture: 706,000 *Diplômes nationaux du brevet* (DNB) to pupils in Grade 9, 619,000 *baccalauréats* in the three streams - general, technological, vocational - plus 332,000 level V vocational diplomas (CAP - *Certificat d'aptitude professionnelle* and BEP - *Brevet d'études professionnelles*).

Although much lower than in the 1970s or 1980s, the increase in the number of qualifications recorded since 1990, which varies according to level, is primarily due to the general upward trend in education levels. The substantial growth in the vocational *baccalauréat* since its creation in the mid-1980s accelerated between 2010 and 2014 due to the effects of the reform of this pathway. In the 2015 session, the number of vocational *baccalauréat* holders fell (simultaneous completion by candidates who had studied over three or four years). The number of pupils passing the CAP, which fell by half between 1990 and 2006, increased again up to 2013.

Although lower in recent years due to downward demographic trends, the growth in the number of qualifications awarded has however been strengthened by the general increase in examination pass rates: since 1990, these have increased by 11 to 13 points for the *brevet* and BEP, 15 points for the *baccalauréat* and 19 points for the CAP.

Trends in numbers of qualifications awarded

		1990	1995	2000	2010	2011 incl. Mayotte	2012 incl. Mayotte	2013 incl. Mayotte	2014 incl. Mayotte	2015 incl. Mayotte
Brevet	sitting	803,156	805,317	771,589	747,702	764,630	780,545	777,449	790,665	817,089
	passed	584,453	592,153	601,110	624,012	637,640	661,141	658,198	674,958	705,596
	% pass rate	*72.8*	*73.5*	*77.9*	*83.5*	*83.4*	*84.7*	*84.7*	*85.4*	*86.4*
CAP[1]	sitting	415,825	376,420	294,794	195,617	224,221	222,948	231,425	228,540	224,695
	passed	269,798	270,721	221,241	159,666	185,466	186,269	194,022	191,203	188,386
	% pass rate	*64.9*	*71.9*	*75.0*	*81.6*	*82.7*	*83.5*	*83.8*	*83.7*	*83.8*
BEP[1]	sitting	230,625	308,407	315,566	237,364	192,946	190,250	181,979	180,120	177,265
	passed	161,811	206,453	232,879	181,097	148,349	150,794	151,580	148,014	143,869
	% pass rate	*70.2*	*66.9*	*73.8*	*76.3*	*76.9*	*79.3*	*83.3*	*82.2*	*81.2*
General *baccalauréat*	sitting	332,638	382,310	339,380	320,597	321,569	327,960	331,994	336,070	346,596
	passed	250,864	287,046	271,155	279,751	283,821	293,837	305,316	305,667	317,054
	% pass rate	*75.4*	*75.1*	*79.9*	*87.3*	*88.3*	*89.6*	*92.0*	*91.0*	*91.5*
Technological *baccalauréat*	sitting	169,406	183,154	193,107	163,585	157,239	150,406	144,396	142,455	137,978
	passed	115,808	138,267	152,778	133,431	129,472	125,121	124,853	129,210	125,144
	% pass rate	*68.4*	*75.5*	*79.1*	*81.6*	*82.3*	*83.2*	*86.5*	*90.7*	*90.7*
Vocational *baccalauréat*	sitting	33,095	90,716	117,019	137,033	185,824	243,423	201,806	232,190	219,375
	passed	24,602	65,936	92,617	118,586	156,063	190,899	159,241	190,773	176,646
	% pass rate	*74.3*	*72.7*	*79.1*	*86.5*	*84.0*	*78.4*	*78.9*	*82.2*	*80.5*
All *baccalauréats*	sitting	535,139	656,180	649,506	621,215	664,632	721,789	678,196	710,715	703,949
	passed	391,274	491,249	516,550	531,768	569,356	609,857	589,410	625,650	618,844
	% pass rate	*73.1*	*74.9*	*79.5*	*85.6*	*85.7*	*84.5*	*86.9*	*88.0*	*87.9*
Total passing all qualifications		**1,407,336**	**1,560,576**	**1,571,780**	**1,496,543**	**1,540,811**	**1,608,061**	**1,593,210**	**1,639,825**	**1,656,695**

1. Including agricultural education qualifications from 1995.
Coverage: Metropolitan France + Overseas departments including Mayotte from 2011.

Source: MENESR-DEPP.

1 Education expenditure

Multiplied by 1.9 since 1980, domestic expenditure on education amounts to €147.8 billion in 2015, which represents 6.8% of GDP and €8,440 per pupil or student.

Domestic expenditure on education covers all expenditure contributed by all the economic agents to education activities: teaching, organisation of the education system (general administration, school guidance, educational documentation and education research), catering and boarding facilities, school medical service, transport and expenses required by the institutions (supplies, books, clothing).
This expenditure is assessed each year by the Education Account, whose methods, scope and concepts change periodically. To enable chronological monitoring, the main data series are backcast and the recalculated amounts may therefore differ from those in previous editions of The State of Education.
The expenditure amounts for last year are provisional.
Initial funding: funding before taking into account transfers between different economic agents. This is therefore the actual expenditure for each agent.
Final funding: concept which examines the relationship between the final funder and either the producing unit or the education activity.

In 2015, domestic expenditure on education (DEE) amounts to €147.8 billion, or 6.8% of gross domestic product (GDP) (*table 1.1*). For education, the nation, all funders combined, invests €8,440 per pupil or student.

Between 1980 and 2015, at constant prices (2015 euros), education expenditure grew on average slightly faster than GDP (+1.9% compared to +1.8% per year) but its share of GDP fluctuated (*figure 1.2*). In the 1980s, it increased from 6.5% to 6.9% in 1985, but fell back to its starting level by 1989. These were the years when the decentralisation laws were introduced. After 1989, the proportion of DEE in GDP rose significantly, reaching 7.7% in 1995 and 1996, an increase mainly due to the considerable effort by local authorities and the pay review for teaching staff. By contrast, the following decade saw this share steadily decrease, reaching 6.6% in 2007, with GDP recording a higher improvement than DEE (+29% compared to +12%). In 2009, partly due to the recession, the proportion of DEE in GDP increased to 7.1%, then fell again slightly, stabilising at around 6.8% between 2011 and 2015.

The growth in DEE since the 1980s is due less to the increase in the number of pupils than to the increase in the cost per pupil: for all levels combined, it rose by nearly 1.7% per year over the period 1980-2015 at constant prices (*figure 1.3*). This rise can be explained by several factors: the growing weight of secondary and higher education, the improvement in the pre-primary and primary pupil-to-teacher ratio, and the reform of teachers' status. Although average expenditure per primary and secondary school pupil grew significantly, by 92% and 66% respectively, average expenditure per higher education student only increased by 40%, as the sharp boost in numbers absorbed the largest share of the rise in credits dedicated to higher education.

Three-quarters of expenditure is on staff costs, mainly paid by the State, which therefore contributes a major share of DEE funding: 57.4% in 2015, 53.7% of which from the MENESR. Local authorities provide 23.5% of total initial funding. From 2006 to 2009, their share increased in secondary and higher education, in particular due to the transfer to the departments and regions of the management of non-teaching staff (local technical assistants in educational institutions - ATTEE[1]) in secondary schools and new areas of competence devolved to the regions in terms of medical and social work training. Contribution by households stands at 7.8%.

International comparisons show only the ratio of expenditure dedicated to initial education (excluding continuing vocational training) to national GDP. In 2013 - the last year available for international comparisons - France was very slightly above the OECD average (5.3% compared to 5.2%), below the United Kingdom, the United States and Finland but well above Japan, German, Spain and Italy (*figure 1.4*). ■

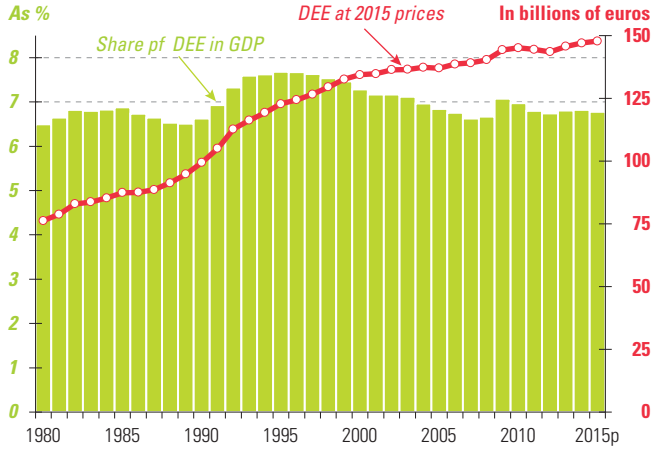
1. Formerly technicians, operators and service staff (TOS).

1.1 – Education expenditure

	1980	2000	2010	2014	2015p
Domestic expenditure on education (DEE)					
at current prices (in billions of euros)	29.4	108.2	139.3	146.0	**147.8**
at 2015 prices (in billions of euros)	76.2	134.4	145.1	147.0	**147.8**
DEE/GDP (as %)	6.5%	7.3%	7.0%	6.8%	**6.8%**
Average expenditure per pupil					
at current prices (in euros)	1,810	6,250	8,070	8,370	**8,440**
at 2015 prices (in euros)	4,680	7,760	8,400	8,430	**8,440**
Structure of initial funding (as %)					
State[1]	67.9%	64.0%	57.9%	57.1%	**57.4%**
of which MENESR	*60.3%*	*56.7%*	*52.9%*	*53.3%*	***53.7%***
Local authorities	14.3%	19.9%	23.9%	23.8%	**23.5%**
Other public authorities and CAF [2]	0.4%	2.2%	2.3%	2.8%	**2.8%**
Business enterprises	6.7%	6.6%	8.3%	8.5%	**8.5%**
Households	10.7%	7.3%	7.6%	7.8%	**7.8%**

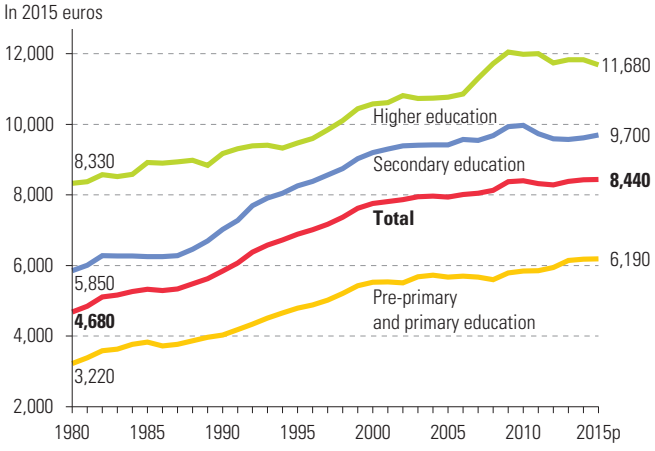
2015p: provisional data.
1. State = MENESR + other ministries + rest of the world.
2. The ARS (back-to-school allowance paid by the CAF) was created in 1986.
Coverage: Metropolitan France + Overseas departments including Mayotte.
Source: MENESR-DEPP.

1.2 – Evolution of domestic expenditure on education (DEE) and its share of GDP (since 1980)



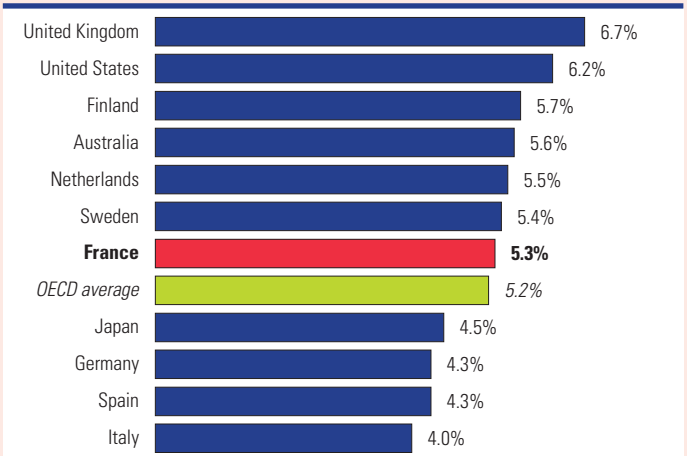
2015p: provisional data.
Interpretation: in 2015, DEE amounted to 147.8 billion (curve with scale on right) which represents 6.8% of GDP (bars with scale on left).
Coverage: Metropolitan France + Overseas departments including Mayotte.
Source: MENESR-DEPP.

1.3 – Trends in expenditure per pupil at constant prices, 2015 euros (since 1980)



2015p: provisional data.
Coverage: Metropolitan France + Overseas departments including Mayotte.
Source: MENESR-DEPP.

1.4 – Education expenditure (initial education) as a percentage of GDP (2013)



Source: OECD, *Education at a Glance*, 2016.

2 Expenditure on pre-primary and primary education

In 2015, almost 30% of domestic expenditure on education, or €42.5 billion, is spent on pre-primary and primary education. Since 1980, expenditure per pupil in pre-primary and primary education has risen by 92.2% at constant prices, reaching €6,190 in 2015.

In 2015, expenditure on pre-primary and primary education (pre-primary and primary education, special needs, schooling of disabled pupils and related activities) represents €42.5 billion (*table 2.1*).

36.2% of this expenditure is funded by local authorities, primarily the municipalities, which pay the wages of non-teaching staff (local specialist staff in pre-primary schools [Atsem] and others), as well as current and capital schools expenditure. All sources of funding combined, staff costs represent 77.4% of expenditure by education producing units, 26.5% of which for non-teaching staff.

From 1980 to 1992, the share of education expenditure on pre-primary and primary education fell almost continually, from 29.2% to 26.6%, before rising a little to reach 28.8% in 2015. Since 1980, total expenditure at this level has increased by 91.2% at constant prices, i.e. slightly less than domestic expenditure on education (93.9%).

From 1980 to 2015, against a background of falling or stagnating pre-primary and primary pupil numbers and regrading of teachers' career status (creation of the primary school teacher status), expenditure per pre-primary and primary pupil at constant prices rose from €3,220 to €6,190, an increase of 92.2% or 1.9% on average per year (*figure 2.2*). This figure increased rapidly up to 2000, after which it slowed down a little. However, between 2010 and 2015, expenditure per pre-primary and primary pupil again progressed by 6.0%, whereas it fell in the other educational sectors (-2.5% in secondary and -2.7% in higher education).

From 1980 to 1997, the gap between annual expenditure per pre-primary and primary school pupil was significantly reduced, thanks to the increase in the average teacher to pupil ratio and the considerable rise in pre-primary staff expenditure by municipalities. Since then, these figures have remained relatively similar with, since 2013, a slight advantage for pre-primary (€6,350 in 2015) compared to primary school pupils (€6,090 in 2015).

From 1990 to 2015, the cumulative cost of primary education (3 years in pre-primary and 5 years in primary) without repeating a year or shortening the cycle, increased by 55%, from €32,010 to €49,490 (at constant prices) (*table 2.3*).

International comparisons of average costs per primary school pupil show that in 2013 France was clearly below the OECD average, well below countries such as the United States, the United Kingdom or Sweden (*figure 2.4*). ■

Domestic expenditure on pre-primary and primary education includes all expenditure on public and private institutions in metropolitan France and the Overseas departments for education and related activities: boarding facilities and catering, administration, school guidance, school medical service, school supplies, school transport, etc. for the part corresponding to pre-primary and primary education.
In the Education Account, special pre-primary and primary education is not distinguished from primary education. Local authority expenditure related to new school timetables is undoubtedly under-estimated here, as the presentation of accounts by the municipalities does not always enable it to be identified.
Expenditure on pre-primary and primary education is assessed each year by the Education Account, whose methods, scope and concepts change periodically. To enable chronological monitoring, the main data series are backcast and the recalculated amounts may therefore differ from those in previous editions of The State of Education.
The expenditure amounts for last year are provisional.

The international indicator is presented in converted dollar equivalents by using purchasing power parities, which are currency exchange rates used to express the purchasing power of different currencies in a common unit.

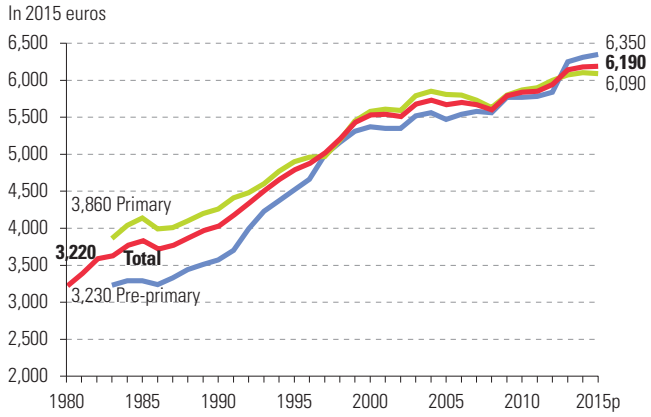
Expenditure on pre-primary and primary education 2

2.1 – Expenditure on pre-primary and primary education

	1980	2000	2010	2014	2015p
DEE for pre-primary and primary education					
at current prices (in billions of euros)	8.6	29.8	38.0	42.0	**42.5**
at 2015 prices (in billions of euros)	22.2	37.0	39.5	42.3	**42.5**
Proportion of DEE (as %)	29.2%	27.5%	27.2%	28.8%	**28.8%**
Average expenditure per pupil at 2015 prices (in euros)	3,220	5,530	5,840	6,180	**6,190**
Structure of initial funding (as %)[1]					
State [2]			55.5%	54.1%	**55.3%**
of which MENESR			*55.3%*	*53.9%*	***55.1%***
Local authorities			36.4%	37.6%	**36.2%**
Other public authorities and CAF			1.6%	2.4%	**2.5%**
Business enterprises			0.0%	0.0%	**0.0%**
Households			6.5%	5.9%	**6.0%**

2015p: provisional data.
1. The structure of initial funding for primary education has not been backcast before 2006.
2. State = MENESR + other ministries + rest of the world.
Coverage: Metropolitan France + Overseas departments including Mayotte.
Source: MENESR-DEPP.

2.2 – Trends in expenditure per pupil at constant prices, 2015 euros (since 1980)



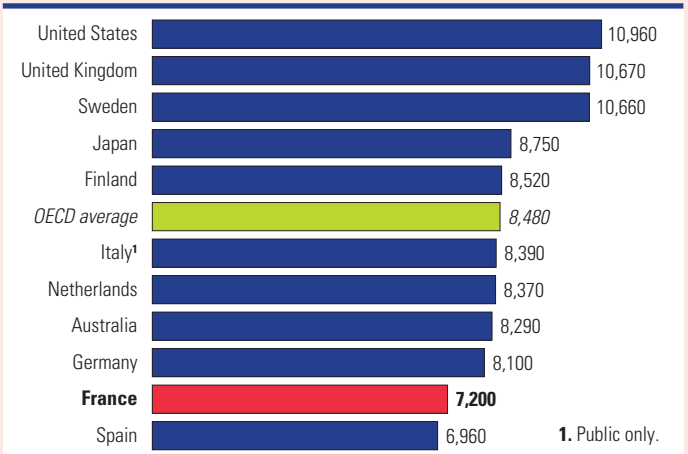
2015p: provisional data.
Coverage: Metropolitan France + Overseas departments including Mayotte.
Source: MENESR-DEPP.

2.3 – Cumulative expenditure per pupil over the expected duration of primary and pre-primary studies[1] (at 2015 prices)

	1990		2015p	
	in euros	as %	in euros	as %
Pre-primary	10,700	33.4	19,050	38.5
Primary	21,310	66.6	30,440	61.5
Total	**32,010**	**100.0**	**49,490**	**100.0**

2015p: provisional data.
1. 3 years in pre-primary and 5 years in primary (without repeating years or shortening the cycle).
Coverage: Metropolitan France + Overseas departments including Mayotte.
Source: MENESR-DEPP.

2.4 – Expenditure on a primary pupil, public and private sector, in dollar equivalents (2013)



Source: OECD, *Education at a Glance*, 2016.

3 Expenditure on secondary education

In 2015, France spent €58.3 billion on secondary education, or 39.4% of domestic expenditure on education. Since 1980, average expenditure per pupil has increased by 65.9% at constant prices, reaching €9,700 in 2015.

In 2015, France spent €58.3 billion on secondary education (teaching and related activities) or 39.4% of domestic expenditure on education, compared to 42.9% in 1980 (*table 3.1*). Fluctuating at around 43% until 2000, this proportion has decreased since.

At constant prices, total expenditure on secondary education rose by 78.4% between 1980 and 2015, or +1.7% on average per year. During this period, expenditure per pupil increased by 65.9%, significantly less than in pre-primary and primary education (*figure 3.2*). This rise, which was rapid between 1986 and 2000 (over 47%), is firstly due to the improvement in teachers' status and secondly to the consequences of the decentralisation laws. Following the transfer of apprenticeships, school transport (from 1984), operation of lower and upper secondary schools (1986) and equipment credits for these schools (gradually from 1986), the departments and regions have made much larger contributions to secondary education expenditure. Growth then slowed down, reversing the trend between 2010 and 2013 (-4%). This fall can be explained by the reduction in expenditure by local authorities (around 8%), combined with a slight increase in pupil numbers (+0.8%) over the period. Between 2013 and 2015, expenditure per pupil rose slightly by 1.3%, due to the fact that education expenditure increased more rapidly than pupil numbers.

2006 saw the beginning of a new wave of decentralisation with the transfer of the management of local technical assistants in educational institutions (ATTEE)[1] to the regions and departments, and of the corresponding proportion of day school costs for private secondary schools under contract. The local authorities fund these new responsibilities through existing allocated taxes: in 2015, they provide 21.7% of initial funding compared to around 15.5% in 2006. In 2015, the State only funds two-thirds of DEE for secondary education, compared to around three-quarters in 2006.

In 2015, the expenditure per pupil in lower secondary school is €8,510. For a general or technological upper secondary pupil, this figure is €11,040 and for a vocational upper secondary pupil, it is €12,410. Education starting at the age of three and leading, after 15 years, to a general or technological *baccalauréat* without repeating a year or shortening the cycle is assessed at €116,640 in 2015, compared to €80,250 in 1990 (at 2015 prices), an increase of 45% since 1990 (*table 3.3*). Studies leading to a vocational *baccalauréat* in 16 years and then 15 years from 2008 (when the secondary vocational reforms were introduced), is assessed at €120,760 in 2015, an increase of 27% since 1990.

International comparisons of average expenditure per pupil show that France has a relatively high expenditure per pupil in secondary education, 11,480 dollar-equivalents in 2013, compared to 9,810 for the average OECD country (*figure 3.4*) ■.

Domestic expenditure on secondary education includes all expenditure on public and private institutions in metropolitan France and the Overseas departments for education and related activities: boarding facilities and canteens, administration, school guidance, school medical service, school supplies, school transport, wages of trainee educational staff etc. for the part corresponding to secondary education.
This expenditure is assessed each year by the Education Account, whose methods, scope and concepts change periodically. To enable chronological monitoring, the main data series are backcast and the recalculated amounts may therefore differ from those in previous editions of The State of Education.
The expenditure amounts for last year are provisional.

The international indicator is presented in converted dollar equivalents by using purchasing power parities, which are currency exchange rates used to express the purchasing power of different currencies in a common unit.

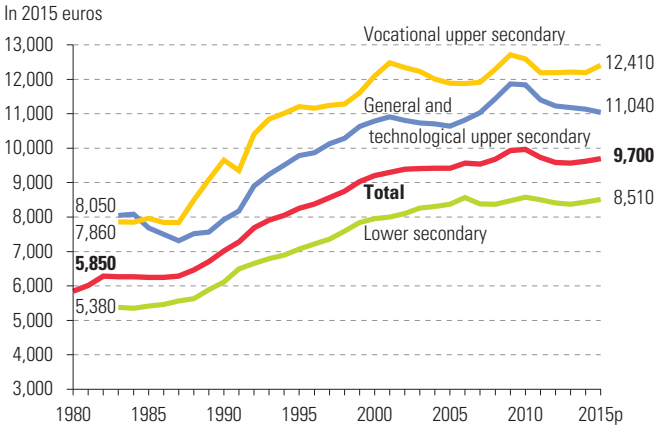
1. Formerly technicians, operators and service staff (TOS).

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

	1980	2000	2010	2014	2015p
DEE for secondary education					
at current prices (in billions of euros)	12.6	46.1	56.7	57.3	**58.3**
at 2015 prices (in billions of euros)	32.7	57.3	59.0	57.7	**58.3**
Proportion of DEE (as %)	42.9%	42.6%	40.7%	39.3%	**39.4%**
Average expenditure per pupil at 2015 prices (in euros)	5,850	9,200	9,970	9,620	**9,700**
Structure of initial funding (as %)[1]					
State [2]			65.2%	67.0%	**66.9%**
of which MENESR			*61.9%*	*64.0%*	***63.9%***
Local authorities			23.5%	21.5%	**21.7%**
Other public authorities and CAF			2.3%	2.4%	**2.4%**
Business enterprises			2.0%	2.0%	**2.0%**
Households			7.0%	7.1%	**7.0%**

2015p: provisional data.
1. The structure of initial funding for secondary education has not been backcast before 2006.
2. State = MENESR + other Ministries + rest of the world.
Coverage: Metropolitan France + Overseas departments including Mayotte.
Source: MENESR-DEPP.

3.2 – Trends in expenditure per pupil in secondary education at constant prices, 2015 euros (since 1980)



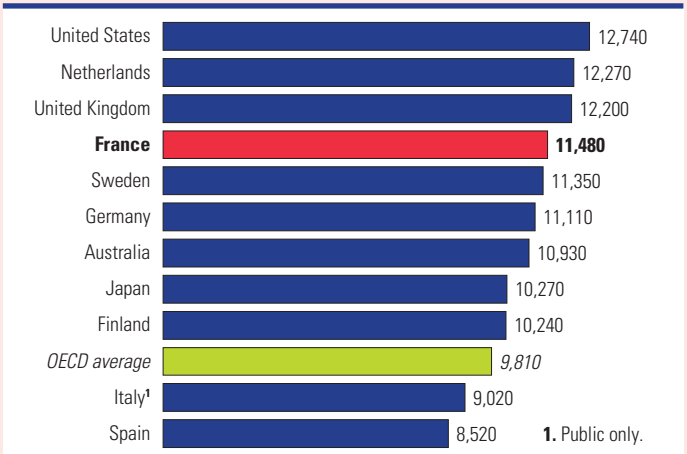
2015p: provisional data.
Coverage: Metropolitan France + Overseas departments including Mayotte.
Source: MENESR-DEPP.

3.3 – Cumulative expenditure per pupil over the expected duration of primary and secondary studies without repeat years (at 2015 prices)

Typical cases of school education	Total expected duration	Total expenditure (in euros)	
		1990	2015p
General and technological *baccalauréat*	15 years	80,250	116,640
Vocational *baccalauréat*	15 or 16 years[1]	95,100	120,760

2015p: provisional data.
1. 16 years before the reform of the secondary vocational, which has been gradually implemented since the start of the 2008-09 school year, 15 years thereafter.
Coverage: Metropolitan France + Overseas departments including Mayotte.
Source: MENESR-DEPP.

3.4 – Expenditure on a secondary pupil public and private sector, in dollar equivalents (2013)



Source: OECD, *Education at a Glance*, 2016.

4 Expenditure on higher education

In 2015, France spent €30.1 billion on higher education. This expenditure has multiplied by 2.6 since 1980 (at constant prices). Average expenditure per student has increased by 40% over the same period, amounting to €11,680 in 2015.

France spent €30.1 billion on higher education in 2015. This expenditure has significantly grown since 1980 (+2.7% on average per year). Its share of domestic expenditure on education (DEE) rose from 15.1% in 1980 to 20.3% in 2015 (*table 4.1*).

The increase in DEE on higher education, at constant prices, has varied over time. From 1980 to 1995 there was a steady rise of 4.2% on average per year, but this dropped to only 1.5% per year between 1995 and 2006. It then began to grow again between 2006 and 2009, at an annual average rate of 3.5%, due to a budget increase, but still did not reach the levels of the 1980s. Since 2010, it has been rising slowly, on average 1.0% per year, with a very slight fall in 2012 (-0.6%).

Over the whole period, DEE on higher education has multiplied by 2.6, although the growth in average expenditure per student has been less rapid, as the number of students enrolled in higher education has doubled over the period. Expenditure per student therefore reaches €11,680 in 2015, 40% more than in 1980. At the same time, expenditure per pupil in secondary education has increased by 65.9%. The period from 2006 to 2009, which saw both a surge in DEE (see *above*) and a slowdown in enrolment, also saw expenditure per student increase by 3.5% on average per year. By contrast, since 2009, the slowdown in DEE, combined with a new rise in enrolment numbers, has led to a decrease in expenditure per student of 0.5% per year.

The costs per student vary significantly according to the courses chosen (*figure 4.2*) In 2015, they range from €10,390 per year for a university student to €13,760 for a Higher Technical Section student and €15,100 for a pupil preparing for admission to the *Grandes Ecoles*. Although, from the mid-2000s these average expenses tended to draw closer, they have diverged again in the last two years (see methodology section opposite). The cumulative cost of a 3-year cycle, leading to a Bachelor degree without repeating a year, is assessed at €31,160 in 2015, whereas a 2-year cycle leading to a *Brevet de technicien supérieur* (BTS) is estimated to cost the nation €27,520 (*table 4.3*).

The State's share in the funding of DEE on higher education is predominant (67.9%), much greater than that of local authorities (10.7%) or households (9.4%). Some direct or indirect grants for students or their families funded by the State are not counted in DEE on higher education, as they are tax-related (increase in dependents' allowance) or not directly linked to student status (social housing benefit). Taking them into account (excluding social security payments) would increase 2015 expenditure per student from €11,680 to €12,880.

International comparisons (which are based on national data that is not always standardised) show that in 2013, the annual expenditure per student in France was slightly higher than the OECD average (16,190 dollar-equivalents compared to 15,770) (*figure 4.4*) ■.

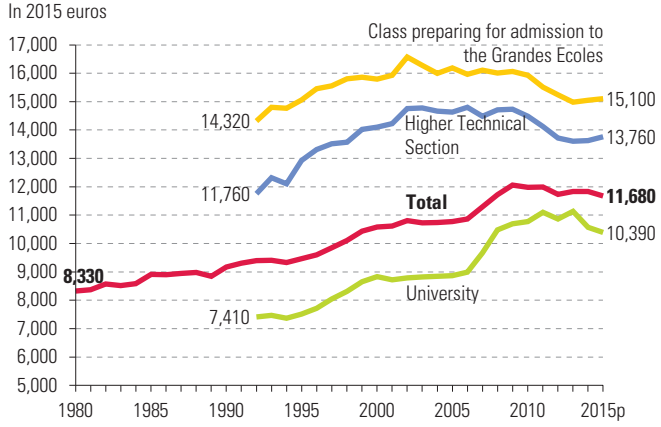
Expenditure on higher education includes all expenditure on public and private institutions in metropolitan France and the Overseas departments on higher education and related activities: academic publications, libraries and academic research, administration, etc. (excluding continuing vocational training).
This expenditure is assessed each year by the Education Account, whose methods, scope and concepts change periodically. To enable monitoring over time, the main data series may have been backcast, and therefore the recalculated amounts may differ from those in previous editions.
The expenditure amounts for last year are provisional.
The fall in expenditure per university student, which was greater between 2013 and 2014, is partly due to a change in scope: from 2014, some institutions whose main purpose is not education and in which expenditure per student (calculated by comparing the total budget to the low enrolment numbers) is particularly high, have been removed from the university scope (such as the Earth Physics Institute, the Natural History Museum, etc.). Students at IEP and engineering schools linked to universities whose budgets are no longer identifiable from the 2014 annual performance report have also been removed from the scope. The definition of university used by the Education Account is therefore aligned to the definition used by the annual performance report. The scope was not changed between 2014 and 2015. It has not been possible to backcast this movement.
For international comparisons, R&D expenses relating to certain organisations (e.g. CNRS) are also counted. The international indicators are presented in dollar-equivalents (see methodology section on page 16).

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

	1980	2000	2010	2014	2015p
DEE on higher education					
at current prices (in billions of euros)	4.5	18.6	27.4	29.8	**30.1**
at 2015 prices (in billions of euros)	11.5	23.1	28.6	30.0	**30.1**
Proportion of DEE (as %)	15.1%	17.2%	19.7%	20.3%	**20.3%**
Average expenditure per student at 2015 prices (in euros)	8,330	10,580	11,980	11,830	**11,680**
Structure of initial funding (as %)[1]					
State			71.4%	67.9%	**67.9%**
of which MENESR			*62.9%*	*60.6%*	***60.7%***
Local authorities			10.6%	10.6%	**10.7%**
Other public administrations[2]			1.7%	3.2%	**3.2%**
Business enterprises			7.8%	8.8%	**8.8%**
Households			8.5%	9.5%	**9.4%**

2015p: provisional data.
1. The structure of initial funding for higher education has not been backcast before 2006.
2. Including Chambers of commerce and industry and French National Research Agency since 2014.
Coverage: Metropolitan France + Overseas departments including Mayotte.
Source: MENESR-DEPP.

4.2 – Trends in expenditure per student at tertiary level (constant prices, 2015 euros, since 1980) [1]



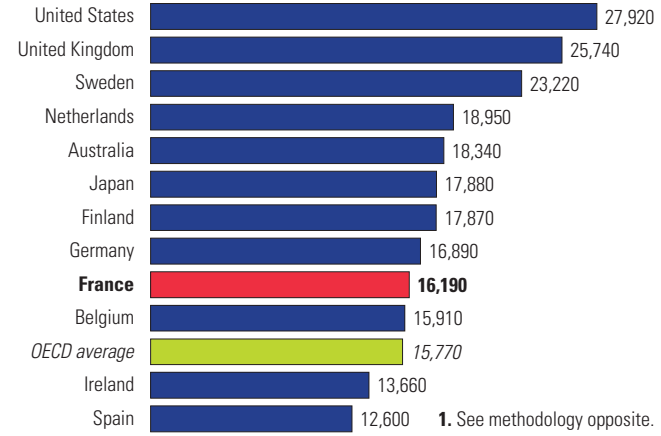
2015p: provisional data.
1. See methodology opposite for trends in expenditure per university student in 2013-2014.
Coverage: Metropolitan France + Overseas departments including Mayotte.
Source: MENESR-DEPP.

4.3 – Examples of cumulative expenditure per student for higher education degrees, without repeat years (at 2015 prices)

Higher education degree	Total expected duration	Total expenditure	
		1992	2015p
Bachelor degree	3 years	22,220	31,160
BTS	2 years	23,520	27,520

2015p: provisional data.
Coverage: Metropolitan France + Overseas departments including Mayotte.
Source: MENESR-DEPP.

4.4 – Expenditure per student at tertiary level, including research and development activities[1], in dollar equivalents (2013)



Source: OECD, *Education at a Glance*, 2016.

5 Continuing vocational training

In 2015, spending on continuing vocational training amounts to €14.3 billion and €2.7 billion on extracurricular education, i.e. 11.5% of domestic expenditure on education. Although much more widespread than in 1971, continuing vocational training is still dependent on employees' qualifications and company size.

EXPENDITURE on continuing vocational training continues to rise in 2015, at €14.3 billion (according to the Education Account, which shows a difference in scope with the Vocational Training Account - see methodology section opposite). From 2006 to 2015, this expenditure increased by 0.5% at constant prices (2015 euros), while extracurricular education remains at the same level in 2015 as in 2006. However, since 2010, the proportion of continuing vocational training and extracurricular education in the DEE budget fell by -0.9 point *(table 5.1)*.

In 2015, in initial funding, i.e. before transfers, this expenditure is mainly covered by business enterprises (51.2%) and local authorities (21.0%). The State funds 11.6%, for training its own staff and jobseekers. The Ministry of Employment is the main public funder. The Ministry of National Education, Higher Education and Research provides 2.6% of total funding.

The 1971 Law on continuing vocational training contained both economic (business efficiency) and individual (social mobility) objectives. In around 40 years, access by employees to continuing vocational training has quadrupled (from 11% to 42.4%; *table 5.2*) and in 2013, the business funding rate was well above the legal requirement (businesses spent 2.65% of gross salary on training, compared to 1.35% in 1972). Although more employees are trained, the courses they follow are shorter in duration (27 hours compared to 62 hours in 1972).

Continuing vocational training is still unequally distributed in terms of socio-economic category, company size and sector of activity. Despite a narrowing gap in favour of manual workers and office workers since the mid-1980s, skilled personnel are still the primary beneficiaries of this training. In 2013, 54.7% of engineers or technicians and supervisors (compared to only 32.3% of manual workers) followed a training course funded by their employer *(table 5.3)*.

Participation in training is strongly dependent on company size, both in France and in most European Union countries: 16.5% in 2013 in companies with 10 to 19 employees, compared to 53.1% in companies with over 2,000 employees. This difference, which has persisted over time *(figure 5.4)*, is also reflected in companies' financial efforts: 1.3% of payroll in companies with 10 to 19 employees, compared to 3.7% in companies with 2,000 employees and over.

The measures introduced in 1972 were completed in 2004 by the Individual training right of 20 hours per employee per year. At the present time, this measure has been little used and therefore does not appear to have significantly improved access rates by the least trained categories. ■

Expenditure on continuing vocational training covers expenditure by all economic agents (State, local authorities and others, business enterprises, households) on the organisation of continuing vocational training actions, including courses organised internally by business enterprises or administrations. The method for calculating continuing vocational training expenditure in the Education Account changed in 2014, compared to previous editions of The State of Education. *The data has been recalculated for the period 2006-2013 in order to be comparable with certain items in the Vocational Training Account drawn up by the Ministry of Employment (DARES), in particular for the implementation of continuing vocational training not provided by MENESR. The scope is however more restricted for the Education Account, which does not include apprenticeships, trainees' pay or social security exemptions related to work-study contracts as continuing vocational training expenses. The DARES Vocational Training Account therefore amounted to €31.4 billion in 2013.*

The 1971 Law on Vocational Training introduced the requirement, for employers with ten or more employees, to contribute each year to funding training for their staff. Each company is required to file declaration 24-83 with the tax authorities, which details how they have met this requirement. Since 1972, this information has been entered and processed by Céreq.

5.1 – Expenditure on continuing vocational training and extracurricular education

	2006	2010	2012	2014	2015p
DEE on continuing vocational training					
at current prices (in billions of euros)	12.9	14.4	14.4	14.3	**14.3**
at 2015 prices (in billions of euros)	14.2	15.0	14.7	14.3	**14.3**
DEE on extracurricular education[1]					
at current prices (in billions of euros)	2.4	2.8	2.6	2.6	**2.7**
at 2015 prices (in billions of euros)	2.7	2.9	2.6	2.7	**2.7**
Proportion of DEE (as %)	12.2%	12.4%	12.0%	11.6%	**11.5%**
Structure of initial funding (as %)					
State [2]	24.2%	17.8%	15.9%	11.7%	**11.6%**
of which MENESR	*3.7%*	*2.3%*	*2.6%*	*2.6%*	***2.6%***
Local authorities	16.5%	18.7%	17.8%	21.2%	**21.0%**
Other public administrations	3.0%	4.9%	5.1%	4.4%	**4.4%**
Business enterprises	45.6%	47.9%	50.1%	51.0%	**51.2%**
Households	10.7%	10.7%	11.1%	11.7%	**11.8%**

2015p: provisional data.
Initial funding: see methodology indicator 1 p. 14.
1. Extracurricular education includes the activities of municipal conservatories and other institutions providing extracurricular education (i.e. which do not issue nationally-recognised qualifications or certifications).
2. State = MENESR + other ministries + rest of the world.
Coverage: Metropolitan France + Overseas departments including Mayotte.

Source: MENESR-DEPP.

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

	1972	1980	1990	1995	2005	2011	2012	2013
Men	12.4	20.1	35.0	36.1	42.6	45.1	45.3	45.1
Women	6.9	13.9	29.4	32.7	35.4	39.4	39.9	39.1
Total	**10.7**	**17.5**	**31.8**	**34.3**	**39.4**	**42.7**	**42.9**	**42.4**

Interpretation: in 2013, 39.1% of women and 45.1% of men participated in training funded by their employer.
N.B.: these are trainees paid by the employer as part of the training plan, vocational training period or DIF. Vocational training contracts and CIF are not included.
New adjustment of data from 2483 declarations
The calculation of weighting of 2483 data designed to compensate for missing or unusable 24-83 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, which has increased, and employee access rates, which have decreased. The new calculation applies to the years 2005 to 2011. Prior to 2005, the figures were not recalculated using the new method and the changes between 2004 and 2005 should therefore be treated with caution.
Coverage: Metropolitan France + Overseas departments including Mayotte.

Source: 2483 Declarations, Céreq.

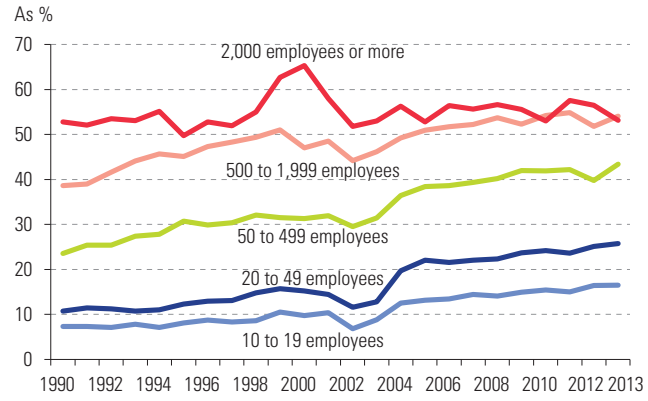
5.3 – Access to training according to qualifications (as %)

	1985	1995	2000	2005	2010	2011	2012	2013
Unskilled manual workers	10	17	17	30.4	32	32.3	32.1	32.3
Skilled manual workers	18	26	29					
Office workers	21	30	32	32.5	34.3	34.8	36.2	35.7
Technicians and supervisors	38	51	54	53.7	54	55.5	55.9	54.7
Managers, engineers	36	50	52	52.3	54.9	56.5	55.5	54.7
Total	**23**	**34**	**37**	**39.4**	**41.7**	**42.7**	**42.9**	**42.4**

N.B.: these are trainees paid by the employer as part of the training plan, vocational training period or DIF. Vocational training contracts and CIF are not included.
Coverage: Metropolitan France + Overseas departments including Mayotte.

Source: Declarations 2483, Céreq.

5.4 – Access rates of employees to continuing vocational training by company size



N.B.: From 1999, an adjustment was made for companies with more than 2,000 employees, leading to an increase in the access rate.
Coverage: France; excluding personal training leave, vocational training contracts and work-study contracts.

Source: Céreq, 2483 declarations.

6 Welfare grants to lower and upper secondary school pupils

A quarter of lower and upper secondary school pupils receive direct grants from the State as scholarships: the proportion reaches 34.2% in vocational upper secondary school. The total amount of direct grants, including bonuses and social funds, amounts to €653.1 million in 2015.

DIFFERENT types of grants help families to ensure their children get a good education.

The allocation, subject to resources, of scholarships and bonuses for secondary school pupils by the Ministry of National Education, Higher Education and Research represents a budget of around €608.2 million in 2015. Scholarships are allocated to 1,357,657 young people (metropolitan France and the Overseas departments including Mayotte, public and private), i.e. 24.5% of all pupils (*table 6.1*). This proportion, which has changed little since 2000, is much higher in public institutions than in private schools: 28.1% compared to 11.6%. In 2015, these scholarships are allocated to 840,844 lower secondary pupils and 516,813 upper secondary pupils; the proportion of scholarship holders remains much higher in vocational upper secondary schools (34.2%) than in general or technological upper secondary schools (17.8%) (*figure 6.2*).

Merit scholarships, worth €800, were allocated to 81,378 beneficiaries in 2015-2016. This figure is slightly higher than the previous school year. These scholarships are automatically allocated to upper secondary scholarship holders who receive a "bien" (merit) or "très bien" (distinction) grade in their *Diplôme national du brevet* (DNB). They may also be awarded to pupils who have demonstrated particular effort in their work during Grade 9.

In addition to upper secondary scholarships, bonuses are awarded to scholarship holders according to the courses and levels chosen: an entry bonus for Grade 10, 11 and 12 and, for some vocational or technological courses, an equipment and/or qualification bonus. Scholarship holders at boarding school also receive a boarding bonus (*table 6.3*). Social fund budgets (€44.9 million) are paid to schools to provide exceptional assistance to underprivileged families. After consulting with the educational team, the principal decides on the grants to be allocated.

Furthermore, the National Funds for Family Allowances pay out a back-to-school means-tested allowance for school pupils aged 6 to 18. Adjusted according to age, this allowance represents a total of €1.93 billion in 2015 (*table 6.4*). ■

National scholarships. *These are paid from Ministry of National Education, Higher Education and Research budget funds. Departmental or regional grants and scholarships, not taken into account here, are covered by Departmental and Regional Councils budgets.*

Secondary education scholarships. *The secondary education scholarship amount is assessed according to families' income and expenditure, following a national scale. Lower secondary scholarships have three different annual rates: €84, €231 and €360. Upper secondary scholarships are for pupils studying at upper secondary schools and regional adapted teaching institutions, including those in lower secondary school (Grade 9 vocational preparation, introductory work-study training in Apprentice Training Centres and Rural Family Centres . The amount of the scholarship varies according to the number of units received by the family. This number is means-tested according to the family's income and expenditure, and may vary between 3 and 10 units. A scholarship unit was worth €45.33 in 2015-2016.*

Special needs scholarships. *These are paid to pupils required to attend school who have been placed in a specialist institution or who, in addition to their regular education, follow extra courses or rehabilitation schemes paid for by their family. The scholarships are means-tested.*

Social funds for canteens. *These were introduced to make it easier for more lower secondary and upper secondary school pupils to access school meals and to prevent some children being deprived of meals due to their parents being unable to afford school meals.*

Social funds for lower and upper secondary school pupils. *These are designed to assist with the difficult situations in which some pupils or their families find themselves, to cover education or school life expenses. These exceptional grants may be either financial or in kind.*

Welfare grants to lower and upper secondary school pupils 6

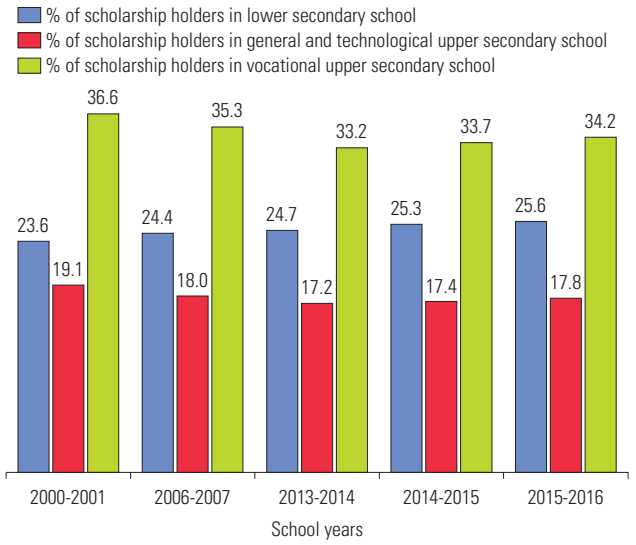
6.1 – Trends in the number of secondary school pupils receiving grants

	2000-2001	2006-2007	2013-2014	2014-2015	2015-2016
Number of lower secondary scholarship holders	**789,726**	**780,275**	**812,581**	**834,276**	**840,844**
% of lower secondary scholarship holders	***23.6%***	***24.4%***	***24.7%***	***25.3%***	***25.6%***
Number of General and technological upper secondary scholarship holders	300,891	286,876	253,726	261,575	275,750
% of General and technological upper secondary scholarship holders	*19.1%*	*18.0%*	*17.2%*	*17.4%*	*17.8%*
Number of Vocational upper secondary scholarship holders	288,482	252,501	236,008	236,688	241,063
% of Vocational upper secondary scholarship holders	*36.6%*	*35.3%*	*33.2%*	*33.7%*	*34.2%*
Total upper secondary	**589,373**	**539,377**	**489,734**	**498,263**	**516,813**
including upper secondary merit scholarships	9,259	69,996	82,560	79,983	81,378
% of upper secondary scholarship holders	***26.7%***	***24.4%***	***22.4%***	***22.6%***	***22.9%***
Total scholarship holders (lower and upper secondary)	**1,379,099**	**1,319,652**	**1,302,315**	**1,332,539**	**1,357,657**
% of scholarship holders (lower and upper secondary)	***24.8%***	***24.4%***	***23.8%***	***24.2%***	***24.5%***
Number receiving education bonuses[1]	581,907	611,244	543,623	552,659	571,833

1. Equipment bonus, qualification bonus, entry bonus for Grade 10, 11 and 12, boarding bonus (some bonuses can be combined) at upper secondary school.
Coverage: Metropolitan France + Overseas departments including Mayotte from 2013, public and private sector.

Source: MENESR-DGESCO.

6.2 – Proportion of scholarship holders in secondary education



Coverage: Metropolitan France + Overseas departments including Mayotte from 2013, public and private sector.

Source: MENESR-DGESCO.

6.3 – Grants to pupils

Type of grant	Amount in 2001	Amount in 2014	Amount in 2015	Difference 2001-2015	
	In thousands of euros			At current euros	At constant euros
MENESR direct grants					
Lower secondary scholarships	115,070	169,245	175,051	52.1%	25.2%
Upper secondary scholarships[1]	206,853	203,318	211,223	2.1%	-15.9%
Merit scholarships - upper secondary[2]	7,055	63,986	65,102	n.s.	
Bonuses (upper secondary, except boarding)	165,420	138,243	142,835	-13.7%	-28.9%
Boarding bonus - lower secondary[3]		1,592	1,513		
Boarding bonus - upper secondary[3]		11,834	11,893		
Special needs scholarship	1,038	599	544	-47.6%	-56.9%
Social funds[4]	67,900	32,992	44,947	-33.8%	-45.5%
Total MENESR direct grants	**563,336**	**621,809**	**653,108**	**15.9%**	**-4.6%**
Back-to-school allowance[5]	**1,233,762**	**1,900,329**	**1,929,397**	**56.4%**	**28.7%**

n.s. : not significant
1. The decrease is mainly linked to the fall in the number of pupils enrolled at upper secondary school.
2. The system was changed in 2006, with an increase in the amounts paid and number of beneficiaries.
3. Created at the beginning of the school year 2001-2002.
4. These amounts do not include use of any surplus by EPLE.
5. For 2014 and 2015: amount of ARS paid by the CAF only.
Coverage: Metropolitan France + Overseas departments including Mayotte from 2014, public and private sector.

Sources: MENESR-DGESCO.

6.4 – Average grants paid to scholarship holders[1] and ARS beneficiaries (in current euros)

	2000-2001	2013-2014	2014-2015	2015-2016	Difference 2000-2015
Average lower secondary grant	**€152**	**€201**	**€205**	**€210**	**+38.1%**
Number of lower secondary scholarship holders[2]	789.7	812.5	834.3	840.8	+6.5%
Number of lower secondary pupils[2]	3,346.3	3,290.6	3,293.7	3,280.1	-2.0%
Average upper secondary grant	**€664**	**€842**	**€838**	**€834**	**+25.6%**
Number of upper secondary scholarship holders[2]	589.4	489.7	498.3	516.8	-12.3%
Number of upper secondary pupils[2]	2,204.2	2,182.1	2,203.4	2,256.3	+2.4%
Back-to-school allowance (ARS)	**2000-2001**	**2013-2014**	**2014-2015**	**2015-2016**	
6-10 years		€360	€363	€363	
11-14 years	**€253**	€380	€383	€383	
15-18 years		€394	€396	€396	

1. MENESR grants + bonuses, excluding social funds and special needs grants (public and private education).
2. In thousands.
Coverage: Metropolitan France + Overseas departments including Mayotte from 2013, public and private sector.

Sources: MENESR-DGESCO.

7 Ministry of National Education staff numbers

In the school year 2015-2016, the Ministry of National Education, Higher Education and Research employs 1,073,500 individuals under the Inter-ministerial "school education" mission, 932,100 in the public sector and 141,400 in the private sector under contract. 81.5% of these individuals are teachers.

During the school year 2015-2016, 1,073,500 individuals working in school education are paid from State funds by the Ministry of National Education, Higher Education and Research: 874,800 are teachers in the public sector and private sector under contract, i.e. 81.5% of all staff (*table 7.1*).

Since the mid-1990s there has been a slight growth in the number of teachers in pre-primary and primary education (+4.7% up to the school year 2010-11), which faltered a little during the school years 2011-12 and 2012-13. Numbers increased again during the school year 2013-14, due to the one-year recruitment of candidates eligible for the 2014 special session of competitive teaching examinations. In 2014, the number of pre-primary and primary school teachers was around the same as in 2013, due to the high number of teachers passing the competitive examinations. It increases again in 2015, due to recruitments (*figure 7.3*). In secondary education, the decrease in staff numbers, almost continuous since 2003-2004 (around 48,800 fewer teachers up to 2012-2013) changed in the school year 2013-14. In 2014, the number of teachers was at the same level as in 2013, and then increases again in 2015.

Following their posting, 380,000 teachers work in public pre-primary and primary schools or in classes under contract in private schools and 494,900 work in a public or private secondary school (*table 7.2*).

198,600 officers perform administrative, technical, supervisory, inspection, education, guidance and educational support functions in public schools, for the local education office, in the National Education departmental services or in the National Education central administration. Of these officers, 82,700 educational assistants, learning support assistants for disabled pupils, teaching assistants and special needs assistants are allocated to secondary schools in the public sector. Other staff also come under other Ministries (Agriculture, Defence, Health) or private organisations, which are involved in educating around 12 million pupils. ■

The staff counted are those in permanent employment, paid by the Ministry of National Education, Higher Education and Research and coming under the Inter-ministerial "school education" Mission (MIES) under the LOLF (Organic Law of 1 August 2001 relating to the Finance Laws, implemented on 1 January 2006). These staff are counted as a physical headcount. The LOLF is divided into missions, programmes and actions. One programme groups together the budget allocations intended to implement an action or consistent set of actions under the responsibility of the same Ministry. Staff paid by private institutions under contract or staff paid by the Ministry of Higher Education and Research are not counted.

Warning: *the information system used to present staff numbers has changed this year. The "payslip" database in the payroll information system has replaced the payroll previously used, which was found to be incomplete for recent years. This database matches the "BSA" (academic social audit) database from the human resources information systems (SIERH).*

Observation: *the number of support workers for disabled pupils is under-estimated, probably by around 10,000 people for the school year 2015-16, due to a lack of data on these new statuses for two years.*

Ministry of National Education staff numbers 7

7.1 – Trends in numbers of Ministry of National Education staff (excluding higher education)

		1999-2000	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Teachers[1]	Public	734,977	719,032	711,587	726,002	724,658	733,428
	Private	139,650	139,485	138,564	140,243	140,560	141,416
	Total	**874,627**	**858,517**	**850,151**	**866,245**	**865,218**	**874,844**
Administrative, technical, management, supervisory staff[2]		311,232	196,876	203,687	204,748	201,549	198,638
including youth workers and teaching assistants, learning support assistants for disabled pupils[3], educational assistants[4]		*61,470*	*83,600*	*90,806*	*89,863*	*86,772*	*82,678*
Total		**1,185,859**	**1,055,393**	**1,053,838**	**1,070,993**	**1,066,767**	**1,073,482**
Proportion of teachers[5]		*73.8%*	*81.3%*	*80.7%*	*80.9%*	*81.1%*	*81.5%*

1. Teachers in pre-primary, primary and secondary public and private sector schools, including trainees directly posted in a school or institution since the 2010-11 school year.
2. Staff paid under the "Higher education and university research" and "Student life" budgets, accounted for in the publication *"State of Higher Education and Research"* have not been counted since 2007. Individuals working in central administration and paid under higher education have not been counted since 2010.
3. Status created in 2014 (Decree of 27 June 2014). These staff have only been counted partially in the information systems used. Their numbers are therefore under-estimated.
4. The last youth worker assistants were counted in the school year 2006-2007.
5. The proportion of teachers has been recalculated from the total, including teaching assistants, using a different calculation from the 2011 edition.
Coverage: Metropolitan France + Overseas departments including Mayotte from 2011, public and private sector under contract for teachers, public sector for administrative, technical or management staff.

Source: MENESR-DEPP, Payroll January 2000, "Payslips" database December 2011 to December 2015.

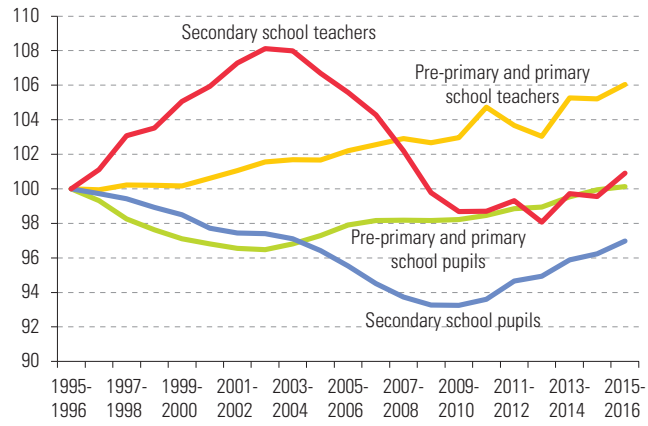
7.2 – Breakdown of Ministry of National Education staff in December 2015

Type of staff	Numbers
Public sector pre-primary and primary school teaching staff	**337,179**
Private sector pre-primary and primary school teaching staff	42,787
Public sector secondary school teaching staff	**396,249**
Private sector secondary school teaching staff	98,629
Total teaching staff	**874,844**
Administrative, technical, management and supervisory staff[1]	115,960
Teaching assistants and AESH[2]	82,678
Total	**1,073,482**

1. Not including staff paid under the "Higher education and university research" budget, in central administration positions and paid under Higher Education.
2. AESH: learning support assistants for disabled pupils.
Coverage: Metropolitan France + Overseas departments including Mayotte from 2011, public and private sector under contract for teachers, public sector for administrative, technical or management staff.

Source: MENESR-DEPP, "Payslips" database, December 2015.

7.3 – Comparative trends in pupil and teacher numbers



N.B.: the eligible contractual staff in private sector pre-primary and primary education were not counted in the 2014 edition of *The State of Education*. They were included for the year 2013-2014.
Coverage: Metropolitan France + Overseas departments including Mayotte from 2011, public and private sector.

Source: MENESR-DEPP, Payrolls January 1996 to 2011, "Payslips" database December 2011 to 2015.

8 Teaching staff

Of the 874,800 school teachers paid by the Ministry of National Education, Higher Education and Research during the school year 2015-2016, 43.4% work in pre-primary and primary education and 56.6% in secondary education. 198,600 officers are employed in school administration.

In the school year 2015-2016, 337,200 teachers, including trainee teachers, work in public sector pre-primary and primary schools *(table 8.1)*. Nearly all of them have primary school teacher status (98.1%). Of the 42,800 teachers in private sector pre-primary and primary schools under contract, 92.2% are paid on a scale equivalent to primary school teacher status.

396,200 teachers, including trainee teachers, are working in public sector secondary schools (including post-*baccalauréat* classes) *(table 8.2)*. More than six in ten teachers (62.0%) are certified or equivalent, more than one in ten have passed the "*agrégation*" competitive examination (12.0%), 0.5% have senior chair status and 14.8% are teachers in vocational upper secondary schools. In private schools under contract, 59.6% of the 98,600 teachers are paid on the same scale as certified teachers or physical education teachers; 3.7% on the "*agrégation*" scale and 11.0% on the same scale as vocational upper secondary school teachers. Teaching assistants represent 1.7% of teachers in the private sector. Not all teachers are tenured staff: 4.2% in the public sector and 18.1% in the private sector under contract are not tenured.

More than one-third of non-teaching staff in school education are administrative, social and healthcare staff (ASS), most of whom are in Category C (12.2% of all non-teaching staff) *(figure 8.3)*. Executive, inspection, educational and school guidance staff (DIEO) account for around two-thirds of non-teaching staff. Tenured staff are exclusively Category A staff, mainly working as principals and chief education advisers. Non-tenured staff are mainly educational assistants and learning support assistants for disabled pupils. Engineers, research and training technicians (ITRF) account for 4.8% of this population.

In pre-primary and primary education, teachers are younger (41.6 years on average in public schools and 43.4 in private schools) than in secondary education (43.6 and 44.8 years) *(figure 8.4)*. There are also more women in pre-primary and primary education, which is even more pronounced among the younger generations. Women represent 89.1% of the under-30s in public pre-primary and primary schools and 94.7% in private schools. There is a lower proportion of women in the 50 and over age group: 74.9% (public) and 91.6% (private). The situation is similar in secondary education, where the number of women under 30 is proportionally greater (62.9% and 71.4%) than in the over-50s age bracket (54.1% and 65.3%). ■

The staff counted are those in permanent employment, paid by the Ministry of National Education, Higher Education and Research - excluding central administration for non-teaching staff - coming under the "school education" Inter-ministerial Mission (MIES) under the LOLF (Organic Law of 1 August 2001 relating to the Finance Laws, implemented on 1 January 2006). The LOLF is divided into missions, programmes and actions. One programme groups together the budget allocations intended to implement an action or consistent set of actions under the responsibility of the same Ministry.

***Warning:** The information system used to present these staff numbers has changed this year. The "payslip" database in the payroll information system has replaced the payroll previously used, which was found to be incomplete for recent years. This database matches the "BSA" (academic social audit) database from the human resources information systems (SIERH).*

8.1 – Pre-primary and primary school teaching staff

	Public sector			Private sector under contract		
	Teachers	Proportion of women	Proportion of primary school teachers	Teachers	Proportion of women	Proportion of primary school teachers
1999-2000	314,729	77.8	46.0	44,162	91.3	40.5
2011-2012	326,703	81.6	97.2	44,771	91.1	86.1
2012-2013	324,684	81.9	97.5	44,521	91.3	86.1
2013-2014	332,161	82.3	95.4	45,037	91.4	85.1
2014-2015	331,921	82.7	97.9	45,070	91.4	86.9
2015-2016	**337,179**	**83.1**	**98.1**	**42,787**	**91.5**	**92.2**

Coverage: Metropolitan France + Overseas departments.
Source: MENESR-DEPP, Payroll January 2000, "Payslips" database December 2011 to December 2015.

8.2 – Secondary school teaching staff

	Public sector			Private sector under contract		
	Teachers	Proportion of women	Proportion of certified teachers	Teachers	Proportion of women	Proportion of certified teachers
1999-2000	420,248	56.7	58.3	94,994	65.8	39.6
2011-2012	392,329	57.8	61.8	94,714	66.0	60.6
2012-2013	386,903	58.0	61.8	94,043	66.1	60.6
2013-2014	393,841	58.2	60.7	95,206	66.3	59.5
2014-2015	392,737	58.3	62.0	95,490	66.3	60.8
2015-2016	**396,249**	**58.3**	**62.0**	**98,629**	**66.9**	**59.6**

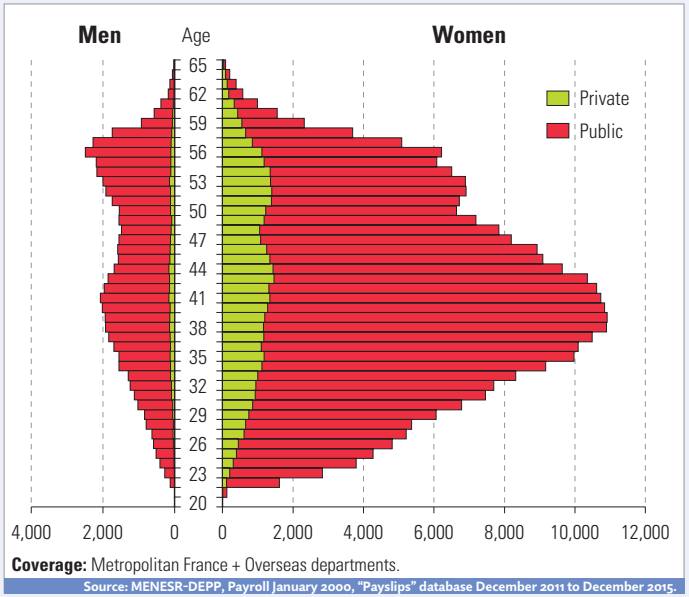
Coverage: Metropolitan France + Overseas departments.
Source: MENESR-DEPP, Payroll January 2000, "Payslips" database December 2011 to December 2015.

8.3 – Administrative, technical and management staff[1] in December 2015

		Numbers	%
Administrative, social and healthcare staff (ASS)	Category A	18,579	9.4
	Category B	17,105	8.6
	Category C	24,289	12.2
	Total ASS[2]	**68,425**	**34.4**
Management, inspection, education, school guidance (DIEO)	Category A	35,627	17.9
	Total DIEO[2]	**120,635**	**60.7**
Engineers, research and training technicians (ITRF)	Category A	1,839	0.9
	Category B	1,715	0.9
	Category C	6,024	3.0
	Total ITRF	**9,578**	**4.8**
Total		**198,638**	**100.0**

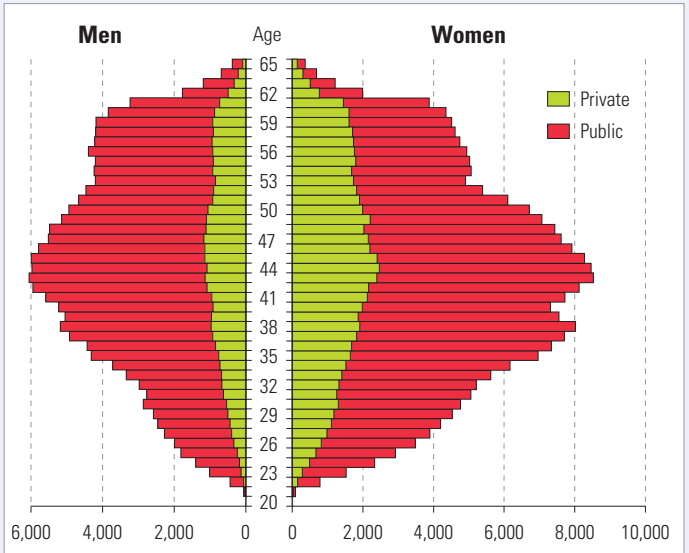
1. Staff paid under pre-primary, primary and secondary education, "Student life" and "National education policy support programmes".
2. Including non-tenured staff.
Coverage: Metropolitan France + Overseas departments.
Source: MENESR-DEPP, Payroll January 2000, "Payslips" database December 2011 to December 2015.

8.4 – Pre-primary and primary school teaching staff in December 2015



Coverage: Metropolitan France + Overseas departments.
Source: MENESR-DEPP, Payroll January 2000, "Payslips" database December 2011 to December 2015.

8.5 – Secondary school teaching staff in December 2015



Coverage: Metropolitan France + Overseas departments.
Source: MENESR-DEPP, Payroll January 2000, "Payslips" database December 2011 to December 2015.

9 Expected time in education

Following a steady rise up to the mid-1990s, the expected time in education then stabilised. In 2014-2015, the expected time in education of young people aged 2-29 is 18.3 years of study.

Expected time in education is an estimate of the total number of years in education of a child aged two, in a given year. As with life expectancy, this indicator is a snapshot of a situation, a reflection of enrolment rates in the school year in question.

Mathematically, the expected time in education is equal to the sum of the enrolment rates observed at different ages, with an enrolment rate of 80% giving a study length of 0.8 years.

The enrolment rates per age group in 2014-15 indicate that a child beginning pre-primary school at the age of two will spend a total of 18.3 years in initial education, including 2.9 years in higher education (*table 9.1*).

Following a steady rise up to the mid-1990s, resulting in an increase of nearly two years between 1985 and 1995, the expected time in education then fell gradually up to the school year 2011-12. In the school year 2014-15, it stabilised at the 2011 level of 18.3 years.

The decrease in the number of pupils repeating years continues in 2015 (*figure 9.2*), contributing to the reduction in the number of years spent at school. The new generations are completing their secondary education more quickly and at a younger age than their elders. Structurally, the length of a pupil's education depends on the choices they make in secondary school. A general pathway result in longer studies than a vocational pathway. During the 2000s, numbers in higher education therefore suffered from the effects of a greater tendency among the younger generations to follow vocational training, to the detriment of long university courses, although the expected time in higher education for young people aged under 29 stagnated at around 2.4 years. Since then, it has increased, reaching 2.9 years in 2014-2015.

During the last three school years, the enrolment rate for 21 and 25 year-olds has increased slightly. However, it is stable for students aged 29 (*figure 9.3*).

Enrolment rates continue to rise in half of OECD countries, while France's relative position is declining. In 2012-2013, the expected time in education of French children, at the age of five years, was below the OECD average (*figure 9.4*). Young French people have none or very little access to part-time education, or timetables adapted to student employment, unlike young people in Northern Europe and the United States. In 2013, young French people aged 20-29 had one of the lowest education enrolment rates in OECD countries (26th out of 32), although France was 9th (out of 25) at the beginning of 1995. Enrolment rates for adolescents aged 15-19, among the highest in the OECD in 1995 (3rd out of 27) now rank France 20th (out of 34 countries), at the beginning of 2013. ■

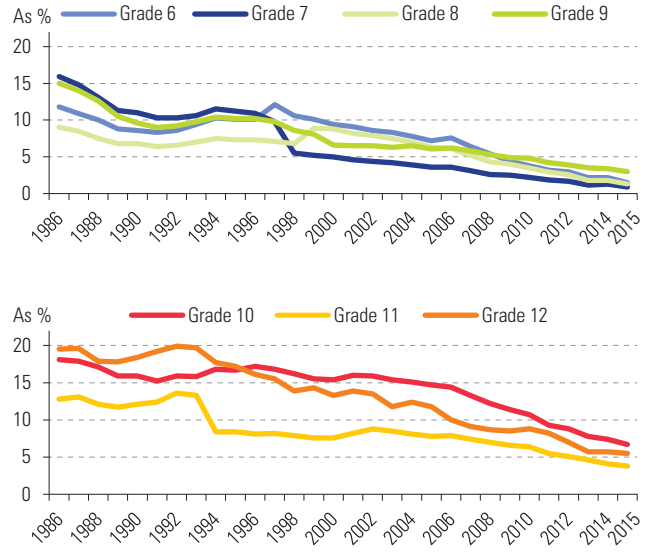
9.1 – Trends in expected time in education from 2 to 29 years (in years)

	Metropolitan France			Metropolitan France + Overseas departments			
	1985-1986	1990-1991	1995-1996	2000-2001	2005-2006	2013-2014	2014-2015
Total[1]	**16.9**	**17.9**	**18.8**	**18.6**	**18.4**	**18.3**	**18.3**
– 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*	*18.1*	*18.1*
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	7.2
Higher education	1.3	1.7	2.4	2.4	2.5	2.8	2.9

1. Including education provided to pupils with severe difficulties in institutions not under the Ministry of National Education, Higher Education and Research, education that cannot be classified in either pre-primary education, primary education or secondary education.

Sources: MENESR-DEPP-DGESIP-DGRI-SIES (school population); INSEE for the population statistics.

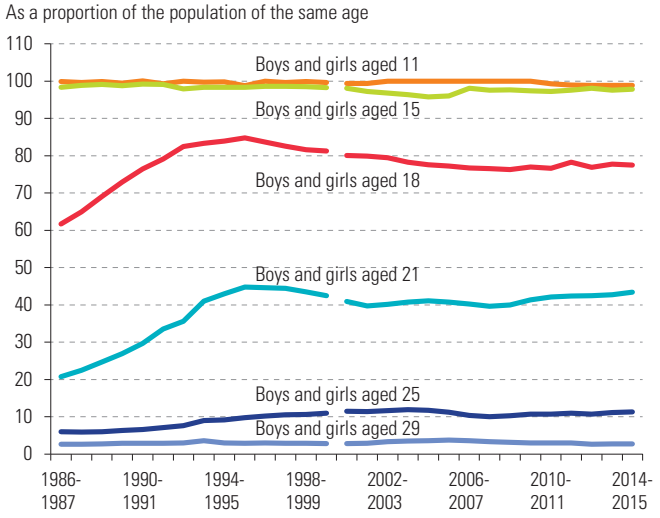
9.2 – Trends in repeat years from 1986 to 2015



Coverage: Metropolitan France + Overseas departments including Mayotte from 2011, public and private sector.

Source: MENESR-DEPP.

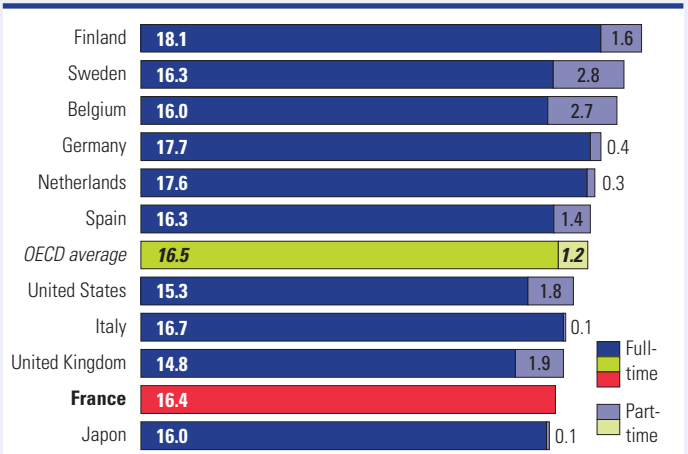
9.3 – Enrolment rate according to age (1986-2015)



N.B.: in some age groups, the number of pupils is higher than the total population of the same age, estimated on the basis of the INSEE demographic reports.
In this case, the enrolment rate is necessarily 100%.
Coverage: school population = all schools
and apprentice training centres (Metropolitan France up to 1998-1999;
Metropolitan France + Overseas departments since 1999-2000).

Sources: MENESR-DEPP-DGESIP-DGRI-SIES (school population); INSEE for the population statistics.

9.4 – Expected time in education for a 5-year old child (2011-2013, in years)



Source: OECD, *Education at a Glance*, 2015.

10 Priority education

Priority education networks + (REP+) account for 7% of primary and lower secondary school pupils. More than seven in ten REP+ lower secondary school pupils come from disadvantaged social backgrounds, and one in five have been held back at least one year before entering Grade 6. Their proficiency in core skills is lower, and their pass rate in the *Diplôme National du Brevet* is on average 11 points lower than pupils not in priority education schools.

At the start of the school year 2015-16, the scope of priority education was extended, based on "a unique social index measuring the difficulties encountered by pupils and their parents, and their consequences on learning"[1]. 352 public sector lower secondary schools and 2,425 public sector primary schools belong to a priority education network + (REP+) in metropolitan France and the Overseas departments. They account for 444,800 primary school pupils and 169,000 lower secondary pupils, i.e. 7% of pupils. The other priority education (EP) lower secondary and primary schools belong to priority education networks (REP). A network brings together one lower secondary school and the primary schools in its area. The importance of the network has therefore been reaffirmed.

In 2015, an early enrolment target was defined in REP+, with the aim of raising the enrolment rates of two-year old children to 50% (30% in REP). In the school year 2015-16, 22.2% of children aged two are enrolled in school in REP+, compared to 17.5% in REP and 9.8% elsewhere.

The great majority of REP+ lower secondary school pupils are from disadvantaged social backgrounds: around three-quarters have parents who are manual workers or not in active employment, compared to 59.8% in REP and 37.9% in non-priority education schools (metropolitan France and Overseas departments) (*table 10.1*). They are more likely to fall behind at school: 18.3% of REP+ pupils start Grade 6 "late", compared to 14.9% in REP and 9.6% elsewhere.

At the start and end of lower secondary school, REP+ pupils (Éclair in 2013) are less proficient than other pupils in core skills 1 (French language) and core skills 3 (fundamentals of mathematics, scientific and technological literacy). In 2015, although 59.8% of pupils in Grade 6 in the REP+ programme are proficient in core skill 1, this proportion is 71.8% in REP lower secondary schools and 83.2% elsewhere (*figure 10.2*).

The *Diplôme national du brevet* consists of a three-part written examination (French, mathematics and history-geography-civic education). In the 2015 session, 43.7% of REP+ lower secondarypupils and 56.6% of REP pupils achieved more than 10 out of 20 in the written examinations, compared to 75.2% in other schools. However, the gaps narrow when continuous assessment and the history of art oral examination are taken into account: 75.5% of REP+ pupils pass their *Diplôme national du brevet* compared to 86.1% elsewhere (*figure 10.3*).

These indicators should be interpreted more as an initial baseline study of pupils' performance in REP+, rather than an assessment of the whole system. As it was only introduced in the school year 2015-16, its educational actions have not yet been fully implemented. ■

Since the start of the school year 2015-16, the scope of priority education has been extended: the priority education networks + (REP+) have replaced the "primary, lower and upper secondary schools for ambition, innovation and success" programme (Éclair) as the key priority education zones.
The percentage of children of manual workers and parents not in active employment (table 10.1) includes the children of skilled and unskilled manual workers, agricultural workers, retired office workers or manual workers and people without an occupation.
The proportion of pupils beginning Grade 6 at least one year behind is the proportion of pupils beginning Grade 6 in the school year 2015-16 who were in Grade 5 in the school year 2014-15 in a REP+ school, having repeated at least one primary school class.
The common core of knowledge and skills indicators published relate to the school years 2012-13 for milestone 3 (at the end of Grade 9) and 2015-16 for milestone 2 (Grade 6).
The percentages of proficiency in core skills (figure 10.2)are presented with their confidence interval of 95%, indicating the uncertainty margin of the sampling.
Until 2013, core skills 1 (French language) and 3 (fundamentals of mathematics, scientific and technological literacy) for milestones 2 and 3 were assessed annually. Since 2014, these skills have been assessed every year for one of the three milestones, following a three-year cycle, starting in Grade 2. In 2015, the assessment related to milestone 2 (end of Grade 5, with another assessment at the beginning of Grade 6), in 2016, the indicators will be produced for milestone 3 (end of Grade 9).

1. ***Reforming priority education***, press pack of 16 January 2014, MENESR.

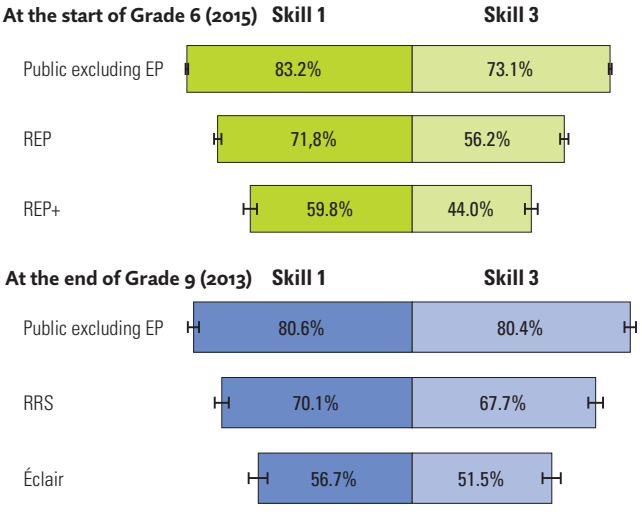
10.1 – Proportion of children of manual workers and parents not in active employment, children of managers and teachers, pupils entering Grade 6 "late", in the school year 2015-16 (as %)

	Children of manual workers and parents not in work	Children of managers and teachers	Pupils entering Grade 6 "late"
REP+	74.7	8.3	18.3
REP	59.8	16.9	14.9
Excluding priority education	37.9	34.9	9.6
Total	**43.4**	**30.6**	**10.7**

Interpretation: in the first two columns, the REP+ line shows pupils entering Grade 6 of an REP+ lower secondary school; in the last column, the line shows pupils entering Grade 6, coming from a REP+ primary school.
Coverage: Metropolitan France + Overseas departments, public.

Source: MENESR-DEPP.

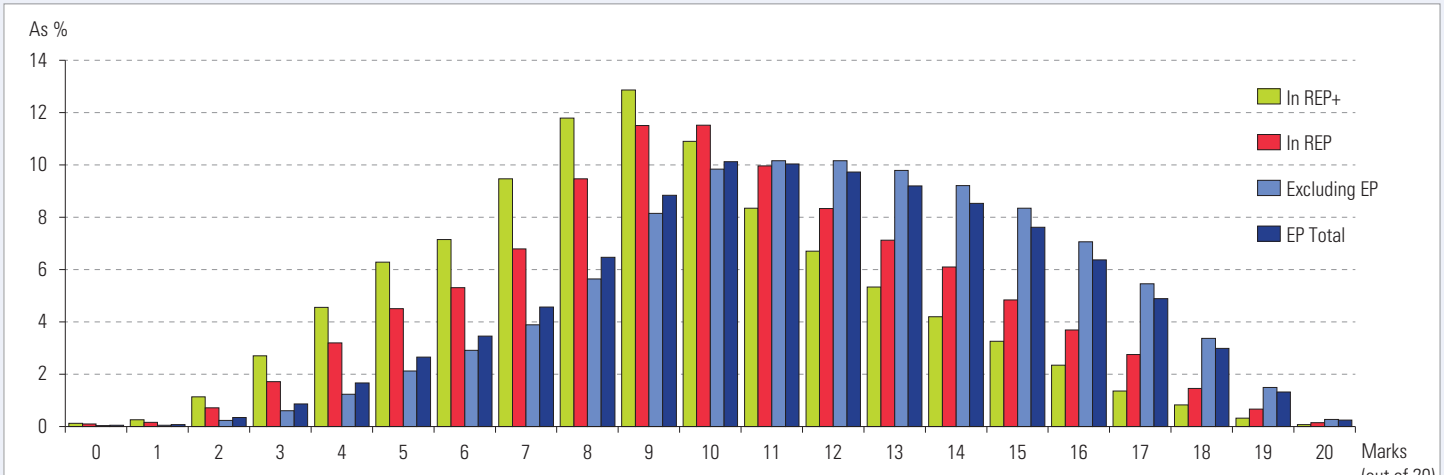
10.2 – Proportion of pupils proficient in skills 1 and 3 of the common core in 2013 and 2015



Coverage: Metropolitan France + Overseas departments excluding Mayotte, public.

Source: MENESR-DEPP.

10.3 – Breakdown of pupils according to written examination marks in the *Diplôme National du Brevet* in 2015



Interpretation: in REP+ lower secondary schools, 10.9% of pupils obtained a score of 10 and 11 in the written papers for the June 2015 session of the *Diplôme National du Brevet* compared to 11.5% of pupils in priority education network (REP) schools, 9.8% of pupils outside priority education areas and 10.1% of all pupils.
Coverage: Metropolitan France + Overseas departments, public.

Source: MENESR-DEPP.

11 Enrolment rates for disabled pupils

350,000 disabled pupils are enrolled during the school year 2015-2016, eight out of ten in a mainstream school and two out of ten in a specialist institution. The schooling method and the pupil's education are very closely linked to the nature of their disability.

IN THE SCHOOL YEAR 2015-16, 350,300 disabled children or adolescents are enrolled in schools: around eight out of ten in a mainstream school (primary or secondary school) and two out of ten in a hospital or medical-social support institution *(table 11.1)*.

In mainstream schools, 70% of pupils are receiving individual schooling and 30% are placed in a localised educational inclusion unit *(figure 11.1)*.

Pupils with significant educational difficulties are educated in localised educational inclusion units: 45% of those in secondary education are working at pre-primary and primary education level. This is also true of 85% of pupils in a specialist institution.

The method of education depends on the disability *(table 11.2)*. In 2015-2016, 43% of disabled pupils in pre-primary and primary education have intellectual and cognitive disorders (69,000 pupils), compared to 36% in secondary education (42,700 pupils). These pupils have the most difficulty remaining in mainstream education and are more likely to be in a localised educational inclusion unit (55%) than a mainstream school (45%). They are mostly (46%) educated in hospitals or medical-social support institutions.

Monitoring the education of disabled children born in 2005 has enabled us to assess their education at the age of ten. At this age, 22% are "on target" and entering Grade 5 , 23% are beginning Grade 4 one year behind, and 38% are being educated in a pre-primary and primary localised educational inclusion unit. These proportions vary considerably according to the disability. At the age of ten, 60% of pupils with intellectual and cognitive disorders are being educated in a pre-primary and primary localised educational inclusion unit, compared to only 12% of those with visual impairment *(figure 11.3)*.

By contrast, 61% of pupils with visual impairment, 53% with a motor disorder and 46% with a visceral disorder have not repeated any years at the age of 10, which is true for only 8% of children with intellectual and cognitive disorders.

Pupils with speech and language difficulties fall between these two groups of disorders. One-third reach Grade 5 at the expected age. However, as this disorder can become apparent during a child's schooling, these pupils often repeat a year before the disorder is diagnosed. At the age of ten, 40% of them are in Grade 4, behind by one year.
14% of pupils are educated in a specialist environment, which is the case for more than a quarter of children with co-occurring disorders and one in five hearing-impaired children. ■

The Commission for the Rights and Autonomy of Persons with Disabilities (CDAPH) set up within the Departmental Centres for Persons with Disabilities (MDPH) governs the various "compensation" measures intended to promote the social integration of people with disabilities. It also decides whether the young person should be educated in a mainstream school (individual schooling), individual teaching within a collective system (localised educational inclusion unit), when individual schooling is not suitable for their needs, or comprehensive care - schooling, educational and therapeutic - within a hospital or medical-social support institution (specialist institution) when mainstream schooling is incompatible with their state of health. In some cases, this care may be supported by partial insertion or integration education.

Enrolment rates for disabled pupils

11.1 – The different methods of educating children and adolescents with disabilities in 2015-2016

Level of education [1]	Schooling in mainstream school					Specialist institutions [3]		
	Ordinary class			Localised educational inclusion unit [2]	Total	Hospitals	Medical-social institutions	All
	Total	of which Regional adapted teaching institutions	of which General and vocational adapted education section					
Pre-primary and primary education	**111,682**			**48,361**	**160,043**	**5,546**	**61,615**	**67,161**
Pre-primary	31,299			6,914	38,213	2,457	21,173	23,630
Primary	80,383			41,447	121,830	3,089	40,442	43,531
Secondary education	**82,875**	***2,313***	***16,269***	**36,060**	**118,935**	**2,299**	**6,754**	**9,053**
Lower secondary	62,596	*1,093*	*16,269*	15,794	78,390	1,464	5,347	6,811
Upper secondary	19,663	*1,204*		4,130	23,793	835	1,407	2,242
Other levels [4]	616	*16*		16,136	16,752			
Undetermined level [5]						**295**	**3,205**	**3,500**
Total	**194,557**	***2,313***	***16,269***	**84,421**	**278,978**	**8,140**	**71,574**	**79,714**

1. Estimated level of education for collective schooling and schooling in hospitals or medical-social support institutions. **2.** All types of institutions combined.
3. Excluding young people accommodated and educated for short periods. **4.** This mainly refers to pupils attending a secondary school without necessarily attaining the right level.
5. This refers to pupils educated in a specialist institution whose level is difficult to determine.

Coverage: Metropolitan France + Overseas departments, public and private sector.

Sources: MENESR-DEPP and MENESR-DGESCO, surveys No. 3 and No. 12 concerning pupils with debilitating illnesses or disabilities in pre-primary, primary and secondary education; survey No. 32 concerning schooling in hospital and medical-social support institutions.

11.2 – Breakdown of pupils according to disability in 2015-2016

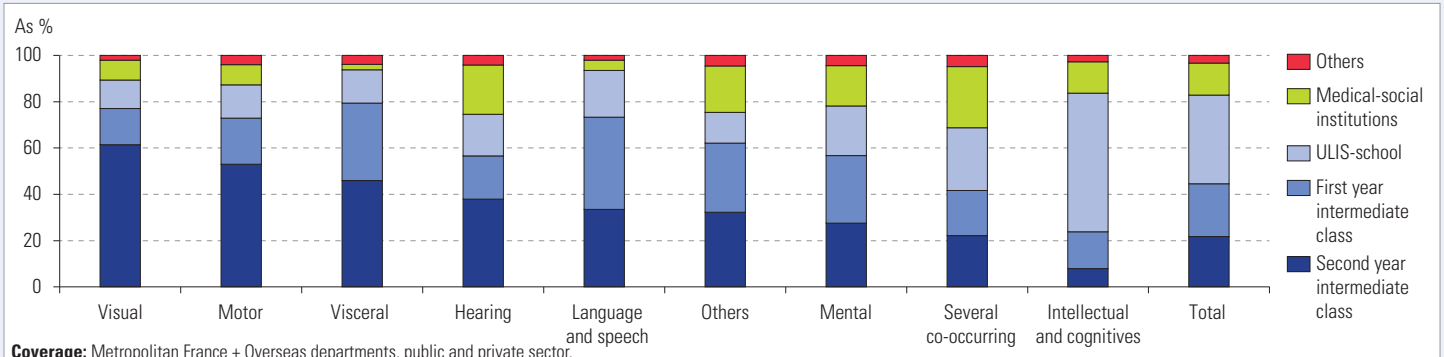
Disabilities	Mainstream education					Specialist institutions [2]		
	Pre-primary and primary education		Secondary education		Total	Hospitals	Medical-social institutions	Total
	Ordinary class	Localised educational inclusion unit	Ordinary class	Localised educational inclusion unit				
Intellectual or cognitive disorders	32,653	36,395	17,086	25,601	111,735	724	36,072	36,796
Mental disorders	28,379	4,588	16,344	3,271	52,582	4,451	16,583	21,034
Language or speech disorders	18,137	2,313	23,166	2,996	46,612	221	1,349	1,570
Hearing impairment	3,344	745	2,922	575	7,586	4	2,717	2,721
Visual impairment	2,265	251	2,286	264	5,066	5	483	488
Visceral disorders	2,213	147	1,535	127	4,022	369	75	444
Motor disorders	9,194	1,066	11,083	1,224	22,567	607	2,663	3,270
Several co-occurring disorders	10,311	2,537	5,212	1,760	19,820	1,090	8,615	9,705
Other disorders	5,186	319	3,241	242	8,988	618	1,891	2,509
Multiple disabilities [1]						51	1,126	1,177
Total	**111,682**	**48,361**	**82,875**	**36,060**	**278,978**	**8,140**	**71,574**	**79,714**

1. Only exists in hospitals or medical-social support institutions. **2.** Excluding young people accommodated and educated for short periods.

Coverage: Metropolitan France + Overseas departments, public and private sector.

Sources: MENESR-DEPP and MENESR-DGESCO, surveys No. 3 and No. 12 concerning pupils with debilitating illnesses or disabilities in pre-primary, primary and secondary education; survey No. 32 concerning schooling in hospital and medical-social support institutions.

11.3 – School situation at age ten according to the type of disorder



Coverage: Metropolitan France + Overseas departments, public and private sector.

Source: MENESR-DEPP, sample of pupils with disabilities born in 2005.

12 Enrolment rates and conditions in pre-primary and primary education

As the population has fallen, conditions in pre-primary and primary education have undergone a marked improvement.
The system must now deal with the effects of the rise in the birth rate since the year 2000.

The enrolment rates per age group show the school populations, broken down per year of birth, in relation to numbers in the corresponding generations counted or estimated by INSEE. The estimated enrolment rate for two year-olds is therefore 11.5% in 2015.

The data for pre-primary and primary education per school is now mainly collated from DECIBEL, the operational management "pre-primary and primary school pupils" database (BE1D).

School enrolment in pre-primary and primary education has experienced three significant developments in recent decades: the development of education before the age of six, the decrease in numbers due to the fall in the population, the reduction in the number of pupils repeating years and the general improvement in conditions for primary school pupils.

In pre-primary, the enrolment of five year-olds, then four year-olds, gradually became more widespread during the 1960s and 1970s. For 20 years, nearly all children aged three and over have been in education, which is why the fluctuations in the number of pupils aged three to five reflects demographic trends. By contrast, the trend in numbers of pupils under three years old is more likely to be dependent on the educational policies implemented. Over a long period, the enrolment rate of these children has fallen: reaching 35% in the early 2000s, it has since stabilised, fluctuating at around 12% since 2012 (*figure 12.1*).

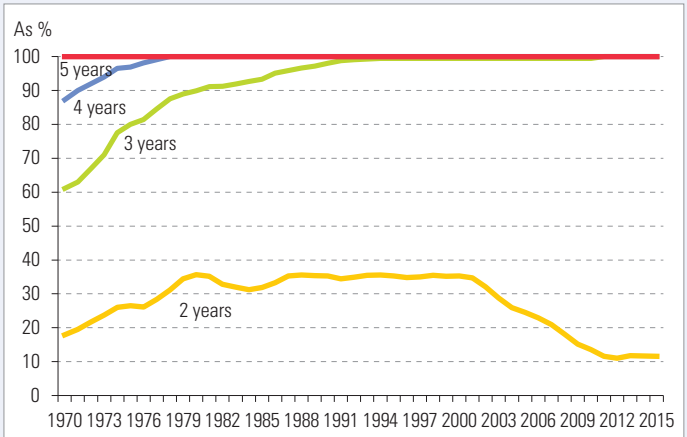
In both primary and pre-primary school, in the public and private sector, pupils have benefited from a significant reduction in average class sizes. Class sizes in pre-primary schools, around 40 pupils in the early 1970s, have gradually fallen to around 25 pupils. In primary schools, the effect is a little less pronounced: from around 30 pupils in the 1960s, average class sizes are now approaching 23.

This trend is however concurrent with a fall in the number of schools, from 68,000 in 1980 and 64,000 in 1990 to a little under 52,000 in the school year 2015-16, due to the marked decline in the number of single-class primary schools and the grouping together or merger of primary and pre-primary schools. The breakdown of schools according to the number of classes is changing, and the trend is for schools to increase in size, with a decline in schools of five or fewer classes and an increase in schools with six or more classes (*figure 12.2*).

Maintaining, or even increasing, the number of teaching staff, while pupil numbers fall, has led to a continuous improvement in the ratio of teachers per 100 pupils (T/P). This trend slowed down after the 2003-04 school year: following a maximum of 5.37, in 2012 the ratio returned to a value identical to that in the late 1990s (5.20: *figure 12.3*). The trend has reversed during the last three school years, bringing the ratio up to 5.28 in 2015.

In primary education, international comparisons are based on the reverse ratio, i.e. the average number of pupils per teacher. Although very variable depending on the country, this figure was over 20 in the United Kingdom in 2012, and 18 in France, where it remains above the OECD average, compared to around 12 in Sweden, Italy and Belgium (*figure 12.4*) ■

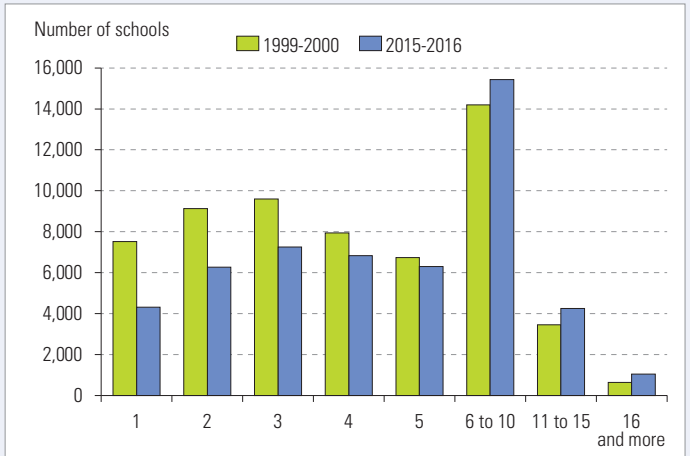
12.1 – Enrolment rates for children aged two to five (1970-2015)



Coverage: Metropolitan France from 1970 to 2003 and Metropolitan France + Overseas departments excluding Mayotte from 2004, public and private sector.

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

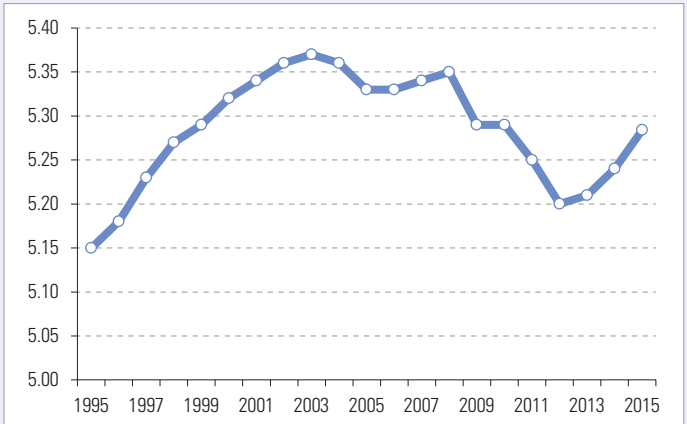
12.2 – Breakdown of schools according to number of classes



Coverage: Metropolitan France + Overseas departments including Mayotte in 2015-2016, public and private sector.

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

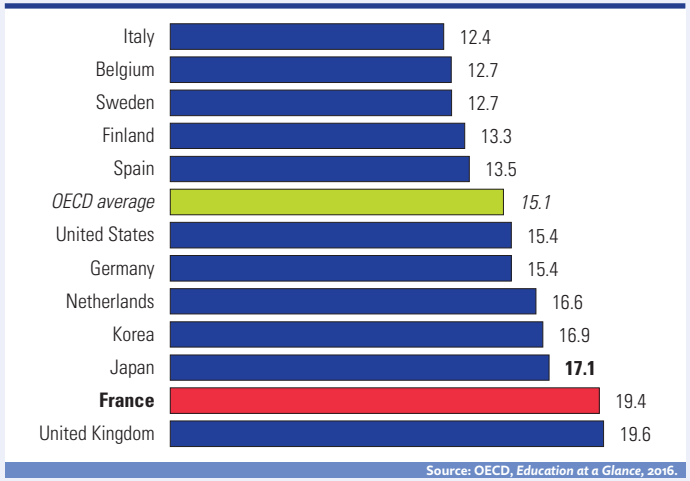
12.3 – Trends in the "number of teachers per 100 pupils" ratio in public pre-primary and primary education (1995-2015)



Coverage: Metropolitan France + Overseas departments including Mayotte from 2011, public sector.

Source: MENESR-DGESCO.

12.4 – Average number of pupils per teacher in primary education (2014) (public and private)



Source: OECD, *Education at a Glance*, 2016.

13 Conditions in secondary education

Compared to other countries, French secondary education has good pupil-to-teacher ratios. These have tended to fall in recent years in lower secondary schools and general and technological upper secondary schools, where there is an average of 25 and 29 pupils per class in the school year 2015-16.

Pupils in French secondary schools enjoy pupil-to-teacher ratios that are better on average than those in comparable countries. In 2014, the pupil-to-teacher ratio (in full-time equivalent) was 12.9 in France, slightly lower than in Germany and considerably lower than in the United Kingdom, at 15.8 (*figure 13.4*).

However, this indicator only gives a rough idea of the actual conditions of secondary school pupils, which are traditionally assessed according to the average number of pupils per class or per division (P/D). The average class size varies considerably according to the level or cycle of education.

In the late 1980s, the significant influx of pupils born in high birth-rate generations resulted in larger class sizes in lower secondary schools, and above all in general and technological upper secondary schools (*figure 13.1*). In 1990, upper secondary class sizes were 30 pupils on average, compared to 24 in lower secondary schools and 23 in vocational upper secondary schools (public and private). In the years that followed, although the situation remained relatively stable in lower secondary schools , class sizes in upper secondary schools decreased, due to a fall in the population. During recent school years, average class sizes have risen in general and technological upper secondary schools (29.2 in the school year 2015-16). They have remained relatively stable in lower secondary schools and vocational upper secondary schools(25.1 and 18.9 respectively).

The average number of pupils per class does not however give a full picture of the real conditions in secondary education, as more than one-third of teaching hours are carried out in groups, not full classes (*table 13.2*), with variations according to the type of education: in public lower secondary schools, one in five hours are group sessions, compared to one in two hours in upper secondary schools.

The P/S indicator, which measures the average number of pupils under a teacher's responsibility for one hour, takes into account all teaching hours, whether in full classes or in groups. In lower secondary schools and above all in upper secondary schools, these values are significantly lower than the average size of the divisions. In 2015, the P/S is 21.9 pupils in the public sector, all types of education combined. It is lower when the teaching is provided in small-scale structures, such as in vocational secondary schools where around one-fifth of hours are taught to 10 pupils or fewer (*figure 13.3*). By contrast, in Classes preparing for admission to the Grandes Ecoles, the P/S is higher, with one-third of hours being taught to classes of over 35 pupils. ■

Different indicators exist for measuring conditions in secondary education. Three basic variables can be identified - pupils, teachers and classes - which, in public education alone, account for over 4 million, around 400,000 and 200,000 respectively. The ratio of the number of pupils to the number of teachers (pupil-to-teacher ratio) varies radically from the number of pupils per class (class size), due to teachers' regulatory service obligations; for most teachers, this amounts to 18 weekly service hours in the school, which is therefore less than the weekly volume of teaching per class. This difference is also due to the fact that the regulatory service obligations do not solely cover class teaching, but also cover non-teaching tasks and replacement teachers, who are used during teacher absences.

The class, or "division" in secondary education, groups together pupils following the same common core of subjects, usually compulsory.

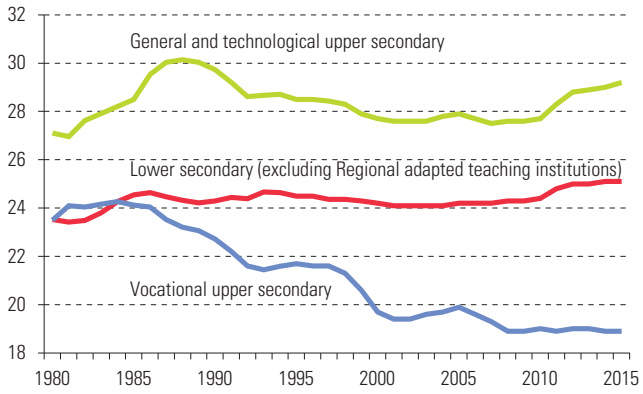
A "group" consists of a set of pupils in a division taking a class split into different parts (practical work, tutorials, modules, etc.). It may also include pupils from several divisions taking options, modern or classical languages.

A teaching "structure" (division or group) groups together pupils following the same classes. P/D: average number of pupils per division. P/S: average number of pupils per structure (group or division). This indicator measures the average number of pupils under a teacher's responsibility for one hour. It is calculated using the following formula:

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

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

13.1 – Trends in the average number of pupils per class (1980-2015)



Coverage: Metropolitan France + Overseas departments including Mayotte from 2011, public and private sector.

Source: MENESR-DEPP.

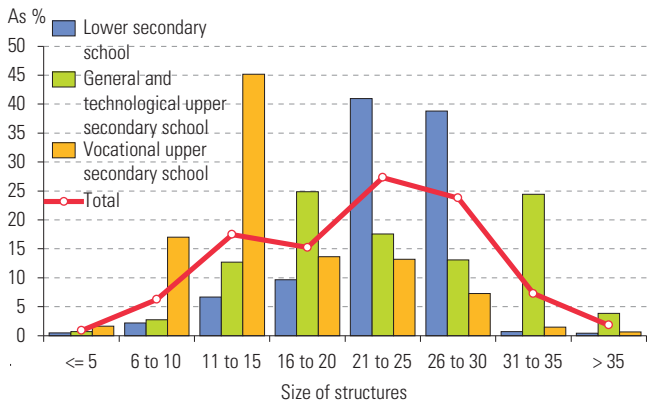
13.2 – Structure size by type of education in 2015

Type of education	P/S	% 10 pupils or less	% more than 35 pupils	% hours in group
Lower secondary school	23.6	2.7	0.4	19.5
General and vocational adapted education section	12.4	32.8	0.2	26.8
Vocational upper secondary school	15.9	18.6	0.6	50.5
General and technological upper secondary school[1]	24.3	3.5	3.9	54.6
Classes preparing for admission to the Grandes Ecoles	28.4	7.6	33.0	47.6
Higher Technical Section	19.2	10.0	1.9	42.0
Total	**21.9**	**7.1**	**1.8**	**35.5**

1. General and technological upper secondary.
Interpretation: in lower secondary school, 2.7% of hours are taught to structures of 10 pupils or less and 0.4% to structures of over 35 pupils; 19.5% of hours are carried out in groups.
Coverage: Metropolitan France + Overseas departments, public.

Source: MENESR-DEPP, Relais database – Autumn 2015.

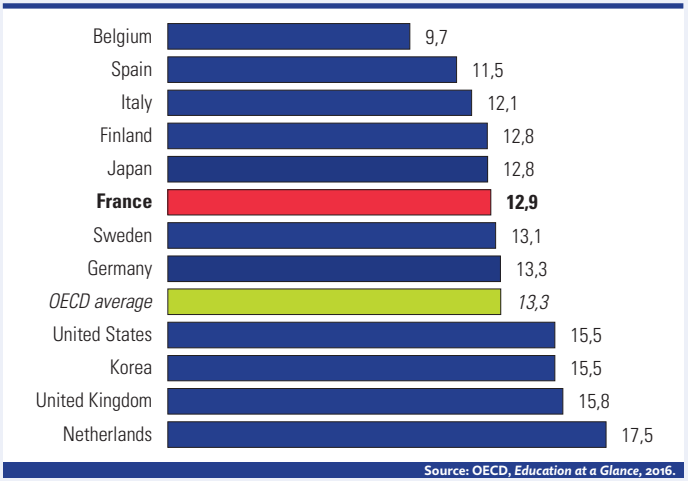
13.3 – Breakdown of teaching hours according to structure size and type of education in 2015



Interpretation: in public secondary education, 27.3% of hours are taught to structures of between 21 and 25 pupils. This is the case for 41.0% of hours in lower secondary school, 17.6% in general and technological upper secondary school and 13.2% in vocational upper secondary school.
Coverage: Metropolitan France + Overseas departments, public.

Source: MENESR-DEPP, Relais database – Autumn 2015.

13.4 – Number of pupils per teacher (full-time equivalent) in secondary education (2014)



Source: OECD, *Education at a Glance*, 2016.

14 Apprenticeship training programmes

The 1987 reform extended the apprenticeship system to all levels of education and raised the maximum age of enrolment to 25.
This has boosted its growth and contributed to the general upgrading of education and training levels.

Theoretically, apprentices are young people aged 16-25 who are preparing for a vocational or technological qualification (or certification) under a specific type of employment contract, combining on-the-job training (supervised by an apprenticeship tutor) with lessons at an apprentice training centre . Exceptions to this age limit are possible, if the same person follows several apprenticeships, or resumes a trade, and also for people recognised as disabled workers.

Apprentice training centres are educational institutions that provide general, technological and practical training that must complement and be linked to the on-the-job training. Educational supervision is generally carried out by the Ministry of National Education, Higher Education and Research or the Ministry of Agriculture. Most apprentice training centres were created following agreements between the regional governments and organisations. Apprentice training centres can therefore be distinguished by the types of bodies that manage them: municipalities, chambers of commerce and industry, chambers of trade, private organisations or public education institutions. A small number of Apprentice training centres, known as "national convention" centres, were created following an agreement entered into with the national government.

Definition of training levels I to VI in Annex p. 75.

Encouraged by public policy, since 1987 apprenticeship schemes have raised their standards, investing in new certifications and new specialist fields. However, the number of apprentices only really took off after 1993, once a four-year fall in the *Certificat d'aptitude professionnelle* (CAP) tailed off, and has since remained below the figure of 200,000 apprentices. In 20 years, the total number of apprentices has doubled, reaching a maximum of 438,100 in 2012-2013. Since then, it has fallen slightly: 405,900 in 2014-2015 (410,800 as provisional data for 2015-2016).

Although the *Certificat d'aptitude professionnelle* is still dominant, it is only taken by two in five apprentices (37.2%). The other main qualifications studied by apprentices are the vocational *baccalauréat*, the *Brevet professionnel* (BP) and the *Brevet de technicien supérieur* (BTS), which account for 42,300 to 58,600 apprentices, compared to 150,800 for the *Certificat d'aptitude professionnelle*. Nearly three in ten apprentices are preparing for a *baccalauréat*-level qualification and a little over one-third for a higher education qualification (*table 14.1 and figure 14.2*).

Apprentices now achieve a higher educational level and are older than at the end of the 1980s: from 1987-1988 to 2014-2015, their average age increased from 17.5 to 19.4 years. By combining several contracts, education can now be continued in apprenticeship, an option that is more common in secondary education, where apprentices account for 64.0% of the first-year *Brevet professionnel* intake and 19.2% of the vocational *baccalauréat*. In higher education, apprenticeship intake is mainly from upper secondary or university pupils: in 2014-2015, 19.3% of first-year *Brevet de technicien supérieur* apprentices have already been apprenticed the previous year, 4.6% on *Diplôme universitaire de technologie* courses and 26.7% on engineering courses.

The proportion of apprentices in a given generation has increased since 1993, more significantly for boys than for girls. Girls are less likely to opt for secondary vocational after lower secondary school and tend to take a much narrower range of specialised options. In 2014-2015, female apprentices account for 3.2% of girls aged 15-19, compared to 8.3% of boys of the same age (*figure 14.3*). First-level apprenticeship (*Certificat d'aptitude professionnelle*, Vocational *baccalauréat*, *Brevet professionel*) has traditionally been more developed in production specialisms (7 out of 10 apprentices) than services, which cover a smaller number of qualifications mainly taken by girls. The situation is reversed in higher education, where production specialisms account for 4 out of 10 apprentices (85% of apprentices on engineering courses) with the development of new areas of activity in services, in particular business and management (*figure 14.4*). This trend favours participation by girls, who represented 32.4% of apprentices in 2014 compared to 28.0% in 1987. At level I (engineering, Master degree), their proportion increased by 7.8 percentage points between 2007 and 2014, from 29.4% to 37.2%. Female apprentices are older (20.0 years on average compared to 19.2 for boys) and more qualified: 41.4% of female apprentices are preparing for a higher education qualification compared to 30.7% of boys. ■

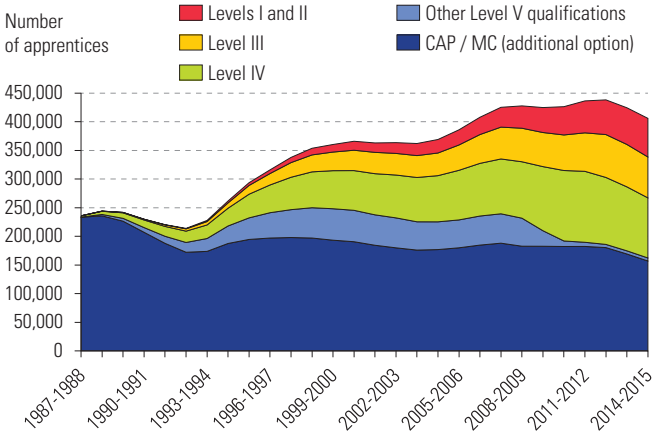
14.1 – Trends in the number of apprentices (1990-2014)

	1990-1991	1995-1996	2000-2001	2005-2006	2010-2011	2013-2014	2014-2015
Level V	215,274	232,157	245,361	228,613	191,857	174,654	162,226
Level IV	13,210	41,327	69,355	86,609	123,018	111,682	104,880
Level III	1,319	15,273	35,553	44,233	62,074	74,048	71,419
Level II and I	0	4,777	15,633	26,404	49,331	63,964	67,357
Total	**229,803**	**293,534**	**365,902**	**385,859**	**426,280**	**424,348**	**405,882**

Coverage: Metropolitan France + Overseas departments including Mayotte from 2011.

Sources: MENESR-DEPP, survey 51, apprentice training information system (SIFA) at 31 December of each year.

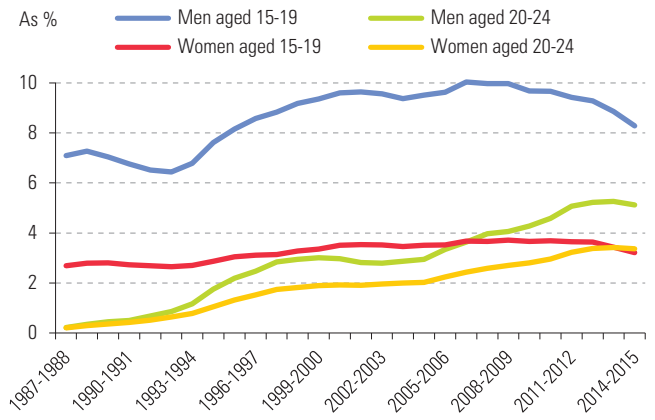
14.2 – Trends in apprentice numbers according to level of education (1987-2014)



Coverage: Metropolitan France + Overseas departments including Mayotte from 2011.

Sources: MENESR-DEPP, survey 51, apprentice training information system (SIFA) at 31 December of each year.

14.3 – Trends in the proportion of apprentices among all young people aged 15-19 and 20-24 (1987-2014)

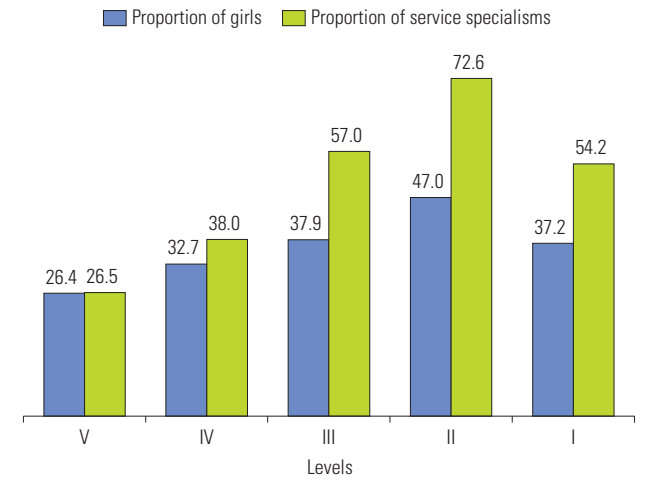


Interpretation: on average, 8.3% of young men aged 15-19 are enrolled in apprentice training centres in 2014.

Coverage: Metropolitan France.

Sources: MENESR-DEPP, survey 51, apprentice training information system (SIFA); INSEE, estimates based on censuses.

14.4 – Proportion of girls and service specialisms according to level of apprenticeship training in 2014-2015 (as %)



Coverage: Metropolitan France + Overseas departments.

Sources: MENESR-DEPP, survey 51, apprentice training information system (SIFA).

15 Enrolment rates in secondary education

Since 2010, secondary education as a whole has increased by over 54,000 pupils, due to generations with a higher birth rate reaching secondary age. In 2014, around one-third of pupils enrolled in Grade 12 are studying for a vocational *baccalauréat*.

The variation in pupil numbers in secondary education between two school 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 school year to another.

Effect due to enrolment rates: this is the variation in pupil numbers resulting from changes in enrolment rates per age from one school year to another.

In 2014-2015, 5,888,000 young people aged 9 to 26, pupils and apprentices, are in education in the entire secondary education system in metropolitan France and the Overseas departments excluding Mayotte. Numbers enrolled in secondary education have developed in contrasting manners over the last 30 years, influenced by demographic effects or variations in enrolment rates.

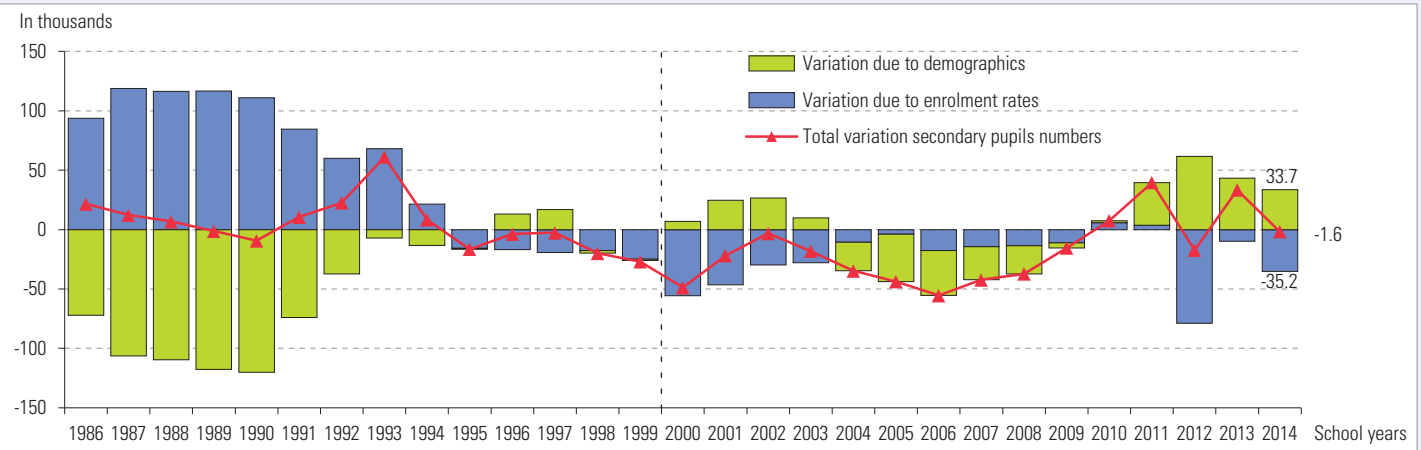
Up to the school year 1994-95, trends in enrolment numbers were generally positive (*figure 15.1*). The sustained increase in enrolment rates compensated for the fall in the population (low birth rate generations in the mid-1970s).

Since the mid-1990s, demographic trends have been relatively low, with the exception of a slightly bigger rise since 2011, due to pupils born in 2000 (a generation much larger than the previous ones) reaching secondary school age. The decrease in numbers of secondary school pupils is mainly due to enrolment rates, partly caused by the decline in the number of pupils repeating years. Between the school years 2013 and 2014, numbers were virtually stable, decreasing by 1,600 pupils due to a rise of 33,700 in the population and a fall of 35,200 caused by a decline in enrolment rates.

Of the 828,300 pupils enrolled in Grade 9 in 2013-2014, 61% continued into Grade 10 in a general and technological stream in the school year 2014-2015, and 34% began a vocational upper secondary cycle as a school pupil or apprentice (*table 15.2*). These proportions have changed over the last eight years. In particular, the transition rates into Grade 10 in the general and technological stream have increased by seven points. The reform of the secondary vocational, which was implemented generally in the school year 2009-10, has resulted in a greater number of young people taking a vocational *baccalauréat* within three years of finishing Grade 9 Previously, this qualification was completed in two years following a *Brevet d'études professionnelles* or *Certificat d'aptitude professionnelle*. In the school year 2014-15, two-thirds of lower secondary pupils continuing into vocational upper secondary school have opted for this three-year course.

Since 1996, the vocational *baccalauréat* has continued to develop, in both its production and service specialisms (*table 15.3*). Up to 2001, this increase was at the expense of the general steam, in particular literary, then from 2004 at the expense of the technological stream. In the school year 2014-15, the numbers of pupils and apprentices enrolled in Grade 12 on a vocational pathway has fallen (-12,000) following a year of strong growth (+31,500 in 2013). In 2014, a little over three in ten pupils and apprentices in Grade 12 are studying for a vocational *baccalauréat*, 20% for a technological *baccalauréat* and 49% for a general *baccalauréat*. ■

15.1 – Variation in overall secondary education numbers due to demographics and school enrolment (1986-2014)



N.B: break in series indicated with dotted lines. The numbers (population and enrolment) and enrolment rates used include the Overseas departments from the school year 1999-2000. Accordingly, variation calculations do not include the Overseas departments up to 1999-2000, whereas they are included from the school year 2000-01.
Interpretation: secondary pupil numbers (with apprentices and agricultural upper secondary schools) fell by 1,600 pupils between 2013 and 2014. This decrease is due to two effects
– an increase of 33,700 pupils due to an increase in the population (demographic effect) between 2013 and 2014;
– a decrease of 35,200 pupils due to a fall in enrolment rates between 2013 and 2014.
Coverage: school population aged 9 to 26 years in all schools and apprentice training centres (Metropolitan France until 1998-1999; Metropolitan France + Overseas departments since 1999-2000). Metropolitan France + Overseas departments since 1999-2000).

Sources: MENESR-DEPP-DGESIP-DGRI-SIES (school population); INSEE for the population statistics.

15.2 – Trends in continuing education at the end of Grade 9

(including General and vocational adapted education section and agricultural training)

	2006-07	2009-10	2012-13	2013-14	2014-15
Enrolled in Grade 9 in the previous year	841,300	791,900	817,700	819,700	828,300
General and technological Grade 10	**54.0**	**56.2**	**58.4**	**60.3**	**61.0**
Vocational upper secondary	**37.8**	**36.8**	**35.9**	**34.5**	**33.8**
including apprenticeship	*7.7*	*6.8*	*6.5*	*5.4*	*5.0*
– CAP and similar	11.8	13.4	12.7	11.7	11.2
including apprenticeship	*6.3*	*6.2*	*5.8*	*4.9*	*4.5*
– BEP	25.5	4.5			
including apprenticeship	*1.3*	*0.1*			
– Vocational *baccalauréat*	0.5	18.9	23.2	22.9	22.6
including apprenticeship	*0.0*	*0.5*	*0.7*	*0.6*	*0.5*
Staying at lower secondary school	**6.4**	**5.3**	**4.3**	**3.9**	**3.9**
including repeat years	*6.0*	*4.9*	*4.0*	*3.5*	*3.5*
Leavers[1]	**1.8**	**1.7**	**1.4**	**1.3**	**1.3**
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

1. Social or healthcare training, labour market or going abroad.
Interpretation: of the 828,300 pupils enrolled in Grade 9 in 2013-2014, 61% have continued into general and technological Grade 10 in the school year 2014-15.
Coverage: Metropolitan France + Overseas departments including Mayotte from 2012-2013.

Sources: MENESR-DEPP, Ministries of National Education and Agriculture information systems, Apprentice Training Centres information system.

15.3 – Trends in numbers of pupils enrolled in Grade 12, according to type of *baccalauréat*

	1996-97	2004-05	2009-10	2012-13	2013-14	2014-15
General *baccalauréat*	**56.9**	**52.2**	**52.2**	**49.3**	**47.5**	**49.4**
– S	26.7	26.0	26.8	25.3	24.7	25.9
– ES	15.7	16.5	16.7	15.8	15.2	15.6
– L	14.5	9.7	8.7	8.2	7.5	7.8
Technological *baccalauréat*	**28.7**	**29.8**	**26.5**	**21.3**	**20.1**	**19.6**
– STG (STT before 2006)	14.7	15.7	13.2	10.7	9.8	9.5
– STI2D, STD2A (STI before 2012)	7.8	7.4	6.1	4.4	4.3	4.6
– ST2S (SMS before 2007)	3.3	3.9	4.3	3.8	3.7	3.2
– Other technological series[1]	2.9	2.8	2.9	2.4	2.3	2.3
Vocational *baccalauréat*	**14.4**	**18.0**	**21.3**	**29.4**	**32.5**	**31.0**
including apprenticeship	*1.4*	*2.8*	*4.1*	*3.9*	*3.7*	*3.5*
including agricultural upper secondary schools	*0.1*	*1.4*	*2.2*	*3.0*	*4.2*	*3.6*
– Production	6.2	8.8	9.9	14.4	14.6	14.5
– Services	8.2	9.2	11.4	15.0	17.9	16.5
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Numbers	**601,345**	**611,712**	**608,326**	**668,570**	**702,724**	**697,064**

1. STL (laboratory science), Hotel and catering, TMD (music & dance), STAV (agronomics & life science - formerly STPA and STAE prior to 2007
Interpretation: of the 697,100 pupils enrolled in Grade 12 in 2014-2015, 49.4% are studying for a general *baccalauréat.*
Coverage: Metropolitan France + Overseas departments including Mayotte from 2011-2012.

Sources: MENESR-DEPP, Ministries of National Education and Agriculture information systems, Apprentice Training Centres information system.

16 Vocational education

Since the reform of the secondary vocational, pupils in vocational education at the end of Grade 9 are guided towards a *Certificat d'aptitude professionnelle* or a vocational *baccalauréat*. Without significantly affecting the numbers entering the secondary vocational, the reform has increased the chances of a pupil in the secondary vocational reaching *baccalauréat* level.

The reform of the secondary vocational, which was implemented generally in the school year 2009-10, has, alongside two-year *Certificat d'aptitude professionnelle* courses, established three-year courses for the vocational *baccalauréat*, like the general and technological *baccalauréats*. The *Brevet d'études professionnelles* training cycle has been abolished. During their *baccalauréat* course, pupils can now sit the *Brevet d'études professionnelles,* or more rarely the *Certificat d'aptitude professionnelle.*

Since the 1990s, numbers in vocational upper secondary schools have fallen. However, in the school year 2015-16, the number of pupils enroll in upper secondary vocational courses increase by 4,600 pupils, or 0.6%. *Certificat d'aptitude professionnelle* training courses attracted 18% of pupils enroll in the vocational education. Pupils enrolled on the vocational *baccalauréat* course account for around 82% (*figures 16.1 and 16.2*).

Following the reform of the secondary vocational, the course options at the end of Grade 9 are between a vocational Grade 10 (first year of the 3-year vocational *baccalauréat*) or first year of a 2-year *Certificat d'aptitude professionnelle* course. Around 27% of pupils in Grade 9 school in 2014-15 choose the secondary vocational at school, in an agricultural *upper secondary* or in an institution under the authority of the Ministry of National Education, Higher Education and Research: 22% in the vocational Grade 10 class and 5% in the first year of a *Certificat d'aptitude professionnelle* course.

In vocational upper secondary education, repeat years remain infrequent. The number of pupils repeating their final year is still slightly higher than in the first two years.
The number of pupils dropping out during the first year of the secondary vocational is still high: 16% of pupils in the first year of a *Certificat d'aptitude professionnelle* course and 10% of pupils in the vocational "2nd-year" class (*table 16.3*). Since the school year 2013-14, drop-out rates have stagnated. Reasons for dropping out include pupils who want to leave school altogether or transfer to an apprenticeship.

The reform of the secondary vocational, allowing all pupils entering the vocational Grade 10 class to reach the final year, has led to an automatic increase in the number of pupils taking the vocational *baccalauréat*: over 187,000 candidates attending school sat the vocational *baccalauréat* in 2015 compared to 95,000 in 2008. ■

Upper secondary vocational courses include the Certificat d'aptitude professionnelle, the Brevet d'études professionnelles and the vocational baccalauréat, as well as various level IV and V vocational courses (mainly the "mentions complémentaires" - additional specialist options).

Transition rates: proportion of pupils enrolled in year n-1 in a class who go up to the next class in year n.

The transition rates are calculated for courses coming under the authority of the Ministry of National Education or the Ministry of Agriculture. Pupils enrolled in an upper secondary institution coming under other Ministries are therefore excluded, in particular the Ministry of Defence, Ministry of Labour, Employment, Vocational Training and Social Dialogue, the General Secretariat of the Ministry of Social Affairs and Health; pupils following a work-study course (apprenticeship) are also excluded.

16.1 – Trends over 10 years of pupil numbers in vocational upper secondary education

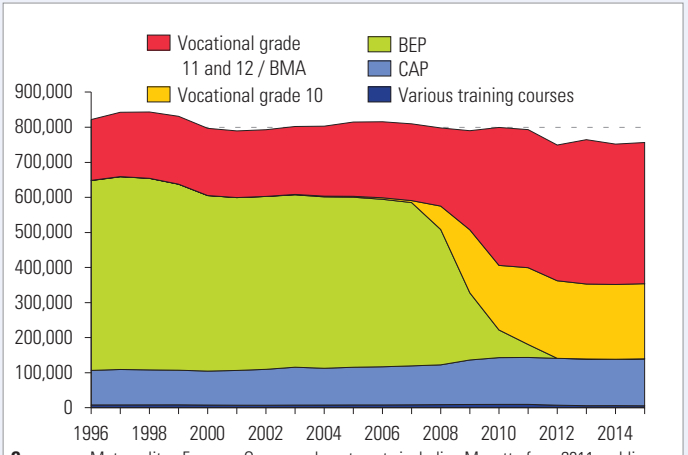
	2005	2015
1-year CAP	**6,565**	**4,911**
2-year CAP		
First year	*55,005*	*69,822*
Second year	*45,305*	*59,205*
Total 2-year CAP	**100,310**	**129,027**
3-year CAP	**593**	**0**
BEP		
Grade 10 BEP	249,324	–
Grade 12 BEP [1]	235,523	–
Total BEP	**484,847**	**0**
Vocational *baccalauréat* / BMA[2]		
Grade 10, vocational		214,219
Grade 11 vocational / First year BMA	117,273	208,775
Grade 12, vocational / Second year BMA[3]	97,130	193,866
Total vocational *baccalauréat* / BMA	**214,403**	**616,860**
Additional options levels IV and V	**6,413**	**5,170**
Various training courses	**1,659**	**459**
Total vocational upper secondary	**814,790**	**756,427**

1. Including 1-year BEP. **2.** *Brevet des métiers d'art* (arts and crafts certificate). **3.** Including 1-year vocational *baccalauréat*.

Coverage: Metropolitan France + Overseas departments including Mayotte for 2014, public and private, schools under the authority of the MENESR or the Ministry of Agriculture, including Regional adapted teaching institutions.

Sources: MENESR-DEPP, Scolarité information system and survey No. 16 on private institutions not under contract; MAAF, SAFRAN information system.

16.2 – Trends in pupil numbers in vocational upper secondary education per school year from 1996 to 2015



Coverage: Metropolitan France + Overseas departments including Mayotte from 2011, public and private, schools under the authority of the MENESR or the Ministry of Agriculture, including Regional adapted teaching institutions.

Sources: MENESR-DEPP, Scolarité information system and survey No. 16 on private institutions not under contract; MAAF, SAFRAN information system.

16.3 – Main transition rates into vocational upper secondary education

		2013	2014	2,015
2-year CAP First year	Repeat year	4.1	4.3	4.2
	Enrolment in 2nd year	76.2	76.0	76.7
	Other courses	3.0	3.1	3.1
	Leavers	16.8	16.6	16.0
2-year CAP Second year	Repeat year	4.8	5.1	5.2
	Transition to vocational *baccalauréat*	24.7	24.4	25.2
	Other courses	8.5	9.0	8.4
	Leavers	62.0	61.5	61.2
2-year BMA[1] First year	Repeat year	1.9	2.2	2.2
	Transition to vocational *baccalauréat* / BMA: final year	85.8	87.5	88.3
	Other courses	n.s.	n.s.	n.s.
	Leavers	n.s.	n.s.	n.s.
2-year BMA[1] Second year	Repeat year	0.8	6.0	2.4
	Other courses and leavers	99.2	94.0	97.6
3-year vocational *baccalauréat* Grade 10, vocational	Repeat year	4.1	4.0	3.9
	Transition to 3-year vocational *baccalauréat*: Grade 11, vocational	82.7	82.6	83.1
	Other courses	2.4	2.5	2.5
	Leavers	10.8	11.0	10.4
3-year vocational *baccalauréat* Grade 11, vocational	Repeat year	1.9	2.1	2.0
	Transition to 3-year vocational *baccalauréat*: final year, vocational	86.8	87.0	87.2
	Other courses	0.8	0.8	0.8
	Leavers	10.5	10.01	10.0
3-year vocational *baccalauréat* Final year, vocational	Repeat year	6.3	5.1	6.0
	Other courses and leavers	93.7	94.9	94.0

n.s.: not significant. **1.** Given the low numbers, the *Brevet des métiers d'art* trends should be interpreted with caution.

Interpretation: among first-year *Certificat d'aptitude professionnelle* pupils in September 2014, 4.2% are repeating their year in 2015, 76.7% are enrolled in the second year, 3.1% have been directed towards other training courses and 16.0% have left the school education system.

Coverage: Metropolitan France + Overseas departments, public and private, including agricultural education.

Sources: MENESR-DEPP, Scolarité information system and survey No. 16 on private institutions not under contract; MAAF, SAFRAN information system.

17 Access to higher education

70.1% of general *baccalauréat* graduates enrol at university, three points less than in 2000. More than one in two technological *baccalauréat* graduates enrol on a short vocational course (Higher Technical Section or University Technology Institute). Around 27.8% of vocational *baccalauréat* graduates enrol in a Higher Technical Section, 2.4 points more than in 2014. The year is marked by a significant rise in dual Classes preparing for admission to the Grandes Ecoles-university enrolments. This phenomenon does not enable accurate comparisons between 2015 and previous years in the university sector.

For general *baccalauréat* graduates, university remains the most frequently chosen place of further study. University enrolment rates fell steadily between 2000 and 2008, then stabilised over the following four years. Following a very moderate increase in 2013 and 2014, 2015 is marked by a significant rise in apparent enrolment rates (+4.3 points), mainly due to the systematic nature of dual student enrolments in Classes preparing for admission to the Grandes Ecoles and university (see "definitions" opposite). On selective courses (University Technology Institutes, Higher Technical Sections and Classes preparing for admission to the Grandes Ecoles), enrolment rates are slightly down (*table 17.1* and *figure 17.2*).

Scientific *baccalauréat* graduates are more likely to choose scientific courses at university, excluding healthcare (27.6%), healthcare studies (20.2%) and Classes preparing for admission to the Grandes Ecoles (18.1%). The university enrolment rate for scientific *baccalauréat* graduates is 71.8%, nearly seven points higher than in 2014. This rise is due to dual enrolments of students in Classes preparing for admission to the Grandes Ecoles, particularly scientific *baccalauréat* graduates on scientific courses (+10.5 points). Scientific *baccalauréat* graduates also enrol in engineering schools (excluding internal university schools counted as part of the universities' scientific courses).

Short vocational courses, in particular Higher Technical Sections (STS), are the main choice for technological *baccalauréat* graduates. Enrolment rates in Higher Technical Sections by technological *baccalauréat* graduates (including apprenticeships) fell significantly between 2010 and 2013 (-6.4 points), as the courses were opened up to more vocational *baccalauréat* graduates. These figures stabilised in 2014 and have increased again in 2015, reaching 41.5%. Around 4% of technological *baccalauréat* graduates continue their studies in Higher Technical Sections as an apprentice, a proportion that has been stable for five years. 11.5% of technological *baccalauréat* graduates take courses to prepare for the *Diplôme universitaire de technologie* (DUT), a rate that has changed little since 2014.

The second most popular destination for technological *baccalauréat* graduates is university (33.4%), where enrolment rates have risen since 2013, following several years of stability. This rise is more in favour of general or healthcare fields than courses preparing for the *Diplôme universitaire de technologie*. It can be accounted for by dual Classes preparing for admission to the Grandes Ecoles enrolments, which are however much less frequent than for general *baccalauréat* graduates.

STI2D *baccalauréat* graduates still have a marked preference for short courses (Higher Technical Sections or University Technology Institutes) as 6 in 10 choose these, although there is a decrease in 2015 (-3.1 points) compared to 2014, in favour of long university courses (+2.2 points).

The majority of vocational *baccalauréat* graduates (27.8%) enrol in a Higher Technical Section, a rise of 2.4 points since 2014, 6.7% via the apprenticeship route. Enrolment by these new *baccalauréat* graduates has been easier, as there were fewer of them than in 2014 (-14,100), following the completion of the vocational *baccalauréat* reform. 8.3% of vocational *baccalauréat* graduates enrol at university, while only 0.6% enrol on *Diplôme universitaire de technologie* courses. ■

The data in table 17.1 relate to enrolment of new baccalauréat graduates in higher education (including all streams of Higher Technical Section apprentices since 2010), immediately after their baccalauréat: as the same student can enrol in several courses, access rates per course do not add up to 100 (total higher than 100%). "Dual Classes preparing for admission to the Grandes Ecoles-university enrolments" account for most dual enrolments.
Under Article 33 of the Law of 22 July 2013, the legislator has set out a dual obligation: firstly, all public upper secondary schools providing higher education courses must enter into an agreement with one or more State institutions of scientific, cultural and vocational teaching (EPSCP), at least one of which must be in the same Académie, and secondly pupils in Classes preparing for admission to the Grandes Ecoles must enrol at an upper secondary school and the EPSCP. This dual enrolment is optional for other higher education courses at upper secondary schools (Brevet de technicien supérieur, Diplôme des métiers d'art, Diplôme de comptabilité et gestion, etc.). Dual enrolments were already possible and effective previously, but their compulsory nature has now led to a gradual increase in enrolments on Bachelor degree courses. Dual enrolments virtually doubled from 2014-2015 to 2015-2016. These mostly concern general baccalauréat graduates, particularly those in the scientific stream.
***The data presented** here cover, for the aggregated series of the baccalauréat, enrolments in Higher Technical Sections via the school route and via apprenticeship, from 2008. The source used to count apprentices (Apprentice training information system: SIFA) does not distinguish between baccalauréat streams and therefore cannot provide information on apprenticeship enrolment rates with this level of detail.*
***Universities:** includes pupils enrolled in University teaching and research centres and at the University of Lorraine (a "grand établissement" since 2011) which offers training of a mainly academic nature, plus the other following institutions: the 2 National Polytechnic Institutes, the 3 Universities of Technology, the Observatory, the National Institute of Oriental Languages and Civilisations (INALCO), the Paris Institute of Political Studies (IEP), Paris-Dauphine and the Paris Earth Physics Institute (IPGP).*
***"Other courses"** means engineering schools and engineering courses in non-university partnerships, higher education institutions not connected with universities, major higher education institutions ("grands établissements"), art colleges, private universities, paramedical colleges and social training institutions.*
STI: Science and industrial technology was replaced by the STI2D and STD2A streams from the 2013 session.

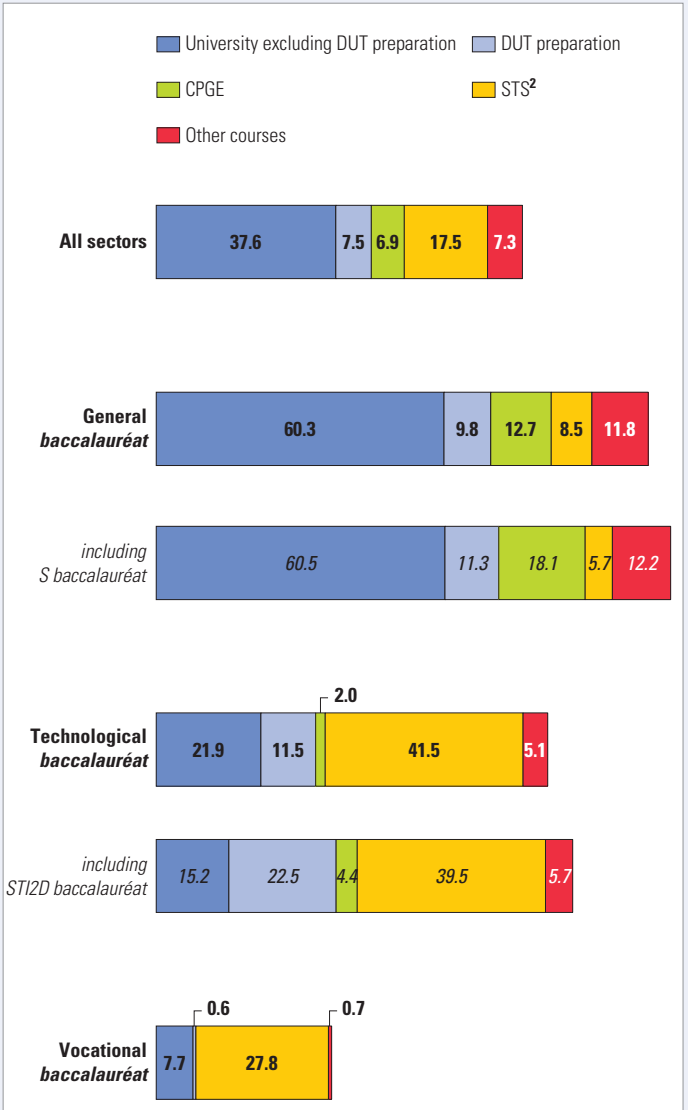
17.1 – Trends in enrolment rates in higher education [1]

		2000	2010	2013	2014	2015
General *baccalauréat*	Total higher education	103.7	100.8	98.9	99.4	n.d.
	University	73.0	65.5	65.2	65.8	70.1
	including DUT preparation	*11.2*	*10.7*	*10.2*	*10.1*	*9.8*
	CPGE	12.6	13.2	12.5	13.1	12.7
	STS [2]	9.0	9.8	9.0	8.8	8.5
	including school route	*9.0*	*8.9*	*8.1*	*8.0*	*7.7*
	Other courses	9.1	12.3	12.2	11.7	11.8
including S baccalauréat	*Total higher education*	*107.9*	*103.2*	*101.7*	*101.6*	*n.d.*
	University	*71.7*	*64.5*	*64.7*	*64.9*	*71.8*
	including DUT preparation	*14.6*	*12.5*	*11.8*	*11.6*	*11.3*
	CPGE	*19.1*	*19.3*	*18.1*	*18.7*	*18.1*
	STS school route [3]	*7.0*	*6.8*	*6.0*	*5.8*	*5.7*
	Other courses	*10.1*	*12.6*	*12.9*	*12.2*	*12.2*
Technological *baccalauréat*	Total higher education	77.6	81.3	77.7	79.2	n.d.
	University	28.2	28.6	30.8	31.9	33.4
	including DUT preparation	*9.1*	*9.9*	*11.0*	*11.4*	*11.5*
	CPGE	1.0	1.5	1.7	1.8	2.0
	STS [2]	44.5	46.2	39.8	40.4	41.5
	including school route	*n.d.*	*42.7*	*36.2*	*36.6*	*37.3*
	Other courses	3.9	5.1	5.4	5.1	5.1
including STI2D baccalauréat	*Total higher education*	*88.4*	*89.5*	*90.8*	*87.5*	*n.d.*
	University	*23.5*	*26.2*	*36.7*	*37.0*	*37.7*
	including DUT preparation	*16.2*	*17.6*	*24.4*	*24.0*	*22.5*
	CPGE	*2.1*	*2.9*	*3.8*	*4.1*	*4.4*
	STS school route [3]	*60.5*	*56.6*	*44.7*	*41.2*	*39.5*
	Other courses	*2.3*	*3.7*	*5.6*	*5.2*	*5.7*
Total general and technological	Total higher education	94.3	94.4	92.8	93.4	n.d.
	University	56.9	53.5	55.2	55.7	59.7
	including DUT preparation	*10.5*	*10.4*	*10.4*	*10.5*	*10.2*
	CPGE	8.4	9.4	9.4	9.7	9.7
	STS	n.d.	21.5	17.9	18.2	19.5
	including school route	*21.8*	*19.8*	*16.2*	*16.5*	*17.8*
	Other courses	7.2	10.0	10.3	9.7	9.9
Vocational *baccalauréat*	Total higher education	17.1	34.1	38.5	34.4	n.d.
	University	6.9	7.7	8.6	8.4	8.3
	including DUT preparation	*0.5*	*0.8*	*0.8*	*0.6*	*0.6*
	CPGE	0.0	0.0	0.0	0.0	0.0
	STS [2]	9.7	25.8	29.3	25.4	27.8
	including school route	*9.7*	*17.6*	*22.7*	*19.7*	*21.1*
	Other courses	0.5	0.6	0.6	0.5	0.7
Total all *baccalauréats*	Total higher education	80.4	81.2	78.3	75.7	n.d.
	University	47.9	43.3	42.6	41.3	45.1
	including DUT preparation	*8.7*	*8.3*	*7.8*	*7.5*	*7.5*
	CPGE	6.9	7.3	6.9	6.8	6.9
	STS [2]	19.6	22.7	21.2	20.7	20.7
	including school route	*19.6*	*19.5*	*18.2*	*17.8*	*17.5*
	Other courses	6.0	7.9	7.6	7.0	7.3

n.d.: no data. **1.** See "definitions" opposite. **2.** *Baccalauréat* graduates (all streams) continuing their studies in STS through an apprenticeship scheme are included from 2010.
3. The source used to count apprentices (SIFA) does not distinguish between *baccalauréat* streams and therefore does not include enrolment rates in Higher Technical Sections through apprenticeship with this level of detail.
Coverage: Metropolitan France + Overseas departments.

Sources: MENESR-DGESIP-DGRI-SIES, Scolarité, SISE, SIFA and SAFRAN (MAAP) information systems; surveys on other higher education institutions.

17.2 – Immediate enrolment rate [1] of *baccalauréat* graduates in 2015 in different sectors of higher education (as %)



1. Total enrolment rates may exceed 100% due to dual enrolments.
2. By the school route only, for the lines relating to the S and STI2D series.
Coverage: Metropolitan France + Overseas departments.

Sources: MENESR-DGESIP-DGRI-SIES, Scolarité, SISE, SIFA and SAFRAN (MAAP) information systems; surveys on other higher education institutions.

18 The school environment

The highest levels of pupil violence and absenteeism are found at vocational upper secondary schools. Acts of violence are less frequent in general and technological upper secondary schools and pupil absenteeism is rare at lower secondary school. The number of teaching hours not taught, due to the total closure of schools at the end of the school year, is 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 "school environment". They are assessed nationally at secondary schools through surveys completed by principals. 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 2014-2015 school year, the number of serious acts of violence committed in these schools is 24 and 12 respectively per 1,000 pupils, compared to only 5 per 1,000 in general and technological upper secondary schools over the same period (*figure 18.1*). Although the results are relatively stable in lower secondary schools and general and technological upper secondary schools, the number of incidents has increased significantly in vocational upper secondary schools, to 13 in 2008-09. Moreover, levels of violence vary tremendously between schools. More than half of general and technological upper secondary schools (54%), two-fifths of lower secondary schools (43%) and a third of vocational upper secondary schools (30%) did not declare a single act of violence in the course of one term (*figure 18.2*). Over the same period, 14% of general and technological upper secondary schools, 18% of lower secondary schools and 34% of vocational upper secondary schools reported at least four serious acts of violence. Finally, the nature of this violence also varies according to the type of school: in lower secondary schools , it is more likely to involve physical harm, whereas security breaches are relatively more frequent in general and technological upper secondary schools and vocational upper secondary schools.

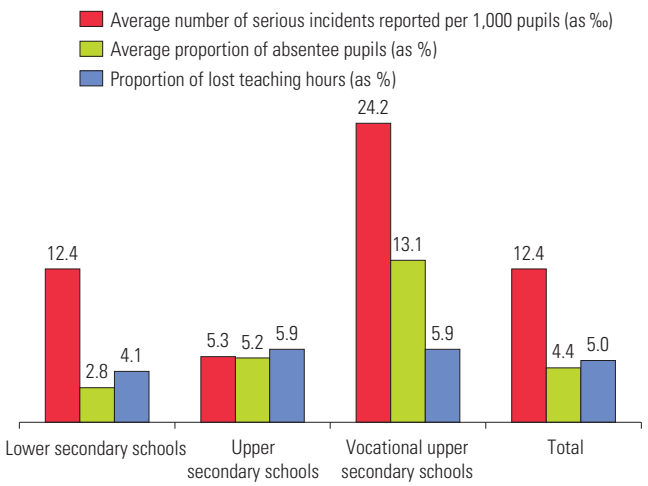
Pupil absenteeism is more common in vocational upper secondary schools with an average of 13% of pupils in 2014-2015 (*figure 18.1*). This figure drops by half in general and technological upper secondary schools (5%) and is only 3% in lower secondary schools . As with violence, schools are affected in different ways: in January 2015, half of lower secondary schools have an absenteeism rate under 0.9%, while this rate is higher than 8.8% for one in ten lower secondary schools (*table 18.3*). Although half of general and technological upper secondary schools have an absenteeism rate under 2.8%, 10% of them have a rate over 17.6%. Lastly, absenteeism is below 9.0% for half of vocational upper secondary schools but exceeds 30.1% for one in ten vocational upper secondary schools.

The proportion of teaching hours not taught is lower in lower secondary schools, where it reaches 4.1% (i.e.1.5 weeks per year), than in vocational upper secondary schools and general and technological upper secondary schools (5.9% or 2.1 weeks) (*figure 18.4*). This difference is mainly due to the complete closure of the institution following the organisation of examinations, security problems on the premises, consultation meetings, etc. general and technological upper secondary schools, on average, closed for one week per year (i.e. 3.6% of school time) compared to 0.4 weeks for lower secondary schools (1.2%). ■

Violence at school is assessed here on the basis of the Sivis survey (school safety information and vigilance system), carried out on principals. The wish to standardise the data as much as possible has restricted the assessment criteria for recording specific acts of violence, in particular for certain types of 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, racketeering, hazing, "happy slapping" (filmed attacks), etc. are recorded unconditionally. This approach is designed to ensure better standardisation of declarations between schools, although it is impossible to rule out a certain degree of subjectivity.

A pupil is considered absent when he/she has accumulated four half-days of unauthorised absences per month. An unauthorised absence means that the legal parents or guardians have not provided a reason or if the absence is not considered legitimate by the school. The results are based on data gathered from September 2014 to April 2015 as the response rate is not satisfactory for the months of May and June.

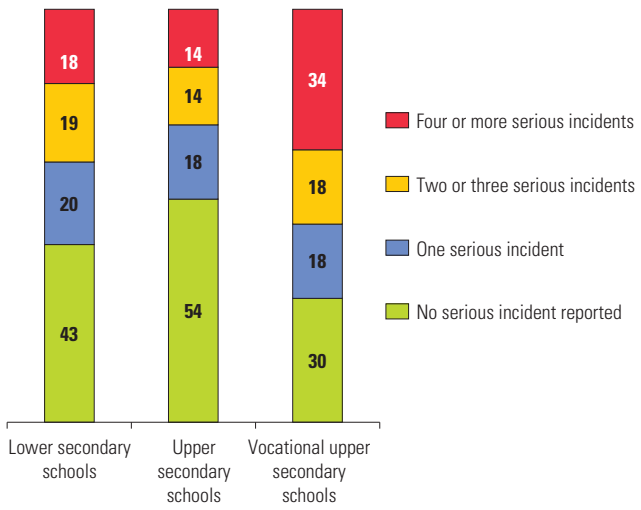
18.1 – School environment (life) indicators, according to type of institution (school year 2014-2015)



Coverage: Metropolitan France + Overseas departments, public sector for the Sivis survey on violence and the survey on pupil absenteeism; 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, 2014-2015.

18.2 – Number of serious incidents reported according to type of institution (as %) (from December 2014-February 2015)



Coverage: Metropolitan France + Overseas departments, public.

Source: MENESR-DEPP, Sivis survey, 2014-2015.

18.3 – Breakdown of institutions (as %) according to proportion of absentee pupils (January 2015)

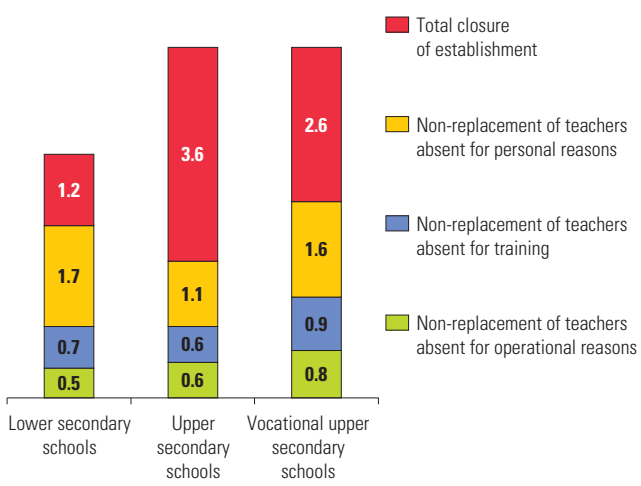
	Lower secondary schools	General and technological upper secondary schools	Vocational upper secondary schools
First quartile	0.2	0.9	3.8
Median	0.9	2.8	9.0
Last quartile	3.2	7.2	20.1
Last decile	8.8	17.6	30.1

Interpretation: in January 2015, a quarter of general and technological upper secondary schools (first quartile) have fewer than 0.9% absent pupils (unauthorised absences: four half-days or more per month), half of general and technological upper secondary schools (median) have fewer than 2.8% absent pupils, a quarter of schools (last quartile) have over 7.2% absent pupils and 10% (last decile) over 17.6% absent pupils.

Coverage: Metropolitan France + Overseas departments, public.

Source: MENESR-DEPP, school absenteeism survey, 2014-2015.

18.4 – Proportion of lost teaching hours, according to type of institution (as %)



Coverage: Metropolitan France, public.

Source: MENESR-DEPP, survey on lost teaching hours, 2014-2015.

19 Proficiency in core skills

The proportions of pupils proficient in core skills 1 and 3 are tested by standardised assessments. In 2015, these assessments have been carried out on computer, on around 160,000 pupils in Grade 6. Eight out of ten pupils at the beginning of Grade 6 achieve the expected level in language proficiency, and seven out of ten in mathematics and sciences.

Proficiency in core skills is assessed from representative samples of around 20,000 pupils in Grade 2 in 628 schools, 160,000 pupils in Grade 6 in 4,414 schools and 17,000 pupils in Grade 9 in 740 schools. The tests, lasting for two hours at primary school and lower secondary school, took place in May 2014 for Grade 2, in November 2015 for Grade 6 and May 2013 for Grade 9. The indicators are shown with a confidence interval of 95%, indicating the uncertainty margin linked to the sampling.

The tests differ from one milestone to the next and the requirements identified are specific to each subject and each stage of education. For this reason, the results cannot be directly compared. Likewise, it would be not be legitimate to compare these results with those of other assessments without taking into account the requirements of such assessments. For example, the Defence and Citizenship Day tests (formerly Defence Preparation Day) are based on a reading comprehension that is less demanding than the level defined for the end of Grade 9.

The common core of knowledge and skills, introduced by the Framework Act on the Restructuring of France's Schools of 23 April 2005, describes a set of knowledge and skills in which pupils should be proficient at the end of compulsory schooling in order to continue training, build a career and succeed in society. Until 2015, the gradual acquisition of the common core took place in three stages: milestone 1 up to Grade 2, milestone 2 up to Grade 5 and milestone 3 at lower secondary school [1] (in the school year 2016-17, the new common core of knowledge, skills and culture will enter into force).

Until 2013, core skills 1 (French language) and 3 (fundamentals of mathematics, scientific and technological literacy) at milestones 2 and 3 were assessed annually.
Since 2014, these skills have been assessed every year for one of the three milestones, following a three-year cycle starting in Grade 2. In 2015, the assessment therefore relates to milestone 2 (end of Grade 5, with another assessment at the start of Grade 6), in 2016, the indicators will be produced for milestone 3 (end of Grade 9) *(figure 19.1)*.

The assessment constraints do not permit evaluation of all the skills described in the common core (for example, the "speaking" field for skill 1). After the results are analysed, a requirement level is set for each skill. This is the threshold at which we consider that pupils are proficient in the common core skills (this approach is similar to that used in previous years to assess core skills[2]).

In May 2014, skills 1 and 3 were assessed at the end of Grade 2 (milestone 1): 81.7% of pupils at this level are proficient in skill 1 of the common core and 82.6% are proficient in skill 3 *(figure 19.2)*.

In November 2015, 82.1% of pupils at the start of Grade 6 and 79.2% of pupils at the end of Grade 9, assessed in May 2013, are proficient in skill 1 *(figures 19.1 and19.3)*. 71.6% and 78.3% respectively are proficient in skill 3.
In Grade 2, more girls than boys are proficient in skill 1: 85.2% compared to 78.3% of boys. This difference in favour of girls is noted in 2015 at milestone 2 and is more marked at milestone 3.
For skill 3, performances at milestone 1 are identical in terms of gender, and remain identical in Grade 6 (71.9% compared to 71.2%). By contrast, at milestone 3, girls (80.5%) are ahead of boys (76.2%).
For skills 1 or 3, the proportion of pupils who are proficient is significantly lower among pupils who are repeating a year. The difference is around 30 points at milestones 1 and 3 and 40 points at milestone 2. ■

1. The common core of knowledge and skills: http://eduscol.education.fr/pid23199/socle-commun.html

2. Rocher T., Chesné J.-F., Fumel S., 2008, "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 Memo*, No. 08.37, MEN-DEPP.

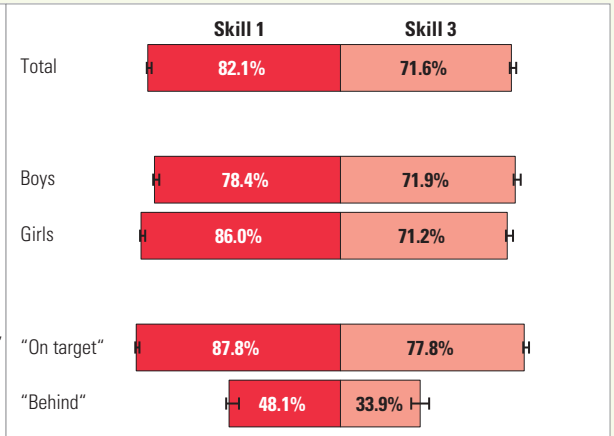
19.1 – Proportion of pupils in Grade 6 who are proficient in core skills 1 and 3 (November 2015)

In skill 1, around 82% of pupils beginning Grade 6 are proficient in the following elements:

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.

In skill 3, around 72% of pupils beginning Grade 6 are proficient in the following elements:

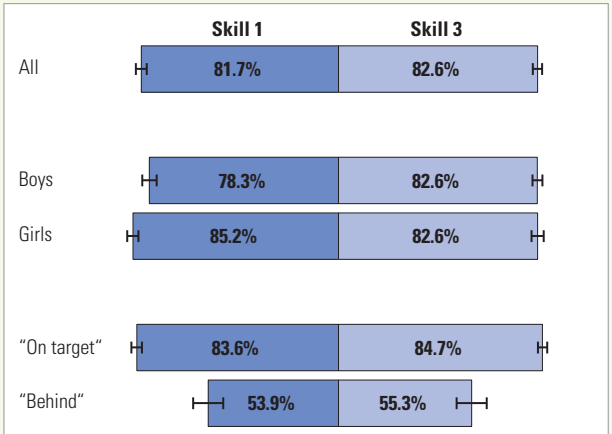
Numbers and calculation	Whole numbers, decimals and simple fractions, using the four operations on whole numbers and decimals, solving problems using the four operations.
Geometry	Recognising, describing and naming common shapes and solids, using the ruler and set square to check the type of common plane shapes, recognising parallels and perpendiculars.
Size and measurements	Understanding and using perimeter and area formulas (square, rectangle and triangle), using common measurement units, solving problems involving conversions.
Organising and managing data	Reading, interpreting charts and graphs, solving a problem involving a proportional situation.
Scientific and technological literacy	Understanding of various scientific fields (the sky and the Earth, matter, energy, unity and diversity of life, the functioning of living beings, the human body, health, living beings in their environment, technical objects, environment and sustainable development).



Interpretation: 71.6% of pupils beginning Grade 6 are proficient in core skill 3.
The confidence interval for this indicator is ± 0.6%.
Coverage: pupils in Grade 6, metropolitan France + Overseas departments excluding Mayotte, public and private under contract.

Source: MENESR-DEPP, assessments of core skills 1 and 3 for pupils at the start of Grade 6, November 2015.

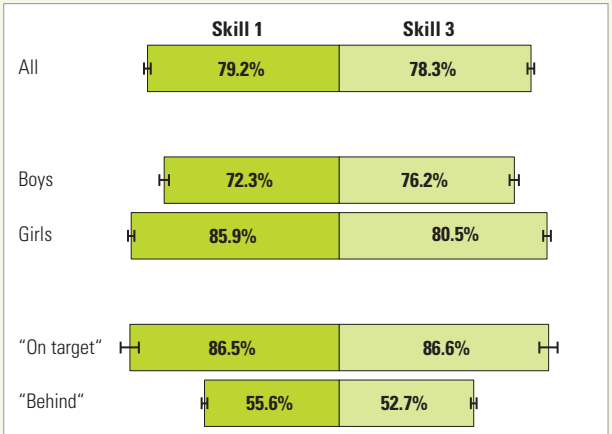
19.2 –Proportion of pupils in Grade 2 who are proficient in core skills 1 and 3 (May 2014)



Interpretation: 81.7% of pupils in Grade 2 are proficient in core skill 1.
The confidence interval for this indicator is ± 2.3%.
Coverage: pupils in Grade 2, metropolitan France + Overseas departments excluding Mayotte, public and private under contract.

Source: MENESR-DEPP, assessments of core skills 1 and 3 for pupils in Grade 2, May 2014.

19.3 –Proportion of pupils in Grade 9 who are proficient in core skills 1 and 3 (May 2013)



Interpretation: 78.3% of pupils in Grade 9 are proficient in core skill 3.
The confidence interval for this indicator is ± 1.4%.
Coverage: pupils in Grade 9, metropolitan France + Overseas departments excluding Mayotte, public and private under contract.

Source: MENESR-DEPP, assessments of core skills 1 and 3 for pupils in Grade 9, May 2013.

20 CEDRE: language skills at the end of primary school

Pupils' proficiency in language skills has been stable for 12 years, but the proportion of pupils in high and low level groups has decreased, with a corresponding increase in intermediate groups. Girls still outperform boys. The difference in levels is still very marked in terms of pupils' social background. Priority education is progressing.

The purpose of the Cycle of Sample-Based Subject-Specific Assessments (CEDRE) - in addition to the core skills which are assessed differently - is to measure pupils' knowledge in more detail, against the targets set by the curricula. For the first time in the history of this system, the 2015 test permits a comparison between the level of pupils over a 12-year period, at three stages: 2003, 2009 and 2015.

Since 2003, the average score obtained by pupils has remained stable. The breakdown of pupils into level groups has changed, as there are fewer pupils in extreme level groups (groups < 1, 1 and 5) than previously. In parallel with this decrease, the percentages of pupils in groups 2 and 3 has increased, from 26.3% to 29.1% for the first group and 29.4% to 33.1% for the second *(figure 20.1 and table 20.3)*.

On average, girls outperform boys in writing comprehension. In 2015, this difference increases further, with over-representation of boys in the lower levels (groups < 2). The difference between the average scores of girls and boys has increased significantly, from 6 to 14 points in favour of girls between 2003 and 2015. The proportion of boys in the higher levels continues to fall, unlike girls who are increasingly represented in the top three groups. Boys are increasingly having difficulties with writing.

The gap in performance between priority education (EP) and non-priority education has narrowed in 2015, although it is still large. In 2003, this difference was 33 points; in 2015 it does not exceed 20 points, although the non-priority education average has not changed. The average score in priority education has increased by 12 percentage points over 12 years, remaining below the score for the non-priority public education sector.

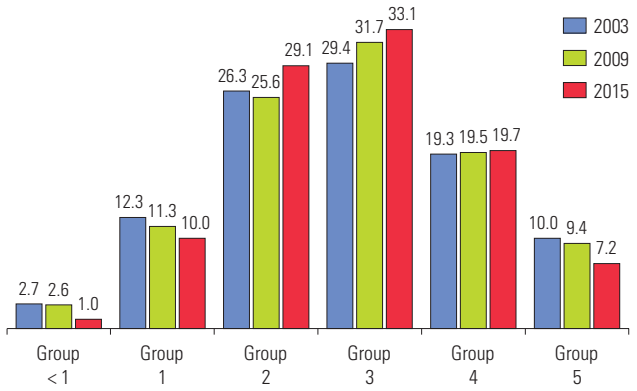
The average social position index (IPS) measures how closely the education system matches the child's home environment. This index can be used to replace parental occupation to give a better explanation of the pathways and academic success of their children. For the 2003, 2009 and 2015 samples, the socio-educational index average has been calculated for each school. Four groups are then created (quartiles), from the most disadvantaged to the most privileged schools *(table 20.2)*. Analysis of the average scores according to these quartiles shows that the highest scores are in the quartiles in which the social index is highest. The difference in levels between pupils in the most socially privileged schools and in the most disadvantaged schools is rising again, and is now around 30 points, following the fall noted in 2009 which was mainly due to the increase in the fourth quartile. The reduction in standard deviations, regardless of the quartile observed, shows that the differences in level are smaller in each quartile. ■

The 2015 assessment partly uses the 2003 and 2009 assessments and therefore measures progress in pupil performance. The assessment involves 219 questions or items, of which 61 are identical to the test taken in 2009 and 31 are identical to the 2003 test. The population targeted is pupils in Grade 5 in public and private sector primary schools in metropolitan France. In 2015, 286 schools have been selected as nationally representative. In each school selected, all the pupils in Grade 5 are assessed, i.e. around 7,500 pupils.

In 2003, the lowest 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 pupils with a very low level. By contrast, the upper part, consisting of the highest marks, covers 10% of pupils (group 5). Between groups 1 and 5, the scale is divided into three equal spreads of scores corresponding to three intermediate groups (groups 2, 3 and 4).
The joint calculation of item response models, using 2003, 2009 and 2015 data, and the presence of common items between the three assessments is used to keep a scale of identical characteristics, which will have the same breakdown of scores as in 2003. It is therefore possible to measure changes in the pupil breakdown according to the levels of the scale.

CEDRE: language skills at the end of primary school 20

20.1 – Breakdown of pupils by groups of levels in 2003, 2009 and 2015 in language skills (as %)



Interpretation: in 2015, 29.1% of pupils belong to the level 2 group compared to 26.3% in 2003.
N.B.: as the figures have been rounded up, the total percentages may not add up to 100.
Coverage: Metropolitan France, public and private sector under contract.

Sources: MENESR-DEPP, CEDRE surveys, language proficiency skills at the end of primary school, 2003, 2009 and 2015.

20.2 – Score in language skills according to average social position index of the school in 2003, 2009 and 2015

Average school index	Year	Breakdown (as %)	Average score	Standard deviation
1st quartile	2003	24.8	231	49
	2009	23.8	**238**	48
	2015	24.6	235	**42**
2nd quartile	2003	25.1	247	49
	2009	25.6	249	**46**
	2015	25.2	250	43
3rd quartile	2003	24.9	256	48
	2009	24.4	259	48
	2015	24.9	252	**41**
4th quartile	2003	25.1	266	47
	2009	26.2	**258**	49
	2015	25.3	265	**41**

Interpretation: in 2015, the average score for pupils belonging to the quartile of the most disadvantaged schools (1st quartile) is 235, compared to 238 in 2009.
1. The average social position index measures how closely the education system matches the child's home environment. This index can be used to replace parental occupation to give a better explanation of the pathways and academic success of their children.
N.B.: significant changes between 2003 and 2009 and between 2009 and 2015 are shown in bold.
Coverage: Metropolitan France, public and private sector under contract.

Sources: MENESR-DEPP, CEDRE surveys, language proficiency skills at the end of primary school, 2003, 2009 and 2015.

20.3 – Breakdown (as %), average score for language proficiency and breakdown according to level groups in 2003, 2009 and 2015

Variable	Year	Breakdown (as %)	Average score	Standard deviation	Group < 1	Group 1	Group 2	Group 3	Group 4	Group 5
Total	2003		250	50	2.7	12.3	26.3	29.4	19.3	10.0
	2009		251	48	2.6	11.3	25.6	**31.7**	19.5	9.4
	2015		251	**43**	**1.0**	10.0	**29.1**	33.1	19.7	**7.2**
Boys	2003	49.0	247	50	3.5	12.9	26.6	29.6	18.6	8.8
	2009	50.2	247	49	3.3	12.8	26.1	31.3	18.2	8.2
	2015	51.0	244	**42**	**1.4**	12.7	**32.1**	32.1	16.5	**5.2**
Girls	2003	51.0	253	50	2.0	11.6	26.0	29.2	20.0	11.2
	2009	49.8	255	**48**	1.8	9.8	25.1	32.1	20.7	10.5
	2015	49.0	258	**43**	**0.5**	**7.2**	25.9	34.1	23.1	9.2
Pupils behind a year	2003	19.5	211	41	9.7	29.5	35.6	20.3	3.8	1.0
	2009	13.6	215	42	7.7	28.7	36.9	18.6	**6.2**	1.9
	2015	10.4	**210**	**32**	**4.6**	30.8	**47.4**	14.6	**2.0**	0.6
Pupils in the correct year	2003	80.5	260	47	1.0	8.1	24.1	31.6	23.0	12.2
	2009	86.4	257	47	**1.7**	8.6	23.8	**33.8**	21.5	10.5
	2015	89.6	255	**42**	**0.6**	7.5	**26.9**	35.2	21.8	**8.0**
Public excluding priority education	2003	73.3	253	50	2.5	11.0	24.7	30.1	20.6	11.1
	2009	73.1	252	48	2.3	11.0	24.9	32.3	19.8	9.7
	2015	71.8	252	**43**	**0.9**	9.2	**28.7**	33.2	20.3	**7.7**
Priority education	2003	11.2	220	48	7.3	26.4	34.8	19.5	9.3	2.7
	2009	11.0	**230**	46	5.5	**19.7**	33.5	**26.9**	10.7	3.7
	2015	13.1	232	**40**	**2.0**	19.2	**36.9**	28.5	10.3	3.1
Private	2003	15.5	256	46	0.7	7.9	27.9	33.0	20.2	10.3
	2009	15.8	260	46	1.5	6.9	**23.3**	32.4	**24.3**	11.5
	2015	15.1	260	**41**	**0.3**	5.7	23.9	**36.4**	25.1	8.5

Interpretation: girls represent 51% of the pupils surveyed in 2003 and 49% in 2015. Their score increased by 5 points between 2003 and 2015, from 253 to 258; 0.5% of them are in group < 1 in 2015 compared to 2% in 2003.
N.B.: significant changes between 2003 and 2009 and between 2009 and 2015 are shown in bold. As the figures have been rounded up, the total percentages may not add up to 100.
Coverage: Metropolitan France, public and private under contract.

Sources: MENESR-DEPP, CEDRE surveys, language proficiency skills at the end of primary school, 2003, 2009 and 2015.

21 CEDRE: language and literacy skills at the end of lower secondary school

In 2015, in this new CEDRE assessment, 85% of pupils have sufficient skills to enable them to continue into further education. Girls' results are better than boys and pupils repeating years experience more problems than others. Performances are strongly linked to social background.

In addition to proficiency in core skills which is assessed differently, the purpose of the Cycle of Sample-Based Subject-Specific Assessments (CEDRE) is to measure pupils' knowledge in more detail, positioning them on a scale of performance. This new assessment is based on the lower secondary school curriculum and assesses literacy skills, meaning that writing is no longer assessed as a separate subject, but is instead tackled in a cross-disciplinary manner. It is multimodal, using different formats (paper, digital, audio and video). The results presented come from the paper comprehension and production tests.

The standardised average score of all pupils is 250. The analysis of pupil breakdown into level groups shows that just over a quarter (groups 4 and 5) have a good or excellent level of proficiency and around 60% (groups 2 and 3) have a level of skills that will enable them to continue into further education, although half of them still need to make more progress in developing these skills. At the lower end of the scale, 15% of pupils (groups < 1 and 1) have practically no proficiency (3% in serious difficulty) or a low proficiency in these skills *(figure 21.1 and table 21.3)*.

The average score for girls is six percentage points higher than for boys. There are twice as many boys as girls in the weakest group (< 1).

The low average score of pupils who are behind a year (219) shows a very significant difference from that of pupils in the correct year for their age (257). Proportionally, in the low level groups (< 1 and 1), there are three times as many pupils who have repeated years as there are pupils in the correct year.

The results for pupils receiving priority education (EP), with an average score of 230, are much lower than the others.

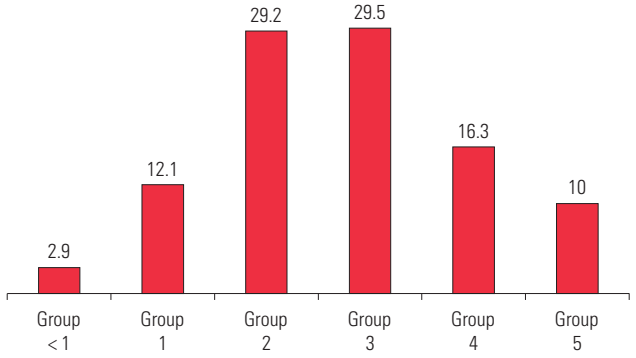
The average social position index measures how closely the education system matches the child's home environment. This index can be used to replace parental occupation to give a better explanation of the pathways and academic success of their children. For the 2015 sample, the index has been calculated for each pupil assessed. Five groups have been created, from the most disadvantaged to the most privileged pupils *(table 21.2)*. The analysis of the average scores according to these five groups shows that the highest scores are in the groups containing the most privileged pupils. The results are therefore strongly linked to social background, confirming the findings made over many years in the CEDRE and PISA assessments and on samples of pupils. ■

The 2015 paper test covers comprehension and written production. Four main areas of skills are assessed: extracting information, processing and integrating information, reflecting and assessing, explaining and reasoning.

To meet the purposes of the system, a sample of around 9,000 pupils (369 classes), representative nationally, has been compiled (general Grade 9 in public and private (under contract) lower secondary schools in metropolitan France). The responses of 7,759 pupils have been analysed from the 348 classes that responded.

A performance scale has been drawn up using the item response model, which matches the difficulty of the questions to the level of the pupils. The lowest part of the scale consists 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 pupils with a very low level. By contrast, the upper part, consisting of the highest marks, covers 10% of pupils (group 5). Between groups 1 and 5, the scale is divided into three equal spreads of scores corresponding to three intermediate groups (groups 2, 3 and 4).

21.1 – Breakdown of pupils by groups of levels in language and literacy skills (as %)



Interpretation: in 2015, 29.2% of pupils belong to the level 2 group.
Coverage: Metropolitan France, public and private sector under contract.
Source: MENESR-DEPP, CEDRE survey, language and literacy skills at the end of lower secondary school, 2015.

21.2 – Score in language and literacy skills (as %) according to pupils' social position index in 2015

Pupil index	Average score	Standard deviation
1st band	235	49
2nd band	238	43
3rd band	250	46
4th band	257	50
5th band	273	52

1. The average social position index measures how closely the education system matches the child's home environment. This index can be used to replace parental occupation to give a better explanation of the pathways and academic success of their children.
Interpretation: in 2015, the average score for the most disadvantaged pupils (1st band) is 235.
Coverage: Metropolitan France, public and private sector under contract.
Sources: MENESR-DEPP, CEDRE survey, language and literacy skills at the end of lower secondary school, 2015.

21.3 – Breakdown (as %), average score for language and literacy skills and breakdown according to level groups in 2015

Variable	Breakdown (as %)	Average score	Standard deviation	Group < 1	Group 1	Group 2	Group 3	Group 4	Group 5
Total	100.0	250	50	2.9	12.1	29.2	29.5	16.3	10.0
Boys	49.9	247	52	3.9	13.6	30.4	27.8	14.9	9.5
Girls	50.1	253	48	2.0	10.6	27.9	31.3	17.7	10.4
Pupils behind a year	17.4	219	44	8.3	23.8	38.9	21.1	6.4	1.6
Pupils in the correct year	82.6	257	49	1.8	9.6	27.1	31.3	18.4	11.8
Public excluding EP[1]	64.6	250	51	2.8	12.1	30.0	29.0	16.0	10.1
EP	13.9	230	48	6.5	20.9	32.5	25.4	10.4	4.4
Private	21.5	263	45	0.8	6.4	24.5	33.8	21.1	13.4

1. EP: Priority education
Interpretation: boys represent 49.9% of the pupils sampled in 2015. Their score is 247; 3.9% of them belong to group < 1.
N.B.: as the figures have been rounded up, the total percentages may not add up to 100.
Coverage: Metropolitan France, public and private sector under contract.
Sources: MENESR-DEPP, CEDRE survey, language and literacy skills at the end of lower secondary school, 2015.

22 Young people's reading skills (JDC)

In 2015, 80.7% of young French people aged around 17 are judged to be effective readers. The Defence and Citizenship Day (JDC) assessments also give a more detailed measurement of the proportion of young people who experience difficulties with reading: 9.9%, half of whom are virtually illiterate.

The results presented relate to young French men and women who took part in the Defence and Citizenship Day (JDC) in 2015 in metropolitan France and the Overseas departments.

The aim of the JDC tests is to identify, among poor readers, three major categories of difficulty of varying kinds:
– poor automation of the mechanisms used to identify words: rather than focusing their attention on the construction of meaning, poor readers need to focus on recognising words, which should take place automatically;
– insufficient language skills: this basically means a low level of lexical knowledge;
– poor performance in the complex processing needed to understand a document: many young people are ineffective at 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 at fault.

In 2015, the Defence and Citizenship Day (JDC) reading tests have been carried out on over 770,000 young men and women aged 17 and over, of French nationality. The aim of the test is to assess three specific dimensions: the automatic nature of reading, lexical knowledge and complex processing of written materials. A threshold of competence is determined for each of these: below a certain level, the young people are considered to have problems in the targeted skill (-); above it, they are considered proficient in that skill (+). Based on the combined results, eight reader profiles are determined (*table 22.1*).

The weaknesses of those young people with the most serious difficulties (profiles 1 and 2), representing 4.3% of the whole, are due to a significant lack of vocabulary. Furthermore, profile 1 individuals (2.5%) have not acquired the basic mechanisms for processing written language. Some of these are undoubtedly illiterate. On the other hand, profile 3 and 4 (5.6%) individuals have an acceptable oral lexical level but are unable to process complex written documents. The test has also been designed to identify specific reader profiles: 9.4% of young people (profiles 5a and 5b) manage to compensate for their difficulties, achieving a certain level of comprehension. The 5c profile (11.7% of all young people) refers to a population of readers who, despite major 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 who are successful in all aspects, i.e. 69% of the total population.

The number of young people with reading difficulties decreases with their level of education: from 42.7% of young people who have not studied beyond lower secondary school to 3.7% of young people who say they are following or have followed general or technological courses at upper secondary school (*figure 22.2*). There is still a significant proportion of young people with reading difficulties at around age 17, among those studying at *Certificat d'aptitude professionnelle* or *Brevet d'études professionnelles* level (26.4%).

Boys often have more problems than girls (*table 22.1*). They do less well in comprehension tests and therefore make up the majority in profiles 1, 3 and 4. Their poor understanding of the basic mechanisms of language processing explains their higher presence in profiles 1, 3, 5a and 5c (*figure 22.3*).

Following a period of decline between 2010 and 2013, particularly among boys, the proportion of young people with reading difficulties stabilised in 2014 and then increased slightly in 2015, regardless of gender (*table 22.4*). These trends should be interpreted with caution, as the results do not relate to cohorts of young people but to participants of different ages. ■

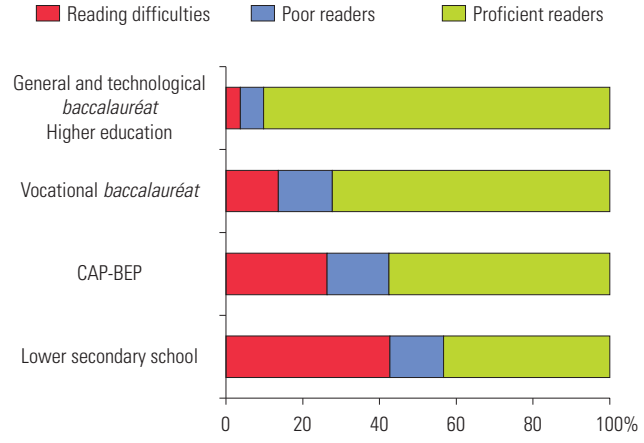
22.1 – Reader profiles (JDC 2015) as %

Profile	Complex processing	Automatic nature of reading	Lexical knowledge	Boys	Girls	Total	
5d	+	+	+	66.5	71.7	69.0	Proficient readers
5c	+	–	+	13.4	9.7	11.7	**80.7**
5b	+	+	–	6.0	7.7	6.8	Poor readers
5a	+	–	–	2.8	2.4	2.6	**9.4**
4	–	+	+	3.6	3.0	3.3	Very low reading ability
3	–	–	+	3.0	1.5	2.3	**5.6**
2	–	+	–	1.7	1.9	1.8	Severe difficulties
1	–	–	–	3.0	2.0	2.5	**4.3**

Interpretation: combining the 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 functional reading threshold. Profiles 5a, 5b, 5c, 5d are above that threshold but their skills vary in ability, which may require them to make quite a lot of effort to compensate.
N.B.: as they have been rounded up, the totals in the columns may not add up to 100%.
Coverage: Metropolitan France + Overseas departments.

Ministry of Defence-DSN; MENESR-DEPP.

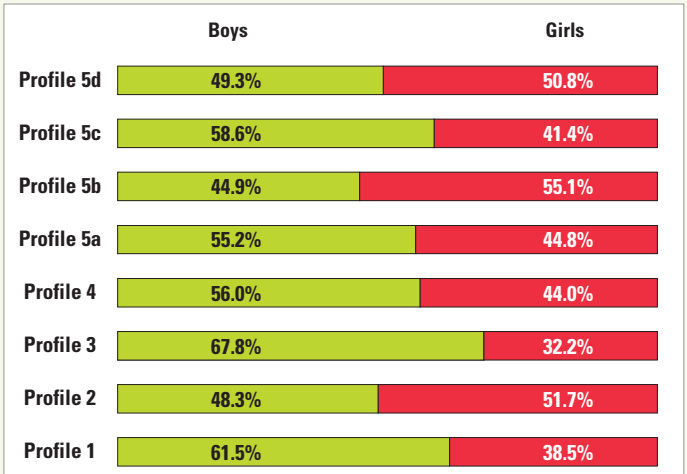
22.2 – Reader profiles according to type of education (JDC 2015)



Interpretation: of the young people who had not gone beyond lower secondary education, 42.7% have reading difficulties (profiles 1, 2, 3 and 4), 14% are poor readers (profiles 5a and 5b) and 43.3% are proficient readers (profiles 5c and 5d).
Coverage: Metropolitan France + Overseas departments.

Ministry of Defence-DSN; MENESR-DEPP.

22.3 – Breakdown of each reader profile according to gender (JDC 2015)



Coverage: Metropolitan France + Overseas departments.

Ministry of Defence-DSN; MENESR-DEPP.

22.4 – Trends in breakdown of boys and girls according to their skills profile (as %)

	2010	2011	2012	2013	2014	2015
Total						
Proficient readers	79.6	80.3	81.0	81.8	81.8	80.7
Poor readers	9.6	9.4	9.2	8.6	8.6	9.4
Reading difficulties	10.8	10.4	9.9	9.6	9.6	9.9
of which serious difficulties	*5.1*	*4.8*	*4.4*	*4.1*	*4.1*	*4.3*
Boys						
Proficient readers	77.9	78.9	79.9	80.9	80.9	79.9
Poor readers	9.5	9.0	8.7	8.1	8.0	8.8
Reading difficulties	12.6	12.1	11.5	11.1	11.0	11.3
of which serious difficulties	*5.9*	*5.5*	*5.0*	*4.6*	*4.5*	*4.7*
Girls						
Proficient readers	81.5	81.7	82.1	82.7	82.6	81.6
Poor readers	9.8	9.7	9.6	9.2	9.2	10.1
Reading difficulties	8.7	8.6	8.3	8.1	8.2	8.4
of which serious difficulties	*4.2*	*4.2*	*3.9*	*3.6*	*3.7*	*3.9*

Interpretation: in 2015, 9.9% of young people have reading difficulties. For some of them - 4.3% of the total - these difficulties are very significant.
N.B.: as they have been rounded up, the totals in the columns may not add up to 100%.
Coverage: Metropolitan France + Overseas departments including Mayotte.

Ministry of Defence-DSN; MENESR-DEPP.

23 Access to level IV education

Between 2009 and 2015, the reform of the secondary vocational significantly increased young people's access to level IV education.
Entry rates exceed 85% in 2015, with over 27% via the secondary vocational.

With an annual increase of over 4 points 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 combined), thanks to a sharp decrease in repeat years in Grade 11, leading to a rise in numbers in Grade 12. The rate then stabilised at around 69%. Following the transition phase after the reform of the secondary vocational (***baccalauréat*** in 3 years instead of 4), the rate stabilised at around 85%, 14 points higher than in 2009. In the school year 2015-16, it stands at 85.1% (*table 23.1 and figure 23.2*).

In schools coming under the authority of the Ministry for National Education, the entry rate to level IV education peaked at around 68% in 1994, then dropped back to around 63% in the early 2000s. During the transition phase following the reform of the secondary vocational, the rate rose sharply. In 2015, it stands at 77.0% (+13 points since 2009). The proportion of young people reaching Level IV by other training routes (agriculture and apprenticeship) grew steadily throughout the 1990s. After a long period of stability, the entry rate to level IV agricultural courses increased from 2011, following the reform of the secondary vocational, reaching 3.7% in 2015. In 2011, the entry rate to apprenticeship programmes was 6.1%. It fell by 0.7 point the following year, at the end of the transition phase. In 2015, it is estimated at 4.4%[1].

Having exceeded 40% in the 1994 school year, the entry rate through the general route stabilised at around 34% from 1997 to 2004. Since then, it has increased steadily and gained 7.5 points in 2015 compared to 2004, reaching 41.4%.

At the same time, the technological stream, in which numbers increased up to 2000, reaching 22%, has since fallen steadily. In 2015, access to level IV education is close to its 2014 value of 16.3%.

The increase in the secondary vocational, which was significant up to 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 *baccalauréat* and the *Brevet professionnel* through apprenticeship. The 2010-11 school year marked the start of a new phase. The generalisation of the 3-year vocational *baccalauréat* brings the level IV access rate to 27.4% in 2015, 9.6 points higher than in 2009.

In 2015, the entry rate for girls is 88.7%, compared to 81.7% for boys (*table 23.3*). This difference mainly comes from the general streams (12.7 points), as access by girls and boys is comparable in the technological streams. More boys than girls choose a vocational training route. Between 2009 and 2014, boys benefited slightly more from the effects of the reform of the secondary vocational (+10.9 for boys compared to +10.3 points for girls). The difference in favour of boys rose from 4.7 points in 2009 to 5.4 in 2014. It is slightly higher in 2015 (5.7 points). ■

Education levels group together courses considered to produce a comparative level of qualification. A pupil who has enrolled at least once in a course of this type is deemed to have reached the corresponding level of education.

Access to level IV covers pupils entering Grade 12 via the general, technological or vocational pathways (including the brevet professionnel) as well as apprentices in the final year of courses preparing for the baccalauréat or brevet professionnel.

The entry rate to Level IV education is the ratio produced by the number of pupils reaching this level for the first time per year of birth, to the numbers of the generation to which they belong. The indicator presented here, known as the cyclical or cross-sectional rate, is the sum of these basic rates per age for the same school year. It therefore differs from the percentage of a generation entering the level in question, which is the sum of the same basic rates for all school years for that generation.

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

***N.B.:** the series of access rates is calculated from the 2012-13 school year, using the INSEE's demographic estimates, based on annual census surveys. The data are definitive until 2012, after which they are provisional (p).*

1. The access rate to Level IV education via apprenticeship in 2015 was calculated by estimating entrants in this level.

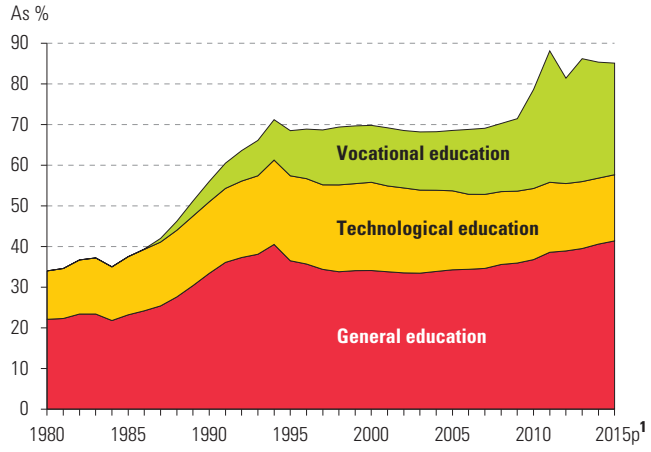
23.1 – Access rate to level IV education
All initial education options

	Metropolitan France		Metropolitan France + Overseas departments excluding Mayotte				
	1980	1990	2000	2012	2013p	2014p	2015p[1]
General stream	22.1	33.4	34.1	38.9	39.5	40.6	41.4
Technological stream	11.9	17.6	21.7	16.6	16.5	16.2	16.3
Vocational stream	0.0	5.0	14.0	25.9	30.2	28.5	27.4
Total	**34.0**	**56.0**	**69.8**	**81.4**	**86.2**	**85.3**	**85.1**
MENESR	33.0	54.0	63.4	72.8	76.2	76.3	77.0
Agriculture	1.0	1.4	2.7	3.2	4.5	3.8	3.7
Apprenticeship	0.0	0.6	3.7	5.4	5.5	5.3	4.4

p.: provisional data (see note p. 58).
1. The results including apprenticeship are based on an estimate (vocational streams, total and apprenticeship in 2015-16.

Sources: MENESR-DEPP; Ministry of Agriculture; INSEE.

23.2 – Trends in access rate to level IV education from 1980 to 2015
All initial education options



p.: provisional data (see note p. 58).
1. The results including apprenticeship are based on an estimate (vocational stream in 2015-16).
Coverage: Metropolitan France up to 1999, Metropolitan France + Overseas departments excluding Mayotte from 2000.

Sources: MENESR-DEPP; Ministry of Agriculture; INSEE.

23.3 – Access rates to level IV according to stream and gender

	2012			2013p			2014p			2015p[1]		
	Girls	Boys	Gender gap	Girls	Boys	Gender gap	Girls	Boys	Gender gap	Girls	Boys	Gender gap
General	44.9	33.2	+11.7	45.4	33.9	+11.6	47.0	34.5	+12.5	47.9	35.2	+12.7
Technological	17.7	15.5	+2.3	17.4	15.5	+1.9	16.6	15.9	+0.7	16.3	16.3	+0.0
Vocational	21.3	30.5	–9.3	29.1	31.3	–2.3	25.8	31.2	–5.4	24.5	30.3	–5.7
Total	**83.9**	**79.2**	**+4.7**	**91.9**	**80.7**	**+11.2**	**89.3**	**81.6**	**+7.8**	**88.7**	**81.7**	**+7.0**
MENESR	76.5	69.2	+7.3	82.3	70.3	+11.9	81.5	71.4	+10.0	81.7	72.5	+9.2
Agriculture	3.4	3.1	+0.3	5.7	3.4	+2.4	4.3	3.3	+1.0	4.2	3.2	+1.0
Apprenticeship	3.9	6.9	–2.9	3.9	7.0	–3.1	3.6	6.9	–3.3	2.8	6.0	–3.2

p.: provisional data (see note p. 58).
1. The results including apprenticeship are based on an estimate (vocational streams, total and apprenticeship in 2015-16).
Coverage: Metropolitan France + Overseas departments excluding Mayotte.

Sources: MENESR-DEPP; Ministry of Agriculture; INSEE.

24 *Baccalauréat* graduates

In the 2015 session, 78% of young people in a generation obtained the *baccalauréat*.
Since 1995, the proportion of general and technological *baccalauréat* holders has decreased in favour of vocational streams.
The youngest candidates perform best in the secondary general and technological, while older candidates have more success in the secondary vocational.

From 1980 to 2015, 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 over three-quarters (*figure 24.1*). This increase was particularly marked between 1988 and 1995, following the creation of the vocational *baccalauréat*. Until 2008, the proportion of *baccalauréat* graduates in a generation remained stable at around 62%. In 2009, it exceeded 65%, with the introduction of an oral retake test (see definition opposite) in the vocational *baccalauréat*. Since 2012, the reform of the secondary vocational (*baccalauréat* in three years instead of four) has brought this figure up to around 78%. The proportion of *baccalauréat* holders in a generation, 77.8% in 2015, is broken down as follows: 39.8% in the secondary general, 15.7% in the secondary technological and 22.3% in the secondary vocational. For the 2016 session, the proportion is estimated to be 78.6%.

Since 1995, the number of graduates has increased by 28% but the breakdown changed in favour of the vocational and technological streams until 2001, and then vocational only after that date (*table 24.3*). From 2009, the share of vocational *baccalauréats* increased, exceeding 28% in 2016. The proportion of general and technological *baccalauréats*, however, fell by 7 points and 8 points between 1995 and 2016, mainly owing to the decline of the literary and STMG (Management science and technology) streams.

Until 2009, when it exceeded 86%, the pass rate increased steadily (*figure 24.2*). Between 2009 and 2012, all types of *baccalauréat* combined, it fell to 84.5%. This recent drop is mainly due to the vocational *baccalauréat*, which decreased by 9 points, after gaining 10 points in 2009. From 2013, pass rates in this secondary began to increase once more. Combined with strong growth in the secondary general and technological, the pass rate reached 88% in 2014. Between 1995 and 2014, the pass rate for the general *baccalauréat* increased by 16 points, and 15 points in the technological *baccalauréat*. It has been stable since. In 2016, the overall pass rate has increased slightly (88.5%, provisional value for the June session compared to 87.9% in 2015).

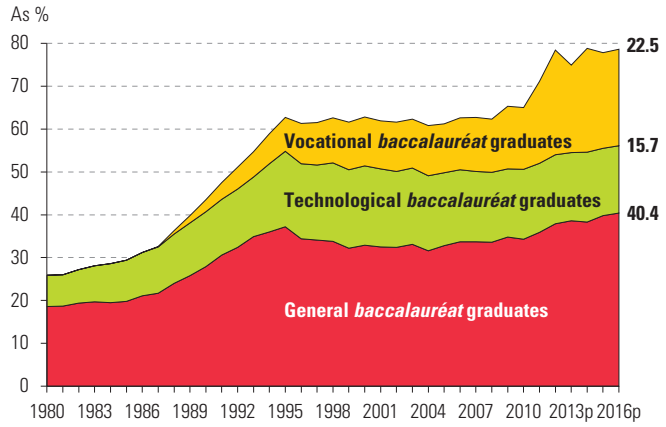
Candidates for the vocational *baccalauréat* are younger now than they were before the three-year course was introduced in 2010. They are still the oldest, however, with 26% aged 20 or over (*table 24.4*). By contrast, 80% of candidates for the general *baccalauréat* are 18 or under. Candidates in the secondary technological are slightly older, under 20 in 90% of cases.
In 2015, *baccalauréat* pass rates vary from 93% for the youngest to 74.1% for the oldest. The difference between the youngest and oldest in the secondary general is 45 points. It is lower in the secondary technological (29 points), and lowest in the secondary vocational (11 points). The oldest candidates perform best in the secondary vocational . ■

Proportion of baccalauréat graduates in a generation: this is the proportion in a hypothetical generation of individuals where each age group matches 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 of that age in the total population, and adding these rates per age group. The calculations are based on the INSEE demographic series integrating the results of annual censuses (set up in 2004) from the database applicable in March 2016. These data are available for metropolitan France and the Overseas departments, excluding Mayotte.

Pass rate: obtained by calculating the number of successful candidates compared to the number of candidates taking the exam. All candidates taking at least one paper are considered to be sitting candidates.

Oral test: an oral retake exam, also known as the "second group of tests".

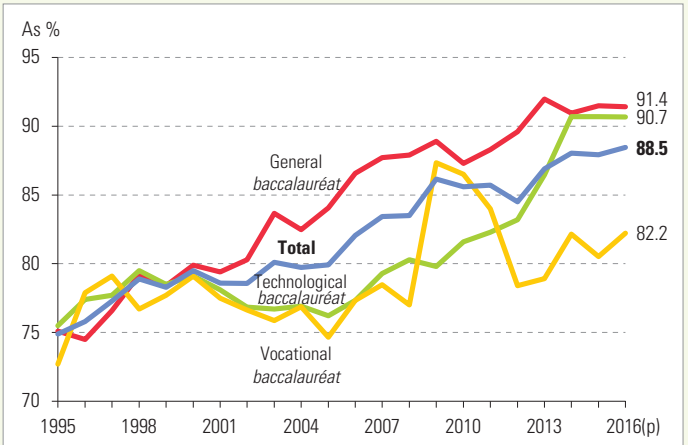
24.1 – Proportion of *baccalauréat* holders in a generation (1980-2016)



p.: provisional data for the 2016 session; the figures have been produced using the provisional results of the 2016 *baccalauréat*.
Coverage: Metropolitan France up to 2000, Metropolitan France + Overseas departments excluding Mayotte from 2001.

Sources: MENESR-DEPP; Ministry of Agriculture; INSEE.

24.2 – Trends in the *baccalauréat* pass rate from 1995 to 2016



p.: provisional data for the 2016 session; the figures have been produced using the provisional results of the 2016 *baccalauréat*.
Coverage: Metropolitan France + Overseas departments including Mayotte from 2011.

Sources: MENESR-DEPP; Ministry of Agriculture.

24.3 – Breakdown per stream of *baccalauréat* graduates in the 1995, 2015 and 2016 sessions

	1995 Session[1]		2015 Session		2016 Session(p)	
	Pass	Breakdown	Pass	Breakdown	Pass	Breakdown
General *baccalauréat*						
ES	76,555	15.5%	100,360	16.2%	102,913	16.3%
L	71,460	14.5%	49,870	8.1%	50,886	8.0%
S	139,031	28.2%	166,824	27.0%	173,250	27.4%
Total general streams	**287,046**	**58.3%**	**317,054**	**51.2%**	**327,049**	**51.7%**
Technological *baccalauréat*						
STI2D (formerly STI[2])	35,251	7.2%	26,763	4.3%	28,424	4.5%
STMG (formerly STT)	78,894	16.0%	60,124	9.7%	59,591	9.4%
ST2S (formerly SMS)	13,337	2.7%	20,608	3.3%	20,769	3.3%
Other technological streams	10,785	2.2%	17,649	2.9%	17,640	2.8%
Total technological streams	**138,267**	**28.1%**	**125,144**	**20.2%**	**126,424**	**20.0%**
Vocational *baccalauréat*						
Production	26,218	5.3%	80,650	13.0%	82,151	13.0%
Services	40,878	8.3%	95,996	15.5%	97,089	15.3%
Total vocational streams	**67,096**	**13.6%**	**176,646**	**28.5%**	**179,240**	**28.3%**
Total *baccalauréat*	**492,409**	**100.0%**	**618,844**	**100.0%**	**632,713**	**100.0%**

p.: provisional data for the 2016 session; the figures have been produced using the provisional results of the 2016 *baccalauréat*.
1. Excluding Mayotte. **2.** Including the "optical engineering" option, which was separate before 1999.
Coverage: Metropolitan France + Overseas departments including Mayotte from 2014.

Sources: MENESR-DEPP; Ministry of Agriculture.

24.4 – Proportion of candidates and pass rates for the 2015 *baccalauréat* according to age (as %)

	General *baccalauréat*		Technological *baccalauréat*		Vocational *baccalauréat*		Total	
	Proportion of candidates	Pass rate	Proportion of candidates	Pass rate	Proportion of candidates	Pass rate	Proportion of candidates	Pass rate
18 years or under	80.0	94.6	57.7	94.3	35.5	86.0	57.8	93.0
19 years	15.7	82.4	32.5	88.6	38.0	78.0	28.7	81.9
20 years	3.2	70.6	7.4	80.0	14.6	75.2	8.4	75.2
21 years or over	1.1	49.9	2.4	65.7	11.8	78.7	5.1	74.1
Total	**100.0**	**91.4**	**100.0**	**90.7**	**100.0**	**82.2**	**100.0**	**88.5**

Coverage: Metropolitan France + Overseas departments.

Sources: MENESR-DEPP; Ministry of Agriculture.

25 Qualification levels

Young people have a higher level of educational attainment than the rest of the population: in 2015, 87% of young people aged 20-24 hold an upper secondary school qualification compared to 78% of the population aged 25-64.
In this respect, France is above the OECD average.

For several years, public education policies have focused on improving educational attainment. This can be measured by young people's success at secondary school or, more widely, by the educational attainment of all young people leaving initial education. Success can also be assessed by comparing France to the other OECD countries.

In 2015, 87% of the population aged 20-24 and 78% of those aged 25-64 hold an upper secondary school qualification (*figure 25.1*). The share of qualified individuals has markedly increased since 1995, by 14 and 21 points respectively, due to the development of secondary and higher education in the 1980s and 1990s.

Over the past 20 years, progress in secondary education has also been made in qualitative terms. In 1995, 40% of young people aged 25-34 held the *baccalauréat* (general, technological or vocational), 31% a *Certificat d'aptitude professionnelle* or a *Brevet d'études professionnelles* and 29% the *Brevet des collèges* or no qualifications at all (*table 25.3*). The proportion of young people holding the *baccalauréat* has significantly increased in the last 20 years, while the number of young people not holding any upper secondary school qualifications has fallen sharply: in 2015, 68% of young people aged 25-34 have a *baccalauréat* and 13% have the *Brevet* or no qualifications. A large number of *baccalauréat* graduates go on to higher education.

Of every 100 young people completing their initial education in metropolitan France in 2012, 2013 or 2014 (annual average), 44 left with a higher education qualification as their highest qualification, 42 an upper secondary education qualification and 14 the *Diplôme national du brevet* or no qualifications at all (*table 25.2*). During this three-year period, young people who left initial education with, at best, a secondary qualification, tended to have a *Certificat d'aptitude professionnelle* or *Brevet d'études professionnelles* (13% of all school leavers) or a technological or vocational *baccalauréat* (21%). Only 8% had a general *baccalauréat*. They were more likely to have a higher education qualification and less likely to leave without any qualifications (or only the *Brevet des collèges*) than those in the previous cohort (school leavers in 2009, 2010 or 2011). These changes are partly due to the revision of the Employment Survey questionnaire in 2013, which now obtains better information on qualifications.

When large parts of a population have long-cycle secondary education qualifications, the OECD and the European Union consider this to be an asset for developing the economy and the knowledge society. For many years, France's adult population, along with other Latin countries, has been relatively underqualified. When the generation currently aged 60 was at school, secondary and higher education were less developed in France than in North European countries or in the United States. France has now caught up (*figure 25.4*). ■

Educational attainment is measured here by the highest qualification awarded to the individual.

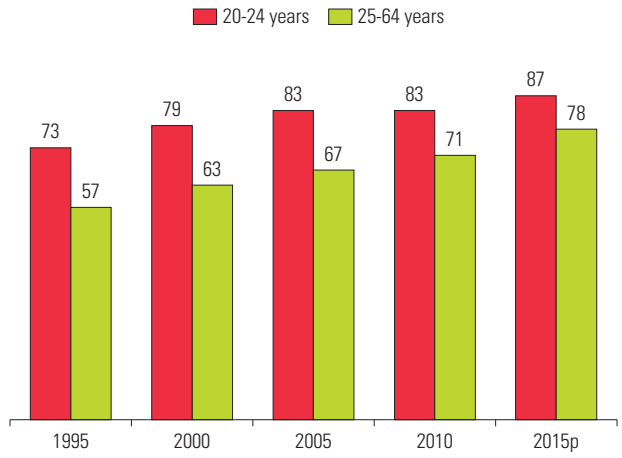
The number of individuals leaving initial education is estimated from INSEE demographic data and the INSEE Employment Survey.

Figures 25.1, 25.3 and 25.4 relate to age groups. Table 25.2 covers cohorts of "individuals leaving initial education", i.e. young people who have interrupted their initial studies for more than a year, regardless of age.

Comparisons between countries are based on labour force surveys. In France, this is the INSEE Employment Survey.

The Employment Survey was annual up to 2002, and was usually carried out in March. Since 2003, the survey has been conducted continuously over the year. The Employment Survey questionnaire was significantly altered in 2013; the questions relating to education in particular were considerably amended.

25.1 – Proportions of young people and adults holding upper secondary qualifications according to the year (as %)



p: provisional data.
Interpretation: in 2015, 78% of 25-64 year-olds and 87% of 20-24 year-olds say they have an upper secondary qualification.
Coverage: Metropolitan France.

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

25.2 – Breakdown of initial education leavers according to their highest qualification (as %)

Year of leaving initial education	2009-2010-2011	2012-2013-2014p
Diplôme d'études approfondies (DEA), *Diplôme d'études supérieures spécialisées* (DESS), Master, Doctorate	12	13
Higher education institutions	5	7
Bachelor, *Maîtrise*	10	10
Diplôme d'études universitaires générales (DEUG), *Brevet de technicien supérieur* (BTS), *Diplôme universitaire de technologie* (DUT) and equivalent	12	13
Paramedical and social	3	1
Total higher education graduates	**42**	**44**
General *baccalauréat*	9	8
Technological, vocational *baccalauréat* and similar	19	21
Total *baccalauréat* and equivalent qualifications	**28**	**29**
Certificat d'aptitude professionnelle (CAP), *Brevet d'études professionnelles* (BEP) or equivalent	14	13
Total upper secondary graduates	**42**	**42**
Brevet only	7	7
No qualifications	9	7
Total *Brevet* + no qualifications	**16**	**14**
Total initial education leavers	**100**	**100**

p: provisional data.
Interpretation: on average in 2012, 2013 and 2014, of every 100 young people leaving education, 44 left with higher education qualifications.
Coverage: Metropolitan France.

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

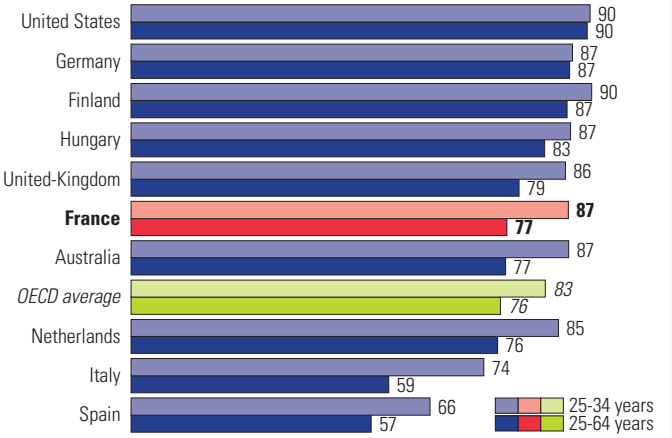
25.3 – Proportion of young people aged 25-34 with upper secondary qualifications (as %)

	1995	2000	2005	2010	2015p
Baccalauréat	40	50	61	66	68
BEP-CAP	31	27	20	18	19
Total upper secondary graduates	**71**	**77**	**81**	**84**	**87**
Brevet or no qualifications	29	23	19	16	13
Total	**100**	**100**	**100**	**100**	**100**

p: provisional data.
Interpretation: in 2015, 68% of young people aged 25-34 said they had a *baccalauréat* (whether or not followed by higher education), 19% a *Brevet d'études professionnelles* or *Certificat d'aptitude professionnelle* or equivalent qualification. In total, 87% of the age group therefore successfully completed upper secondary education, compared to 71% of the same age group in 1995.
Coverage: Metropolitan France.

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

25.4 – Proportion of populations aged 25-64 and 25-34 who successfully completed upper secondary education (2014) (as %)



Source: OECD, *Education at a Glance*, 2015 and 2016 (using labour force surveys).

26 Under-qualified school leavers

The proportion of young people aged 18 to 24 who were not in education and had no qualifications or only the *Diplôme national du brevet* declined steadily between 1980 and 2000. Since the early 2000s, however, these figures have stabilised. Moreover, 8.4% of pupils leave education before completing their upper secondary education.

"Early leavers" are individuals aged 18-24 who have not attended an education institution in the four weeks prior to the survey and have not successfully completed their upper secondary education.

The Employment Survey is carried out in a given month (March) until 2002, and has been continuous since 2003. The Employment Survey questionnaire was revised in 2013, leading to a break in the series in 2013 and 2014. The geographical scope was extended to the Overseas departments (excluding Mayotte) in 2014. The indicator's confidence interval is 1 point.

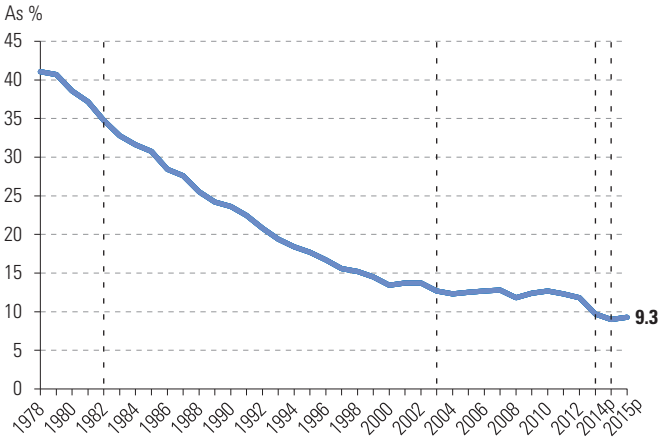
REDUCING the number of under-educated and under-qualified people is a major political issue for our society. Several indicators can be used to estimate "under-qualification".

Leaving school without any qualifications can be a major obstacle to entering employment. By contrast, holding qualifications and continuing to receive training can be a major asset in the job market. In this regard, young French people are leaving the initial education system better equipped now than in the past. The proportion of "early leavers", i.e. the proportion of young people aged 18-24 who are not in education or training and do not have any qualifications, or only the *Brevet des collèges*, decreased from 40% in the late 1970s to 15% in the late 1990s (*figure 26.1*). The sharp fall in the 1980s and 2000s reflects the aim of bringing 80% of a generation to *baccalauréat* level, and the development of technological and vocational education.

The indicator fell in 2013 and 2014, partly due to the revision of the Employment Survey, in particular the section on educational attainment. In 2015, it is 9.3% in metropolitan France and the Overseas departments (excluding Mayotte). This relatively low proportion of early leavers places France in a good position within the European Union. The EU target is for the percentage of "early leavers" to be less than 10% by 2020. In 2000 it was 18% and in 2015 it is 11% (*figure 26.3*).

France also assesses the level completed at the end of secondary education, by analysing the class reached when people leave education, based on school statistics. The proportion of young people who leave secondary education before the end of upper secondary school, which was stable at around 7.5% from 2005, increased by 2 points in 2010 then by 0.5 point in 2011 (10.1%), before falling 1.6 point in 2012. The sharp rise between 2010 and 2011 was due to the impact of the reform of the secondary vocational. This indicator is sensitive to changes in the structure of the school population. In 2014, the proportion of leavers holding a *baccalauréat* increased by 1.3 point. This rise was due to both the increase in pupil numbers in Grade 12 (34,000 more than in 2013) and a better pass rate in the *baccalauréat* examination (+1.1 point) (*figure 26.2*). ■

26.1 – Proportion of early school leavers from 1978 to 2015



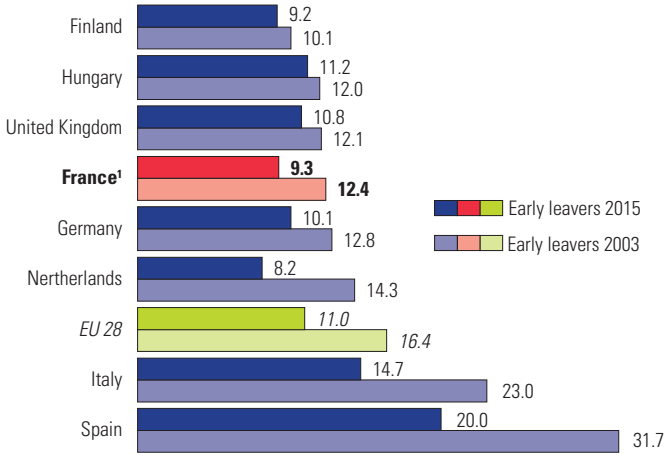
p: provisional data.
Interpretation: in 2015, the proportion of early school leavers, i.e. young people aged 18 to 24 who are no longer in education and do not have any qualifications or the *Diplôme national du brevet* only, is 9.3% for the whole of France. This proportion was 38.6% in 1980 in metropolitan France.
N.B: breaks in series are shown in dotted lines.
Coverage: Metropolitan France for 1978-2013, the whole of France excluding Mayotte from 2014.
Sources: INSEE, Employment surveys; calculations: MENESR-DEPP.

26.2 – Secondary education leavers per class (as %)

	Year of leaving secondary education						
	2000	**2005**	**2010**	**2011**	**2012**	**2013**	**2014**
Class attained							
General and technological Grade 12	53.8	55.5	55.0	53.9	51.6	55.5	54.0
Grade 12 vocational (vocational *baccalauréat* and BP)	13.1	14.4	17.8	23.3	28.1	24.6	27.4
Total school leavers at *baccalauréat* level	**66.9**	**69.9**	**72.8**	**77.2**	**79.7**	**80.1**	**81.4**
First year of a 2-year vocational *baccalauréat* and BP	2.4	2.6	0.7	0.5	0.4	0.2	0.2
Grade 12, CAP or BEP	21.3	19.9	16.8	12.2	11.4	10.7	10.0
Total school leavers at CAP-BEP level	**23.7**	**22.5**	**17.5**	**12.7**	**11.8**	**10.9**	**10.2**
General and technological Grade 10 or Grade 11	2.4	2.0	1.3	1.0	1.1	1.1	1.1
Grade 11, vocational	-	-	2.3	3.8	2.4	2.9	2.6
Grade 10, vocational	-	-	2.4	2.6	2.4	2.2	2.1
Lower secondary, first year of CAP or BEP	7.0	5.6	3.7	2.7	2.6	2.8	2.6
Total leavers before the end of upper secondary education	**9.4**	**7.6**	**9.7**	**10.1**	**8.5**	**9.0**	**8.4**
Total pupils leaving secondary education	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Coverage: Metropolitan France.
Sources: MENESR-DEPP, Scolarité (MENESR school numbers) and SIFA (CFA numbers) information systems, SAFRAN information system (school numbers for the Ministry of Agriculture).

26.3 – Proportions of under-qualified young people (as %)



1. The geographical coverage of France was metropolitan France in 2003 and France + Overseas departments excluding Mayotte in 2015.
Source: Eurostat, labour force surveys 2015 and 2007 (full year), downloaded at end of June 2016.

27 Gender and education

Girls are more proficient in French, complete better school pathways than boys and are generally more qualified.
Girls are in the majority on general *baccalauréat* courses, but there are fewer girls than boys in the scientific and industrial streams.

Core skill 1 corresponds to proficiency in the French language; core skill 3 is proficiency in mathematics and scientific and technological literacy. The data in table 27.2 comes from INSEE Employment Surveys. The young people observed completed their initial education in the year prior to the survey. For example, the data on 2012, 2013 and 2014 leavers was collected during the 2013, 2014 and 2015 surveys. The analysis over three consecutive years gives a sufficiently large number of individuals per socio-economic category.
The Employment Survey questionnaire on education was significantly revised in 2013. It now gives better information on qualifications, particularly among young people.

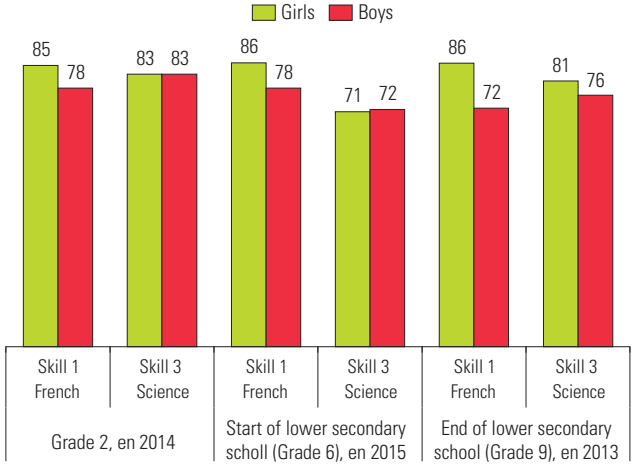
When the common core of knowledge and skills is assessed in Grade 2, girls are found to be more proficient in skill 1 (French language) than boys (85% compared to 78%) (*figure 27.1*). The same is true with French language proficiency at the start of lower secondary school (86% compared to 78%). This difference continues throughout lower secondary school (86% compared to 72% for boys at the end of Grade 9). Proficiency in skill 3 (fundamentals of mathematics, scientific and technological literacy) is identical in terms of gender in Grade 2 (83%), equivalent at the start of lower secondary school (71% to 72%), but girls have resumed the advantage by the end of lower secondary school (81% compared to 76% of boys).

At the end of their initial education, girls achieve a higher level of qualification than boys. This difference has increased over the last two decades (*table 27.2*). Therefore, among young people who completed their studies in 2012-2013-2014, 50% of girls obtained a higher education qualification compared to 40% of boys. Fewer girls than boys did not achieve any qualifications at all or the *Brevet des collèges* only (11% compared to 16% of boys).

In most developed countries in the OECD, women achieve more qualifications at the end of secondary education than men. This is particularly true in Latin and Scandinavian countries, for recent generations aged 25-34. However, men and women achieve an equal level of qualification in Germany and the United Kingdom (*figure 27.4*).
For more than four decades, girls have made up the majority of French *baccalauréat* graduates. However, the number of girls has fallen, along with the growth of the vocational pathway and the decline in the Literary (L) and Management, science and technology (STMG) streams, although it began to rise again in 2013. In 2015, although 1 point down on the previous session, it is still higher than in 2013. Girls represent over 52% of all successful candidates in 2015 and over 56% in the general *baccalauréat* (*figure 27.3*).

The proportion of girls is still very unequal depending on the stream. In the general pathway, there are more girls in the economic and social stream (61%) and especially in the arts and humanities (79% of successful candidates in the 2015 session, a fall of 4.2 points since the peak in 2002). Girls are however in the minority in the scientific stream (47% in the 2015 session, or 5.2 points more than in 1990). In the technological stream, the industrial specialisms are still dominated by boys (93% in Industrial and sustainable development, science and technology - STI2D). Service sector specialisms, while still dominated by girls, have fewer girls than 20 years ago (54% of Management, science and technology candidates and 91% in Health and social science and technology (ST2S), down respectively by 11.9 and 6.3 percentage points since 1995). In vocational education, the creation of the "Personal support, care and services" option has led to a 4.9 point increase in the number of girls in the secondary vocational and 6.8 points in the service sector alone, compared to 2013, following a cyclical peak in 2014. Girls represent almost half of ***baccalauréat*** graduates in the 2015 session (46%), predominantly in the service sector (71%). The production sector meanwhile is dominated by boys (only 15% girls). ■

27.1 – Proportion of pupils proficient in French, mathematics and science (core skills 1 and 3)



Interpretation: in Grade 6, 71.2% of girls and 71.9% of boys are proficient in core skill 3 (fundamentals of mathematics, scientific and technological literacy).
Coverage: Metropolitan France + Overseas departments excluding Mayotte, public and private schools under contract.

Source: MENESR-DEPP, assessment of core skills at primary school and lower secondary school.

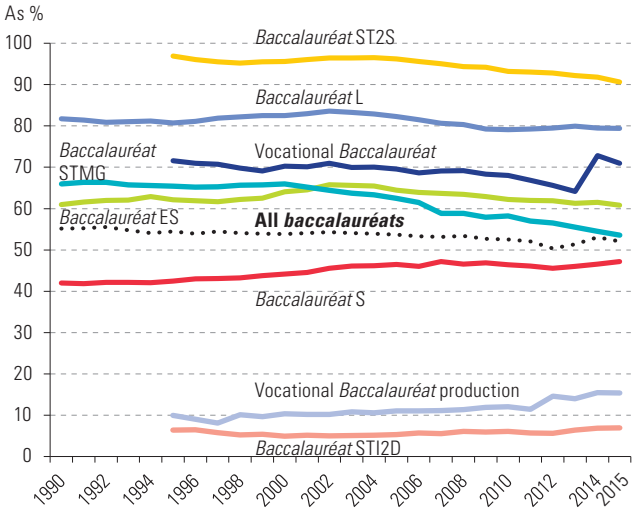
27.2 – The educational attainment of girls and boys at the end of their education (as %)

Year of leaving initial education	1990-1991-1992		2009-2010-2011		2012-2013-2014p	
	Boys	Girls	Boys	Girls	Boys	Girls
Qualification obtained						
Higher education qualification	32	33	37	47	40	50
Secondary education qualification	39	42	43	41	44	39
No qualification or *Brevet des collèges*	28	25	20	12	16	11

2012-2013-2014p: provisional data.
Interpretation: 40% of boys leaving education in 2012, 2013 or 2014 had a higher education qualifications.
N.B.: qualifications in 1990-1991-1992 were calculated on the basis of annual Employment surveys conducted in a given month (March). The others are based on continuous quarterly Employment surveys. The data for the four quarters have been combined. The average over three years of surveys smooths out any sampling effects.
Coverage: people who completed their initial education in 1990-1991-1992, 2009-2010-2011 and 2012-2013-2014 respectively, surveyed the year after they left education and belonging to a household in metropolitan France.

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

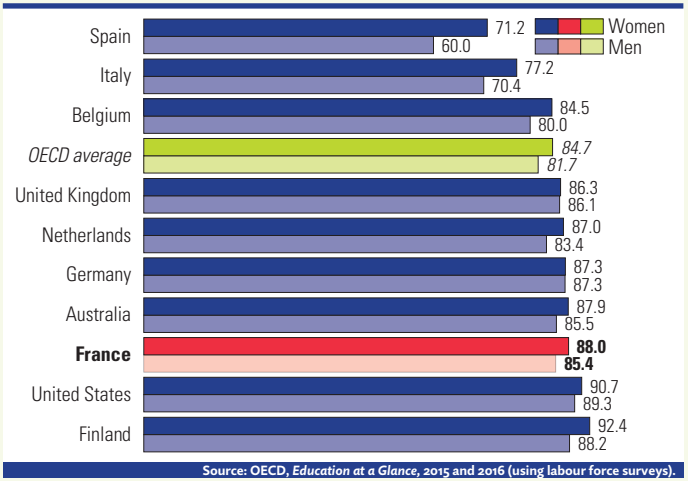
27.3 – Proportion of female *baccalauréat* graduates per stream from 1990 to 2015



Coverage: Metropolitan France.

Source: MENESR-DEPP.

27.4 – Proportion of 25-34 year-olds who have completed upper secondary education (2014) (as %)



Source: OECD, *Education at a Glance*, 2015 and 2016 (using labour force surveys).

28 Level of education according to social background

Although access to secondary education and then higher education was extended in the late 20th century for the whole of the French population, disparities in terms of pupils' social background remain. In particular, these relate to passing the *baccalauréat*, the type of *baccalauréat* obtained and the highest level of qualification attained.

PROMOTING social diversity in France is one of the key challenges regularly addressed in education legislation. Observing the differences in the *baccalauréat* pass rate in a generation, the type of *baccalauréat* achieved and the level of educational attainment per social category is one way of estimating the significance of educational inequalities according to social background.

Quantitative developments in secondary and then higher education have opened education up to a broader population. The proportion of young *baccalauréat* graduates has risen exponentially, exceeding 50% for generations born between 1969 and 1973 to 65% for those born between 1979 and 1983 (*figure 28.1*). This proportion has increased slightly in recent generations (68% for young people born between 1989 and 1993). However, this overall trend still masks major social disparities. For example, more managers' children pass the *baccalauréat* than the children of office workers or manual workers: 84% compared to 57% in the last generation. Although narrower than the 1960s generations, this gap still remains and has changed little in the last decade.

In 2015, 54% of *baccalauréats* awarded, excluding agricultural specialisms, are general *baccalauréats*, 20% are technological *baccalauréats* and 26% are vocational *baccalauréats*. The type of *baccalauréat* obtained varies according to the parents' socio-economic category (*table 28.2*). While 77% of *baccalauréat* graduates whose parents are managers obtain a general *baccalauréat*, 14% a technological *baccalauréat* and 9% a vocational *baccalauréat*, the breakdown for children of manual workers is 34%, 22% and 44% respectively.

Moreover, among young people who completed their initial education in 2012, 2013 or 2014, more children of managers and middle managers have a higher education qualification as their highest qualification than children of manual workers or office workers (60% and 32% respectively (*figure 28.3*). By contrast, fewer of them are likely to only have the *Brevet des collèges'* or no qualifications at all (7% compared to 19%). The proportion of the children of manual workers or office workers without any qualifications has fallen. ■

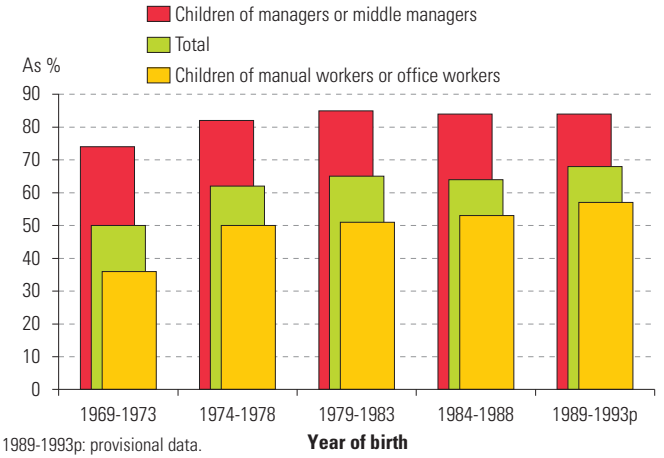
"Educational attainment" is measured here by the highest qualification awarded to the individual. "Social background" is traditionally assessed by the socio-economic category of the parents, primarily the father. The socio-economic category of a retired or unemployed person is that of their last job. The father's occupation takes precedence and the mother's occupation replaces it when the father is absent or deceased.

Figure 28.1 concerns generations, i.e. young people born in the same year. These data are provided by the INSEE Employment Survey covering metropolitan France. The 1995 survey used the results of generations born between 1969 and 1973 and the 2015 survey uses the results of generations born between 1989 and 1993.

Table 28.2 uses the exhaustive MENESR Ocean database.

Figure 28.3 concerns young people who completed their initial education in the year prior to the survey. These data come from the INSEE Employment Surveys covering metropolitan France. The data on 2012, 2013 and 2014 leavers was therefore collected during the 2013, 2014 and 2015 surveys. The analysis over three consecutive years gives a sufficiently large number of individuals per socio-economic category. The part of the Employment Survey questionnaire on education was significantly revised in 2013. It now gives better information on qualifications, particularly among young people.

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



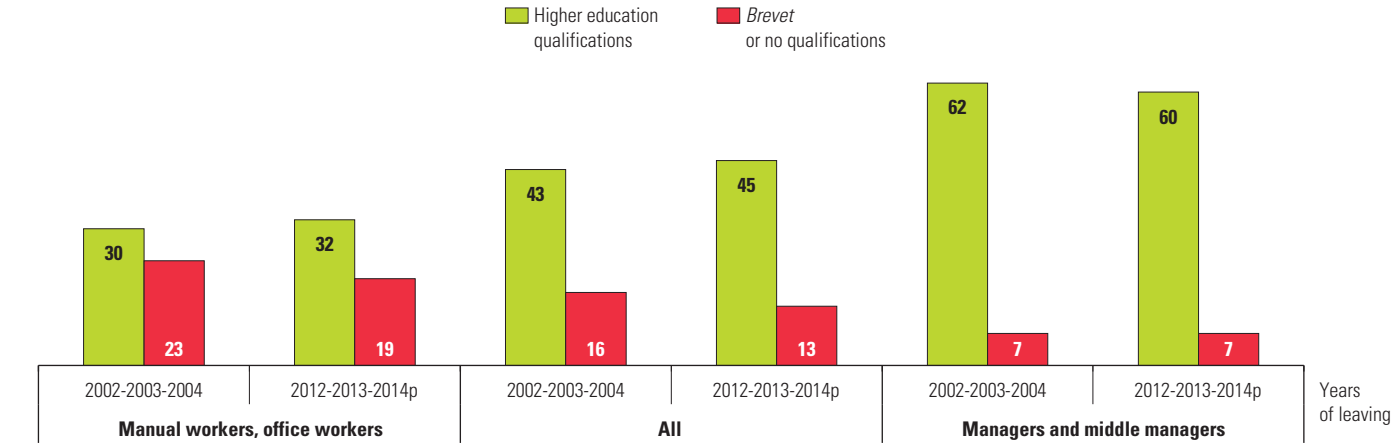
1989-1993p: provisional data.
Interpretation: among young people born between 1989 and 1993, 84% whose father is a manager or middle manager obtain their *baccalauréat*, compared to 57% of those whose father is a manual worker or office worker.
Coverage: Metropolitan France.
Source: INSEE, Employment surveys; calculations: MENESR-DEPP.

28.2 – Breakdown per stream of *baccalauréat* graduates in 2015 according to social background (as %)

	Stream		
	General	Technological	Vocational
Farmers	58	17	25
Skilled craftsmen, traders, company directors	51	20	29
Managers, senior intellectual professions	77	14	9
Middle managers	59	22	19
Office workers	53	26	21
Manual workers	34	22	44
Retired	42	19	39
Not in active employment	45	28	27
Information not given	25	15	60
Total	**54**	**20**	**26**

Interpretation: in 2015, 58% of *baccalauréat* graduates whose parents are farmers obtain a general *baccalauréat*, 17% a technological *baccalauréat* and 25% a vocational *baccalauréat*.
Coverage: Metropolitan France + Overseas departments excluding agricultural specialisms.
Source: MENESR-DEPP, Ocean.

28.3 – Qualifications of young leavers according to social background (leavers in 2002-2003-2004 and 2012-2013-2014)



2012-2013-2014p: provisional data.
Interpretation: 32% of the children of office workers and manual workers leaving the education system in 2012, 2013 or 2014 had higher education qualifications, compared to 60% of the children of managers or middle managers
Coverage: Metropolitan France.
Source: INSEE, Employment Surveys of 2003, 2004, 2005 combined, and 2013, 2014 and 2015 combined; MENESR-DEPP calculations.

29 Qualifications and exposure to unemployment

Two-thirds of young people aged 15-24 are still in education in 2015. The unemployment rate among young people who have recently left initial education increases more than for the rest of the population during times of economic crisis. Young school leavers with the lowest level of qualifications are more likely to be unemployed.

In 2015, in metropolitan France, 63% of young people aged 15-24 have not yet completed their initial education, and 8% of them are combining their studies with a job (*figure 29.1*). 37% of young people aged 15-24 have therefore completed their initial education: 21% are employed, 8% unemployed and 8% not in active employment. Young people are more likely to be faced with unemployment than the rest of the population. According to INSEE, the unemployment rate in ILO terms for the active metropolitan population in the fourth quarter of 2015 is 9.9%, and 25.5% among 15-24 year-olds. The risk of unemployment is even greater among young people with a low level of educational attainment, regardless of the economic situation. For individuals having completed initial education between one and four years previously, 11.6% of young higher education graduates are unemployed in 2015, compared to 24.2% of those with only a *Certificat d'aptitude professionnelle, Brevet d'études professionnelles* or *baccalauréat* and 51.4% of young people with the *Brevet des collèges* only or no qualifications at all (*figure 29.2*).

The unemployment rate among young people is highly sensitive to economic variations. Between 2008 and 2009, period of recession, it increased by 6 points for all individuals who had left school between one and four years previously, and by over 11 points for those with no qualifications or only the *Brevet des collèges*. Between 2009 and 2011, a period of economic recovery, the youth unemployment rate stabilised: it fell 5 points for young leavers without qualifications or who only had the *Brevet des collèges*, whereas it rose slightly for higher education graduates. The unemployment rate among school leavers fell very slightly between 2014 and 2015 (-0.3 point). This is due to the fact that the least qualified individuals are slightly more likely not to be in active employment.

At the same level of qualification, whether qualifications have been attained or not, young people leaving apprenticeships are much more likely to be employed seven months after finishing their apprenticeship than young people who have just left school (*figure 29.3*). This could mean that apprentices have a better employment rate than higher-level upper secondary graduates. In 2015, the employment rate among apprentices with *Certificat d'aptitude professionnelle* qualifications is 54.8%, whereas for upper secondary pupils without a *Brevet de technicien supérieur* it is 52.1%. Regardless of the pathway followed and the level achieved, obtaining qualifications guarantees a better employment situation.

To gain a better understanding of the links between education and vocational integration in different countries, the OECD compares young people's situations with respect to education and work. In early 2014, young people aged 15 to 29 tend to continue their education and training for longer in the Netherlands, Finland and Germany than in the United Kingdom, United States or Spain (*figure 29.4*). At the same time, higher proportions of young people are in work in the Netherlands, Australia, Germany or the United Kingdom than in Italy, Spain or Hungary. In the Netherlands, Australia and Germany, studies and employment often go together: young people take advantage of suitable opportunities in business and education. By contrast, in Spain and Italy one in four young people aged 15-24 are not in education and do not have a job. ■

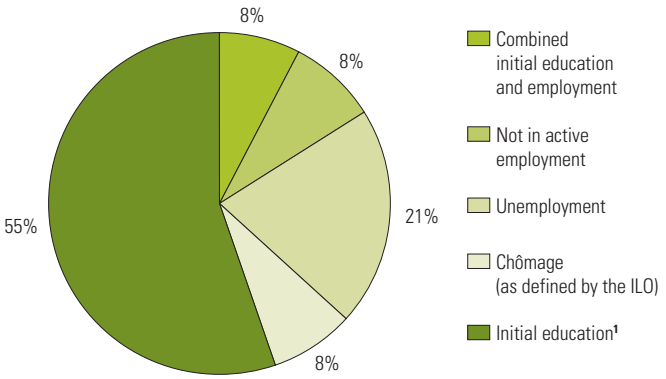
The unemployment rate of a population, in ILO terms, is the ratio between the number of unemployed and the number of employed people (unemployed + employed) in the population.

Figure 29.2 relates to unemployment among young people who completed their education between one and four years previously. The source is the INSEE Employment Survey covering metropolitan France. Until 2002, the Employment Surveys were carried out at the beginning of the year, usually in March. Since 2003, the survey has been conducted continuously over the year. The part of the Employment Survey questionnaire on education was significantly revised in 2013. It now gives better information on qualifications, particularly among young people.

Figure 29.3 is taken from the survey on upper secondary or Apprentice Training Centre leavers' transition into working life (TWL) which is conducted in February, about seven months after they leave education. This survey covers school leavers who have completed vocational training in Grade 12.

Figure 29.4 shows data from table C5.4 of Education at a Glance 2015 and is based on European and national labour force surveys. It covers formal education and training, delivered by recognised institutions and leading to qualifications.

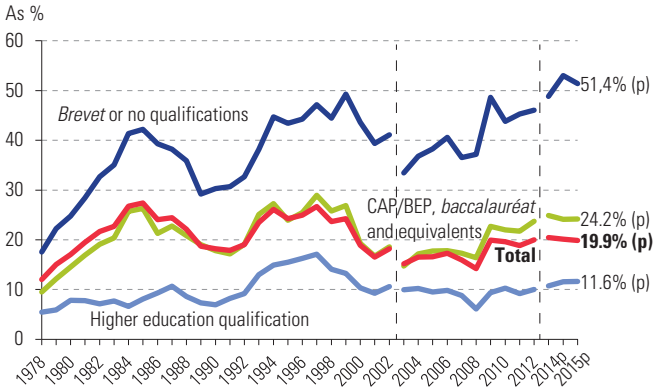
29.1 – The situation of young people aged 15-24 in 2015 (as %)



1. Including the 1% of young people in initial education who are unemployed according to the ILO definition.
Interpretation: in 2015, 55% of young people aged 15-24 are in initial education without combining this with employment. 8% of young people say they are both employed and in initial education.
Coverage: Metropolitan France, provisional data.

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

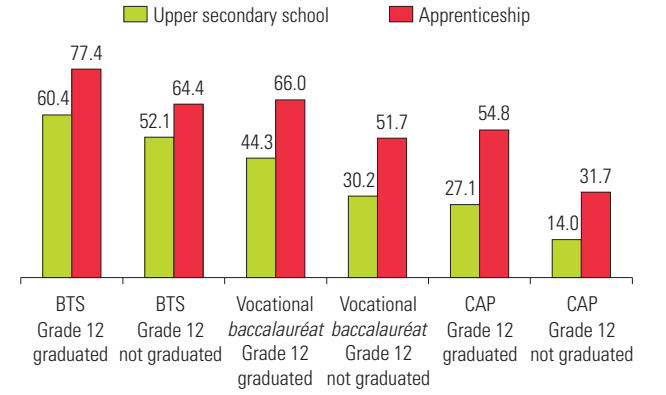
29.2 – Unemployment rates among young people leaving initial education from one to four years, according to their highest level of qualification, from 1978 to 2015



p: provisional data.
Interpretation: in 2015, 19.9% of young people available for work who have completed their initial education between one and four years previously are unemployed, according to the ILO definition.
N.B.: until 2002, the Employment Surveys were carried out at the beginning of the year, usually in March. Since 2003, the survey has been conducted continuously over the year. There is also a break in the series between 2012 and 2013, due to a change in questionnaire.
Coverage: Metropolitan France, 2013-2014-2015 provisional data; young people having left initial education between one and four years previously and available for work.

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

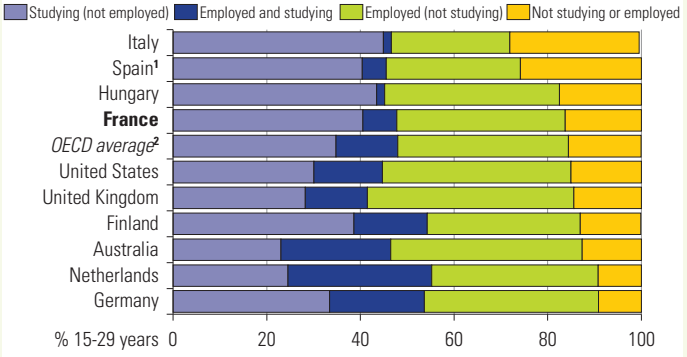
29.3 – Employment rate on 1 February 2015 of upper secondary and Apprentice Training Centre leavers, according to their final class



Interpretation: at 1 February 2015, 60% of young leavers who attained a *Brevet de technicien supérieur* at upper secondary school in 2014 are in employment. The same is true for 77% of young people who took a *Brevet de technicien supérieur* as an apprentice.
Coverage: Metropolitan France + Overseas departments.

Source: MENESR-DEPP, IVA-IPA survey 2015.

29.4 – Employment and education of 15-29 year-olds (1st quarter 2014) (as %)



1. 16-25 years **2.** Average without Japan and Korea.
N.B.: countries ranked according to their proportion of young people aged 15-29 not in employment and not in education or formal training.

Source: OECD, *Education at a Glance*, 2015.

30 Qualifications, social status and salary

The higher the qualification obtained by a young person, the higher their socio-economic category and salary when in work. Overall, young women are employed in jobs with the same level of qualifications as men. However, men tend to receive higher salaries, even with the same level of qualifications.

THE SOCIO-ECONOMIC CATEGORY of a young person who has recently left initial education is linked to the qualifications they hold. Qualified school leavers are much less likely to hold management or middle management positions than higher education graduates: in 2015, 22% for *baccalauréat* graduates compared to 51% for individuals with short cycle tertiary qualifications (*Diplôme d'études universitaires générales, Brevet de technicien supérieur, Diplôme universitaire de technologie*) and 82% for those with long higher education degrees (Bachelor degree and beyond) (*table 30.1*). School leavers with only a *baccalauréat* mostly hold skilled office worker posts (25%) and those with a *Certificat d'aptitude professionnelle* or a *Brevet d'études professionnelles* hold skilled manual worker posts (31%). Young people without any qualifications or the *Diplôme National du Brevet* only are more likely to be unskillled office workers (30%) or manual workers (28%).

Although qualifications are key to accessing a senior or intermediate profession, social background and gender also play a role. For a given qualification, children whose father work as a manager or middle manager (including teachers) are more likely to be employed as managers or middle managers than the children of office workers or manual workers. In 2015, the difference is 28 points for all qualifications and 5 points when the young person has a *Certificat d'aptitude professionnelle* or *Brevet d'études professionnelles* as their highest qualification (*figure 30.2*). In general, women are just as likely as men to be employed as managers or middle managers (*figure 30.3*).

The higher the qualifications of employed persons, the higher their salary (*table 30.4*). Salaries also vary significantly according to age. For example, in 2015, the relative gap between the median salary for men with a *baccalauréat* as their highest qualification and those with a *Certificat d'aptitude professionnelle* or *Brevet d'études professionnelles* as their highest qualification is significantly wider at the age of 45-54 than at the age of 15-24. Although young women perform better than men at school, they receive less pay for equivalent qualifications. Here again, although this pay difference exists from the first years after leaving school, it tends to increase significantly with age. ■

Leavers are young people who have completed their initial education between one and four years previously for table 30.1 and between one and ten years for figures 30.2 and 30.3. Grouping together the years in this way gives samples of sufficient size for the analyses conducted here and is consistent with the methodology used in the INSEE Employment training assessment.

The part of the Employment Survey questionnaire on education was significantly revised in 2013. It now gives better information on qualifications, particularly among young people.

"Social background" is traditionally assessed by the socio-economic category of the parents. The father's occupation takes precedence and the mother's occupation replaces it when the father is absent or deceased. The socio-economic category of a retired or unemployed person is that of their last job.

The median salary is the figure that half of individuals earn more than and half less.

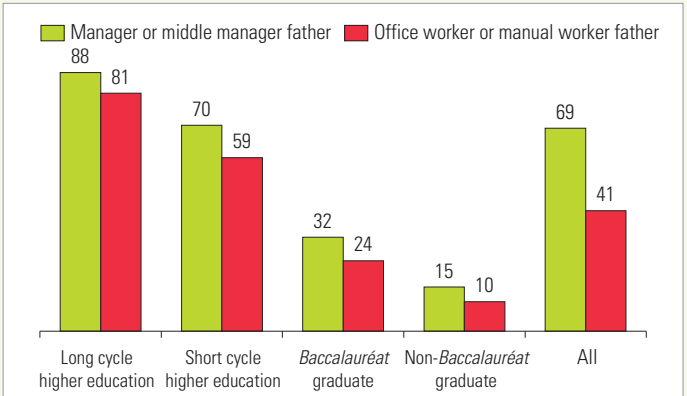
Table 30.4 takes into account all people employed full-time in the public or private sector.

30.1 – Socio-economic category in 2015 of young people in employment having left initial education one to four years previously (as %)

	Long cycle tertiary	Short cycle tertiary	*Bacca-lauréat*	CAP-BEP	DNB or no qualifi-cations
Managers and intellectual professions [1]	41	3	1	1	1
Middle managers [2]	41	48	21	7	11
Skilled office workers	12	23	25	18	11
Unskilled office workers	4	10	20	24	30
Skilled manual workers	1	8	19	31	19
Unskilled manual workers	1	8	14	19	28
Total	**100**	**100**	**100**	**100**	**100**

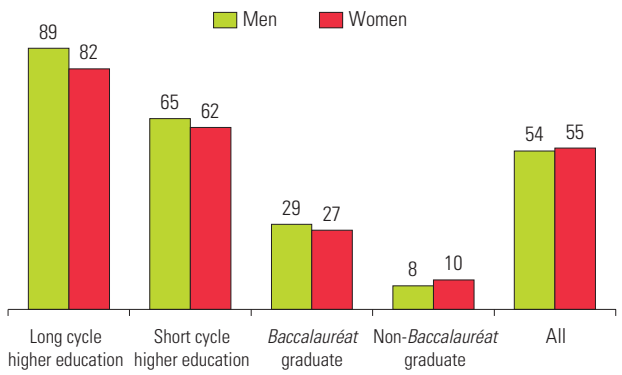
1. Including company directors.
2. Including farmers, skilled craftsmen and traders.
Interpretation: in 2015, young people who have left short cycle tertiary education between one and four years previously and who are in employment are working in middle management positions.
Coverage: Metropolitan France, provisional data; young people who say they are in employment in 2015, having left initial education one to four years previously.
Source: INSEE, Employment surveys; calculations: MENESR-DEPP.

30.2 – Proportion of young people holding a management or middle management position in 2015, according to qualification and social background (as %)



Interpretation: in 2015, 32% of young people who have left initial education one to four years previously are *baccalauréat* graduates, in employment and whose father is a manager or middle manager, hold management or middle management positions.
Coverage: Metropolitan France, provisional data; young people who say they are in employment in 2015, having left initial education one to four years previously.
Source: INSEE, Employment surveys; calculations: MENESR-DEPP.

30.3 – Proportion of young people holding a management or middle management position in 2015, according to qualification and gender (as %)



Interpretation: in 2015, 29% of young men, holding a *baccalauréat* and in employment, having left initial education one to ten years previously, are in management or middle management positions.
Coverage: Metropolitan France, provisional data; young people who say they are in employment in 2015, having left initial education one to four years previously.
Source: INSEE, Employment surveys; calculations: MENESR-DEPP.

30.4 – Net monthly salaries reported in 2015 according to age and qualification (median salaries of full-time employees, in euros)

	15-24 years	25-34 years	35-44 years	45-54 years
Men				
Long cycle tertiary	1,550	2,200	2,900	3,600
Short cycle tertiary	1,300	1,850	2,250	2,600
Baccalauréat graduate	1,250	1,600	1,900	2,200
CAP, BEP	1,250	1,500	1,700	1,800
Brevet or no qualifications	n.s.	1,450	1,600	1,650
All qualifications[1]	**1,300**	**1,750**	**2,050**	**2,150**
Women				
Long cycle tertiary	1,450	1,850	2,200	2,500
Short cycle tertiary	1,300	1,600	1,900	2,200
Baccalauréat graduate	1,150	1,400	1,500	1,700
CAP, BEP	1,200	1,350	1,400	1,500
Brevet or no qualifications	n.s.	1,250	1,350	1,400
All qualifications[1]	**1,200**	**1,600**	**1,800**	**1,800**

n.s. : not significant.
1. All qualifications means those from higher and secondary education; the *Brevet des collèges* is not counted. The median salary is rounded up to the nearest €50.
Interpretation: in 2015, the median salary for male *baccalauréat* graduates aged 15-24 in full-time employment is €1,250 per month.
Coverage: Metropolitan France, provisional data.
Source: INSEE, Employment surveys; calculations: MENESR-DEPP.

Table of acronyms

ANR	Agence nationale de la recherche - National Research Agency
ARS	Allocation de rentrée scolaire - Back-to-school allowance
ASH	Adaptation scolaire et scolarisation des élèves handicapés - Special needs education for disabled pupils
ASS	(Personnels) administratifs, sociaux et de santé - Administrative, social and healthcare staff
ATTEE	Adjoint technique territorial des établissements d'enseignement - Local technical assistants in educational institutions
Atsem	Agent territorial spécialisé d'école maternelle - Local specialist staff in pre-primary schools
BEP	Brevet d'études professionnelles - vocational studies certificate
BIT	Bureau international du travail - International Labour Organisation
BMA	Brevet des métiers d'art - Arts and crafts certificate
BP	Brevet professionnel - Vocational Certificate
BTS	Brevet de technicien supérieur - Higher Technical Certificate
CAP	Certificat d'aptitude professionnelle - Certificate of Vocational Aptitude
CDAPH	Commission des droits et de l'autonomie des personnes handicapées - Commission for the Rights and Autonomy of Persons with Disabilities
Cedre	Cycle d'évaluations disciplinaires réalisées sur échantillon - Cycle of Sample-Based Subject-Specific Assessments
Céreq	Centre d'études et de recherches sur les qualifications - Centre for study and research into qualifications
CFA	Centre de formation d'apprentis - Apprentice training centre
CIF	Congé individuel de formation - Personal training leave
CNRS	Centre national de la recherche scientifique - National Centre for Scientific Research
CPGE	Classe préparatoire aux grandes écoles - Class preparing for admission to the Grandes Ecoles (elite universities)
CUFR	Centre universitaire de formation et de recherche - University teaching and research centres
DEA	Diplôme d'études approfondies - Diploma of advanced studies
DCG	Diplôme de comptabilité et gestion - Accounting and management diploma
DEPP	Direction de l'évaluation, de la prospective et de la performance - Evaluation, Forward-planning and Performance Directorate
DESS	Diplôme d'études supérieures spécialisées - Post-graduate specialised diploma
DEUG	Diplôme d'études universitaires générales - Diploma of general university studies
DGESCO	Direction générale de l'enseignement scolaire - General Directorate of school education
DGESIP	Direction générale de l'enseignement supérieur et l'insertion professionnelle General Directorate of higher education and vocational integration
DGRI	Direction générale pour la recherche et l'innovation - General Directorate of Research and Innovation
DIE	Dépense intérieure d'éducation - Domestic expenditure on education (DEE)
DMA	Diplôme des métiers d'art - Arts and crafts diploma
DIEO	(Personnels de) direction, d'inspection, d'éducation, et d'orientation - Executive, inspection, educational and school guidance personnel
DIF	Droit individuel à la formation - Individual training right
DIMA	Dispositif d'initiation aux métiers en alternance - Introductory work-study training
DNB	Diplôme national du brevet - National brevet diploma (school leaving certificate)
DOM	Département d'outre-mer - Overseas department
DSN	Direction du service national - National Service Directorate
DUT	Diplôme universitaire de technologie - University degree in technology
Éclair	Écoles, collèges et lycées pour l'ambition, l'innovation et la réussite - Primary, lower and upper secondary schools for ambition, innovation and success
EP	Éducation prioritaire - Priority education
EPSCP	Établissement public à caractère scientifique, culturel et professionnel - Scientific, cultural and vocational public institution
EREA	Établissement régional d'enseignement adapté - Regional adapted teaching institutions
ES	Économique et social (baccalauréat général) - Economic and Social Sciences option (general *baccalauréat*)
IEP	Institut d'études politiques - Institute of Political Studies
INP	Institut national polytechnique - National Polytechnic Institute
ITRF	Ingénieurs, techniciens de recherche et de formation - Engineers, research and training technicians
IUT	Institut universitaire de technologie - University Institute of Technology
IVA	Insertion dans la vie active - Transition into working life (TWL)
JDC	Journée défense et citoyenneté (formerly JAPD) - Defence and Citizenship Day
L	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 on Finance Laws
LP	Lycée professionnel - Vocational upper secondary school
MAAF	Ministère de l'Agriculture, de l'Agroalimentaire et de la Forêt - Ministry of Agriculture, Food and Forests
MDPH	Maisons départementales des personnes handicapées - Departmental Centres for People with Disabilities
MC	Mention complémentaire - Additional (specialised) option
MENESR	Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche - Ministry of National Education, Higher Education and Research
MFR	Maison familiale rurale - Rural Family Centre
OECD	Organisation for Economic Co-operation and Development
PCS	Professions et catégories socioprofessionnelles Socio-economic occupations and categories
GDP	Gross Domestic Product
PISA	Programme for International pupil Assessment
RAP	Rapports annuels de performances - Annual performance reports
REP	Priority education network
RRS	Educational success network
S	Scientifique - Science option (general *baccalauréat*)
Segpa	Section d'enseignement général et professionnel adapté - General and vocational adapted education section
SIES	(Sous-direction des) systèmes d'information et des études statistiques - Information Systems and Statistical Studies Sub-Department
ST2S	Sciences et technologies de la santé et du social (formerly SMS) - Health and social science and technology
STAV	Sciences et technologies de l'agronomie et du vivant - Agronomy and life sciences and technology
STD2A	Sciences et technologies du design et des arts appliqués (formerly STI) - Design and applied arts science and technology
STG	Sciences et technologies de la gestion (replaced by STMG) - Management science and technology
STI	Sciences et technologies industrielles - Industrial science and technology (replaced by STD2A and STI2D)
STI2D	Sciences et technologies de l'industrie et du développement durable (formerly STI) - Industrial and sustainable development science and technology
STL	Sciences et technologies de laboratoire - Laboratory science and technology
STMG	Sciences et technologies du management et de la gestion (formerly STG) - Management science and technology
STS	Section de technicien supérieur - Higher Technical 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
ULIS	Unité localisée pour l'inclusion scolaire - Localised educational inclusion unit
UT	Université de technologie - University of Technology

Education levels

French nomenclature of levels set by the National Statistical Commission for Vocational Training and Social Progress.

Level VI: left education after the intermediate years of the first cycle of secondary education (Grade 6, 7 and 8) and one-year pre-vocational courses.

Level V bis: left education after the final year of the first cycle (Grade 9) and the intermediate years of short upper secondary courses (*Certificat d'aptitude professionnelle, Brevet d'études professionnelles*).

Level V: left education after the final year of short upper secondary courses (*Certificat d'aptitude professionnelle, Brevet d'études professionnelles*) and the intermediate years of long upper secondary courses (general, technological and vocational Grade 10 and 11).

Level IV:left education after the final year of long upper secondary courses and from higher education without a qualification.

Level III: left education with a *baccalauréat* + 2 years qualification (*Diplôme d'études universitaires générales, Brevet de technicien supérieur, Diplôme universitaire de technologie*, health and social services training, etc.).

Levels II and I: left education with a qualification equivalent or higher than a *baccalauréat* + 3 years (Bachelor degree).

ISCED: International Standard Classification of Education

ISCED 2011 - Levels attained

0: early childhood education (01: educational curricula for the under-3s; 02: pre-primary education)

1: primary education

2: lower secondary education

3: upper secondary education

4: post-secondary non-tertiary education

5: short-cycle tertiary education

6: Bachelor or equivalent level

7: Master or equivalent level

8: Doctorate or equivalent level

Devised by UNESCO in the early 1970s, the International Standard Classification of Education classifies curricula and levels of studies in all countries using a single nomenclature. It is an essential tool for international statistical comparisons in the field of education and training. Pupil numbers, education expenditure or graduate flows can therefore be compared from one country to another. The levels of study taken into account are those that are awarded a qualification. People with at least ISCED level 3 in France therefore have a *Certificat d'aptitude professionnelle, Brevet d'études professionnelles* or *baccalauréat* as a minimum. The ISCED was revised in 2011; the 2011 ISCED applies from the 2014 data.

The State of Education online

The Ministry of National Education participates in the national debate on the French education system by guaranteeing citizens and specialists access to the information and analyses in its possession. As such, it encourages best use and the widest circulation possible of the statistical information in this document. The content of *The State of Education* is therefore available on the institutional website.
Any partial reproduction is permitted without prior agreement; users must however ensure that the source is given.

Consult ***The State of Education*** online at:
www.education.gouv.fr/statistiques/etat-ecole

- download the document **in PDF format**;
- download the **tables and graphs** in Excel format.

Find all the **public data** covering all the structural aspects of education and research on the website of the Ministry of National Education:

- the results of the latest surveys;
- reference publications and reports;
- detailed, up to date data;
- directories, nomenclature and documentation.

www.education.gouv.fr/statistiques

> > > if you are looking for statistical information

Documentation Centre
61-65, rue Dutot – 75732 Paris Cedex 15
Telephone: +33 (0)1 55 55 73 58
(Monday, Wednesday and Thursday from 2pm to 4.30pm)
E-mail: depp.documentation@education.gouv.fr

> > > if you want to obtain publications from the Evaluation, Forward-planning and Performance Directorate

DEPP / Promotion and Publishing Department
61-65, rue Dutot – 75732 Paris Cedex 15
Email: diffusion.vente@education.gouv.fr

DEPP publications

The Evaluation, Forward-planning and Performance Directorate of the Ministry of National Education, Higher Education and Research publishes a range of documents presenting complete statistical data from systematic surveys and series of analytical indicators, methodological or summary articles, results of studies or research. In addition to the concise data contained in *The State of Education*, these publications offer a detailed insight into our country's education system.

The ***Notes d'Information***
review a recurrent
or isolated aspect of the education system
and provide essential data from the latest surveys
and studies in clear, summarised form.

Repères & références statistiques
present all the statistical information available
on the French education and research system,
broken down into 180 topics. This vast
set of data helps to substantiate the debate
on the operation and results of school education.

Géographie de l'École
presents the major findings on the education
system through their geographical disparities:
training programmes, human and financial resources,
educational pathways and results.

The articles in the magazine
Éducation & formations,
cover studies undertaken by specialists,
dealing with the major issues of education,
vocational training or research.

All the content is available free of charge online.
Most can be downloaded in printed format with tables of figures:

www.education.gouv.fr/statistiques-catalogue-publications

L'Education in Europe: Key figures

presents a wide variety of indicators through 30 factsheets including texts, focus, graphs, tables and maps. It thus provides the chance to compare and contrast the multiple dimensions in play for success in education, and this for all European Union member-states that are facing the same challenges, ranging from education for all to learning how to live together in diversity.

Every year, the ***Bilan social*** gives a picture of all the staff, teachers and other personnel in the Ministry of National Education and Higher Education. It presents useful indicators for managing the human resources that contribute to the operation of the education system: detailed figures and characteristics of staff, careers and working conditions.

***Filles et garçons** sur le chemin de l'égalité*

groups together the principal statistics on the educational pathways of girls and boys: school results, career choices, continuing studies after the *baccalauréat*, transition into the labour market. The international indicators rank France at European level and within the OECD.

Atlas académique des risques sociaux d'échec scolaire: l'exemple du décrochage

This work describes in detail the situation of each *Académie* from a dual point of view: it analyses and maps, at regional level, the factors that lead to academic success or failure, which may lead to early abandonment of studies.

L'Éducation nationale en chiffres

summarises the characteristics and trends of the French education system and gives the key figures each year for the past school year.

Printed in November 2017
Atelier de la DEPP
61-65 rue Dutot - 75015 Paris

The State of Education 2016

Costs • Activities • Results

Downodable on **www.education.gouv.fr**




Liberté • Égalité • Fraternité
RÉPUBLIQUE FRANÇAISE

MINISTÈRE
DE L'ÉDUCATION
NATIONALE

Direction de l'évaluation, de la prospective et de la performance

IMPRIM'VERT®

16 €

ISBN 978-2-11-152128-5

9 782111 521285