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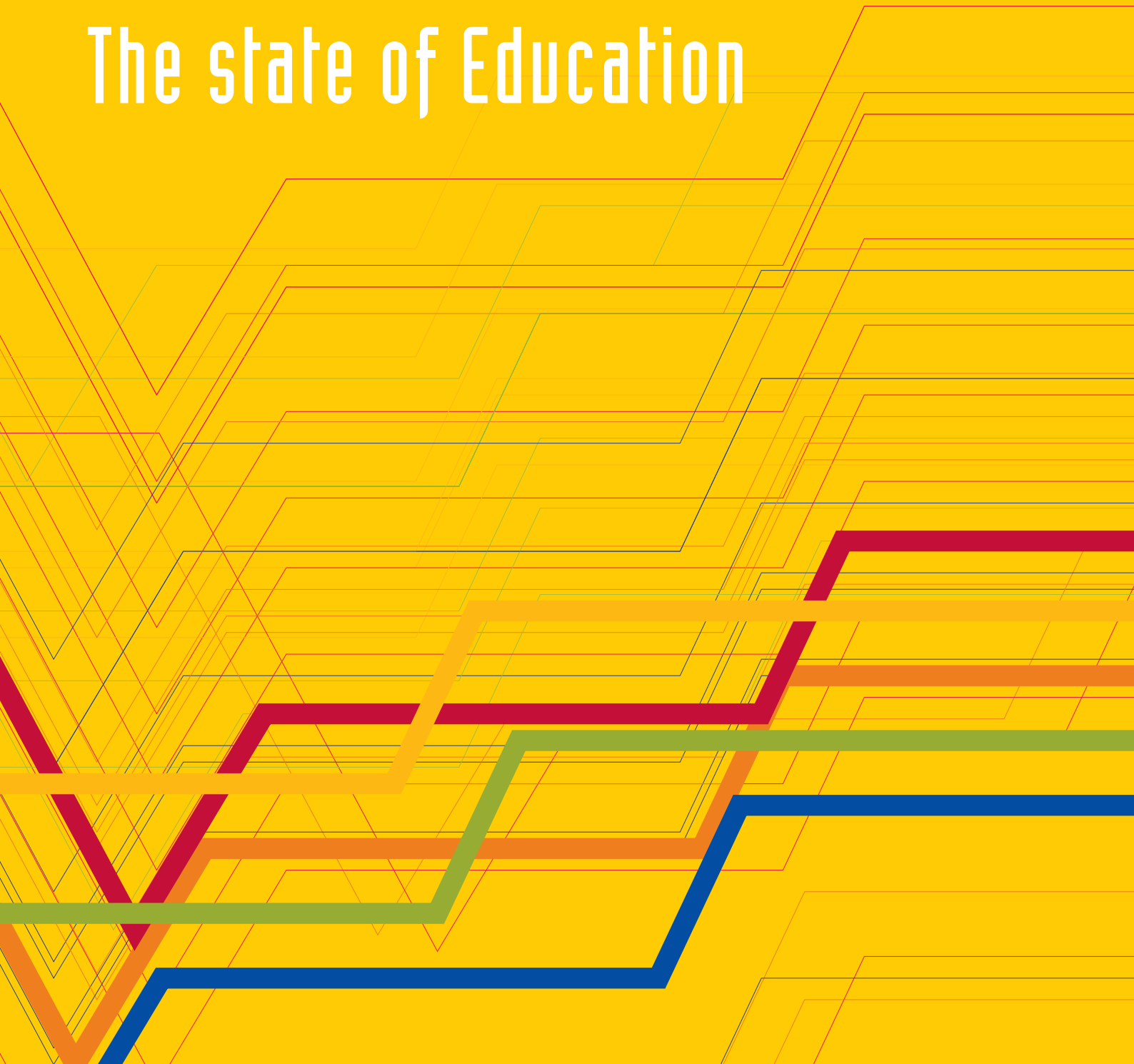
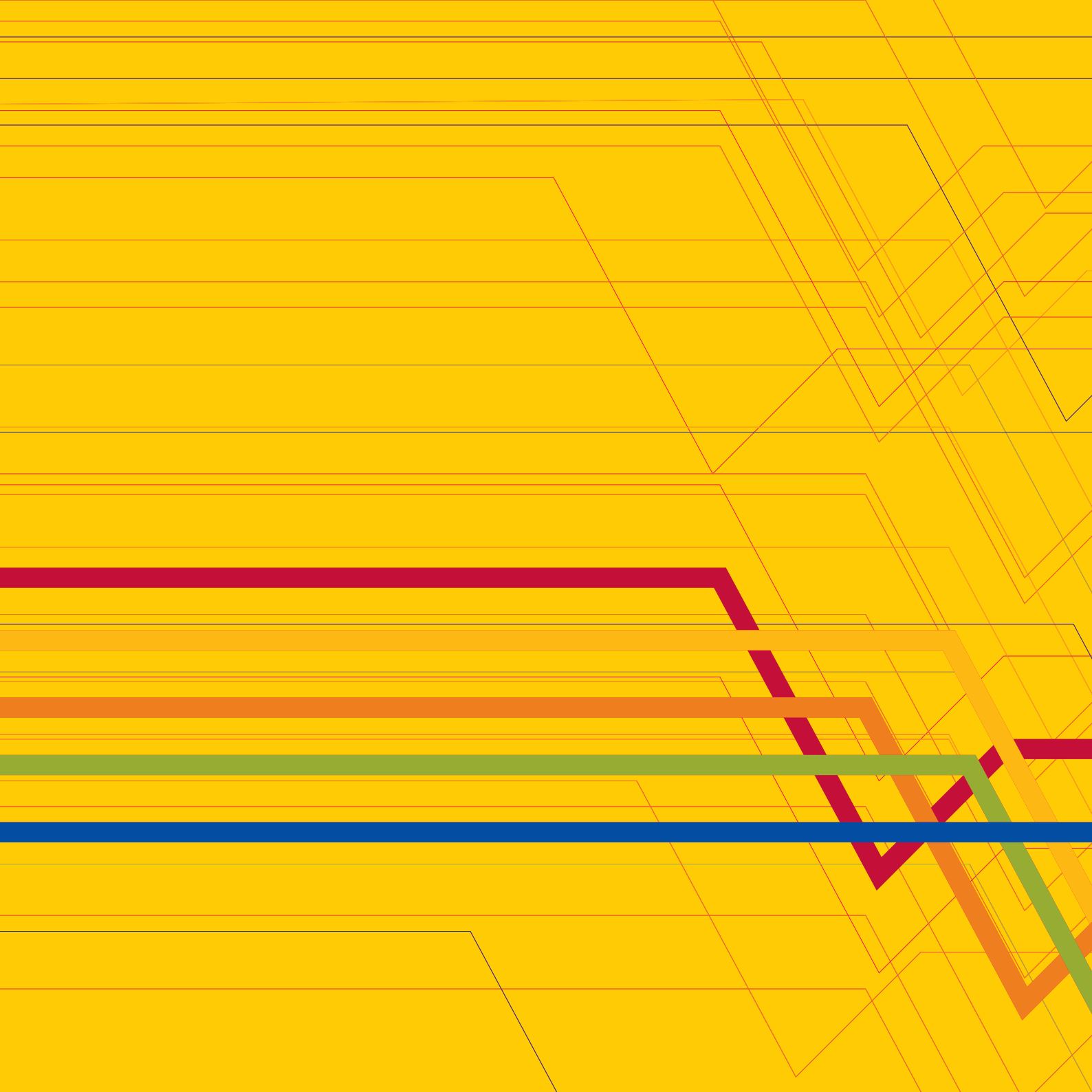
The state of Education





Foreword

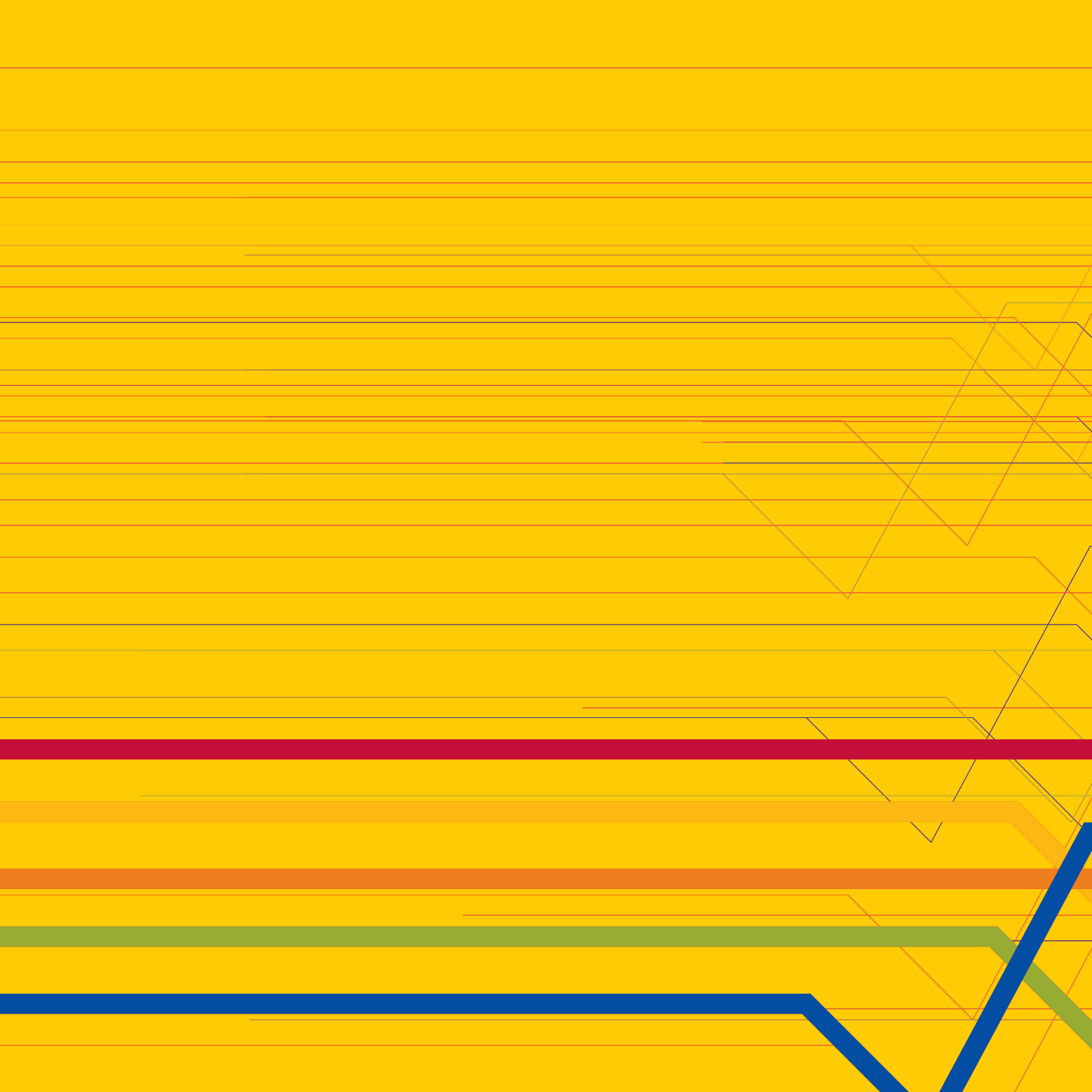
This fifteenth issue of the State of Education illustrates the remarkable progress made in terms of democratisation of the access to education and of the level of qualification achieved by young people upon leaving the education system. It also indicates the direction to be taken so as to reach the targets assigned by the nation by 2010.

Helping all students to succeed, providing better guidance to pupils and students, giving young people who left the education system without a qualification a second chance, these are the priorities that I have set to consolidate equal opportunities, which is the main purpose of the education system. By building up confidence in School, we will be able to bring 80% of each generation to the *baccalauréat* and half of them to a higher education qualification.

Equal opportunity is a republican requirement; it is also a necessity for mobilising our talent and increasing the level of general and vocational education in our country.

The thirty indicators presented herewith represent the tools of our ambition.

Gilles de Robien



The State of Education

Any diagnosis we make of our education system must be based on analyses which are as regular, in-depth and objective as possible, relative to resources implemented to ensure its functioning, its activities and achievements, both internal and external, as well as their evolution over time and their direct comparison with systems in other, comparable countries. However, the quality of such analyses, their accuracy and their relevance, also depend on the information systems which generate them: every effort must therefore be made to ensure their constant adjustment and improvement.

This fifteenth issue of ***the State of Education*** thus presents three major changes, already begun in 2004:

– The renovation of the Education account, which makes it possible to comprehend more easily the entire expenditure made by the State, regional authorities, businesses and households in mainland France and overseas departments (expenditure that can be compared with national wealth – GDP – which was also revalued retrospectively in 2005 by INSEE);
– The implementation of new evaluations / assessments, which last year concerned the written and oral comprehension of pupils in the final year of primary school, and their general skills at the end of *collège* (lower secondary education), and apply to the acquired knowledge in foreign languages this year;
– The updating of the Employment Survey, which in particular provides information on the situation of young people who have recently left school, comparing their studies and qualifications and their professional status.

At the same time, the implementation of LOLF (Organic Law on Budget Acts) and the development of indicators and comparative surveys on an international scale (OECD, EUROSTAT), the definition of common targets for European education systems (for example, those set in 2000 in Lisbon) and the vote on a new law on orientation and programmes for the future of the Education system in April 2005, are designed to focus on education and training, on the results achieved and improvements still to be made. In this new issue, 14 indicators are presented, with nearly half of them including international comparisons showing the position of France in relation to the major developed countries.

Increased resources for school populations on the decline

In 2004, France devoted financial resources of 116.3 billion Euro to its education system as a whole (mainland France + Overseas Departments), or 7.1% of the GDP (gross domestic product), which represents the sum of 1,870 Euro per inhabitant or 6,810 Euro per pupil or student. With the exception of continuing education, this effort has placed us above the average of OECD countries (6.1% compared with 5.8% in 2002).

Expenditure on education as a proportion of the national budget increased significantly in the early 1990s, reaching 7.6% in 1993 as opposed to 6.4% in 1980. Since then, the trend has slowly and gradually reversed; education expenditure has continued to rise though less rapidly than the GDP, which until 2000 saw growth in excess of 3% per annum, and slightly less thereafter *(indicator 01).*

Since 1980, education expenditure has increased by 85%, on a constant price basis, developing at an annual rate greater than that of the GDP (2.6% compared with 2.2%). This growth is due to the cost per pupil more than the increase in the number of pupils and students. If all levels of education are combined, this unit cost has risen by 71% since 1980, because of the particular development of relatively more expensive courses in higher secondary and higher education, and above all because of improvements in conditions for pupils and students and in the career prospects and salaries of teaching personnel.

Although the average expenditure per pupil in the primary and secondary sectors rose by 73% and 65%, respectively, the average expenditure per student in higher education grew by only 28%, as the significant increase in student numbers until 1996 absorbed most of the additional funds devoted to this sector.

In primary education, stability in the number of teachers combined with a fall in pupil numbers has resulted in a substantial improvement in class sizes, the average in nursery and primary schools now being around 26 and 23 pupils, respectively, as opposed to 40 and 30 at the beginning of the 1960s *(indicator 15)*.

Secondary education has not benefited from such a favourable trend, but receives relatively higher levels of resources when compared with other, comparable countries. The high staffing levels characteristic of our secondary sector, enhanced by the current demographic downturn, result in particular from the fact that a larger number of teaching hours (on average one-third, and a half in higher secondary education) are given to smaller groups as opposed to whole classes *(indicator 19)*.

Higher education represents an increasingly bigger share of the education expenditure *(indicator 23),* but in light of the particularly steep increase in the overall number of students up until 1996, unit costs have not developed as much as in the school sectors. In 2004, the average cost per student is hardly higher than the cost of a secondary education pupil (8,630 Euro compared with 8,530), and the cost of a university student is significantly lower than that of a *lycée* (higher secondary education) pupil (6,700 Euro compared with over 10,000).

The State is predominant in the financing of the education expenditure, with a 63% ratio, 56% of which comes from the Ministry of Education. Its budget is mainly used to pay staff (1.3 million in January 2005), whose numbers and structure have altered considerably. Nearly 80% of public sector teachers are now *professeurs des écoles* in primary education, and over 70% *agrégés* (associate teacher) or *certifiés* (certified) in secondary *(indicators 02 and 03)*. Local governments contribute 20% to the "initial" financing of education, this share increasing to 40% in the primary sector, where local *communes* bear the cost of non-teaching personnel expenditure as well as operating and investment expenditure *(indicator 14)*.

Significant advances in attendance until the mid-1990s…

Our education system has experienced three decades of sustained quantitative development. The 1960s and 1970s saw considerable growth in nursery school attendance and access to secondary education, and from the mid-1980s, the massive entry of pupils from lower secondary education into higher secondary education with the aim of taking a general, technological or vocational *baccalauréat,* and then moving onto higher education.

Although the target of 80% of a generation entering the final year of secondary education, at *baccalauréat* level, was not met, this target led to the spectacular development, over 30 points, of access to this level in the space of a decade: from under 40% in 1985 to 70% in 1995 *(indicator 20).*

Similarly, important progress was made ensuring all young people obtain a minimum level of qualification at the end of their studies. Nowadays, approximately 50,000 young people, i.e. about 6% of their generation, leave School without reaching CAP (Vocational Training Qualification) or BEP (Certificate of Technical Education) level, or without being admitted to a general and technological *lycée* (higher secondary education). However, this figure was above 30% in the sixties *(indicator 09).*

School has made it possible for the younger generations to achieve much higher levels of qualification than older generations. Over half of those born at the end of the seventies gained access to higher education, and 40% obtained a degree *(indicator 08).*

These changes have significantly affected the level of the entire French population: the results of the INSEE Census show that the proportion of *baccalauréat* holders within the adult population increased from 13% in 1975 to 30% in 1999. The proportion of the population having obtained at least one higher secondary education qualification (international level CITE 3) is up 30 points for generations currently aged 25 to 34 years old, compared with their elders of 55 to 64 years old. This indicator, regularly used in international comparisons, shows that France's situation is now close to that of the most advanced countries: Japan, North America and Northern Europe. Among the 25 to 34 year-old population, 20% only of the French population does not hold at least a CAP, BEP or *baccalauréat*. Among the 20 to 24 year-olds, this proportion is even lower: 18% *(indicator 09).*

However, these advances have tended to stagnate in recent years. The trend towards a sustained lengthening in the duration of studies has now ceased. The total duration of learning, from nursery school to the end of higher education, has stabilised at around 19 years *(indicator 04).* Almost all members of a generation now complete lower secondary education, increasingly often with a general final year of college, but after a period at the end of the 1980s during which there was a pronounced trend in favour of general courses, more pupils leaving lower secondary education now are choosing vocational training, particularly in agriculture or as apprentices *(Indicator 18).* The access rate of a generation to *baccalauréat*

level has stopped increasing and is stable at around 70%, including 6% in courses outside the National Education *(indicator 20).* As for the proportion of those obtaining a *baccalauréat,* this has now stabilised at around 62%, a little more than half of these students having completed general courses.

Access to and orientation toward higher education are affected by this new balance, by the increasing proportion of vocational *baccalauréat* holders, whose education is primarily oriented toward a professional career, but also by the fact that, to a certain extent, general and technological *baccalauréat* holders have been less interested in general university courses since 1995 *(indicator 24).* These trends, which appeared to have halted at the beginning of the 2003-2004 academic year, may have given rise to a slight downturn in the attendance numbers in higher education, at least amongst 19 to 21-year-olds *(indicator 26).*

… leading to the democratisation of access to the *baccalauréat* and to higher education

Successive rises in attendance have unquestionably favoured the democratisation of our education system. Secondary education has gradually become open to all, in *collèges* during the 1960s and then in *lycées* by the end of the 1980s. Among younger generations, nearly half of the children of blue-collar workers obtain a *baccalauréat,* and are often the first to have achieved this in their family; they were only some 10% in this situation in the 1950s. Thanks in particular to the development of welfare assistance for students *(indicator 06),* more and more young people (more than half today) are able to enter higher education. Within a decade, the chances of becoming a student have more than doubled, and even tripled for the children of blue-collar workers, whose relative handicap has tended to diminish *(indicator 10).*

Learning skills and success: still significant differences, particularly of a social nature

The development of attendance and the opening of higher and higher levels of learning to new categories of pupils have not removed the profound differences in learning skills and success which continue to distinguish pupils and are often related to their social origin or family background.

So that the education system can accomplish its fundamental mission of transmitting knowledge and know-how, a regular system is now available for the observation and evaluation of pupils and students, also including an international level. Therefore, the "Programme for International Student Assessment" (PISA) provided in 2000, then 2003, a range of results in the field of written comprehension, mathematical literacy and scientific literacy for 15 year-old students (issues no. 12 and 13 of the State of Education). These results demonstrate that our students show average competency compared with other OECD countries in the field of written comprehension and scientific literacy and slightly above average in mathematical literacy. From 2000 to 2003, our students improved in their scientific literacy performance.
The evaluations carried out each year in France, and the new assessment systems which have been implemented at the end of primary education and the end of lower secondary education, provide a further insight into these results, and

confirm the existence of persistent learning problems among a minority of pupils. This is obvious for one out of six to seven pupils who show very poor or non-existent oral and written comprehension ability at the end of their primary education, or general ability at the end of *collège,* but also very poor foreign language skills *(indicators 16 and 21).* These evaluations show that only one out of three or four pupils shows a satisfactory or very satisfactory command of the skills required for the programmes at the end of primary and *collège* education. The definition of a "common base" of skills that all young people are supposed to have acquired at the end of compulsory schooling must therefore be associated with the implementation of measures designed to prevent or overcome the difficulty experienced by certain pupils, like the "personalised education achievement programme".

These preventative measures are a necessity as problems, which are often detected in the very first school years, are rarely overcome: pupils with the weakest learning skills inevitably constitute the majority of those who, a few years later, complete their studies without any qualifications and are thus singularly ill-equipped to find stable employment *(indicator 22).* And during the National Defence Preparation Days (JAPD), reading difficulties are detected among one in ten teenagers, and are particularly severe in half of these *(indicator 07).*

These inequalities in success comprise a strong social component. Thus the children of managers and teachers always achieve higher scores at national assessments than the children of blue-collar workers. Similarly, written and oral comprehension at the end of primary education appear to be less well-assimilated in ZEPs (priority education zones) than elsewhere *(indicator 05).* Children from more privileged backgrounds benefit more significantly from this advantage through the application of more targeted learning career strategies which allow them to achieve the academic success which, in France, still continues to have a strong influence on future social and professional success. At the *baccalauréat,* their over-representation appears to peak in scientific courses (S), as well as preparatory classes for *Grandes Ecoles* (CPGE) and healthcare disciplines at entry into higher education, while the children of blue-collar workers are more likely to follow technological and vocational courses: preparation for CAP, BEP and vocational *baccalauréat* in secondary education, preparation for BTS (Higher Technician Certificate) in higher education *(indicators 10 and 25).*

Although boys and girls tend to follow distinct learning paths, the differences in this case are of another type. Taking advantage of their greater skills in French, girls are in the majority amongst *baccalauréat* holders and students, but they always prefer training in literary and tertiary areas, leaving boys to predominate in the more sought after and selective scientific and industrial courses *(indicator 13).*

Recent trends

Notwithstanding the foregoing, which constitutes the main characteristics of our education system, several new or "temporary" trends have arisen in the last few years:

– demographic recovery, substantial since 2000, whose consequences are becoming significant in primary education;
– degradation of the economy, affecting young people having completed their schooling to start a professional career and particularly those who finished their studies earliest. This situation may encourage young people to continue studying, following a stable phase observed since 1995, so as not to enter the labour market without a qualification, now more necessary than ever.

Demographic recovery and increase in school population, in both primary and higher education

Due to the lack of significant progress in terms of school attendance in the past decade, the decrease in the number of births registered in France, more moderate than in other countries like Germany or Italy, a general decrease in school populations has resulted, which had even started to affect higher education from 1995 to 1998. With the exception of the 1980 to 1982 generations, each of them having 800,000 young people, the generations admitted to university from school only amounted to 700 to 750,000 people. The number of births even topped the 700,000 mark in 1993 and 1994. The last few years, however, have seen a significant demographic recovery, with over 760,000 annual births from 2000 to 2004. Breaking away from the previous trend, the total number of pupils, apprentices and students have been increasing again, with the primary sector benefiting most from the demographic recovery and the higher education sector from a higher rate of enrolment, notably foreign students *(indicator 26 and appendix).*

Degradation of the economy and integration opportunities

In France, a degree is an important and sought-after symbol, which still protects young people from unemployment, as in most developed countries *(indicator 11).* Since the end of the seventies, young people leaving the education system without a qualification have been the first hit in the rise in unemployment. Higher education graduates find it easier to find work, particularly steady work, than secondary education graduates, with *Grandes Ecoles* and third cycle university graduates having far more frequent access to senior positions *(indicator 29).* However, France is in a rather less favourable situation than other countries in terms of professional integration. The frequency of "work-study" courses is not as high and conditions of access to employment tend to be oversensitive to the evolution of the economy. This has been the case since 2002, with a rise in the unemployment rate of young people, more substantial and more serious for people having finished their initial education more recently and for lesser qualified people.

Therefore, our education system must focus on the future of lesser qualified people and on their conditions of access to their first job. For those finishing their initial education with relatively few qualifications, continuing education is only partially assuming its role as the "school of the second chance". While the Groups of Secondary Education Establishments (GRETA) largely admit applicants aiming at obtaining a CAP, the Validation of Skills Acquired Through Experience (VAE), implemented by the law on social modernisation of January 2002, is designed for better qualified employees, nearly half of them aiming at obtaining a BTS *(indicator 30).*

This information should encourage our education system to look for new ways of enhancing the achievements of all students and the improvement of their access to the qualifications necessary for better professional integration.

What prospects for a better level of education and qualification for young people?

While the proportion of young people completing their secondary education and obtaining the *baccalauréat* has been extremely stable these last few years, it is starting to show signs of change. The latest data collected by the renovated INSEE Employment survey, which gives more accurate and updated information on the situation of young generations, indicates two separate trends: the proportion of 20-24 year-olds without a qualification from their secondary education, i.e. higher than a *brevet* (diploma awarded on completion of lower secondary education), dropped below 20%. The proportion of those obtaining a higher education qualification (DUT, BTS, *licence, maîtrise,* DESS, DEA, engineering and business school degrees or qualifications from paramedical and social studies etc.) is now 40% for generations born in the late seventies, compared with one third for those born in the late sixties.

From this point of view, the report attached to the Bill for orientation and programme for the future of Education, approved by the Parliament, highlighted three major objectives:

– guaranteeing that 100% of the students obtain a diploma or recognised qualification by the time they complete their education;

– ensuring that 80% of an age group reach *baccalauréat* level;

– bringing 50% of an age group to a higher education qualification.

These three objectives are partly connected. All three of them aim at improving the overall level of education, which seems necessary following the significant improvements achieved in the 1985-1995 decade and the subsequent slight decline. The indicators of ***the State of Education*** highlight the great progress made in the last twenty years but also the continuing differences in terms of achievements depending on the socio-economic background of pupils. Therefore, the ambition of improving the level of qualification of young people yet again requires persistent efforts to enhance equal opportunities at School.

Reducing the number of students leaving without a qualification and without a diploma

This objective takes into consideration the concept of a qualification and the concept of a diploma. Leaving the education system "without a qualification" generally means a break in study before the final year of preparation for the Vocational

Training Qualification (CAP) or Certificate of Technical Education (BEP), or just after *collège*[1]. The number of students leaving without a qualification stabilised in the first half of the nineties following a sharp drop in the previous decades. In 2004, only 6% of young people left without a qualification compared with one third in 1965, one out of five in 1975 and one ut of eight in 1985. However, in 2004, among these 6% without a qualification, nearly one third obtained the *Brevet* and therefore does not qualify as "without a diploma" *(indicator 09).*

The idea of a diploma is a more simple one: young people having left the education system without a diploma represented in 2004 approximately 10% of a generation, without *Brevet,* CAP, BEP or *baccalauréat (indicator 08).* However, among those without a diploma, nearly half have a qualification.

These two concepts of diploma and qualification correspond with two separate approaches that should not be combined:
– a student can be without a diploma and not without a qualification. Students leaving their final CAP year and failing the examination as well as that of *brevet des collèges* are without a diploma but not without a *qualification.*
– a student can be without a qualification having obtained the *brevet.* Young people leaving the system in their first year of BEP after having obtained the *brevet* are without a qualification but not without a diploma.

Therefore, young people completing their education in 2004 both without a diploma and without a qualification represent only 4% of a generation. The others, i.e. 96% of the young people, have either a qualification or a diploma.

The examination of these young people's profiles demonstrates *(indicator 09)* that the majority of them have had early schooling difficulty and belong to underprivileged backgrounds, often of foreign origin. Reducing the proportion of young people leaving without a qualification and without a diploma therefore means carrying on with measures designed to prevent learning difficulty in the second cycle of primary education, particularly in terms of reading, and implementing individual support measures throughout primary school and in *collège,* action towards underprivileged families to involve them in the objectives and the running of School, as well as better orientation at the end of the last *collège* year to avoid dropouts at the start of the *lycée* cycle, particularly vocational. The use of adequate evaluation and corrective tools in the second cycle of primary education[2], the implementation of personalised educational achievement programmes, vocational discovery hours, the promotion of CAP and apprenticeships should therefore help to meet this objective.

On the other hand, according to European and international indicators, which take into account diplomas from the second cycle of secondary education, 18% of the 20 to 24 year-old French people have low qualifications: they have no CAP, no BEP or *baccalauréat,* whether they reached the last year of higher secondary education or finished their studies in the third year of *collège,* whether or not they obtained the *brevet* (which is not a second-cycle diploma). There were twice as many of them in the late seventies in absolute terms, which then represented 35% of an age group. These young people are subdivided into two categories. The first one (10%) studied until the end of a CAP, BEP or *baccalauréat* but failed the examination. The second one (8%) interrupted their studies before the completion of a second cycle of secondary

education: 2% finished at the end of the first or second year of general or technological *lycée,* and 6% interrupted their course after a first year of vocational second cycle or in the first cycle *(indicator 09)* **[4].**

Increasing the access rate to the *baccalauréat* level

The evolution of the access rate to *baccalauréat* level breaks down into three major phases *(indicator 20).* Until the mid-eighties, it increased progressively, at a slow pace: 10% at the end of the fifties, 30% in the mid-seventies, approximately 35% in the early eighties. The following years, access increases sharply, with the creation of the vocational *baccalauréat* and also the influx of more and more young people in the final general *lycée* year **[6].** Following a peak of 71% in 1994, the proportion of young people accessing education level IV decreased and stabilised around 69% (69.9% at the start of the 2004 school year).

This access rate depends on several factors: orientation at the end of *collège* between general and technological courses and vocational courses, but also students going on to a vocational *baccalauréat* after a BEP. After *collège,* approximately 60% of young people choose a general and technological second cycle and 40% a vocational second cycle (29% in a public or private *lycée,* 3% in an agricultural *lycée* and 8% in apprenticeship). After a BEP or CAP, approximately 50% of young people choose to continue studying in second year of a technological or vocational *lycée (indicator 18).* However, 14% of the students in the first vocational year drop out of school.

There seems to be two options available to improve access to *baccalauréat* level: combat the level of dropouts after a first or second general or technological *lycée* year (approximately 10,000 young people) or second vocational *lycée* year, and encourage more young people following a vocational course after a BEP to take a vocational *baccalauréat,* including *via* apprenticeship courses.

One out of two young people to graduate from higher education?

Another objective is to increase the proportion of a generation obtaining a higher education qualification to 50%. This proportion is currently around 40% *(indicator 08).* The latest sharp increase of the access rate to a higher education qualification occurred between 1990 and 1995 (from 29 to 37%). It has practically stopped increasing since.
The changes to the structure of the qualifications held by the population were more apparent for women: among those aged 45 to 54, only 20.4% are higher education graduates compared with 19.3% of men in the same age group, whereas 45% of the women aged 25 to 34 are graduates, compared with 33.1% of men of the same age **[7].**

[1] Nowadays, 97% of the pupils reach the end of the *collège* education.
[2] A survey carried out by the Direction de l'évaluation et de la prospective **[3]** shows that over 80% difference in the access rate to the *baccalauréat* level between children from privileged backgrounds and those from underprivileged backgrounds is already apparent before starting *collège.*

From an international point of view, the OECD publishes success rates concerning age groups obtaining a 5A-grade *(licence, maîtrise,* engineering degree, etc.), and 5B-grade (DUT, BTS, paramedical or social study qualification etc.) qualifications. These rates present a serious compatibility issue, due to "double counts" between accessing and obtaining tertiary A and tertiary B qualifications. More specifically, they cannot be added because, for instance, graduates from a tertiary B course can continue in a tertiary A course and graduate. Therefore, on average in OECD countries with comparable data, 32% of the population of the typical age to graduate from a tertiary course complete an A-type tertiary education successfully. This proportion varies to over 40% in Australia, Finland, Iceland and Poland, below 20% in Germany, Austria and the Czech Republic. The success rate in France, 26.7%, is below the average of OECD countries. However, France has a higher proportion (18.6%), like Spain, Ireland, Japan, the UK and Switzerland, of short higher education qualifications (5B: DUT, BTS, etc.), than the average of OECD countries (9.3%). If the access rate to a 5A-level qualification is added to that of a 5B-level qualification, the total proportion of French graduates reaches 45.3%, greater than the national calculation. This is due to the "double counts", for example student having obtained a DUT and continuing to obtain a *licence* **[9].**

The rate of higher education graduates depends on several factors: access rate to *baccalauréat* and type of *baccalauréat* obtained (i.e. mainly orientation at the end of *collège* between general and technological education and vocational education but also orientation between general education and technological education at the end of the first "determination" year of *lycée,* the general course being more favourable for the continuation of longer higher education studies), rate of continuation for *baccalauréat* holders towards higher education, their orientation according to the various courses, respective success rates and the possibility of re-orientation between these courses.

In 2004, 61.8% of a generation obtained the *baccalauréat,* i.e. 32.3% general *baccalauréat,* 17.8% technological *baccalauréat* and 11.7% vocational *baccalauréat.* Continuation rates depend on the section (type) of *baccalauréat.* According to the data on the individual monitoring of students ("panels") including all possible education courses, higher or otherwise (additional education, courses alternating work and study, qualification contracts etc.), between eight and nine *baccalauréat* holders out of ten continue their studies. Nearly all general *baccalauréat* holders enrol in higher education the following year *(indicator 24),* compared with only four technological *baccalauréat* holders out of five and nearly one vocational *baccalauréat* holder out of four, whose continuation rate has been increasing since 1996.

Over half of a generation has now access to higher education, but one out of five of these young people will not graduate: 11% general *baccalauréat* holders, 30% technological *baccalauréat* and 61% vocational *baccalauréat.* The rate of students leaving without a diploma is highest (27%) among new enrolments into STS courses (Higher Technician Section), particularly among vocational *baccalauréat* holders (52%). However, dropout rates without a diploma are also very high among technological and vocational *baccalauréat* holders enrolled in a DEUG course.

Difficulties can already arise in the first year, partly due to wrong orientation **[5].** Nearly 94% of *baccalauréat* holders who continued their studies after the *baccalauréat* continue the following year: eight out of ten remain enrolled in the same course, 14% choose a new course and 6% finish their education. Re-orientation and the various links existing between courses in higher education thus make it possible to limit dropout rates. However, situations vary depending on the courses taken. 78% of the students who started a university course (with the exception of IUT) remain at university the following year, but over 16% of them leave: 7% are re-oriented towards an STS course, 2% enrol in a IUT and 4 % go to paramedical or social study schools. Finally, 6% finish their studies. This same proportion of dropouts can be observed in STS courses, where the vast majority (91%) of students continues the course the following year and 3% are re-oriented. In IUT courses, only 2% of the students leave higher education after one year, 86% continue in the same course and 12% choose another course by enrolling into STS (five times out of ten) or university (one third of re-oriented students). Among *baccalauréat* holders enrolled in scientific and economic CPGE classes, eight out of ten continue in the second year but 46% of students enrolled in literary classes leave the course after a year. Students leaving CPGE classes do not abandon their higher education altogether: they are re-oriented most of the time towards university with the exception of IUT (over 12%) where more than half of them benefit from direct admission into second year. Re-orientation thus makes it possible to reduce the number of dropouts at the end of the first year of higher education.

These dropouts are not the only factor affecting the proportion of higher education graduates: the relatively low success rate in the various courses should also be considered. With regards to DEUG, 83% of general *baccalauréat* holders enrolled obtain it compared with only 40% of technological *baccalauréat* holders and 15% of vocational *baccalauréat* holders *(indicator 27).* Success rate in DUT within two years is also higher for general (73.8%) than technological (55.2%) or vocational (40.1%) *baccalauréat* holders. Taking into account those who obtain it within three years, only one out of two vocational *baccalauréat* holders and 7 out of ten technological *baccalauréat* holders enrolled in a DUT course graduate eventually, compared with 94% of general *baccalauréat* holders **[4].** Finally, in BTS courses, the success rate is 77% for general *baccalauréat* holders, 66% for technological *baccalauréat* holders and 45% for vocational *baccalauréat* holders **[3].** Technological, and to a greater extent vocational *baccalauréat* holders experience serious difficulty in university, but also in IUT and STS courses, where they are more numerous.

Potential measures

Even though the 50% target in terms of overall access rate to higher education qualifications has not yet been met, certain young people from privileged backgrounds have already reached it. The paths of pupils who started *collège* in 1989, monitored by the DEP, illustrate these socio-economic differences: 72% of teachers children are higher education graduates compared with 66% of white-collar managers and 54% of children whose parents occupy an intermediate professional position. On the other hand, only 21% of blue-collar workers children are higher education graduates, with 30% having no CAP, BEP or *baccalauréat.* When the parents are skilled manual workers, the respective percentages are 31% and 24%. However, blue-collar workers children represent over one third of a generation.

Combined with employees children, for whom the access rate to a higher education qualification is 35%, they represent half of a generation. Any action designed to increase the proportion of higher education graduates must therefore include the reduction of social inequalities at school.

Several DEP surveys have highlighted critical issues: the orientation of young people from underprivileged backgrounds at the end of *collège* but also when they reach higher education, the distribution of technological *baccalauréat* holders between tertiary (STT – Tertiary Science and Technology) and scientific (STI, STL) courses, success rates in higher education.

. At the end of *collège,* it is a known fact that the ambitions of blue-collar worker and employee families for their children are not as high as those of more privileged families, even for a similar level of education **[2].** However, the role of class councils is to reconcile the choice of the family with the capability of the student, more so than looking for the orientation best suited to the performance of the student: when they obtain a continuous assessment grade ranging from 9 to 12, 94% of white-collar managers children compared with 67% of blue-collar workers children ask to be oriented towards general and technological second cycle education. The objective of the LOLF to increase the proportion of children from underprivileged backgrounds obtaining the general *baccalauréat* by 20% (this rate is currently 16.4%) is likely to change this situation, thus contributing to the development of access to higher education qualifications, as almost all general *baccalauréat* holders continue their studies.

. A similar situation is observed for orientation after the *baccalauréat*. Choices are closely linked with the previous school path followed by the *baccalauréat* holder, with their results but also their social background. General *baccalauréat* holders having passed with honours are almost twice as likely to continue in a preparatory class for *Grandes Ecoles,* the most prestigious course supposedly offering the best opportunities, if their fathers are white-collar managers or teachers than if they come from an underprivileged background **[1].** Post-baccalauréat orientation depends largely on the level of information and knowledge of the system, which is not equally shared. A lot of students do not go for preparatory classes only because they are not aware of them, although the skills and competencies they have acquired in school are equivalent to those who are admitted. The role of teachers in informing and advising apt pupils from underprivileged backgrounds is crucial, as three quarters of students enrolling into preparatory classes claim to have been influenced by their teachers. This is only the case with one out of two white-collar manager children, whose families are more aware, whereas pupils from a working-class background do not benefit from the advice of their parents or guidance councillors. The support of teachers in the orientation process is almost as decisive an influence as school variables, and more so than socio-economic belonging.

. The continuation of education and the success of technological *baccalauréat* holders can also be improved, especially since integration into the labour market for young people holding only a technological *baccalauréat* is difficult. The same issue can be raised for vocational *baccalauréat* holders.

With regards to technological *baccalauréat* holders, their choice of secondary education can be influenced, as well as their choice of orientation in higher education towards courses better suited to their profiles. Over eight out of ten technological *baccalauréat* holders continue their studies after their *baccalauréat,* most often in a short professional-type course *(indicator 24):* STS courses admit one out of two technological *baccalauréat* holders (even two out of three from the STI *baccalauréat* section), IUT courses only one in ten **[8].** However, one out of five technological *baccalauréat* holders enrols in DEUG, often from lack of other options: half of them leave after one year. Three years after the *baccalauréat,* nearly six out of ten technological *baccalauréat* holders who had continued their studies obtain a higher education qualification, three times out of four a BTS. Over one out of four technological *baccalauréat* holders, on the other hand, drop out with no qualification other than the *baccalauréat:* two out of three are girls having obtained an STT or SMS *baccalauréat*. STT *baccalauréat* holders experience more difficulty in succeeding in higher education: three years after their *baccalauréat,* one third of them is without a higher education qualification, compared with 15% of STI *baccalauréat* holders. One of the objectives of the LOLF, to increase the number of girls in S, STI and STL terminales (final lycée year) (65% of female technological *baccalauréat* holders are currently in STT courses compared with only 4% in STI) could contribute to the reduction of the proportion of the STT section, which currently groups together half of the technological *baccalauréat* holders.

. Striving to improve the rates of success in the initial higher education qualifications could be beneficial to STS courses, with a particularly significant impact on technological *baccalauréat* holders, as they make up the majority of this course.

Another solution would be to reinforce lifelong education, thus enabling the generations having already left the education system to have access to a higher education qualification.

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Multiplied by 1.8 since 1980, domestic education expenditure represented 7.1% of the GDP in 2004, or:
– 116.3 billion Euro,
– 6,810 Euro per pupil or student,
– 1,870 Euro per inhabitant.

In 2004, domestic education expenditure (DEE) reached 116.3 billion Euro, corresponding to 7.1% of the gross domestic product (GDP). Taking all sources of funding together, national efforts concerning education are considerable, reaching 1,870 Euro per inhabitant, or 6,810 Euro per pupil or student.

The contribution of expenditure on education to the national wealth between 1980 and 2004 can be assessed by examining the education account, which has been revised (see methodology), and the new GDP series as calculated by INSEE (National Institute for Statistics and Economic Studies). From 6.4 % in 1980, the contribution of the DEE to the GDP reached 6.8 % in 1982, down to 6.4% again in 1989. These years corresponded with the introduction of the laws on decentralisation and the transfer of investment credits from the State to administrative departments and regions, which only initiated major reconstruction and renovation works on *lycées* (higher secondary schools) and *collèges* (lower secondary schools) as from 1989. From 1990 to 1993, the share of the DEE in the GDP rose markedly to reach 7.6%, because of the considerable efforts made by regional government authorities and because of the revaluation of teacher salaries. Since 1998, this proportion has been decreasing steadily, down to 7.1% in 2004.

Between 1980 and 2004, spending on education saw an average annual growth rate of 2.6%, higher than that of the GDP, which rose by 2.2% a year over the same period. This growth could be explained not so much by an increase in the number of pupils as by a rise in the cost of each pupil. Taking all levels of education together, the average annual expenditure per pupil or student rose over the period by 2.4% per year at constant prices, because of increasing numbers of teachers in secondary and higher education, improvements in the management of primary education and the upgrading of teacher salaries.

Although average expenditure per pupil in the primary and secondary sectors rose by a marked extent (respectively by 73% and 65%), average expenditure per student in higher education only rose by 28%, because the considerable increase in student numbers until 1996, and then again since 2000, absorbed most of the additional funds allocated to this sector.

The French State, which employs more than 1.3 million people in this area as a whole, plays a preponderant role in the funding of education, contributing 63.4% of costs, 55.9% of which is covered by the Ministry of Education alone. Regional government bodies contribute 20.2% of the total initial funds. Their share has increased in the secondary, higher and continuing education sectors, following the transfer of power from State bodies, while households contribute 8%.

International comparisons, although somewhat difficult for methodological reasons, compare the percentage of GDP devoted to expenditure on initial learning only (not including continuing education). In 2002, France, with a percentage of 6.1%, was still situated above average in OECD countries (5.8%), ahead of Japan, Holland or the United Kingdom, but behind Sweden and the United States.

Domestic Education Expenditure represents all the expenditure made by all the economic agents, centralised and local public administrations, businesses and households, on educational activities: all types of in and out of school teaching activities, activities aiming at organising the education system (general administration, educational guidance, educational literature and research on education), activities aimed at promoting school attendance (canteen and boarding schools, healthcare in school, transport) and expenditure requested by institutions (school supplies, books, clothes).
These expenditures are assessed by the education account, part of National Income Accounting, which was the subject of renovation, bringing about three major changes:
– integration of Overseas Departments (DOM);
– new valuation of Social Security charges related to wages and salaries;
– revaluation of household expenditure.
This renovation initially affected the 1999-2004 period, then was backcasted to 1975 for the domestic expenditure on education only. Unit costs (for which there is a break in the statistical series in 1999) are yet to be backcasted. The amount of expenditure for the last two years is provisional.
Initial funding: funding before consideration of the transfers between the various economic agents. Therefore it is the amount payable by each agent.
Final funding: concept designed to examine the relationship between the last financier and either the producer or the educational activity.

source: MEN-DEP
scope: mainland + overseas departments combined.
For international comparisons: OECD-CERI

01 Education expenditure

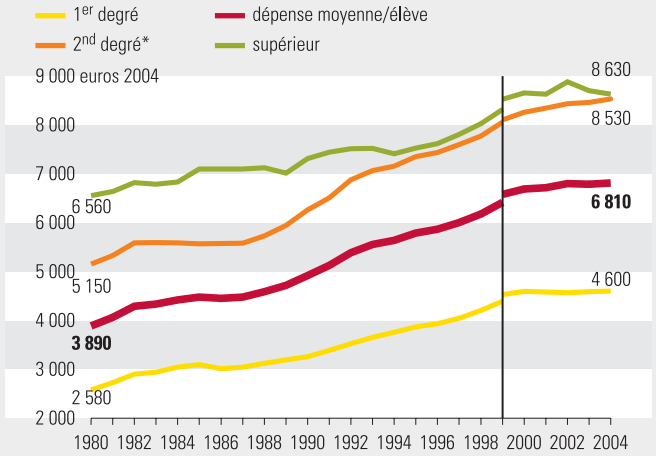
métropole + DOM

	1980	1990	2000	2003	2004
Dépense Intérieure d'Éducation*					
aux prix courants (en milliards d'euros)	28,5	68,0	105,4	113,5	**116,3**
aux prix 2004 (en milliards d'euros)	62,9	83,1	113,1	115,3	**116,3**
DIE/PIB en %	6,4 %	6,6 %	7,3 %	7,2 %	**7,1 %**
DIE/habitant aux prix 2004 (en euros)	1 170	1 430	1 860	1 870	**1 870**
Dépense moyenne par élève*					
aux prix courants (en euros)	1 760	4 030	6 230	6 680	**6 810**
aux prix 2004 (en euros)	3 890	4 920	6 690	6 790	**6 810**
Structure du financement initial (en %)**					
État	69,1 %	63,6 %	64,6 %	64,1 %	**63,4 %**
– dont MEN	*60,9 %*	*56,5 %*	*57,1 %*	*56,6 %*	*55,9 %*
Collectivités territoriales	14,2 %	18,5 %	19,9 %	19,5 %	**20,2 %**
Autres administrations publiques et CAF***	0,4 %	0,7 %	2,1 %	1,9 %	**1,9 %**
Entreprises	5,5 %	5,9 %	5,4 %	6,4 %	**6,5 %**
Ménages	10,8 %	11,2 %	8,0 %	8,1 %	**8,0 %**

* La DIE a été réévaluée *(voir méthodologie ci-contre).* Cette réévaluation s'applique à l'ensemble de la série relative à la DIE.
Les dépenses moyennes par élève n'ont été recalculées que pour la période 1999-2004.
** Financement initial : *voir méthodologie ci-contre.*
*** CAF : Caisses d'allocations familiales.

source : MEN-DEP

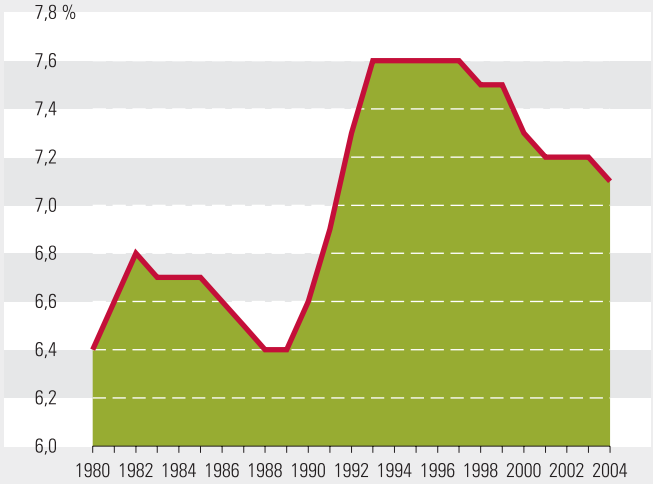
02 Evolution in average expenditure per pupil at 2004 prices in Euro (1980-2004)



* En 1999 il y a une rupture de série due à la rénovation du compte (intégration des DOM, revalorisation des charges sociales rattachées et des dépenses des ménages notamment). À partir de 1999, la série du 2nd degré inclut l'apprentissage.

source : MEN-DEP

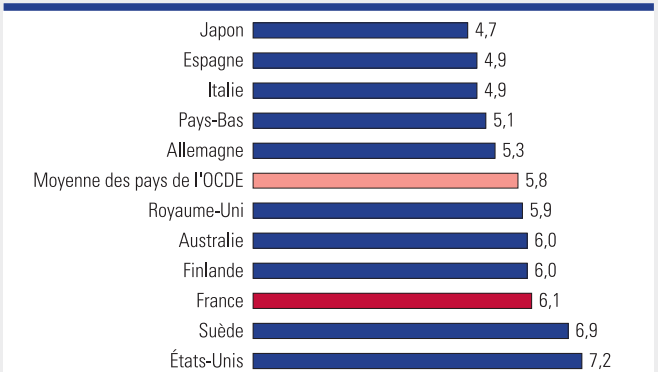
03 Evolution of domestic education expenditure as a percentage of the GDP between 1980 and 2004*



* Le passage des comptes nationaux en base 2000 a entraîné une réévaluation de la série du PIB qui varie de + 1 % à + 3,5 % selon les années.

source : MEN-DEP

Education expenditure (initial education) as a proportion of the GDP (2002)



source : OCDE-CERI

The French Ministry of Education was paying the salaries of 1,298,645 people* as at January 31, 2005, of whom 1,153,705 were working in the public sector and 144,940 in the private sector under contract. 77% of these people were teachers.

As at January 31, 2005, 1,298,645 people were being paid by the French Ministry of Education: 1,005,138 (i.e. 77,4%) were teachers in the public sector or private sector under contract, and 293,507 assumed administrative, technical, management, pedagogic and surveillance functions. More than 50,000 teaching assistants and school assistants also work in education establishments.
Added to this total should be those who are paid by other ministries (Agriculture, Defence, Health) or private organisations, but who also participate in the education of some 15 million pupils and students.

Two out of three people working in the French education system are women. This proportion has risen slightly in recent years, and in 2004 recovered the level attained in the early 1990s. There are more women in private institutions than in the public sector (73.7% versus 64.5%). They still have a stronger presence in primary teaching (90.9% in the private sector, 79.7% in the public sector) than in secondary education (65.6% versus 57%). In higher education establishments, only 34.9% of teachers are women. This percentage is continuing to rise, but the increase is much more marked amongst lecturers, particularly in the literary disciplines.

Alongside teachers in education establishments, regional academy offices or central administration, other staff fulfil a variety of managerial, inspection, pedagogic or surveillance tasks. They are Directors of establishments, education advisors, psychologists and career advisors, research assistants or administrative, technical, surveillance, maintenance, service and health and welfare staff (ATOSS). As well as other staff working in education establishments, 14,792 teaching assistants were being partially employed by the Ministry, mainly assigned to primary schools (48.4%), or to *collèges* (lower secondary schools, 35.2%), general and technological *lycées* (higher secondary schools, 10.3%) and vocational *lycées* (6.1%). They work alongside the 36,495 school assistants and 5,529 school aids in education establishments.

The decrease in personnel observed in the last couple of years concerns almost exclusively secondary schools. This decrease explains the continued drop in pupil enrolment *(diagram 03)*. Primary school teaching staff is almost stable and higher education teaching staff is slightly up.

** The staff counted were those in active employment, paid by the Ministry of Education (jobs and credits from the School Education and Higher Education budgets). Account was not taken of staff paid from private funds in private establishments or staff belonging to certain public institutions under direct Ministry control (ONISEP, CNDP, CEREQ, etc.). "Youth and Sports" and "Research" staff were also excluded from the calculation.*

source: Academy's payroll files and central administration personnel payroll files as of January of any given year.

scope: mainland France + overseas departments, public sector and private sector under contract for teachers, public sector for the other staff (ATOSS and management personnel from the private sector under contract are paid as per a fixed price contract).

01 Evolution of personnel working in the French education system (public and private, mainland + overseas departments)

	enseignants*			administratifs, techniques, d'encadrement, surveillance	total	*Part des femmes*	*Part des enseignants*	aides-éducateurs et assistants d'éducation***
	public	privé	total					
1990	756 260	126 380	882 640	288 660	**1 171 300**	*65,2 %*	*75,4 %*	
1995	807 140	134 940	942 080	297 750	**1 239 830**	*64,5 %*	*76,0 %*	
2000	841 140	139 650	980 790	303 320	**1 284 110**	*64,7 %*	*76,4 %*	61 470
2001	849 600	140 290	989 890	306 150	**1 296 040**	*64,7 %*	*76,4 %*	62 320
2002	862 610	142 065	1 004 675	309 530	**1 314 205**	*64,8 %*	*76,4 %*	60 430
2003	870 515	144 169	1 014 684	311 425	**1 326 109**	*65,1 %*	*76,5 %*	55 770
2004	868 342	145 394	1 013 736	303 747	**1 317 483**	*65,2 %*	*76,9 %*	50 190
2005	860 198	144 940	1 005 138	293 507**	**1 298 645**	*65,5 %*	*77,4 %*	51 287

* Enseignants dans les établissements des premier et second degrés public et privé, dans les établissements d 'enseignement supérieur et les établissements de formation.
** Dont 5 529 assistants de vie scolaire.
*** 14 792 aides-éducateurs et 36 495 assistants d 'éducation en 2005.

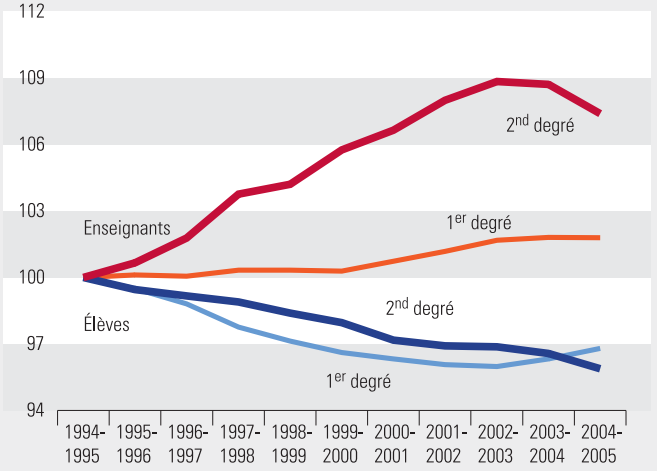
source : MEN-DEP

02 Distribution of personnel in the national education system in 2004-2005 (public and private)

type de personnel	2004-2005
Premier degré public	318 236
Premier degré privé	46 079
Second degré public	424 385
Second degré privé	98 861
Supérieur	76 004
Établissements de formation	41 573
Total enseignants (y compris stagiaires)	**1 005 138**
Personnels administratif, technique, d'encadrement et de surveillance	293 507
Aides-éducateurs et assistants d'éducation	51 287
Total	**1 349 932**

source : MEN-DEP

03 Total student and teacher population (1994-2004) basic index 100 in 1994 (public and private, mainland + overseas departments)



source : MEN-DEP

The French education budget serves primarily to pay its staff: one million teachers, 86% of whom work in the public sector, and 293,500 administrative, technical, management, surveillance and educational assistance staff.

The total French education budget, for primary, secondary and higher education, is almost 65 billion Euro in 2004. Its relative share of government expenditure has risen from 20 to 23% in ten years. The education budget is mainly used to pay staff (more than 90% in the primary and secondary sectors as opposed to a little less than 60% in higher education.), and the structure of this budget is changing dramatically.

As at January 31, 2004, the public primary sector accounted for 318,236 teachers, i.e. a 1.3% increase on 1995. Almost 80 % of them now hold the *professeur des écoles* qualification. Of the 46,000 teachers in private schools under contract, 74.5% now receive a salary corresponding to that of a *professeur des écoles*.

As at January 31, 2005, the public secondary sector (including post-*baccalauréat* classes) accounted for 424,385 teachers, i.e. a 7% increase in ten years. More than six out of ten teachers were certified, and more than one in ten was *agrégé* (associate teacher). 15.6% were working in a vocational *lycée*. Among teachers appointed to public secondary school establishments, 2.3% belong to primary school teaching staff and 4.4 % to PEGC (general secondary school teacher), teachers and teaching assistants, for which there is no longer recruitment. In private establishments under contract, 55.7% of the 98,680 teachers are specialised or certified, or are paid on an equivalent salary scale.

In higher education, 92% of the 88,800 teachers were working in universities (including IUTs - University Institutes of Technology), and 8% in teacher training institutions (IUFM), ENS *(Ecole Normale Supérieure),* INSA (National Institute for Applied Sciences) and French schools abroad. 40% of teachers are lecturers and 22.4% are university professors.

Because the great majority of teachers, including temporary teachers, belong to category A, 71.5% of staff in the public sector belong to this category. In 2005, their average salary index was 563 (versus an average of 502 for all staff taken together). The cost of teachers' base pay continues to increase, due to the progressive replacement of elementary schoolteachers with *professeurs des écoles*. In secondary schools, associate teachers and senior teachers (average pay index 722) increase at a quicker rate than certified and assimilated teachers (average index 546).

Administrative, technical, pedagogic, management, surveillance and educational assistance staff work in secondary education establishments (67.5%), as well as in higher education establishments (17.3%) or *Académie* departments (12.3%). Most of them belong to category C (53.3%), a category in which almost two out of three employees are master tradesmen, skilled workers or maintenance and reception workers.

The differences in personnel expenditure between countries are mostly due to the differences in teacher-student ratio.
Taking elementary and secondary education as a whole, France is in an average position amongst European countries, right between the United Kingdom, Holland and Germany on one side, who have more students per teacher, and Italy or Spain on the other side, who have fewer.

source: Academy's payroll files from the Paymaster General, for public and private primary and secondary school teachers, for non-teaching personnel in the public sector as well as the central administration's payroll files, as of 31 January 2005.

Apart from the salaries corresponding with their index level, teachers can also receive other benefits (class council, form teacher etc.) and overtime/year. DPE A6 surveys for higher education teachers in January 2005.

scope: mainland + overseas departments – public sector and private sector under contract.

01 Teachers in public primary schools

	effectifs	part des femmes	part des professeurs des écoles
1995	314 217	76,1 %	19,3 %
2000	314 729	77,8 %	46,0 %
2001	316 152	78,1 %	52,7 %
2002	317 293	78,4 %	59,3 %
2003	318 236	78,8 %	66,3 %
2004	318 381	79,3 %	72,9 %
2005	**318 236**	**79,7 %**	**79,7 %**

source : MEN-DEP

02 Teachers in public secondary schools

	enseignants	part des femmes	part des agrégés et certifiés	personnel administratif, technique, d'encadrement
1995	395 824	56,0 %	55,6 %	n.d.
2000	420 248	56,7 %	68,6 %	214 140
2001	423 640	56,7 %	69,2 %	217 335
2002	428 925	56,7 %	69,6 %	219 230
2003	431 769	56,7 %	70,1 %	221 260
2004	430 263	56,7 %	71,6 %	208 982
2005	**424 385**	**57,0 %**	**73,3 %**	**198 150**

source : MEN-DEP

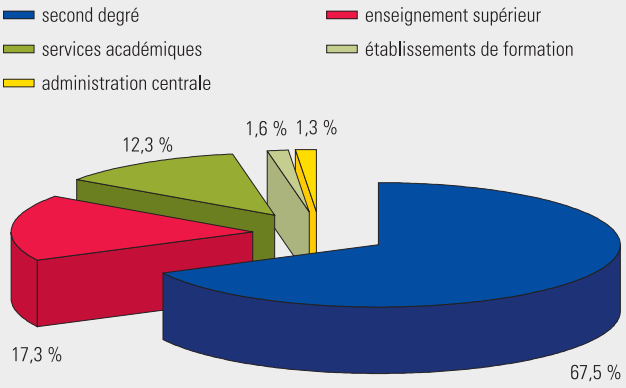
03 Teachers in public higher education establishments

	enseignants*	part des femmes**	part des professeurs des universités	personnel* administratif, technique, d'encadrement
1995	68 054	30,0 %	25,3 %	n.d.
2000	81 809	33,1 %	23,0 %	53 560
2001	83 925	33,6 %	22,6 %	53 313
2002	85 510	33,9 %	22,5 %	53 517
2003	86 986	34,2 %	22,3 %	54 123
2004	88 195	34,7 %	22,3 %	54 992
2005	**88 800**	**34,9 %**	**22,4 %**	**55 245**

* Effectifs des universités, des établissements d'enseignement supérieur et des établissements de formation, y compris pour le personnel administratif.
** Estimation fournie à partir des fichiers de paye (DEP B5).

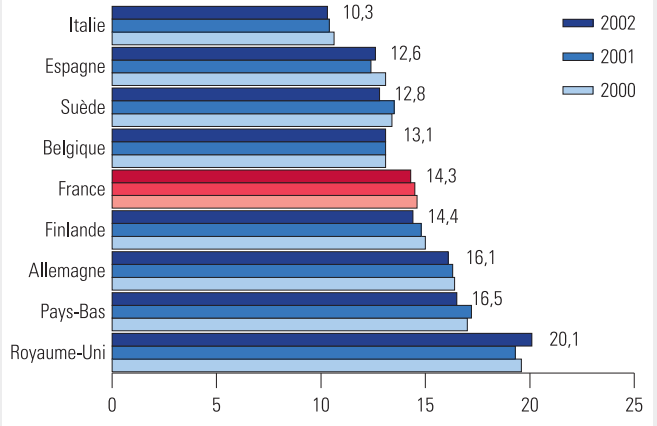
source : MEN-DPE-DEP

04 Breakdown by place of work of inspection, management, administration, pedagogic, career advisory, surveillance and educational assistance staff – 2005



source : MEN-DEP

Average number of students per teacher in education establishments*



* Élémentaire et secondaire (CITE 1 à 3)

source : EUROSTAT

After a sustained lengthening between the 1960s and the mid-1990s, expected length of schooling has now stabilised at around 19 years of study.

Expected length of schooling is an estimation of schooling duration for a child enrolling in nursery school that year.
Not unlike life expectancy, this indicator represents a temporary situation, a reflection of schooling on the school year considered. Mathematically, expected length of schooling equals the sum of the schooling rates as observed through various age groups, an 80% schooling rate being equal to a 0.8 year schooling duration.
As the schooling rate of the 6 to 14 year old age groups is 100%, give or take measuring errors, schooling expectancy before 6 and after 14 should be examined separately in order to have a full understanding of the changes in the length of schooling.

Length of schooling per age group observed in 2003-2004 now mean that a child entering nursery school can expect to receive 18.9 years of initial education. After a period of sustained growth until the mid-1990s, which enabled a gain of nearly two years, the expected duration of attendance saw a slight downturn between the 1997 and 2001 academic years, of about 0.04 year less from one academic year to another. In 2002, however, expected length of schooling rose again, particularly amongst girls *[Table 01]*.

Subsequent to the increases observed in 2002 for the 19 to 21 year old age group, the 20 to 22 year old rates are up this year. From the 23 and 24-year old age group, schooling continues to decrease slightly, particularly for boys. After 25 years, the resumption in the growth of numbers initiated in 2000 has been sustained and contributed markedly to the increase in expected attendance observed in September 2003 *(diagram 02)*.

The length of schooling of a pupil depends first of all upon the type of studies. Thus among the pupils who entered lower secondary education in 1989, 65% of those who were able to enter the first year of general or technological higher secondary education were still pursuing their studies 10 years later, mainly in higher education, as opposed to only 8% of pupils who prepared a CAP (Vocational Aptitude Certificate) *(diagram 03)*. Thus the changes in orientation, benefiting vocational higher secondary education, which started in the 1992 school year have played a key part. People who were 25 to 29 years old in 2003 are part of the 1974-1978 generation, who opted for long studies at the end of the *collège*. On the other hand, children born in 1979 and 1980 chose vocational training, via apprenticeship, to a much greater extent than their elders, which explains their lesser schooling once they are over 20. The length of schooling also depends on how quickly students complete their schooling. Because of reductions in the number of repeated years in primary and secondary education, recent generations have completed their secondary education earlier than their predecessors, although they have achieved a similar level of education.

Other, more intermittent factors may also affect the duration of learning. The economic situation, in particular, may favour the discontinuation or pursuit of studies. Therefore, the slight recovery in schooling for 19 and 20 year olds in 2002 and 2003 is partly due to vocation *baccalauréat* holders deciding to continue their studies for fear of not finding a job on the labour market. Since 1998, there has also been a marked increase in the number of foreign students, who have compensated for the reduction in attendance of those between the ages of 20 and 24 years, and bolstered the growth of attendance after 25 years.

International comparisons of expected length of schooling (for a 5-year-old child) must be made carefully, with a clear distinction between full-time and part-time education.
After Germany and Nordic countries, France is one of the countries where full-time education is the longest, while part-time education is more developed in English-speaking countries.

source: MEN-DEP, INSEE
scope: mainland, all educational backgrounds

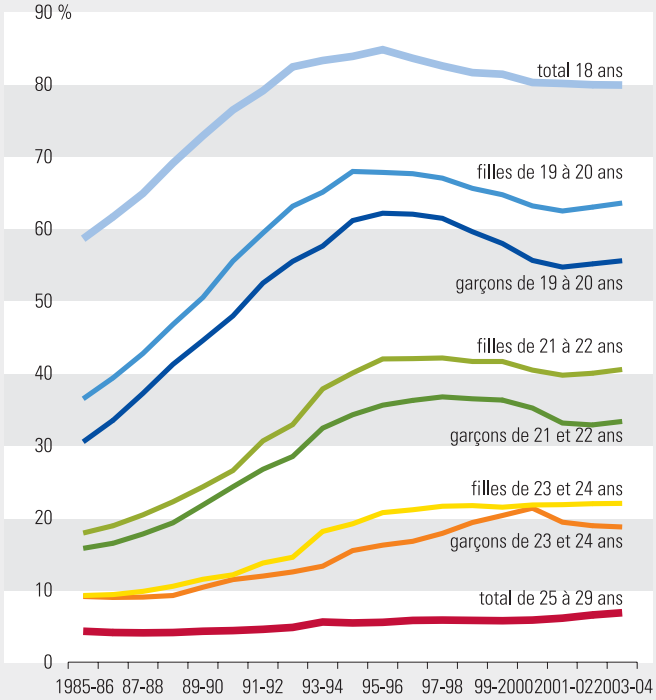
01 Evolution of expected length of schooling

en années

	1985-86	1990-91	1995-96	2000-01	2002-03	2003-04
Ensemble	17,1	18,1	19,0	18,9	18,9	**18,9**
Avant 6 ans	3,3	3,3	3,4	3,4	3,3	**3,3**
Après 14 ans	4,9	5,8	6,7	6,5	6,5	**6,6**
Filles	4,96	5,92	6,85	6,73	6,80	**6,83**
Garçons	4,78	5,69	6,47	6,35	6,29	**6,32**

sources : MEN (population scolaire), INSEE (effectifs d'habitants)

02 Evolution in attendance rates based on age and gender, between 1985 and 2003

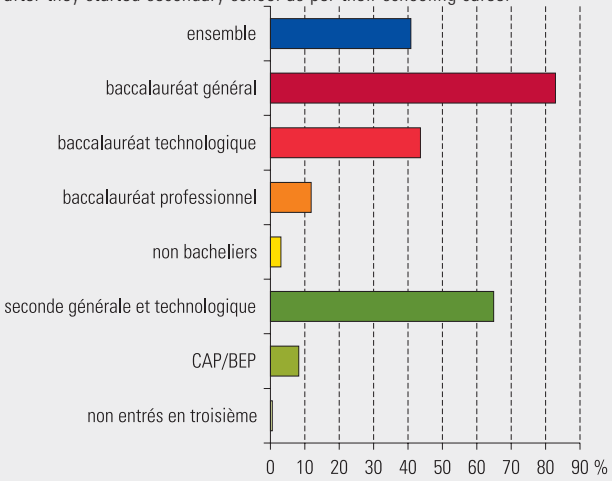


Champ : « Population scolarisée » = ensemble des établissements d 'enseignement et centres de formation d'apprentis

sources : MEN (population scolaire) et INSEE (estimation des effectifs d'habitants)

03 Learning careers of varying lengths

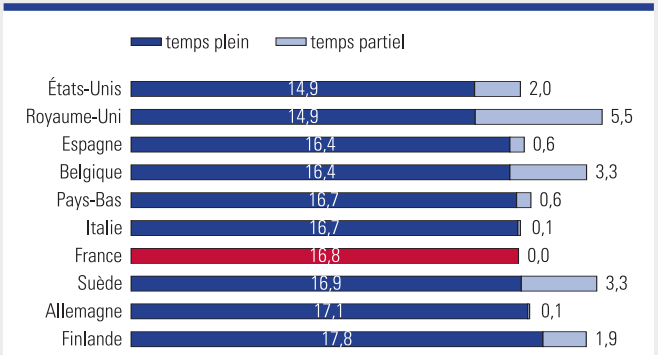
Proportion of students still in the education system ten years after they started secondary school as per their schooling career



Lecture : près de 41 % des élèves entrés en sixième à la rentrée 1989 sont encore scolarisés en 1999-2000, soit 10 ans après. C'est le cas de 65 % de ceux qui sont passés en seconde générale ou technologique, de 8 % des élèves passés en CAP ou BEP et d'aucun élève n'étant pas entré en classe de troisième.

source : MEN (panels d'élèves)

Expected length of schooling in years for a 5-year-old child (2003)



source : OCDE-CERI

Priority education students largely come from underprivileged social groups. When they finish the collège cycle (lower secondary school), their results are lower on average than elsewhere but almost one out of six shows a good or very good aptitude for the general skills required by the teaching programmes.

Since the considerable increase in the number of primary and secondary establishments in Priority Education Zones (ZEP) and the creation of Priority Education Networks (REP) in 1998-99, the priority education map (EP) has not seen any major changes. As at September 2004, priority education concerned 557,000 *collège* students, i.e. 21.4% of the total *collège* population, as opposed to 14.5% in 1997. School-related data has not been available since 1999.

The great majority of pupils in ZEPs come from less advantaged socio-economic backgrounds: 64% of pupils in the 876 ZEP *collèges* of mainland France and overseas departments are the children of manual workers or those not working, as opposed to 38% elsewhere *(diagram 01)*. As for other establishments in REPs, their social status appears to be a little less unfavourable.

Priority education establishments benefit from additional resources. All ZEP and REP *collèges* are thus allocated above 10% more teaching hours per pupil than in other *collèges*. This effort has in particular resulted in smaller classes and teaching groups than those found in other public establishments *[Table 02]*.

Teachers in priority education establishments are generally younger and have less seniority in the establishment: thus, in *collèges,* 25% of them are 30 years old or younger, and 34% have been present for two years or less in the establishment where they are teaching, as opposed to 15% and 29% respectively in other public sector *collèges*. ATOS (administrative, technical, pedagogic and surveillance) staff are much older than the teachers, whether the *collège* is covered by priority education measures or not *(diagram 03)*.

The learning skills of pupils in ZEP establishments are much weaker than those of pupils in other schools. Thus, at the end of primary education, it appears that a quarter of them (25.7%) have an insufficient or non-existent mastery of the skills corresponding to programme objectives, while 15.2% of them master them well or very well. The proportions are almost reversed in the rest of the public sector, being 15.2% and 25.1%, respectively *(diagram 04)*.

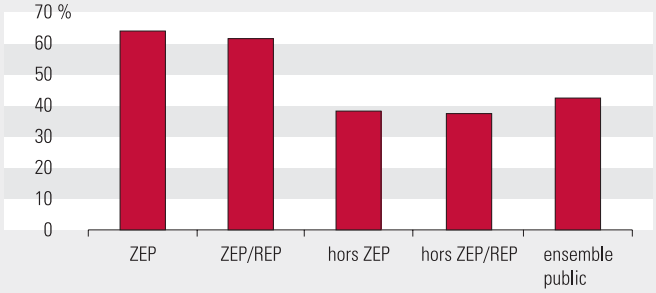
To a great extent, such gaps correspond to differences in social recruitment, and the effects of the priority education policy should not be deduced as being negative. Only the evolution of the gap over time will allow a judgement to be made in this respect. The results of assessments in recent years have indeed shown that the gap between ZEP pupils and others has remained similar, while priority education establishments have seen an increasing concentration of social and learning problems. In these areas, therefore, there has not been a relative deterioration in pupil skills, but in the social context that prevails.

The main objective of priority education is to get primary schools and collèges *to work as a network, but* lycées *are also associated with this process (vocational Lycées and LEGT - General and Technological* Lycées*), and their proportion varies depending on the Academies (11% of Vocational Lycée students and 3% of LEGT students on average are part of the priority education programme). As for* collèges*, the indicator shows the total number of teaching hours (including hours taught by local resources – temporary teachers, supplementary staff… - and AREs) compared with the total number of* collège *students (excluding SEGPA – Special General & Vocational Education Classes).*
Diagram 03 illustrates the number of teachers, full-time or otherwise, including substitute teachers, whose main assignment has been in a primary school or collège *for 2 years or less.*
This diagram does not show seniority in the priority education programme, but seniority in the establishment.
To assess student skills at the end of the collège *cycle, general methodology details were provided by indicator 16 in the 2004 issue of the "State of Education".*

source: MEN-DEP, Schooling files, AGAPE, EPP and "Structures et services"
scope: mainland and overseas departments, public sector

01 Percentage of children of manual workers or inactive parents in lower secondary education as at September, 2004

métropole + DOM



source : MEN-DEP

02 Teaching resources and class sizes, in lower secondary education, as at September 2004

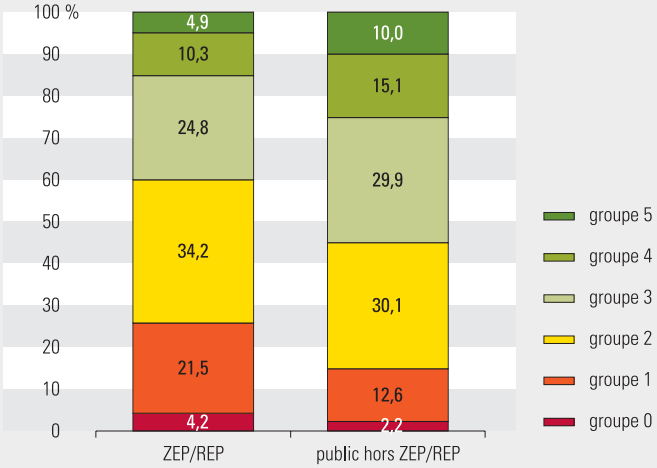
métropole + DOM

	éducation prioritaire	hors éducation prioritaire	total
Nombre d'heures hebdomadaires d'enseignement par élève (H/E)	1,38	1,25	1,27
Nombre moyen d'élèves par division	22,2	24,5	24,0
Nombre moyen d'élèves par structure pédagogique (E/S)	21,3	23,2	22,7

source : MEN-DEP

04 breakdown as per general competence level at the end of primary education among pupils in the public primary sector, ZEP/REP and non-ZEP/REP schools

métropole, juin 2003

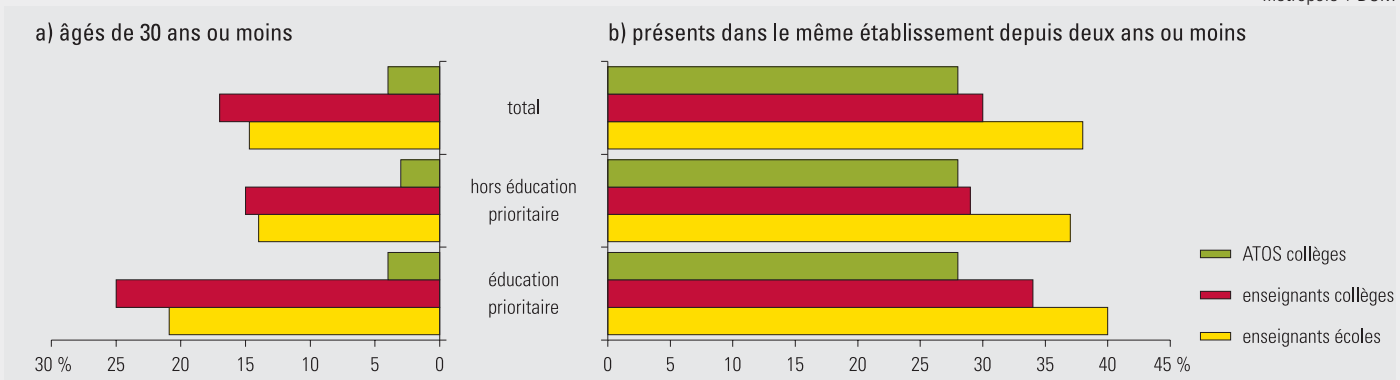


Lecture : en ZEP/REP, 25,7 % des élèves peuvent être considérés comme ne maîtrisant pas (groupe 0) ou maîtrisant très mal (groupe 1) les compétences générales attendues par les programmes du collège. À l'opposé, ils sont 15,2 % à les maîtriser de façon satisfaisante (groupe 5) ou à peu près satisfaisante (groupe 4). Les autres élèves (groupes 2 et 3) sont dans des situations intermédiaires. Le dispositif d 'évaluation ayant permis de déterminer ces groupes d 'élèves a été présenté dans l 'édition 2004 de l'état de l'École *(indicateur 16)*.

source : MEN-DEP

03 Percentages of staff…

métropole + DOM



source : MEN-DEP

In September 2004, over 510,000 students, i.e. almost 30% of the population concerned, received direct financial aid in the form of a scholarship.
Overall, financial and welfare aid for students represents over 4.5 billion Euro, as opposed to 3.5 billion Euro in 1995.

Different types of financial assistance allow families to ensure better conditions for the education of their children. The most direct type is the allocation of scholarships, which, all ministries taken together, represent an annual budget allocation of about 2 billion Euro.

In secondary education, this aid concerns just under 800,000 *collège* students and 600,000 *lycée* students, or respective percentages of scholarship-holders of 23.5% and 25% in 2004, these figures being much higher in vocational *lycées* (36%) than in General or Technological *Lycées* (19 %), *(diagram 02).*

In higher education, as at September 2004, over 360,000 university students (scholarships granted on the basis of social – average amount: 2,450 Euro – and university criteria or merit-based), and over 100,000 STS (special technical sections) and CPGE (preparatory classes for *Grandes Ecoles)* students were awarded a scholarship, i.e. nearly 28% of university students, nearly 19% of CPGE students and 43% of STS students. If education allowances and loans on trust are also included, a total of 515,000 students received financial support as at September 2004 *[Table 01].* This number has increased markedly in recent years, and the proportion of supported students now reaches 30% of all those in higher education, compared with barely 20% in 1990.

However, this data does not cover all types of financial aid, including both direct and indirect welfare aid, which are available to students.

In addition to scholarships, direct aid includes the fund for the improvement of student living conditions (FSDIE), assistance with transport costs (Imagine-R season ticket for the Paris region), housing allowance (ALS) or personalised housing benefit (APL), to which should be added a range of tax benefits (tax reduction for a dependent student, additional half-portion granted for attachment to the taxpayer).

Indirect aid covers all welfare efforts made by the CROUS (Regional Centre for Student Services): aid to charity organisations, exemption from subscription fees for scholarship-holders, medical and welfare services in universities and social security for students (covering the difference between payments and the contributions paid).

In 2004, the total of all types of aid for students exceeded 4.5 billion Euro, compared with 3.5 billion Euro in 1995, i.e. an increase of 29% at market prices or close to 15% on a constant price basis *[Table 03].*

Scholarships awarded on social grounds: *awarded according to family resources and charges, for an annual amount ranging from grade 0 to grade 5.*
Scholarships awarded on academic grounds: *public service scholarships, DEA scholarships (research-oriented advanced degree), DESS scholarships (post-master's degree in advanced specialised studies) and* agrégation *scholarships (preparation for civil service competitive examination).*
Merit-based scholarships: *awarded, since 1998 and after review of the application, to students with limited family resources, having obtained a* baccalauréat *with* "très bien" *honours and who commit themselves to preparing for the admission examination to ENA (National School of Public Administration), ENM (National School of Magistrates) or Engineering* Grande Ecole, *or to undertaking medical studies.*

Proportion of financially supported students. *This concerns the relevant student population, i.e. students enrolled in a University in a course allowing for financial support (mainly national first and second level degrees, DEA, DESS and up to the 6th year of medical studies), in first year of IUFM (Institute of Teacher Training), STS, CPGE or engineering schools monitored by the Education Ministry and State-approved Business Schools.*

ALS: *this housing allowance was established by the Law of 16 July 1971 to support population groups other than families, with a low level of resources (older people, handicapped people, younger workers). Funded by the FNAL (National Housing Aid Fund), sponsored by the State and employers contribution.*
APL: *this personalised housing benefit was established by the Law of 3 January 1977. It concerns a specific range of housing accommodation, regardless of the marital status of the tenants. Funded by the FNH (National Housing Fund).*

01 Number of students receiving financial assistance

métropole + DOM

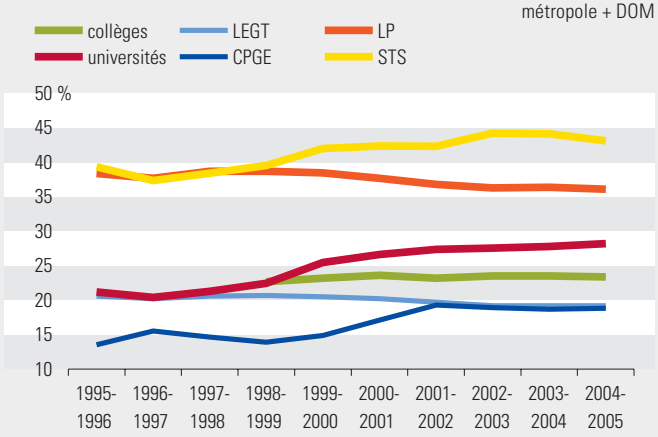
	1990-91	1995-96	2000-01	2003-04	2004-05
Ensemble des aides (1)	**272 088**	**414 105**	**478 600**	**510 267**	**515 511**
% d'étudiants concernés	***19,7***	***24,1***	***28,6***	***29,9***	***30,0***
dont université (2) :	185 526	280 176	335 187	354 954	361 970
% d'étudiants concernés	***17,5***	***21,2***	***26,6***	***27,8***	***28,2***
dont CPGE (2)		9 745	12 361	12 949	13 273
% d'étudiants concernés		***13,5***	***17,1***	***18,7***	***18,8***
dont STS (2)		75 524	85 628	90 471	87 737
% d'étudiants concernés		***39,4***	***42,4***	***44,1***	***43,1***
Bourses sur critères sociaux	254 809	363 075	452 616	484 545	489 412
Bourses sur critères universitaires	10 151	13 126	14 539	12 474	12 575
Bourses de mérite	0	0	497	610	757
Allocations d'études	0	0	8 090	9 934	10 189
Total boursiers	**264 960**	**396 692**	**475 742**	**507 563**	**512 933**
Prêts d'honneur	3 825	2 788	2 858	2 704	2 578
Allocations d'IUFM	3 303	14 625	0	0	0
Aide moyenne reçue par un boursier sur critères sociaux (en euros)		2 283	2 320	2 407	2 449

(1) Champ : bourses sur critères sociaux (y compris les AIE jusqu 'en 1999), universitaires, de mérite, allocations d'études, prêts d'honneur, allocations d'IUFM (supprimées en 1998).
(2) Hors allocations d'études, prêts d'honneur, allocations d'IUFM.

source : MEN-DEP

02 *Collège, lycée* and higher education students receiving scholarships (1995-2004)

métropole + DOM



source : MEN-DEP, DESCO

03 Student welfare assistance

(in million Euro)

métropole + DOM

nature des aides	montant 1995	montant 2004	évolution 1995-2004 prix courants	évolution 1995-2004 prix constants
I – AIDES DE L'ETAT				
A – Aides budgétaires				
(1) – Aides Directes				
– Bourses et prêts (43-71)	927,7	1 306,4	40,8 %	25,3 %
– Fonds de solidarité universitaire		3,5		
– Allocation de logement social (ALS)	672,6	950	41,2 %	25,7 %
– Aide personnalisée au logement (APL)	187,5	180,6	- 3,7 %	- 14,3 %
– Aide au transport (carte Imagine R)		11,4		
Total (1)	**1 787,8**	**2 451,9**	**37,1 %**	**22,1 %**
(2) – Aides indirectes				
– Œuvres universitaires	253,4	294,3	16,1 %	3,4 %
– Aides aux associations et médecine universitaire	12,8	18	40,6 %	25,1 %
– Compensation de l'exonération des droits d'inscription dont bénéficient les étudiants boursiers	8,4	46,3	451,2 %	390,5 %
Total (2)	**274,6**	**358,6**	**30,6 %**	**16,2 %**
Total A (aides budgétaires)	**2 062,4**	**2 810,5**	**36,3 %**	**21,3 %**
B – Aides fiscales*				
– Majoration du quotient familial pour enfants étudiants rattachés au foyer fiscal de leurs parents	942,1	1 080	14,6 %	2,0 %
– Réduction d'impôt pour frais de scolarité des enfants poursuivant des études supérieures	125	165	32,0 %	17,5 %
Total B (aides fiscales)	**1 067,1**	**1 245,0**	**16,7 %**	**3,8 %**
TOTAL des aides de l'État (I)	**3 129,5**	**4 055,5**	**29,6 %**	**15,3 %**
II – AUTRES AIDES				
(1) – Versements des régimes sociaux				
– Contribution des différents régimes au financement des assurances sociales des étudiants	375,1	461,2	23,0 %	9,4 %
(2) – Versements des universités				
– Fonds de solidarité et de développement des initiatives étudiantes (FSDIE)	6,1	12,2	100,0 %	78,0 %
TOTAL des autres aides (II)	**381,2**	**473,4**	**24,2 %**	**10,5 %**
TOTAL GÉNÉRAL	**3 510,7**	**4 528,9**	**29,0 %**	**14,8 %**

* Hors avantage fiscal pour déduction des pensions alimentaires, évalué en 1995 à 0,3 milliard d'euros.

source : MEN-DEP, DES, CNAF, MINEFI-DGI

In 2004, about one in ten young people around the age of 17 had reading difficulties, particularly serious in 4.4% of the cases.

In 2004, approximately 800,000 young French men and women aged 17 or more participated in the National Defence Preparation Day (JAPD). They all took a test designed to assess their comprehension of the written word, to evaluate three specific reading aspects: the automatic aspect, lexical proficiency and the ability to process complex written material. For each of these aspects, a command level was set, below which young people are regarded as having difficulties. The combined results have enabled the identification of eight reader profiles *(table 01).*

The 89% of these young people who, according to the test criteria, have a good command of written comprehension, are not included in these profiles. Profile 5d relates to young people having passed everything, i.e. 63.9% of the total population. Profile 5c relates to 15.6% of the young readers who, despite significant deficiencies in the automatic process involved in identifying words, have managed to process complex written material, by way of a proven lexical proficiency. Finally, 9.5% of the population (profiles 5a and 5b) have managed to make up for their difficulties and reach a certain level of comprehension.

On the other hand, 11% of these young people experience serious difficulties. The most affected ones among them (profiles 1 and 2, i.e. 4.4% of the total) are characterised by a significant lack of vocabulary. Moreover, young people from profile 1 (2.4%) have no command of the basic processing mechanisms of the written language; some of these are probably unable to read. Young people from profiles 3 and 4 (6.6%) have an acceptable lexical level but cannot handle complex written material.

Reader profiles and educational levels are closely connected. Profile 1 is made up of numerous young people having undergone short studies, sometimes very short, whereas profile 5d is mainly made up of *lycée* students from the general course *(diagram 03).* The presence of young people from level 4 in the bad reader profiles is probably due to a lack of commitment when taking the tests as well as to actual reading difficulties that they more or less managed to overcome.

Reading difficulties are far more frequent for boys (14.2%) than for girls (7.8%, *table 01).* There are more boys less successful in comprehension tests in each of the profiles 1, 2, 3 and 4. They also show more serious deficiencies in the basic processing mechanisms of the written language, which explains their relatively larger presence in profiles 1, 3, 5a and 5c *(diagram 04).*

JAPD tests are designed to identify, in weak readers, three major difficulty groups of various types:
– poor ***automation of the mechanisms*** *in charge of word identification: rather than concentrating on finding the meaning, weak readers have to focus on word recognition, which should be automatic;*
– insufficient language skills: this is mostly due to poor ***lexical proficiency;***
– inefficient ***processing of complex material*** *required to understand a document: a lot of young people are inefficient in the way they handle the written language, whether they lack expertise or they find it difficult to focus…, although neither their ability to identify words nor their language skills seem to be at fault.*

Four schooling levels were defined according to the courses young people said they were taking or had taken. Level 1: studies taken no further than collège; *level 2: short vocational studies (CAP – vocational training qualification or BEP – certificate of technical education); level 3: vocational and technical training better than BEP and up to vocational* baccalauréat *or technical non-university degree; level 4: general studies after* lycée.

source: JAPD – DEP data; scope: Young French Men and Women having participated in the JAPD in 2004 in mainland France

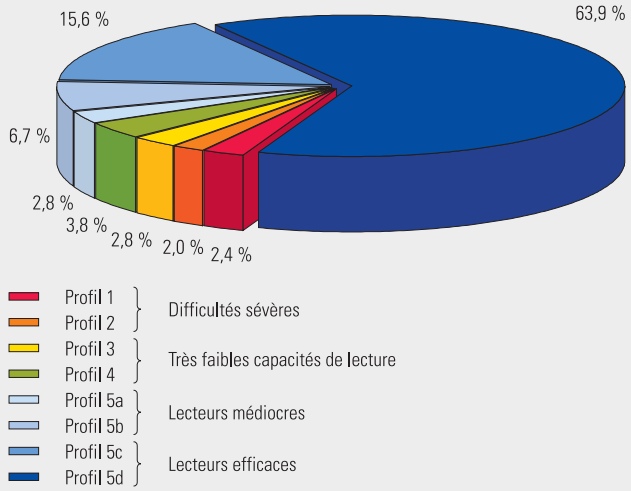
01 "reader profiles" of young people in the 2004 JAPD sample

Profil		traitements complexes	automaticité de la lecture	connaissances lexicales	garçons	filles	ensemble
5d	Lecteurs efficaces	+	+	+	59,3 %	68,8 %	63,9 %
5c	79,5 %	+	-	+	17,4 %	13,7 %	15,6%
5b	Lecteurs médiocres	+	+	-	6,1 %	7,3 %	6,7 %
5a	9,5 %	+	-	-	3,1 %	2,4 %	2,8 %
4	Très faibles capacités de lecture	-	+	+	4,6 %	2,9 %	3,8 %
3	6,6 %	-	-	+	3,9 %	1,7 %	2,8 %
2	Difficultés sévères	-	+	-	2,4 %	1,6 %	2,0 %
1	4,4 %	-	-	-	3,3 %	1,6 %	2,4 %

Lecture : la combinaison des 3 dimensions de l'évaluation permet de définir 8 profils. Les profils numérotés de 1 à 4 concernent les jeunes n'ayant pas la capacité de réaliser des traitements complexes (très faible compréhension en lecture suivie, très faible capacité à rechercher des informations). Ils sont en deçà du seuil de lecture fonctionnelle. Les profils codés 5a, 5b, 5c, 5d sont au-delà de ce seuil, mais avec des compétences plus ou moins solides et qui peuvent nécessiter des efforts de compensation relativement importants.

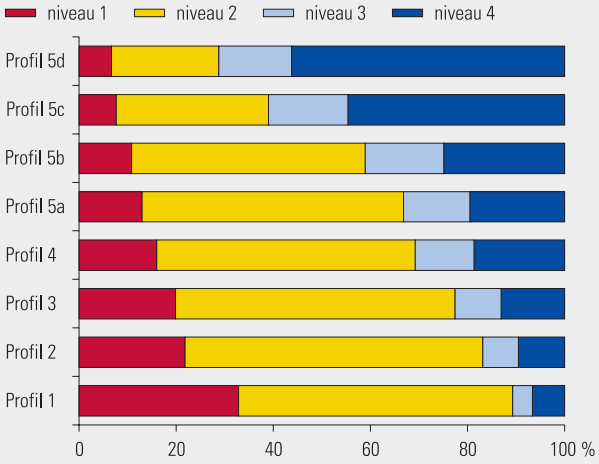
source : ministère de la Défense – DSN, MEN-DEP

02 Breakdown of all young people in the JADP 2004 sample, according to their reading skills



source : ministère de la Défense – DSN, MEN-DEP

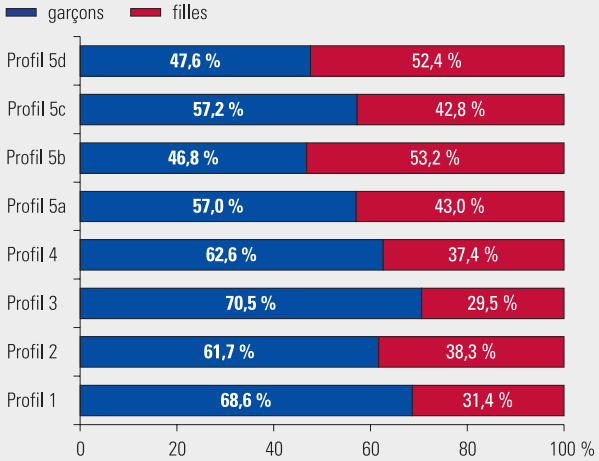
03 Breakdown of each reader profile per their schooling level



Lecture : parmi les jeunes du profil 1, 33 % n'ont pas dépassé le collège (niveau de scolarité 1) et 57 % suivent ou ont suivi des études professionnelles courtes, de niveau CAP ou BEP (niveau de scolarité 2).

source : ministère de la Défense – DSN, MEN-DEP

04 Breakdown of each reader profile per gender



Lecture : les garçons représentent 68,6 % des jeunes du profil 1 et 47,6 % des jeunes du profil 5d.

source : ministère de la Défense – DSN, MEN-DEP

Approximately 720,000 young people completed their initial education in 2003. Those who claim to have a higher education degree represent approximately 40% of the population of their generation.

According to the quarterly INSEE surveys on employment, 720,000 young people completed their initial education in 2003. Among them, approximately 300,000 claimed to have a higher education degree, 300,000 a diploma from the second level of secondary education *(baccalauréat,* BEP – certificate of technical education, or CAP – vocational training qualification), and 120,000, i.e. one out of six, did not mention any degree or just held the *brevet* (examination taken at the end of *collège,* or lower secondary school).

The new quarterly surveys on employment are designed to assess the education level of students leaving the education system, in a more accurate way than the former surveys carried out once a year in March. Therefore, to evaluate recent schooling evolution in a coherent way, school statistics *(table 02),* or diplomas claimed on a yearly basis by generation *(diagram 01)* and age group *(indicator 09)* should be referred to.

Among the 300,000 young people who claimed to have a higher education degree, over 180,000 claim to have a general degree, like a first, second or third cycle university degree, or a degree awarded by an art school, business school or engineering school. Also, over 120,000 young people claimed to have a qualification awarded after a short technical or vocational course (BTS – Higher Technician Certificate, DUT – University Diploma in Technology) or a qualification in paramedical and social studies accessible after the *baccalauréat (table 03).*

In the more recent generations, there are approximately 40% higher education graduates, i.e. slightly more than generations born in the early seventies *(diagram 01).* In 2002 as in 2003, the proportion of higher education graduates also represented approximately 40% of the population of the relevant generation. This is less than their percentage in the total population of people leaving the system, which is relatively low in 2003 *(table 03),* due to slightly higher school attendance rates *(indicator 04).*

There are fewer people leaving the education system with *baccalauréat* and CAP and BEP qualifications in 2003 than in 2002. Data from secondary education Schools Census demonstrates a moderate but steady decrease since 2001, in students leaving with no qualification (levels VI and Vbis of the 1969 classification), down from 60,000 at the end of the nineties to 50,000 in 2002 and 2003 *(table 02).*

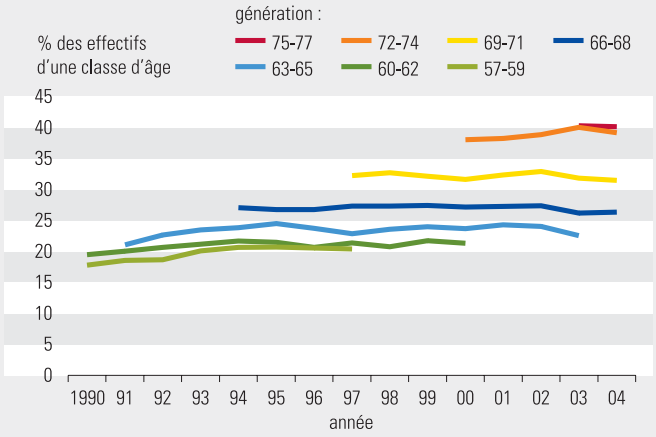
In 2003, 37% of the French 25 to 34 year old population claimed to have a higher education qualification, i.e. a little less than the more recent generations but much more than the 55 to 64 year old population. With this progress, France is now level with the United States, Belgium or Finland, way ahead of Italy or Germany, but still far behind Japan and Canada.

The completion of the initial education represents the first schooling break of over one year. INSEE's surveys on employment, with their questions to household members, shed light on students leaving the education system; the information on students leaving is collected in the most recent surveys (2004 quarterly surveys for students who left in 2003). After adjustments, the new continuous surveys seem to give a better assessment of the qualification levels of students leaving the education system than the former March surveys, although the March surveys were able to provide accurate trends. Also, the indicators providing figures on students leaving the system compared with their entire age groups provide a more accurate reflection of the education level of each generation than the internal breakdown of students who are leaving (higher school attendance rates have reduced the number of students leaving and therefore the breakdown denominator). Finally, given the size of the sample used in the Employment surveys, category variations of less than 15,000 have become insignificant. School statistics, via a combination of schooling and geographical backgrounds of the entire student and apprentice population in secondary education, make it possible to evaluate the number of students leaving according to the level reached (table 03).

source: MEN-DEP, OECD, INSEE's surveys on Employment
scope: mainland France

Education level and qualifications of young people having completed their initial education 08

01 Higher education qualifications reported by generation, per year (1990-2004)



Lecture : en 2004, 40 % des effectifs des générations 1975-1977 (alors âgées de 26 à 28 ans) déclarent posséder un diplôme d'enseignement supérieur, pour 39 % environ des effectifs des générations nées de 1972 à 1974, et 33 % de celles nées de 1969 à 1971.

sources : calculs MEN à partir des enquêtes Emploi de l'INSEE

02 Breakdown of students completing secondary education by class and education level

en milliers

	niveaux de 1969*	1996	2000	2001	2002	2003
Terminales générales et technologiques	IV	431	443	425	420	**427**
Terminales professionnelles (bac professionnel et équivalents)	IV	82	108	107	107	**107**
Total niveau du baccalauréat	IV	**513**	**551**	**532**	**527**	**534**
Fin de CAP ou BEP	V	156	176	165	161	**156**
Fin de seconde ou premières (avec 1ère année baccalauréat professionnel et BP)	V	31	39	39	37	**38**
Total niveau du CAP		**187**	**215**	**204**	**198**	**194**
Premier cycle, 1ère année CAP/BEP (VI-Vbis)	VI-Vbis	64	58	55	50	**50**
Total élèves finissant l'enseignement secondaire**		**764**	**824**	**791**	**775**	**778**

* La classification des « niveaux » de formation est utilisée en France depuis les années soixante. Dans l'enseignement secondaire, la dernière classe fréquentée (au lieu du diplôme) est prise en compte lorsque les élèves arrêtent leurs études.

** Sans les jeunes qui ne commencent pas l'enseignement secondaire (moins d'1 % d'une classe d'âge actuellement).

source : MEN-DEP au moyen des *statistiques scolaires*

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

en milliers

diplôme déclaré	CITE*	2002	2003
Écoles supérieures	5A	45	**50**
DEA, DESS, doctorats	5A/6	53	**53**
Licence, maîtrise	5A	81	**74**
Diplôme d'études universitaires générales	5A	7	**6**
Total diplômés du « supérieur long »	**5A/6**	**186**	**183**
BTS, DUT et équivalents	5B	106	**100**
Paramédical et social	5B	18	**25**
Total diplômés du « supérieur court »	**5B**	**124**	**125**
Baccalauréat général	3A	61	**52**
Baccalauréat technologique, professionnel et assimilé	3A/B	121	**117**
Total bacheliers	3A/B	182	**169**
CAP BEP ou équivalent	3C	133	**126**
Total diplômés des seconds cycles secondaires	**3A©**	**315**	**295**
Brevet seul	2	45	**45**
Aucun diplôme		84	**73**
Total brevet et aucun diplôme	**0-2**	**129**	**118**
Total sortants de formation initiale		**754**	**721**
Sortants estimés à partir des synthèses d'inscrits		*714*	*708*
% de bacheliers et diplômés de l'enseignement supérieur		*65*	*66*

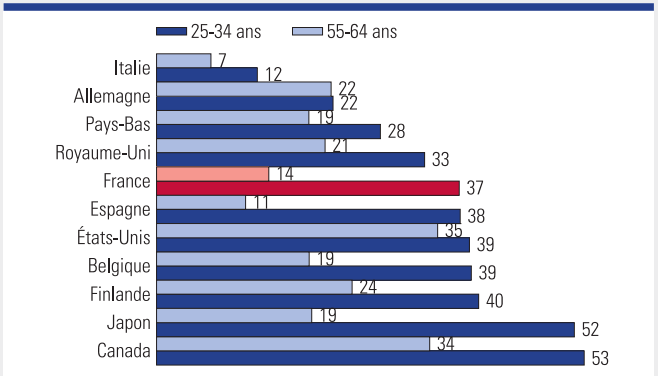
* La classification internationale type des enseignements (CITE) de l 'UNESCO et l'OCDE est utilisée pour les comparaisons entre pays. Les personnes sont classées en fonction des diplômes qu'elles détiennent.

Nota bene : cette nouvelle estimation du niveau d'études des sortants de formation initiale de 2002 tient compte de la pondération du recensement de 2004 et de rectificatifs, liés au démarrage de la nouvelle série d'enquêtes sur l'emploi. Cette nouvelle série, amorcée en 2003, paraît fournir une meilleure estimation du niveau d'étude des sortants. L'ancienne tendait à sous-estimer les flux de diplômés de l'enseignement supérieur, et à surestimer ceux des moins diplômés. Les échantillons étant de petite taille, des écarts catégoriels de 15 000 ne sont pas significatifs.

Champ : ensemble des jeunes (avec ceux des institutions médico-éducatives).

source : INSEE, estimations DEP au moyen des enquêtes Emploi (sauf la dernière ligne).

Proportion of the population with a higher education qualification (2003)



source : édition 2005 de *« Regards sur l'éducation »*, OCDE

Approximately 6% of young people, usually coming from underprivileged backgrounds, leave school without qualifications, according to the current French definition.
Adding students without CAP, BEP or baccalauréat qualifications, then this figure becomes 18%.

Over the last 40 years, the decrease in students leaving without qualifications, on levels VI and Vbis of the 1969 French classification, has been spectacular *(diagram 01)*. However, in 2003, about 6% of young people completed their initial education without completing a vocational course ("second cycle" type) in secondary education, and without undertaking a general or technological "second cycle". Students dropping out in the middle of the general and technological courses, after their first or second *lycée* year, currently represent 1 to 2% of the young population *(diagram 02)*. These figures are relatively stable, but show a slight decrease in students leaving during the 1st cycle and in the 1st year of their CAP or BEP course.

The minimum level of qualification selected by the European Union and international bodies is higher than that: a "second cycle" qualification from secondary education. Below this, it is feared that young people will experience serious social and professional difficulties.

Therefore, according to this definition, also selected among the reference criteria of the Lisbon Strategy, 18% of the 20 to 24 year olds are poorly educated *(table 03)*. Apart from the above-mentioned 8% who dropped out of their studies before the end of a second cycle of secondary education, this indicator includes the 10% who completed a second cycle but failed in their *baccalauréat,* BEP (Certificate of Technical Education) or CAP (Vocational Training Qualification) examinations. The first 8% are on average eighteen years old when they leave the education system, the other 10% are over 19.

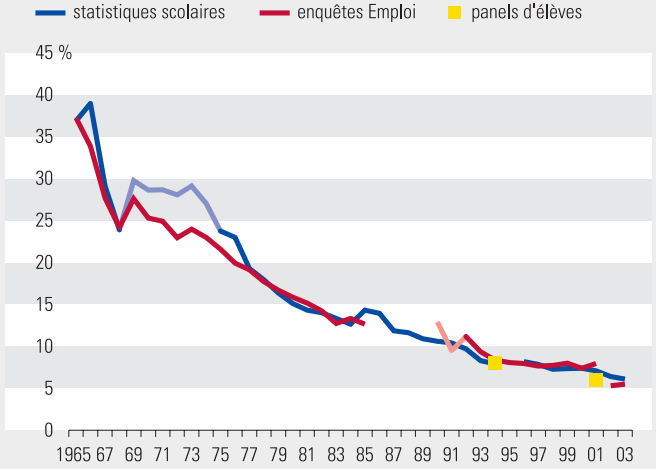
In 2003, 80% of the French 25-34 year old population claimed to have at least a second cycle qualification from secondary education (CITE 3). With this substantial progress, over 30% compared with the 55 to 64 year old generation, France is getting closer to the best-performing OECD countries.

The number of students leaving without qualifications (levels VI and Vbis) is evaluated according to several sources. These methods yield similar results (diagram 01). The education level of the population of students leaving the system after their initial education was however underestimated by the annual surveys on employment; therefore data from the employment surveys concerning leaving students show a break in the statistical series.
In diagram 01, the indicator calculated from school statistics is a frequency whose denominator is the number of students leaving from levels VI and Vbis added to the number of young people reaching the next education level (V). However, the indicators of diagram 02, obtained from the same school statistics, include in their denominator all the students leaving secondary education.
Diagram 03 relates to young people aged twenty to twenty four at the time of the survey. The least educated ones finished their education several years before, while the most educated ones are still studying. These indicators show a different sequence of events from the indicators examined at the end of the initial education.

source: MEN-DEP and INSEE's Employment surveys;
scope: mainland France

Students leaving without qualifications 09

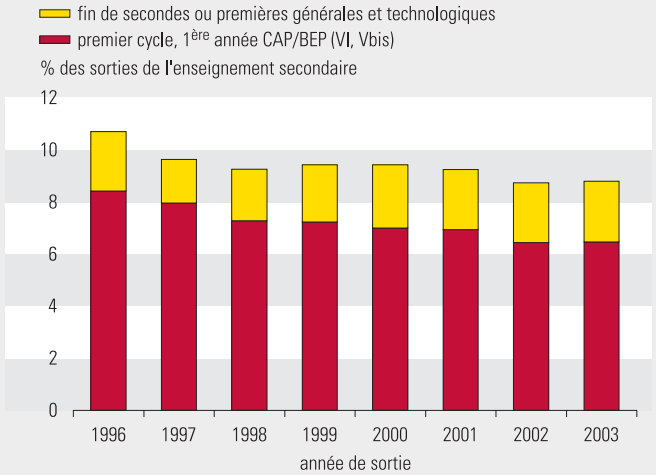
01 Percentage of young people leaving school without qualifications between 1965 and 2003



Lecture : en 1965, plus de 35 % des sortants finissaient leur formation initiale « sans qualification », selon les termes d'époque. Ils arrêtaient avant l'année terminale d'un CAP ou BEP ou une seconde, autrement dit après l'enseignement primaire, le collège, ou quelques mois de formation professionnelle. Ils représentent aujourd'hui 6 % des jeunes. Les parties des courbes plus claires correspondent à des données peu solides.

sources : MEN-DEP et INSEE

02 Students leaving before completion of a second cycle, 1996 to 2003 (%)



source : statistiques scolaires, MEN-DEP

03 Qualification and education level of the 20 to 24 year olds

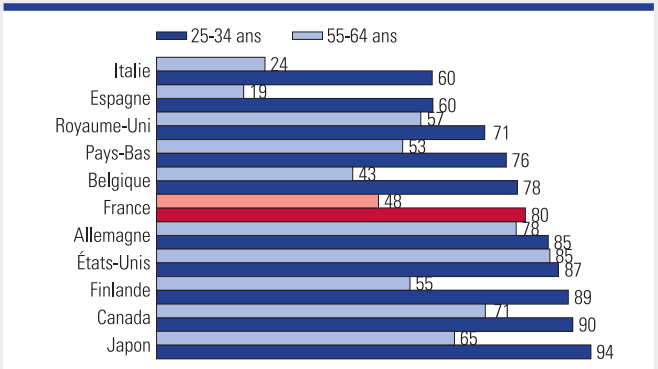
en %

diplôme et niveau d'étude déclarés :	CITE*	NF**	1996	1998	2000	2002	2003	2004
Total diplômés de l'enseignement supérieur, du baccalauréat, ou d'un BEP ou CAP	CITE 3-5		**77**	**79**	**82**	**82**	**82**	**82**
Terminale de baccalauréat		IV	6	5	5	5	5	5
Terminale de CAP ou BEP		V	7	6	6	6	5	5
Non-diplômés des baccalauréats, BEP ou CAP parvenus en classe terminale	CITE 2		**13**	**11**	**10**	**11**	**10**	**10**
Seconde ou Première générales ou technologiques		V	1	2	1	1	2	1
Seconde professionnelle, Premier cycle de l'enseignement secondaire, ...		VI-Vbis	9	8	7	6	6	7
Non-diplômés des baccalauréats, BEP ou CAP ayant interrompu leurs études avant la classe terminale	CITE 2		**10**	**10**	**8**	**7**	**8**	**8**
Total non-diplômés de l'enseignement supérieur, du baccalauréat, ou d'un BEP ou CAP	CITE 2		**23**	**21**	**18**	**18**	**18**	**18**
Ensemble			**100**	**100**	**100**	**100**	**100**	**100**

* Postes de la Classification Internationale Type de l'Éducation (anglais : ISCED).
** Postes de la classification française interministérielle des niveaux de Formation de 1969.
Lecture : en 2004, 82 % des jeunes âgés de 20 à 24 ans déclarent détenir un diplôme de l'enseignement supérieur, un baccalauréat, un BEP, ou un CAP.

source : INSEE, enquête Emploi

Proportion of the population having at least a second cycle qualification from secondary education (2003)



source : édition 2005 de *« Regards sur l'éducation »*, OCDE

The *baccalauréat* qualification and higher education have become more widely accessible, but marked socio-economic inequalities persist in the way students are distributed in the various courses, general, technological or vocational.

The *baccalauréat,* which for many years was the privilege of white-collar managers' children, has become more accessible to all socio-economic backgrounds in the last two decades.

In the 1950s generation, more than two out of three children of white-collar managers obtained the *baccalauréat,* compared with only one out of ten children of blue-collar workers. Among recent generations, born around 1980, nearly half of the children of manual workers obtained the baccalauréat *(diagram 01).* This growth was particularly rapid during a ten-year period between the 1964 - 1968 and 1974 - 1978 generations. In this respect, the significant development in the pursuit of studies in higher secondary education between 1985 and 1993 contributed to reducing social inequalities.

Thanks to the progress accomplished in secondary education, access to higher education has considerably increased in the 1990s: for the last ten years, it has concerned more than half of any given generation. In the early 1980s, less than one out of ten blue-collar workers' children was able to undertake further studies. Nowadays, over one third of them are able to do so, nearly 40% in 2004, and a little more for female workers' children. Nearly 80% of white-collar managers' children become students, and even a little more if their mother is part of this socio-economic background *(diagram 02).*

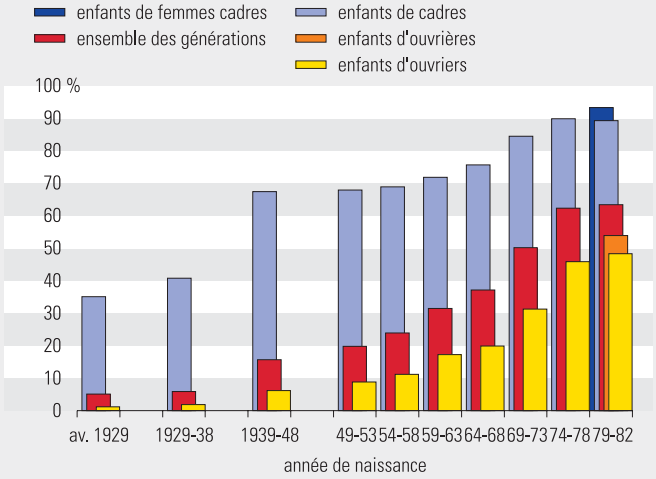
Cross-sectional examination of the student cohorts starting their first year of collège on any given year ("panels") makes it possible to point out socio-economic differences still at work throughout secondary education, for the three major types of *baccalauréat* qualification (general, technological or vocational), and restricting access to higher education. White-collar managers' children, taking advantage of better schooling, focus on the general curriculum, and more specifically the science courses (see previous issue), which today provides the best opportunities for pursuing higher education. In higher education programmes, their over-representation is at its utmost in the most selective programmes (CPGE – Preparatory Classes for *Grandes Ecoles,* medical studies; *indicator 25).* Conversely, orientation towards a vocational course in secondary education concerns primarily the children of blue-collar workers – one out of four of them does not go further than CAP (Vocational Training Qualification) or BEP (Certificate of Technical Education) level – tradesmen, employees and farmers – more of them, approximately 20%, obtain a vocational *baccalauréat* –, whereas less than one out of ten children of white-collar managers or teachers obtains a qualification from this curriculum *(diagram 03).*

Diagram 01 *relates to generations, i.e. young people born in the same year. The data used come from INSEE's FQP* (professional training and qualification) *and Employment surveys.* Diagram 02 *relates to overall populations of young people aged 20 and 21 (actual age at the beginning of the year). This data is taken from INSEE's Employment surveys.*
As a young person normally starts their higher education at the age of 18 (18 years old by January of the school year), a 20 or 21 year-old has often been studying for two years. The 2003 and 2004 data is taken from the latest Employment survey and the sample used is based on the latest Census.
The "socio-economic background" is the socio-economic category of the parents, with priority given to the father. The occupation of the household head of a retired or unemployed person is normally the last occupation held.
The mother's occupation is used instead of the father's when the father is gone or deceased. The new batch of Employment surveys provides more accurate information by identifying the mother's occupation. In diagram 02, *the parents' occupations are divided into three categories: blue-collar workers; entrepreneurs, white-collar managers and "intermediate" occupations; employees, farmers, tradesmen and shopkeepers.*
Only blue-collar workers and white-collar managers are singled out in diagram 01, although employees, farmers and tradesmen are accounted for in the total.

sources: INSEE, Employment and professional training and qualification surveys. MEN, panels made up of students who started their first year of collège in 1989

Education level according to socio-economic background 10

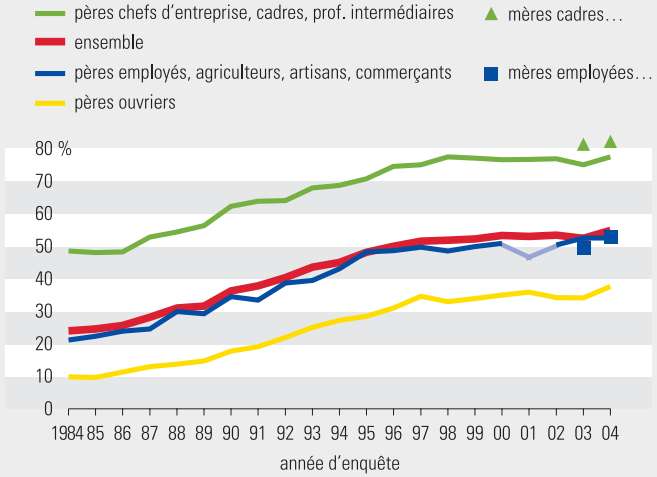
01 Baccalauréat obtained by generation and by socio-economic background



Lecture : parmi les jeunes nés de 1979 à 1982, 88 % de ceux dont le père est cadre et 93 % de ceux dont la mère l'est sont devenus bacheliers, contre 48 % des jeunes de père ouvrier, et 54 % de mère ouvrière. C'est nettement plus que dans les générations des années 30, où 41 % des enfants de cadres obtenaient le baccalauréat, contre 2 % seulement des enfants d'ouvriers.

sources : Formation et qualification professionnelle et enquêtes sur l'emploi, INSEE

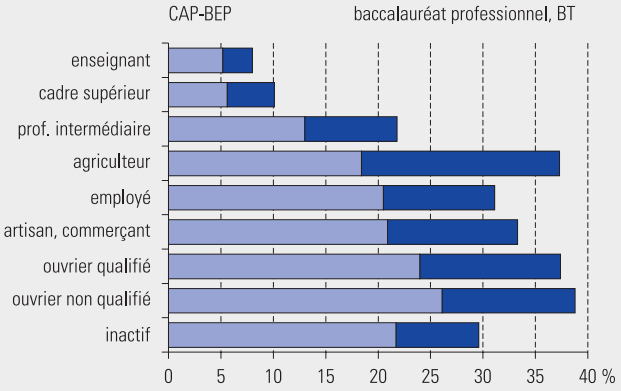
02 Access to higher education of young people in the 20-21 year-old groups according to their socio-economic background, between 1984 and 2004



Lecture : parmi les jeunes âgés de 20 et 21 ans en janvier 2004 (qui appartiennent donc aux générations 1982 et 1983), près de 78 % de ceux dont le père est chef d 'entreprise, ou exerce une profession supérieure ou intermédiaire, suivent, ou bien ont suivi, des études supérieures (pour 82 % de ceux dont la mère exerce ce type de profession).

source : INSEE, enquêtes Emploi 1984 à 2004

03 Vocational qualification obtained in secondary education according to socio-economic background



Lecture : à l'issue de leur scolarité secondaire, 38,8 % des enfants d 'ouvriers non qualifiés entrés en sixième en 1989 ont obtenu comme diplôme le plus élevé un diplôme professionnel : pour 26,1% d'entre eux, c'est un diplôme de niveau V (CAP-BEP) et pour 12,7 % un diplôme de niveau IV (baccalauréat professionnel, BT).

source : MEN-DEP, panel 1989

As a result of the economic climate, youth unemployment has risen since 2002, in a more worrying fashion for those less qualified.

Since 2002, the 15 to 24 year-old working population has suffered more from unemployment. Their rate of unemployment rose by 1.5 points between the first quarters of 2003 and 2004 *(diagram 01)*. However, two opposite trends are developing. Contrary to what had been observed last year, the unemployment rate of young higher education graduates is down 2 points whereas that of young people with a lower qualification is up 3 points.

The unemployment rate for men of this age group has risen more than that of women, which remains a little higher. Higher education graduates are, once again, the exception, as the unemployment rate of girls is lower than that of boys: among girls who completed their education in the last one to four years, the unemployment rate is 2 points lower than that of their male counterparts.

Generally, employment conditions for young people who have just completed their education are "oversensitive" to the trends in the labour market. The rise in unemployment also affects people who have just completed their initial education in a more significant way: the unemployment rate of people who left the system in 2003 reaches 34% in the first quarter 2004, approximately seven months after the completion of their education, then 25% in the second quarter 2004 (10 months later) and 21% in the third.

In 2004, overall employment is down in the industrial sector, particularly in the manufacturing industry, and is developing in the small business, education, healthcare and social work sectors[1]. This trend seems to be more beneficial to graduates and young women. As young women who completed their education in the last one to four years in 2004 enjoy a greater protection from their higher qualifications than men *(indicator 13)*, they do not suffer from unemployment as much.

The "Generation 2001" Céreq survey highlights the significant differences in the duration of unemployment between education levels and types, between 2001 and 2004. The shortest duration of unemployment concern graduates in paramedical and social studies. People claiming a DUT and BTS qualification, like technological and vocational *baccalauréat* holders are not as badly affected as CAP and BEP holders *(table 03)*. The professional status of people leaving with no qualification and, to a certain extent, that of young people reaching the final year of a CAP or BEP curriculum but failing to obtain the qualification, differs significantly from other categories and can lead to social exclusion. Over one out of five of those without qualifications has never worked, compared with one out of twelve for young people reaching the final year of a CAP or BEP course but failing to obtain the qualification, and one out of twenty, at the most, for the more qualified young people.

1. For further information, *see INSEE PREMIERE,* n° 1009, March 2005

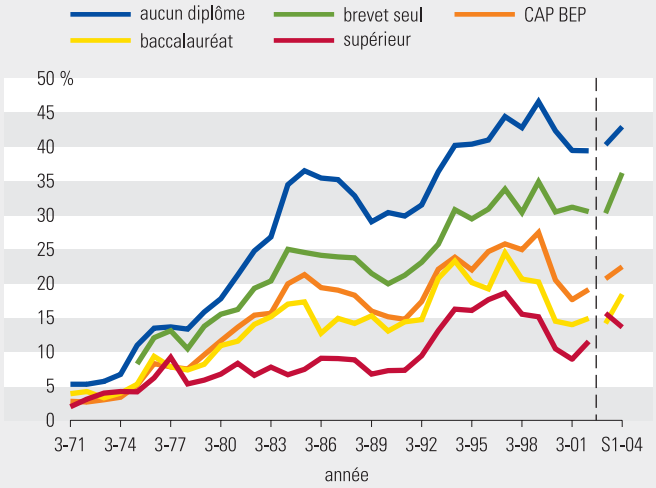
The age and terms of transition from education to employment vary considerably from one country to another.
The proportion of unemployed young people who are not in full-time education compared with the whole population of their age group (e.g. 25-29 year-old age group) reveals marked differences, and is generally lower amongst those who have completed a higher education course (although Greece and Italy are notable exceptions in this respect).

Diagram 01, table 02 and the comparisons between countries are based on the data from the Employment survey collected over the entire year since 2003. Numerous aspects of the survey were revised (employment and unemployment, etc.). Therefore the results are not strictly comparable with those of the previous years. Diagram 01 relates to young working people aged 15 to 24 (actual age at the beginning of the year) who are not continuing with their studies. Comparisons between countries relate to the entire 25 to 29 year-old population who are not continuing with their studies.
Table 03 is from the "Generation 2001" Céreq survey. It relates to people leaving their initial education in 2001 and examines their career during the next three years, as well as the status at the time of the survey in 2004 (unemployment rate).
In accordance with the definition of the International Labour Office, an unemployed worker is without work, currently available and actively seeking employment. An "unemployment rate" compares the number of unemployed workers with the entire economically active population seeking or with a job (or formerly fulfilling their military service obligations) (diagram 01, tables 02 and 03).
Conversely, a ratio shows the proportion of unemployed workers compared with the entire population of the same age group (table 02).

source: INSEE, CEREQ Employment Surveys
scope: mainland France

Qualifications and the risk of unemployment

01 Rates of unemployment amongst young people available for work and aged 15 to 24, according to their qualifications (1971-2004)



Lecture : les jeunes actifs ont été durement confrontés au chômage, depuis le milieu des années soixante-dix, en particulier les moins diplômés. Après avoir anticipé la hausse générale, le chômage des diplômés de l'enseignement supérieur semblait en baisse début 2004. (Ces « jeunes » sont âgés de 15 à 24 ans en début d'année. Pour 2004, ils sont nés de 1979 à 1988).

source : INSEE, enquêtes Emploi

02 Youth unemployment and general unemployment rates

en %

	jeunes de 15 à 24 ans		ensemble des actifs taux de chômage	
	taux* de chômage	proportion* de chômeurs	ensemble	diplômés du supérieur
Mars 1980	13,9	7,7	6,1	3,6
Mars 1985	23,7	12,3	10,2	3,8
Janvier 1990	18,1	8,0	9,2	3,5
Mars 1995	24,0	9,2	11,6	6,7
Mars 2000	19,3	7,2	10,0	5,2
Mars 2001	17,6	6,6	8,8	4,9
Mars 2002	18,7	7,1	8,9	5,6
Année 2003	20,1	8,4	9,7	6,9
Année 2004	**21,3**	**8,9**	**9,9**	**6,9**

* Les taux de chômage rapportent le nombre de jeunes chômeurs de 15 à 24 ans aux seuls actifs (21,3 % en 2004). La proportion de chômeurs se rapporte à l'ensemble des jeunes (8,9 % en 2004).

source : INSEE, enquêtes Emploi

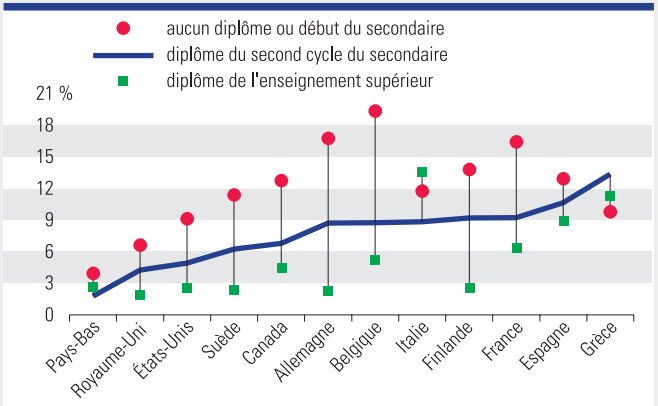
03 Unemployment figures from 2001 to 2004 for young people having completed their education in 2001, according to their level of qualification

diplôme	de 2001 à 2004		en 2004
	part du temps passé au chômage en %	% de jeunes n'ayant jamais connu d'emploi	taux de chômage en %
Doctorat, DEA, DESS	13	3	11
Écoles	12	1	8
Maîtrise, licence, DEUG	11	4	12
Formations paramédicales et sociales	1	0	2
DUT, BTS	10	1	9
Total diplômés du supérieur	**10**	**2**	**9**
Bac + 1 et + 2 non diplômés*	13	5	18
Total enseignement supérieur	**11**	**3**	**11**
Bac technologique ou professionnel (sans poursuite d'études)	10	2	13
CAP ou BEP	13	3	14
Terminale baccalauréat sans diplôme	15	3	20
Terminale CAP ou BEP sans diplôme**	25	8	31
Non qualifiés VI-Vbis	**34**	**22**	**40**
Total	**14**	**5**	**16**

* Avec les quelques bacheliers généraux qui n'ont pas poursuivi dans l'enseignement supérieur.
** Avec les quelques jeunes arrêtant en fin de seconde ou première générales ou technologiques.

source : Génération 2001,CEREQ

Proportion of unemployed young people aged 25 to 29 and not in full-time education, according to their level of qualification (2003)



source : OCDE-CERI

When entering the workplace, socio-economic status depends above all on the qualification obtained. As they have higher qualifications, young working women have more qualified positions than men. Qualifications also play a crucial part in salary, more so with age, but this time more substantially for men.

Becoming an executive manager, teacher, doctor, lawyer, nurse, technician or commercial representative, depends above all on the level of qualification.

Therefore, by the start of their career in 2004, almost 80% of graduates from long higher education courses hold a higher or intermediate occupation, compared with 60% of graduates from short courses and a little less than 25% of *baccalauréat* holders *(diagram 01)*. A graduate from longer higher education courses has a 19-point advantage over a graduate from a shorter course.

The differences in occupational integration according to socio-economic background seem to be moderate, for a similar level of qualification. The children of teachers, managers or intermediate professionals have an advantage of around 5 points over the children of manual workers, employees and self-employed workers, for a similar level of qualification obtained from a longer higher education course.

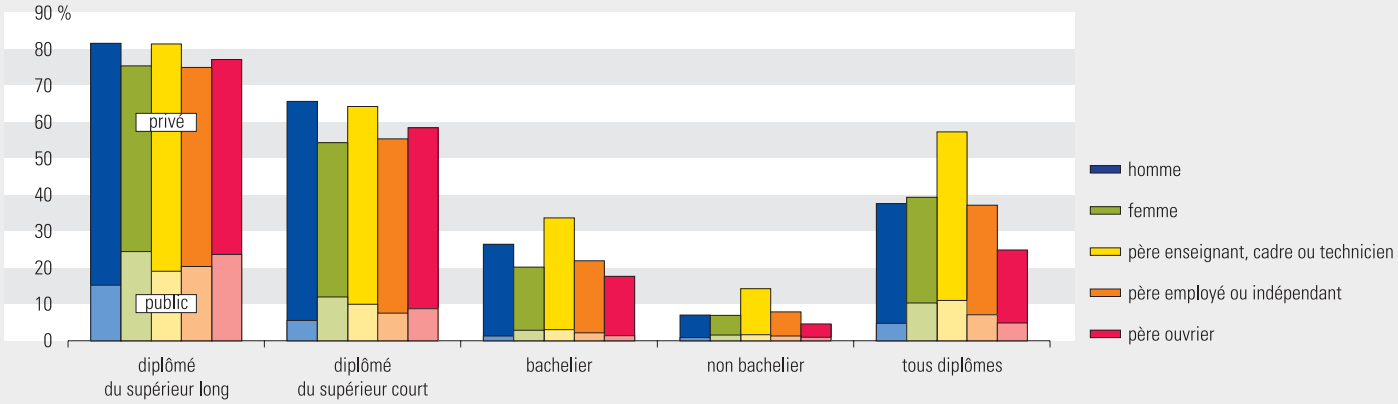
Since 2002, the women on the employment market have held a higher or intermediate position at the start of their careers more often than men, all levels of education taken into consideration. This is mostly due to their higher qualifications but also to the fact that men work much more than women in the private and industrial sectors, which have lost jobs. Similar differences in integration can be observed in the various socio-economic groups, as girls from privileged backgrounds are more easily integrated into the private sector than other groups.

As regards the occupation and responsibilities held, the salary level depends on qualifications. Women tend to lose their advantage. Between the ages of 30 and 34, half of the men with a higher education qualification received in 2004 a salary greater than 2,200 Euro, i.e. 1.8 times higher than men with no qualification (1,230 Euro, *diagram 02)*. The difference in salary tends to increase as careers develop and age advances, this same ratio reaching 2.3 at age 50 to 54. On a similar age and qualification basis, the salaries of women working full-time are lower and, overall, there is less discrepancy according to the level of qualification or age.

The proportion of higher or intermediate occupations (diagram 01) is assessed among young people who completed their initial education in the last 2 to 9 years, and have or are seeking work (economically "active"). Occupation groups distinguish between entrepreneurs and higher and intermediate occupations on the one hand, manual workers on the other and finally employees, farmers, tradesmen and shopkeepers (the ratio of young people integrated into a higher or intermediate occupation includes entrepreneurs). The public sector covers State, regional and healthcare public service positions but not public corporations. Diagram 02 illustrates the "median" salary of full-time workers, including bonus pay. The salary is the key factor splitting the population into two equal groups, the better paid on the one hand and the lesser paid on the other. Higher education qualifications from "long" courses are degrees from Grandes Ecoles *and second and third University cycles. Higher education qualifications from "short" courses are DUT (University Diploma in Technology) and BTS (Higher Technician Certificate) and qualifications from paramedical and social studies. Holders of a CAP (Vocational Training Qualification) and BEP (Certificate of Technical Education),* brevet, certificat d'études *(studies certificate), as well as young people with no qualification, specified in diagram 02, are under 01 (non* baccalauréat *holders).*

source: INSEE, Employment surveys for the four quarters of 2004 (yearly average)
scope: mainland France

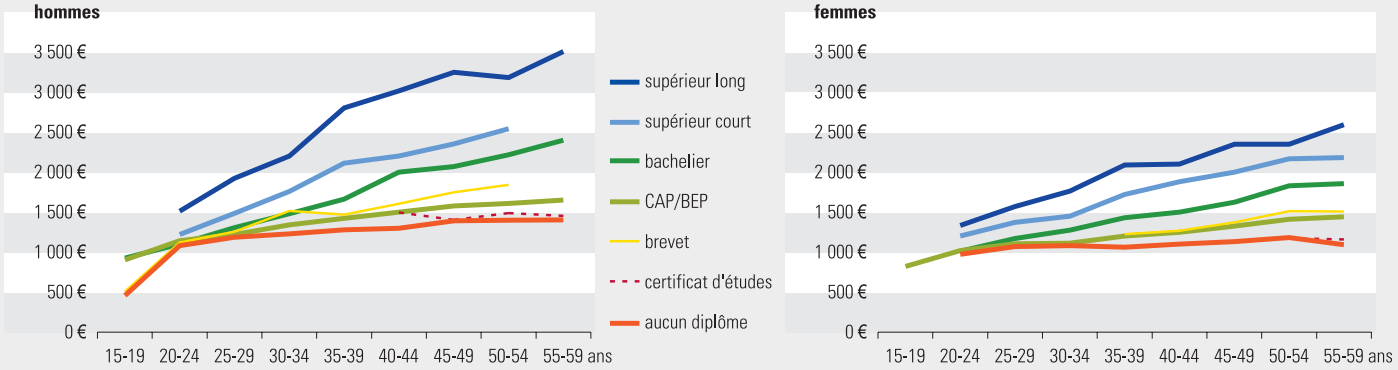
01 Access to a higher or intermediate occupation according to qualifications, gender and socio-economic background (2004)



Lecture : sur l'ensemble de l'année 2004, parmi les diplômés de l'enseignement supérieur long (histogrammes de gauche), 82 % des hommes exercent une profession supérieure ou intermédiaire (quelques-uns étant chefs d'entreprise), pour 76 % des femmes, 77 % des jeunes dont le père est ouvrier et 82 % de ceux dont le père est cadre. Ces mêmes proportions fluctuent entre 54 % et 66 % pour les diplômés du supérieur court, entre 18 % et 34 % pour les bacheliers et entre 5 % et 14 % en deçà du baccalauréat.
Champ : personnes sorties de formation initiale depuis 2 à 9 ans et occupant ou recherchant un emploi.
Avec un diplôme élevé, les femmes et les enfants d'ouvriers sont, plus souvent que les autres, cadres dans le secteur public ; ils sont, en plus fortes proportions, enseignants, et plus souvent aussi employés dans le secteur public.

source : INSEE, enquête continue sur l'emploi de 2004

02 Monthly salary claimed in 2004, according to age and qualifications median salary of full-time workers



Lecture : âgés de 50 à 54 ans et diplômés de l'enseignement supérieur long, la moitié des hommes salariés à plein temps déclare au cours de l'année 2004 percevoir un salaire net mensuel d'au moins 3 181 € (primes incluses) et la moitié des femmes un salaire d'au moins 2 348 €. Seuls sont pris en compte les salariés exerçant à temps plein, suffisamment représentés dans l'enquête (300 observations). Les salaires sont formulés en euros de 2004.

source : INSEE, enquête Emploi de 2004

Because of their greater skill in French, girls achieve a better education than boys.
They are in a majority amongst baccalauréat holders, notably general *baccalauréat,* and higher education graduates, but they hesitate to enter the longest and most selective training courses or those with the highest value in the labour market.

Close to boys in terms of mathematical or scientific ability, girls are quite ahead of them in French or written comprehension: this advantage is apparent during the national assessments of academic knowledge, National Defence Preparation Days (JAPD) or in international surveys (PISA) *(diagram 01).*

Probably for this reason, girls have a smoother and easier education until *lycée* classes (higher secondary level). Girls reach the *baccalauréat* level more frequently and at a younger age than boys *(indicator 20).* And as yet again, their success rate in the examination is also better in practically all types of *baccalauréat,* they are in a majority among those obtaining the *baccalauréat* (54% in 2004), particularly of a general type (59%).

However, the presence of girls in different types of *baccalauréat* seems highly variable, as a result of marked variations in the choice of learning careers. Thus, in the general *baccalauréat,* girls are clearly over-represented in literary sections (83% in 2004, although a little down on the highest level of 2002), in the majority in the economic and social section (65%), whereas boys remain the majority in the science section (54%), despite slow but steady progress from girls. Similarly, with respect to the technological *baccalauréat,* tertiary specialisation remain favourites among girls [63% in STT (Technological and Tertiary Sciences), although this proportion has gone down in the last few years, and even 96% in SMS (Medical and Social Sciences)], while industrial specialisation is preferred by boys (92% in STI (Industrial Science and Technology) Among vocational *baccalauréat* holders, girls remain largely underrepresented (42%) *(diagram 02).*

The same applies to vocational courses leading to a CAP (Educational Training Qualification) or BEP (Certificate of Technical Education): girls are globally fewer than boys, are over-represented in tertiary specialisation (71%) and largely absent from the manufacturing field (13%) despite slight changes observed in the last 5 years *[Table 3].*

These differences are confirmed or even amplified in higher education *[Table 04].* Over-represented on general university courses in the humanities (three-quarters of new enrolments) and in the areas of healthcare and law (two-thirds), girls are less numerous than boys in the most selective and competitive scientific areas [preparatory classes for *Grandes Ecoles* (CPGE) or University Institutes of Technology (IUT)]. Similarly, in universities, girls are largely in the majority among new students (58% in September 2003), but their advance declines over the years. However, female students have almost caught up in terms of the numbers obtaining a DEA (Advanced Studies Diploma) or doctorate.

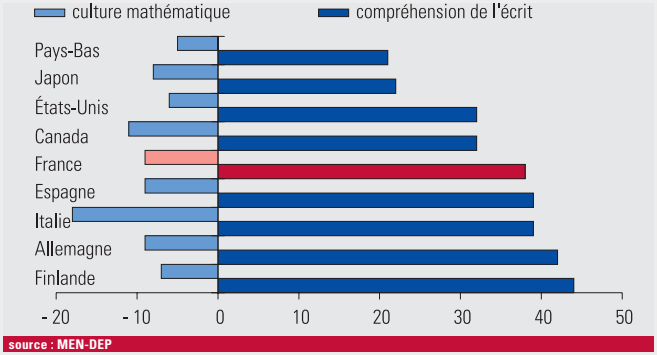
In OECD countries, notwithstanding a few exceptions, 15 year-old girls show academic performance on a par with boys in terms of mathematical ability, but significantly higher in written comprehension (PISA 2003).
In most European countries, the number of higher education female graduates is greater by 20 to 30% than that of male graduates.

The outcome of the OECD's PISA survey is presented (diagram 01) as a scoring table designed using "item response models". In written comprehension as in mathematical ability, the international average is set at 500 and standard deviation at 100. In diagram 01, the 38 point difference between average results in written comprehension of young 15 year-old French females and males thus represents over one third of the standard deviation, i.e. a little more than the average difference between girls and boys, all OECD countries taken together (34 points). In mathematical ability, the equivalent data is respectively 9 and 11 points.

source: MEN-DEP

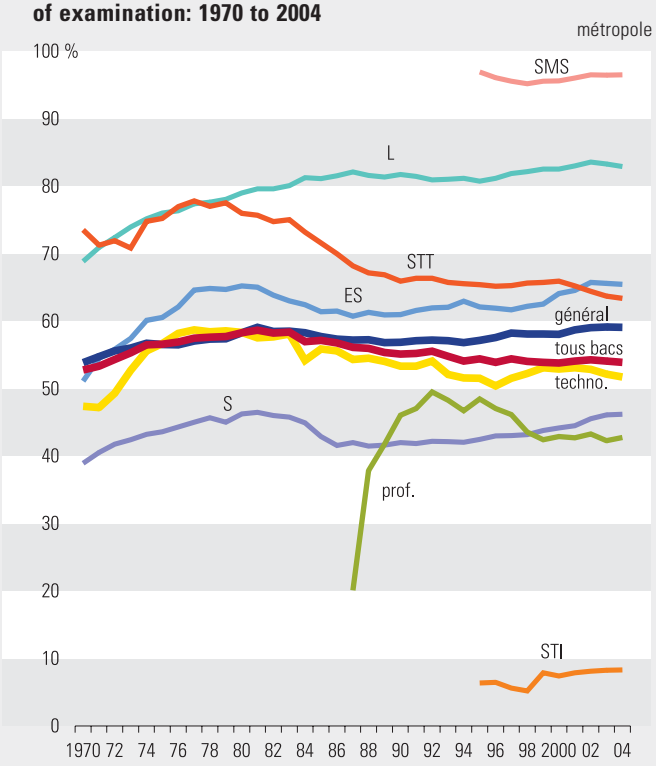
01 Differences in scores (girls-boys) during 2003 PISA assessments

(overall OECD average = 500, standard deviation = 100)



source : MEN-DEP

02 Percentage of female baccalauréat holders by type of examination: 1970 to 2004



source : MEN-DEP

03 Girls and boys in the last year of a CAP or BEP course

métropole + DOM

groupe de spécialités	1999 effectif	1999 % filles	2004 effectif	2004 % filles
Transformations	11 617	*22,3*	12 418	*27,2*
Génie civil, construction, bois	19 235	*6,2*	19 889	*7,7*
Matériaux souples	9 629	*95,6*	8 278	*94,9*
Mécanique, électricité, électronique	77 531	*2,0*	68 620	*2,4*
Production	**119 448**	***12,3***	**110 341**	***13,2***
Commerce, vente	24 162	*66,6*	31 077	*60,5*
Comptabilité, gestion	38 813	*59,8*	29 357	*55,0*
Secrétariat, bureautique	31 590	*95,4*	27 200	*94,4*
Sanitaire et social	18 910	*95,5*	20 656	*94,6*
Hôtellerie, tourisme	14 480	*50,4*	13 391	*50,6*
Coiffure, esthétique, serv. aux personnes	7 985	*95,4*	11 256	*97,4*
Services aux collectivités	6 584	*78,9*	5 352	*75,7*
Services	**150 927**	***73,5***	**147 424**	***71,4***
Ensemble des formations	**270 375**	***46,5***	**257 765**	***46,5***

source : MEN-DEP

04 Proportion of girls among baccalauréat holders entering the principal sectors of higher education

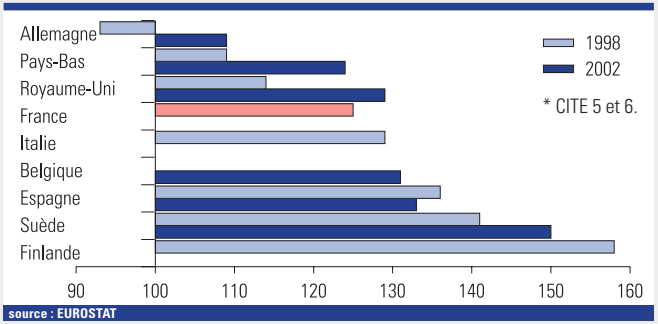
métropole + DOM, en %

	1999	2004
Droit	*66,8*	*68,7*
Économie	*54,6*	*52,4*
Lettres	*76,6*	*75,2*
Sciences	*39,3*	*39,2*
Santé	*65,9*	*66,9*
IUT	*39,4*	*38,2*
Ensemble université (1)	***57,9***	***57,9***
CPGE (2)	*43,4*	*44,1*
STS, hors DPECF* (2)	*49,8*	*48,9*
Ensemble	***54,9***	***54,4***

(1) Uniquement les 82 universités (au sens strict) et les 2 centres universitaires de formation et de recherche.
(2) Pour les CPGE et STS sous tutelle du ministère de l'Éducation nationale, soit tous les élèves du public, 2/3 des élèves des STS privées et 90 % des élèves des CPGE privées.
* Diplôme préparatoire aux études comptables et financières

source : MEN-DEP

Number of women per 100 higher education male graduates*



source : EUROSTAT

In 2004, more than a quarter of the domestic expenditure on education, or 30.6 billion Euro, was devoted to primary education. Between 1980 and 2004, the average expenditure on a pupil in the primary sector rose by more than 70% at constant prices, and today reaches 4,600 Euro.

In 2004, expenditure on primary education (primary and nursery education, special teaching and integration in the primary sector and related activities) represented 30.6 billion Euro, a 0.5% increase over the previous year (at constant prices). Approximately 40% of this sum came from regional government bodies (mainly local councils) which cover the costs of non-teaching staff and the operating costs and necessary investments in primary schools.

Between 1980 and 1995, the share of expenditure devoted to the primary sector within the DEE saw a sustained decrease from 28.9% to 26.7%. Following a slight increase to 27% in 2000, it has been decreasing since, down to 26.3% in 2004. Although the domestic expenditure on education (at constant prices) has increased overall by 85% in 24 years, the rise over this period was limited to 68% for the primary sector.

In a general context of fewer pupils in primary education and the upgrading of teaching careers (creation of the primary school teacher qualification of *professeur des écoles),* there has nevertheless been a major increase in the average expenditure per pupil: between 1980 and 2004, this unit expenditure rose from 2,577 Euro to 4,601 Euro, or a 73% increase at constant prices (taking account of the change in calculation in 1999: see Methodology).

The average annual expenditure per pupil in nursery and primary schools has started to balance out since 1980, reaching about 3,900 Euro in 1997, thanks to improvements in the average number of teachers per pupil, and the major rise in expenditure by local authorities on staffing in nursery schools. However, the difference reappeared in 1998, and has since been growing, still to the benefit of primary schools.

Between 1990 and 2004, the cost of education in the primary sector per pupil, calculated to take account at each date of the average number of years spent in nursery and primary education, grew by almost 40%. The share of primary education fell slightly (from 65.8% to 61.7%) because of the reduction in the number of pupils repeating years in primary schools (thus returning the average duration of studies to the theoretical and "normal" value of 5 years) and the relatively stronger increase in the average annual cost per pupil in nursery schools.

International comparisons of average costs per pupil are difficult, because the costs taken into account by different countries are not always homogeneous (they sometimes only concern the State education sector).
With respect to primary education, France is just below the OECD countries average, significantly behind the United States. Amongst European countries, only Spain and Germany present markedly lower costs.

Primary education expenditure includes all expenditure on public and private establishments related to education and associated activities: canteens, administration, healthcare at school, school transport, school supplies, salaries paid to education personnel undergoing training courses etc., for the portion corresponding with primary schools.
The renovation of the education account results in an alteration of the amount of the average expenditure per student, which was only recalculated for the 1999-2004 period. The 1980 to 2004 trend is therefore the result of two separate trends: 1980 to 1999, "former basis", and 1999 to 2004, "new basis".
The amount of expenditure for the last two years is provisional.
The international indicator is presented in the dollar equivalent converted using purchasing power parities, which are currency conversion rates making it possible to specify the purchasing power of various currencies in a common unit.

source: MEN-DEP
scope: mainland France + overseas departments combined.
For international comparisons: OECD-CERI

Primary education expenditure

01 Expenditure on primary education*

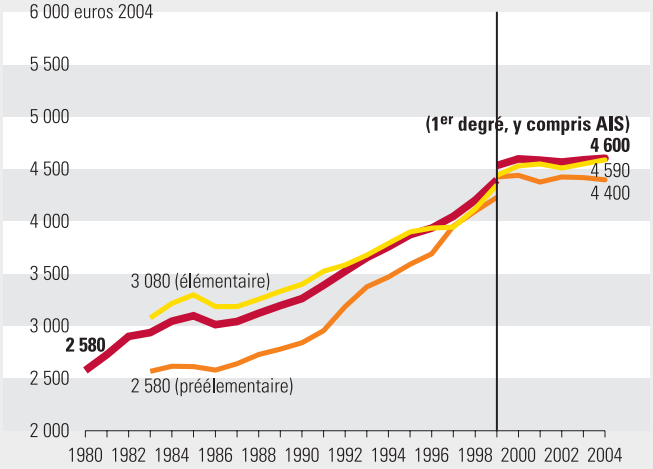
métropole + DOM

	1980	1990	2000	2003	2004
DIE* pour le 1er degré					
aux prix courants (en milliards d'euros)	8,3	18,3	28,4	29,8	**30,6**
aux prix de 2004 (en milliards d'euros)	18,2	22,3	30,5	30,3	**30,6**
Part dans la DIE (en %)	28,9 %	26,9 %	27,0 %	26,3 %	**26,3 %**
Dépense moyenne par élève* aux prix de 2004 (en euros)	2 580	3 260	4 600	4 590	**4 600**
Structure du financement initial (en %)**					
État			52,3 %	53,4 %	**53,0 %**
– dont MEN			*52,1 %*	*53,2 %*	*52,9 %*
Collectivités territoriales			40,2 %	39,4 %	**39,8 %**
Autres administrations publiques et CAF***			2,4 %	1,8 %	**1,8 %**
Entreprises			0,0 %	0,0 %	**0,0 %**
Ménages			5,1 %	5,5 %	**5,4 %**

* La DIE a été réévaluée *(voir méthodologie indicateur 01)*. Cette réévaluation s'applique à l'ensemble de la série relative à la DIE.
Les dépenses moyennes par élève n'ont été recalculées que pour la période 1999-2004.
** Financement initial : *voir définition indicateur 01*. Cette ventilation n'est disponible qu'à partir de 1999.
*** CAF : Caisses d'allocations familiales.

source : MEN-DEP

02 Evolution in average expenditure per pupil in primary education at 2004 prices in Euro (1980-2004)



En 1999, il y a une rupture de série due à la rénovation du compte (intégration des DOM, revalorisation des charges sociales rattachées, des dépenses des ménages notamment).

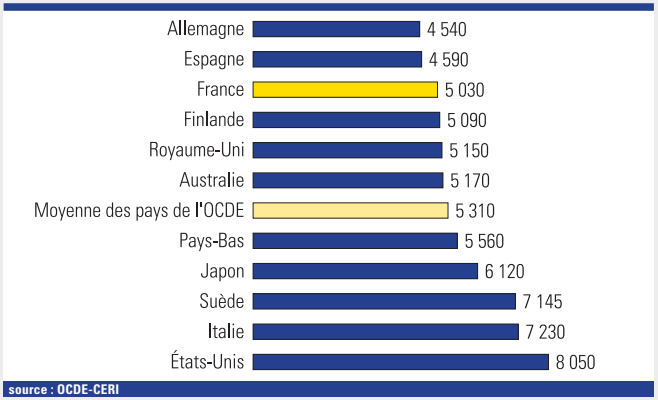
source : MEN-DEP

03 Cost of primary education per pupil taking account of the average duration of attendance in nursery and primary schools in 1990 and 2004 (at 2004 prices in Euro)

	1990		2004	
	en euros	en %	en euros	en %
Préélémentaire	9 370	34,2 %	14 510	38,3 %
Élémentaire	18 010	65,8 %	23 400	61,7 %
Total	**27 380**	**100,0**	**37 910**	**100,0**

source : MEN-DEP

Average expenditure per pupil in public and private primary schools,
(in dollar-equivalent prices-2002)



source : OCDE-CERI

During recent decades, primary education has seen a considerable development in nursery school attendance and a significant improvement in the conditions for learning in nursery and primary schools.

During the past thirty years, school enrolments in the primary sector have seen three major trends: the development of attendance before the age of 6 years, an improvement in the learning conditions for all pupils and a sustained decline in the number of pupils who do not complete their primary education at the correct age.

In nursery schools, the entry of five-year-olds and then four-year-olds became increasingly widespread between 1960 and 1970. The number of 3-year-old children attending school thirty years ago were in a minority, but now almost all children of this age are at school. The same does not apply for 2-year-old children, because their entry often depends on the number of places available and thus evolutions in the population of 2 to 5-year-old children. Having remained relatively stable at around one-third since the 1980s, the level of attendance of 2-year-old children has been falling from September 2002, because of the demographic upturn (over 760,000 annual births in mainland France from 2000).

Academic deficiency has continued to decrease. This now affects only one pupil in five entering lower secondary education, as opposed to nearly half, thirty years ago. This situation remains less common amongst girls.

In all primary and nursery schools, in both public and private establishments, pupils have benefited from a marked reduction in class sizes. In nursery schools, the average class size remained high, at around 40 pupils, until the early 1970s. From that time, pupil numbers ceased to increase and then started to fall. The growth in the number of classes thus enabled a marked reduction in their size, which now averages about 26 pupils, in both public and private establishments.

In primary education, this effect is not so obvious. Populations have been falling since 1970, because of the demographic downturn and fewer pupils repeating school years. Class numbers remained stable until 1983, and then declined, but more slowly than pupil numbers, thus enabling a sustained reduction in their average size, which tended to stabilise in the mid-1990s at around 23 pupils in state schools and 24 pupils in private establishments.

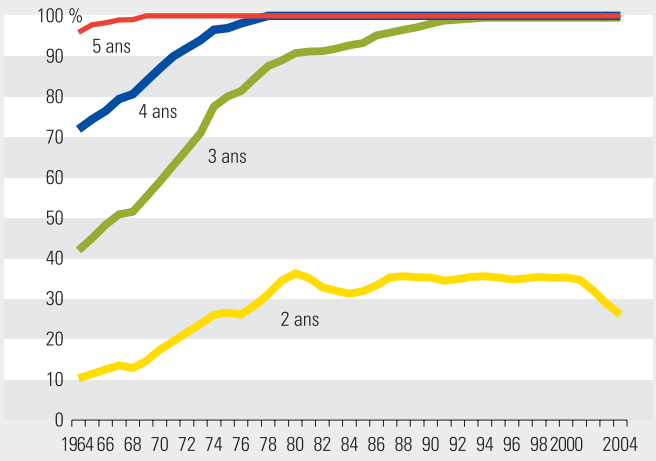
Since September 2003, children enrolment in primary schools has increased, however this increase is less than that of teaching staff over the entire 1999-2004 period.

French schoolchildren have somewhat larger class sizes than those seen in comparable countries, except for Japan and the United Kingdom. Thus in 2003, there were an average of 19.4 primary school pupils per teacher in France, versus about 15 in the United States or Spain, and only 11 in Italy.

Enrolment rates per age group compares school populations, according to birth years, with the populations of the matching generations as per INSEE Census or assessment. The enrolment rate of 2 year-old children is estimated at 26.1% for 2004. Only the children who are 2 by the time school starts are allowed to enrol, therefore approximately 40% of children born between 01/01/2002 and 31/08/2002 were in fact enrolled in 2004.
The data concerning class sizes is related to the nature of schools (nursery and primary), not to the level of teaching: there are a lot of nursery or pre-school classes located within primary schools, most of the time private ones. CLIS classes (school integration classes), with fewer children, have not been accounted for. Due to the administrative strike of a number of school principals, the data published hasn't been accurately updated since the start of the 2000 school year.

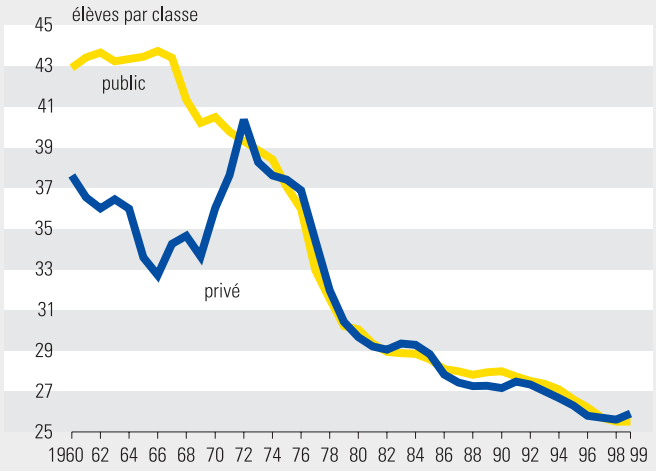
source: MEN-DEP;
scope: mainland France, MEN

01 Rates of school attendance amongst 2, 3, 4 and 5-year-old children (1964-2004)



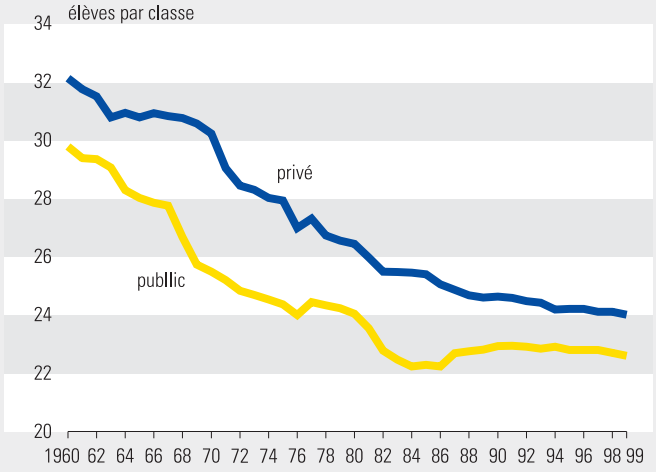
source : MEN-DEP

02 Evolution in average class sizes in nursery schools (1960-1999)



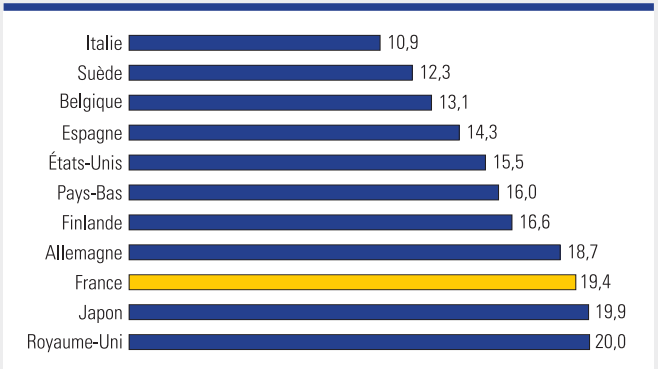
source : MEN-DEP

03 Evolution in average class sizes in primary schools (1960-1999)



source : MEN-DEP

Average number of pupils per teacher in primary school (2003 academic year)



source : OCDE-CERI

As far as English is concerned, by the end of primary school, less than one quarter of the pupils show satisfactory aptitude assessed in relation to oral comprehension programmes. Almost one in six has significant listening difficulties and lexical deficiencies.

An evaluation carried out at the end of primary school in June 2004 makes it possible to determine pupils' level of achievement in terms of command of foreign languages as defined by education programmes. This evaluation focuses on pupils' skills in German or English, in written and oral comprehension as well as written and oral production. Knowledge of cultural events was also evaluated. This evaluation follows the language and French language evaluation carried out in 2003 at the end of primary school and is part of the regular evaluation – assessment cycle implemented in 2003. Presented here are the results in English – language taught in 3rd cycle to almost 80% of the pupils – in oral comprehension, which is the skill most developed in school.

23% of the pupils (groups 4 and 5 of the table) achieved a level of performance indicating that they have a satisfactory command of the skills expected at the end of primary school. Even though they are obviously sensitive to language sounds and efficiently collect information from oral utterances to make sense, some of them have difficulty in following the intonation and rhythm of the sentence.

Conversely, groups 0 and 1 of the table (15%) have difficulty, even great difficulty, as their lexical deficiencies prevent them from understanding.

In between these two extreme situations, a little over 60% of pupils (groups 2 and 3), who have better lexical skills, are able to perform relatively precise identifications (sounds, words, word groups, letters), to perceive the intonation of the sentence and words better, to associate common questions / answers and use a few linguistic tools to understand the subject or the meaning in a short sentence.

Pupils' average performance varies dramatically according to their previous education curriculum and their future at the end of primary school. Over one quarter of pupils who have never repeated a class belong to groups 4 and 5, and show a good command of all the skills required at the end of primary school in terms of English oral comprehension, compared with 10% of the pupils who were kept behind in cycle 3 and 8% who were kept behind in cycle 2. There are half as many pupils starting their first year of *collège* in the weakest groups (0 and 1) than pupils kept behind in the last class of primary school and four times less than pupils oriented towards SEGPA sections (adapted general and vocational education sections).

The English knowledge evaluation at the end of primary school in 2004 concerned 6,021 pupils, 318 classes and 222 schools.
The representative sample on the national level was taken from a core base of public establishments or private establishments under contract in mainland France, as well as the base of survey 19 carried out in 1998-1999 and 1999-2000 (the 2003-2004 base being largely incomplete due to the administrative strike of school principals).
Although the programmes published in 2000 weren't standardised before the start of the 2004 school year, pupils' required skills were set with reference to these programmes in order to measure the achievements in the next evaluation.
The oral comprehension performance scale was designed using the item response statistical model. The performance scale for oral comprehension, corresponding with the average performance of sampled pupils, was set at 250 and standard deviation at 50.
This evaluation / assessment was carried out according to a method corresponding to current international standards, used in PISA and PIRLS comparative surveys, led respectively by OECD and the IEA. As the skills assessed at the end of primary school and collège are different and as no common element makes it possible to compare these two evaluations, this scale should not be compared with that of indicator 21.

scope: mainland France, public and private under contract

English knowledge evaluation by the end of primary school

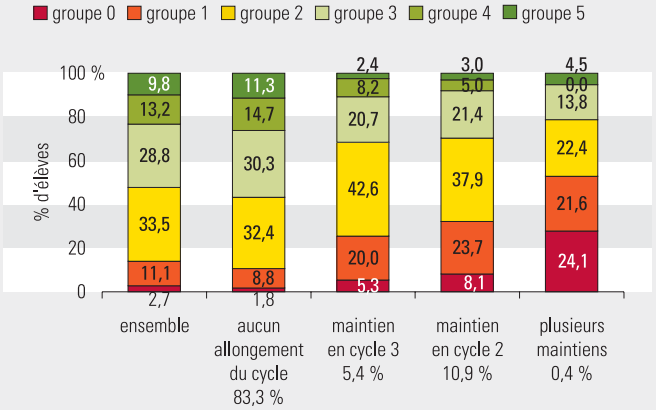
01 June 2004 evaluation: breakdown of pupils on an oral comprehension scale

% population	échelle de compréhension de 97 à 395 points
Groupe 5 **10 %**	97 313 395 Les élèves de ce groupe ont des compétences affirmées et solides en compréhension de l'oral. Le repérage des sons et de l'intonation spécifique de la langue sont encore mieux maîtrisées sans atteindre toutefois les capacités d'écoute et de construction de sens.
Groupe 4 **12,9 %**	97 277 313 395 Toutes les compétences évaluées sont bien installées. Les élèves progressent dans leur perception de l'intonation et du rythme de la phrase. Ils sont capables d'inférer le sens de l'implicite.
Groupe 3 **28,3 %**	97 241 277 395 Ils sont capables de percevoir des phonèmes spécifiques à la langue cible, de percevoir le rythme de la phrase, le schéma intonatif et de localiser la syllabe accentuée d'un mot. La compréhension s'affine grâce à l'acquisition d'un lexique plus riche. Ils sont maintenant capables de mobiliser des indices grammaticaux et lexicaux pour faire du sens.
Groupe 2 **33,8 %**	97 205 241 395 Ils sont capables de repérages plus fins (sons, mots, blocs lexicalisés, lettres). Ils commencent à percevoir le schéma intonatif de la phrase, l'accent de mot, à associer question/réponse usuelles et à mobiliser quelques outils linguistiques pour savoir de qui ou de quoi on parle dans une courte phrase. Ils commencent à mobiliser davantage de lexique mais ce domaine reste encore insuffisamment riche pour accéder aisément au sens.
Groupe 1 **12,2 %**	97 169 205 395 Ils sont capables d'identifier dans un texte court quelques éléments explicites nettement identifiables permettant de situer le contexte et de comprendre quelques consignes simples liées à la vie de la classe. La mémorisation du lexique de base reste encore un frein à l'accès au sens.
Groupe 0 **2,8 %**	97 169 395 Ils réussissent les items « d'écoute » n'exigeant pas de compétences linguistiques particulières. Les lacunes lexicales sont telles qu'ils ne peuvent aller au-delà.

Lecture : les élèves du groupe 3 (28,3%) sont capables de réaliser les tâches du niveau des groupes 0, 1, 2 et 3. Ils ont une probabilité faible de réussir les tâches spécifiques aux groupes 4 et 5.

source : MEN-DEP

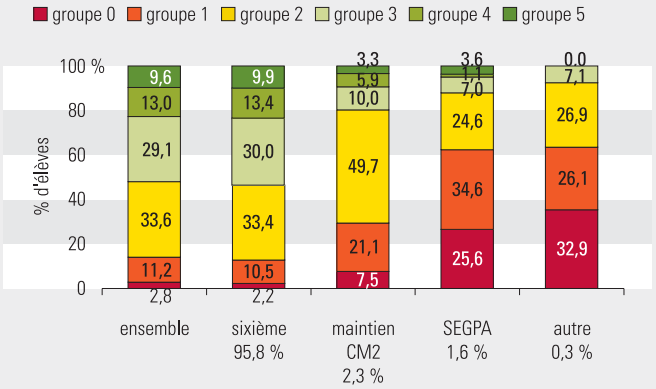
02 Breakdown of the population on an oral comprehension scale according to elementary school curriculum



Lecture : les élèves qui ont été maintenus au cycle 3 (5,4 % de l'ensemble) se répartissent sur l'échelle de compréhension comme suit : 5,3 % appartiennent au groupe 0 ; 20,0 % au groupe 1 ; 42,6 % au groupe 2 ; 20,7 % au groupe 3 ; 8,2 % au groupe 4 et 2,4 % au groupe 5.

source : MEN-DEP

03 Breakdown of the population on an oral comprehension scale according to pupils' future at the end of primary school



Lecture : les élèves entrant en sixième (95,8 % de l'ensemble) se répartissent sur l'échelle de compréhension comme suit : 2,2 % appartiennent au groupe 0 ; 10,5 % au groupe 1 ; 33,4 % au groupe 2 ; 30,0 % au groupe 3 ; 13,4 % au groupe 4 et 9,9 % au groupe 5.

source : MEN-DEP

In 2004, France devoted 52.7 billion Euro to secondary education, or 45.4% of the domestic expenditure on education. Between 1980 and 2004, the average cost per pupil rose by 66% at constant prices, to reach 8,530 Euro.

In 2004, France devoted 52.7 billion Euro to secondary education (teaching and related activities), which represented 45.4% of the domestic expenditure on education, as opposed to 44.9% in 1980. Having stabilised during the early 1990s, this proportion rose slightly from 1996. On a constant price basis, secondary education expenditure has gone up 87% since 1980, i.e. almost 2.6% per year. It can be estimated that the expenditure per pupil rose by 65%. This increase, less marked than in the primary sector, also results from improvements in career opportunities for teachers, more and more of whom are now certified and specialised *(agrégé) (indicator 03).*

In 2004, the State funded 70.8% of secondary education expenditure, most of which went on staffing costs. Regional government bodies (Departments, Regions) contributed 17% in initial funds (before the transfer of State credits, DRES and DDEC). The decentralisation laws have allocated credit for apprenticeships, school transport costs (as from 1984), running costs for colleges and *lycées* (since 1986) and the equipment of these establishments (gradually since 1986).

In 2004, a pupil in *collège* (lower secondary education) cost 7,400 Euro, while in *lycée* (higher secondary education), those studying for a general or technological *baccalauréat* cost 10,170 Euro and those following vocational courses 10,490 Euro, while an apprentice at the secondary level cost 6,760 Euro. A learning career starting at the age of three and completed by a general or technological *baccalauréat*, without any repeated years, now costs 96,260 Euro. In 1990, this cost was 67,920 Euro (based on 2004 prices), or a 41.7% increase in 14 years. A 16-year learning career terminating in a vocational *baccalauréat* cost 107,720 Euro in 2004, i.e. a 37% increase since 1990.

Secondary education expenditure includes all the expenditure on public and private establishments in mainland France, related to education and associated activities: canteens and boarding schools, administration, educational guidance, healthcare at school, school supplies, school transport, salaries paid to education personnel undergoing training courses etc., for the portion corresponding with secondary schools. The renovation of the education account results in an alteration of the amount of the average expenditure per student, which was only recalculated for the 1999-2004 period. The 1980 to 2004 trend is therefore the result of two separate trends: 1980 to 1999, "former basis", and 1999 to 2004, "new basis". The amount of expenditure for the last two years is provisional. The international indicator is presented in dollar-equivalent converted using purchasing power parities, which are currency conversion rates making it possible to specify the purchasing power of various currencies in a common unit.

Although international comparisons of average costs per pupil remain difficult, France continues to see relatively high costs in secondary education: the equivalent of approximately 8,470 dollar-equivalent in 2002, while the average in OECD countries is around 7,000 dollar equivalent.

source: MEN-DEP
scope: mainland France + overseas departments combined.
For international comparisons: OECD-CERI

Secondary education expenditure 17

01 Expenditure on secondary education*

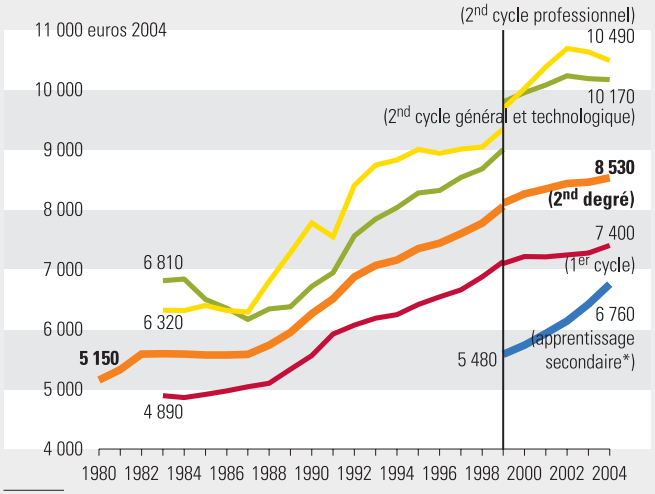
métropole + DOM

	1980	1990	2000	2003	2004
DIE pour le second degré**					
aux prix courants (en milliards d'euros)	12,8	30,7	47,9	51,6	**52,7**
aux prix de 2004 (en milliards d'euros)	28,2	37,6	51,4	52,4	**52,7**
Part dans la DIE (en %)	44,9	45,2	45,4	45,5	**45,4**
Dépense moyenne par élève** aux prix de 2004 (en euros)	5 150	6 260	8 260	8 460	**8 530**
Structure du financement initial (en %)***					
État			72,8	71,5	**70,8**
– dont MEN			*67,3*	*66,1*	*65,4*
Collectivités territoriales			15,1	16,0	**17,0**
Autres administrations publiques et CAF			2,3	2,3	**2,3**
Entreprises			1,8	2,1	**2,1**
Ménages			8,0	8,1	**7,8**

* La dépense du second degré inclut maintenant l'apprentissage du niveau secondaire.
** La DIE a été réévaluée *(voir méthodologie indicateur 01)*. Cette réévaluation s'applique à l'ensemble de la série relative à la DIE. Les dépenses moyennes par élève n'ont été recalculées que pour la période 1999-2004.
*** Cette ventilation n'est possible qu'à partir de 1999.

source : MEN-DEP

02 Evolution in average expenditure per pupil* in secondary education at 2004 prices in Euro (1980-2004)



* En 1999, il y a une rupture de série due à la rénovation du compte (intégration des DOM, revalorisation des charges sociales rattachées, des dépenses des ménages notamment). À partir de 1999, la dépense du 2nd degré comprend celle de l'apprentissage niveau secondaire (le coût de l'apprenti n'intègre que le coût de formation en établissement).

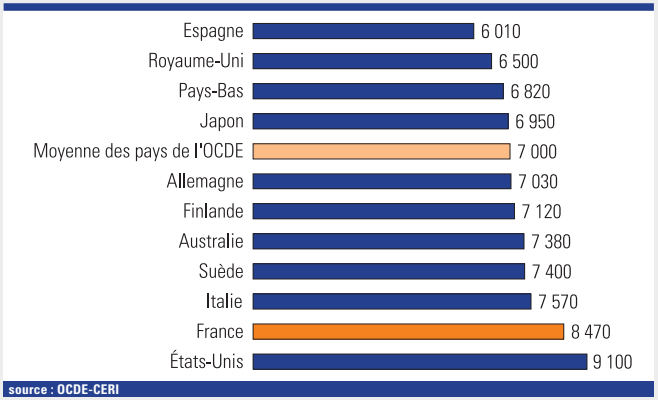
source : MEN-DEP

03 Theoretical expenditure on different, typical learning careers without any repeated years (at 2004 prices, in Euro)

scolarités-types	durée totale	dépense totale (aux prix de 2004)	
		1990	2004
BEP 2 ans	14 ans	63 320	86 740
Baccalauréat général et technologique	15 ans	67 920	96 260
Baccalauréat professionnel	16 ans	78 880	107 720

source : MEN-DEP

Average expenditure on a pupil in public or private secondary education (in dollar-equivalent-2002)



source : OCDE-CERI

In the space of ten years, secondary education as a whole lost over 200,000 pupils. Despite the generalisation of access to the final year of *collège* (lower secondary education), reductions in the numbers of repeated years have resulted in a decrease in the global duration of studies.

In the space of ten years, between 1994 and 2004, secondary education as a whole lost over 200,000 pupils (i.e. over 3% decrease). This trend was particularly marked in September 2000, when the population fell by more than 50,000 pupils. During the following school years, the decrease has not been as significant and is limited to *collège* whereas the number of pupils in second cycles and apprenticeship has been more or less stable, or slightly up.

These trends are due to the shortening of the average length of schooling in secondary education, more so than to the generations being less numerous *(diagram 01)*. The significant decrease in pupils repeating resulted in them starting their secondary education younger and completing quicker. This is illustrated by a decrease in the expected length of schooling in secondary education (below 7.6 years on average) and a decrease in schooling rates for the older pupils: at ages 18 and 19, these rates are down respectively 8 and 10 points for the 1994 to 2003 period *(diagram 02)*.

This effect does not necessarily mean that less pupils continue with their secondary education, as the vast majority of them now reach the last year of *collège,* up 3 points in eight years. After the last year in *collège,* pupils' educational orientation has remained practically unchanged between 1996 and 2003: approximately 750,000 of them complete their last year of *collège* each year, six out of ten continuing the year after in the upper secondary school course, general or technological, and four out of ten in a vocational upper secondary school. Among those continuing to study in general or technological upper secondary schools, five out of six are enrolled in a public *lycée* (higher secondary education). Among those continuing in a vocational upper secondary school, two out of four pupils go to a public vocational *lycée,* one out of four to an apprenticeship training centre and one out of four to an agricultural *lycée* or private vocational *lycée,* i.e. a very similar overall situation to the 1996-1997 period *(table 03)*.

On the other hand, educational orientation in the final year of a CAP (Vocational Training Qualification) or BEP (Certificate of Technical Education) has changed. At the start of the 2003 school season, among the 320,000 students completing their final year of CAP or BEP, only one out of two students continued their studies having obtained a BEP and more so in vocational *baccalauréat* or *brevet* than in the adapted *première* year (general and technological upper secondary education). The adaptation year is down 3 points in eight years to the benefit of the vocational course, under academic or apprentice status *(diagram 04)*.

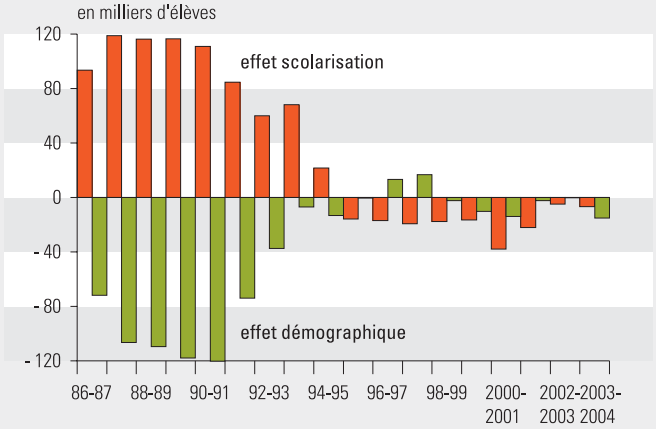
The four figures relate to the entire secondary education system and take into account the education given in agricultural lycées and apprentice training centres as well as collèges, lycées and adapted education establishments of the Ministry of National Education.

Expected length of schooling in secondary education is a temporary estimator of the length of studies, in the sense that it identifies the schooling conditions in any given year: it is the number of years of secondary education that a child would spend when starting their first collège year if he were to experience the schooling conditions of that year throughout his curriculum (schooling rate per age).

source: MEN-DEP;
scope: mainland France, all initial education courses

Secondary education attendance

01 Variations in pupil numbers in secondary education as a whole due to demographic factors and attendance (1986-2003)

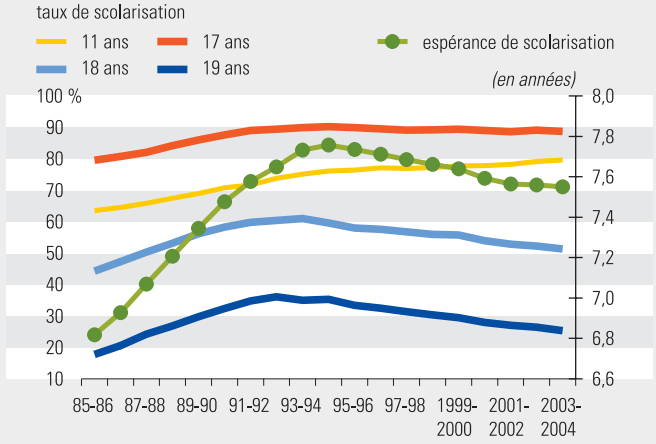


Lecture : les effectifs du secondaire (avec apprentis et lycées agricoles) ont diminué de 22 000 élèves entre la rentrée 2002 et la rentrée 2003. Le repli de la scolarisation a entraîné une baisse de 7 000 élèves, tandis que la moindre dimension des générations cause une diminution de 15 000 élèves.

sources : Ministère de l'Éducation nationale (population scolaire) et INSEE (estimation des effectifs d'habitants)

02 Attendance in secondary education (1985-2003)

(y compris agriculture et apprentissage)



Lecture : en 2003-2004, 51 % des jeunes étaient scolarisés dans le secondaire à 18 ans, contre 44 % au même âge en 1985-1986 et 61 % en 1993-1994 (taux de scolarisation – échelle de gauche). À 11 ans, près de 20 % des élèves sont encore scolarisés dans l'enseignement primaire. Les jeunes pouvaient espérer passer en moyenne 7,76 années dans le secondaire en 1994-1995 et 7,55 années en 2003-2004 (espérance de scolarisation – échelle de droite).

sources : Ministère de l'Éducation nationale (population scolaire) et INSEE (estimation des effectifs d'habitants)

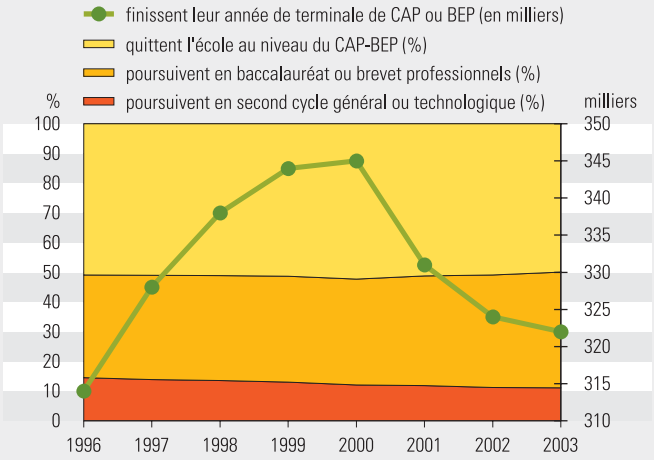
03 Educational orientation after a final year of lower secondary education (1996-2003)

	1996	1998	2000	2002	2003
Finissent leur classe de troisième (en milliers)	747	742	733	746	751
Probabilité d'atteindre une troisième lorsqu'on a suivi une sixième	96	97	97	98	en % 99
Orientation vers un second cycle professionnel	**40,6**	**42,1**	**40,0**	**40,6**	**40,0**
dont un CAP-BEP en lycée professionnel public	23,7	24,3	22,7	23,0	22,9
dont un CAP-BEP en lycée professionnel privé	6,2	6,2	5,7	5,9	5,8
dont un CAP-BEP en lycée agricole	3,3	3,5	3,3	3,3	3,3
dont un CAP-BEP en centre de formation d'apprentis	7,3	8,1	8,3	8,3	7,9
Orientation vers un second cycle général ou technologique	**58,2**	**57,0**	**59,3**	**58,6**	**58,8**
orientation en seconde en lycée public	45,4	44,9	46,8	46,3	46,3
orientation en seconde en lycée privé	11,9	11,1	11,5	11,4	11,5
orientation en seconde en lycée agricole	1,0	1,0	1,0	0,9	0,9
quittent l'école (non-représentatif)	1,2	0,8	0,6	0,7	1,1
Ensemble	**100**	**100**	**100**	**100**	**100**

Lecture : 751 000 élèves inscrits en troisième en 2002-2003 ont quitté cette classe à la fin de l'année scolaire. À la rentrée 2003, six élèves sur dix ont continué en second cycle général ou technologique, quatre sur dix en second cycle professionnel.

sources : MEN-DEP

04 Educational orientation at the end of a CAP or BEP course (1996-2003)



Lecture : 322 000 élèves inscrits en classe terminale de CAP ou BEP en 2002-2003 ont quitté ces classes à la fin de l'année scolaire. À la rentrée 2003, la moitié s'est engagée dans la vie active, l'autre moitié a poursuivi ses études. Parmi ces derniers, 11 % se sont inscrits en première d'adaptation et 39 % en baccalauréat ou brevet professionnel.

source : MEN-DEP

Secondary education in France benefits from good pupil-teacher ratios, which have tended to improve with the current demographic downturn. In recent years, average class sizes have stabilised in lower and higher secondary education. In the latter, half of all teaching hours are given to small groups of pupils.

Pupils frequenting secondary education establishments in France benefit from conditions for learning which are somewhat better than those seen in other, comparable countries. The global ratio between the number of pupils and the number of teachers is currently 12.2 in France; it has tended to fall because of the demographic downturn in populations entering colleges and lycées. However, this indicator only constitutes a rudimentary overview of the true conditions of learning for pupils in class, which in secondary education are traditionally evaluated by the average number of pupils per division (E/D).

Average class sizes vary widely, depending on the level or cycle of learning, and over the past twenty years have seen relatively contrasted evolutions, which are less favourable than in primary education. The large influx of pupils from vast generations had resulted, at the end of the 1980s, in bigger lower secondary school classes *(collèges),* but even larger general and technological upper secondary school classes *(lycées):* in 1990, *lycée* classes had about 30 students on average, compared with a little over 24 for *collèges,* and less than 23 for vocational *lycées.* While the situation has remained stable in *collège* with 24 students per division, it has considerably improved in the upper secondary education as class sizes are now less overloaded. In general and technological upper secondary education, the average class size is now below 28 students. Vocational *lycées* have benefited from even smaller classes, whose average size is now stable around 20 students *(diagram 01).*

However, this data only provides a partial view of the true conditions of learning, insofar as more than one-third of all teaching hours are now given in groups and not in divisions. Furthermore, this percentage varies considerably depending on the type of learning: 20% in colleges, 50% in vocational *lycées* and 47% in general and technological *lycées (diagram 02).*

The E/S indicator, or the "average number of pupils for whom a teacher is responsible in a class for an average of one hour", takes account of all types of teaching, whether given in divisions or groups: in 2004, it was equal to 21 pupils throughout secondary education, 22.7 in lower secondary education, 16 in vocational *lycées* and 23.1 in general or technological higher secondary education. These figures are substantially lower than the size of the divisions, especially in upper secondary education, and notably in vocational education where almost 20% of the working hours are spent with groups of 10 students at the most *(diagram 03).*

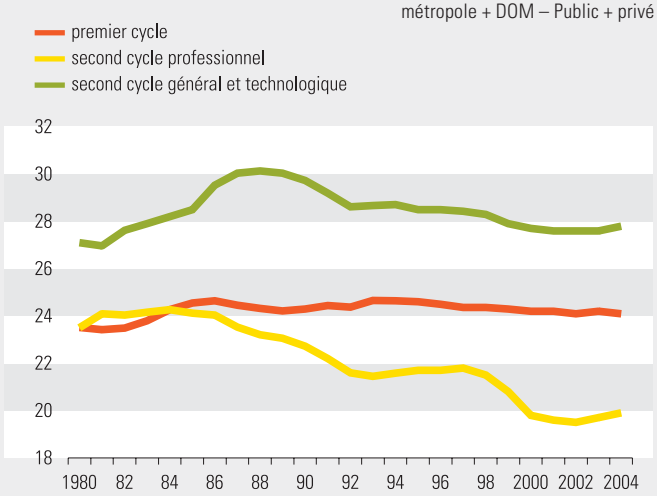
In France, pupils in secondary education benefit from pupil-teacher ratios that are generally better than those seen in comparable countries. In 2003, the pupil-teacher ratio was 12.2 in France, compared with approximately 15 for Germany, the United Kingdom, Japan and the United States, but only 10 in Belgium and less than 11 in Spain and Italy.

sources: data concerning student populations in divisions and the number of divisions come from the "schooling" information system. The other data presented are a result of work carried out on files from "relay basis" comparing student and teacher information and available to upper secondary public establishments (situation observed at the beginning of the 2004 school season). Regional establishments for adapted education (EREA) have been excluded.

scope: mainland France + overseas departments, public and private, public only

01 Evolution of the average number of pupils per class (1980-2004)

métropole + DOM – Public + privé



source : MEN-DEP

02 Size of education establishments by type of learning in 2004

métropole + DOM – Public

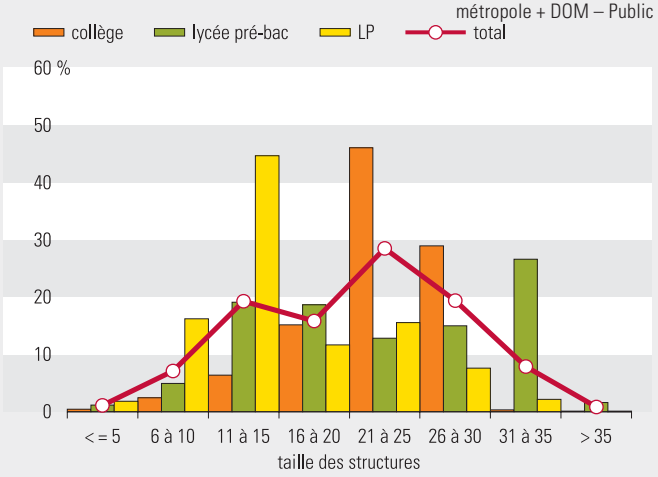
type de formation	nombre d'élèves par division (E/D)	taille moyenne des structures (E/S)	% heures dans les structures < = 10 élèves	% heures dans les structures > 35 élèves	% heures en groupes
Collège	24,0	22,7	2,9	0,1	19,3
SEGPA	13,4	12,2	34,2	0,0	29,9
Lycée professionnel	20,2	16,0	18,1	0,1	50,1
Lycée pré-bac*	28,7	23,1	6,1	1,6	47,0
CPGE	34,0	26,4	9,4	27,8	46,8
STS	22,8	18,1	14,0	1,1	47,9
Total	**24,1**	**21,0**	**8,2**	**0,9**	**34,0**

* Second cycle général et technologique

source : Scolarité et bases relais – Rentrée 2004

03 Breakdown of teaching hours as a function of the type of learning and the size of establishment (2004)

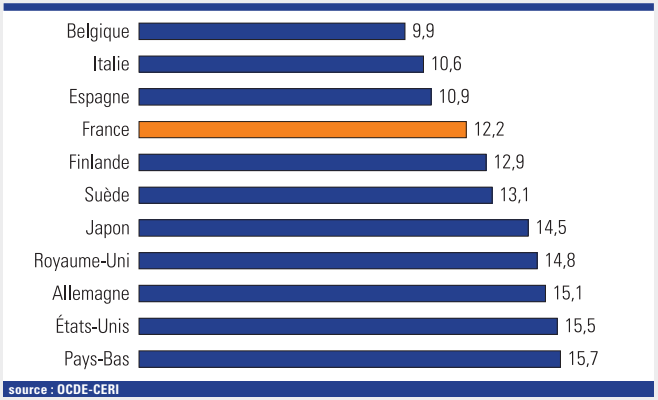
métropole + DOM – Public



Lecture : 44,7 % des heures en lycée professionnel sont assurées devant des structures de taille comprise entre 11 et 15 élèves.

source : Bases relais – Rentrée 2004

Average number of pupils per teacher in secondary education (2003)



source : OCDE-CERI

After culminating at 71% in 1994, the percentage of young people attaining level IV of learning then stabilised at around 69 to 70%. Access to level V has fluctuated since the 1990s at around 92% to 94%, including 9% via apprenticeships.

With growth of more than 4% a year towards the end of the 1980s, the rate of access to the *baccalauréat* level rose from 34% in 1980 to 71% in 1994 (all types of learning combined). The following years, this rate dropped a little initially, then stabilised at around 69 to 70% (69.9% at the start of the 2004 school year).

For *collèges* (lower secondary schools) and *lycées* (upper secondary schools) under the tutelage of the Ministry of Education, the rate of access to level IV culminated at 68% in 1994, before losing 5% between 1994 and 1997, fluctuating thereafter between 62% and 64% (63.7% in 2004). Until 1998, the increasing share of other paths of access to level IV (agricultural training and apprenticeships) compensated for this fall. Access rates then stabilised, at a little less than 4% for apprenticeships and less than 3% for theoretical courses given by the Ministry of Agriculture.

The drop observed between 1994 and 1998 in Ministry of Education establishments broadly reflected the cessation of development in general studies. Having culminated at 41% in 1994, the rate of access to a general *baccalauréat* fell by 7%, and then stabilised at around 34% until 2003. The start of the 2004 school year saw a slight increase in this rate (34.9%). In parallel, the technology path, which saw its importance increase regularly until 2000, when it cumulated at 21.7%, has since fallen (20.5% in 2004). Finally, the growth of vocational courses, strong until 1998, then ceased: today, they welcome about 14% of young people (14.6% in 2003 and 14,5% in 2004, according to the provisional estimate) versus only 5% in 1990, notably thanks to the development of preparation for the vocational *baccalauréat* and Vocational Studies Certificate (BEP) through apprenticeships.

Girls reach the general *terminale* year (final *lycée* year) much more often than boys, their advantage remaining over 13 points in 2004. This difference is only 3% with respect to the technological *baccalauréat* and is reversed for the vocational *baccalauréat,* where boys are 4% ahead.

Having risen above 90% at the end of the 1980s, the rate of access to level V of learning then stabilised at around 92%. After a brief upturn in 1997 and 1998, following reforms at the lower secondary education level, it now fluctuates at around 93% (94% in 2003 and 92.8% in 2004, according to the provisional estimate). Down a little in the mid 1990s, access to general and technological *seconde* (first year of *lycée)* is up over 2 points in the 1996 to 2004 period.

The levels of education include courses deemed to be of a comparable level of qualification. A pupil enrolled at least once in such a course is deemed to have reached the corresponding level. For access to level V, the pupils considered are those enrolled at the beginning of the school year in a general or technological seconde *class or in the final year of a CAP or BEP course. For access to level IV, the pupils taken into consideration are those starting a general, technological (including preparatory classes for the technician's degree) or vocational* terminale, *as well as apprentices in the final preparatory year for vocational* baccalauréat *or* brevet. *Annual access rates to levels of education V and IV compare the number of pupils reaching the corresponding level for the first time, according to their birth year, with the populations of the generations they belong to. The indicator hereby presented, called annual or cross-sectional, is the sum of these elementary rates per age for the same school year. Therefore it differs from the ratio of a generation reaching the level considered, which is the sum of the same elementary rates for all school years and for this generation. Access rate to the* baccalauréat *level must not be confused with the success rate for this qualification (or* baccalauréat*-holder rate) presented in indicator 24.*

source: MEN-DEP and INSEE
scope: mainland France

01 Access rate to education level V

(all initial education courses combined)

en %

	1980-81	1990-91	2000-01	2002-03	2003-04	2004-05
Seconde générale et technologique	39,5	56,0	56,5	56,4	57,0	56,9
CAP-BEP	40,9	36,5	36,6	36,7	37,0	35,9*
Ensemble	**80,4**	**92,5**	**93,1**	**93,1**	**94,0**	**92,8***
MEN	67,0	80,4	80,7	80,1	80,8	80,5
Agriculture	3,4	3,1	3,4	3,9	4,0	4,0
Apprentissage	10,0	9,0	9,0	9,1	9,2	8,4*

* Chiffres basés sur une estimation concernant la formation par apprentissage

source : MEN-DEP (flux d'entrants) et INSEE (effectifs d'habitants)

02 Access rate to education level IV

(all initial education courses combined)

en %

	1980-81	1990-91	2000-01	2002-03	2003-04	2004-05
Baccalauréat général	22,1	33,4	34,2	33,9	34,1	34,9
Baccalauréat technologique	11,9	17,6	21,7	21,1	20,8	20,5
Baccalauréat professionnel	0,0	5,0	14,0	14,2	14,6	14,5*
Ensemble	**34,0**	**56,0**	**69,9**	**69,3**	**69,5**	**69,9***
MEN	33,0	54,0	63,4	62,9	63,1	63,7
Agriculture	1,0	1,4	2,8	2,7	2,6	2,6
Apprentissage	0,0	0,6	3,7	3,7	3,8	3,6*

* Chiffres basés sur une estimation concernant la formation par apprentissage

source : MEN-DEP (flux d'entrants) et INSEE (effectifs d'habitants)

03 Access rate to level IV, according to course and gender

(2004 school year)

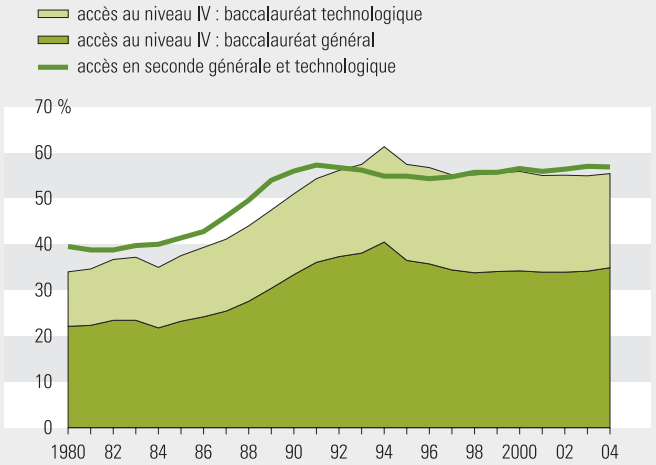
en %

	filles	garçons	ensemble
Général	41,7	28,4	34,9
Technologique	21,8	19,3	20,5
Professionnel*	12,3	16,7	14,5
Ensemble	**75,8**	**64,3**	**69,9**

* Chiffres basés sur une estimation concernant la formation par apprentissage

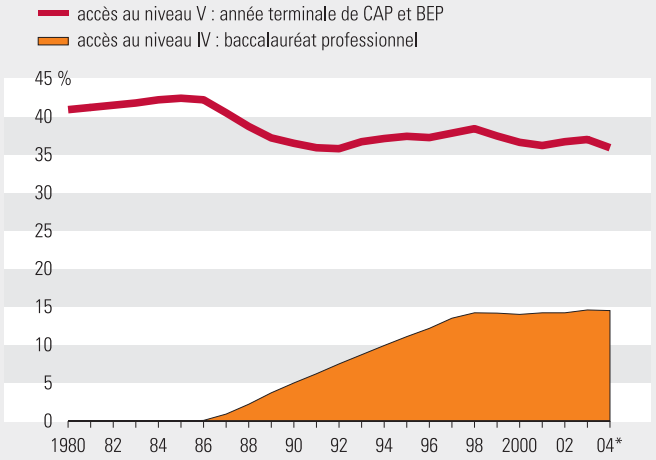
source : MEN-DEP (flux d'entrants) et INSEE (effectifs d'habitants)

04 Evolution of the access rate to education levels V and IV, general and technological courses (1980-2004)



source : MEN-DEP

05 Evolution of the access rate to education levels V and IV, vocational course (1980-2004)*



* Chiffres basés sur une estimation concernant la formation par apprentissage

source : MEN-DEP (flux d'entrants) et INSEE (effectifs d'habitants)

In English, by the end of the *collège* education (lower secondary), almost one in four pupils has a satisfactory command of all the skills assessed in line with the programmes, in terms of oral comprehension. Almost one in six has difficulty, more serious difficulty for 1.5%.

The language evaluation carried out in May 2004 aims at assessing pupils' competence and knowledge of German, English or Spanish, in written and oral comprehension as well as written production. This evaluation follows that of general skills within the regular evaluation / assessment cycle implemented in 2003 at the end of the *collège.* Presented here are the results achieved in English oral comprehension, a language studied as LV1 (Living Language 1) by over 90% of the pupils *(diagram 01).*

Almost one quarter of *collège* students (groups 4 and 5) have a relatively thorough command of the skills assessed. This knowledge should enable them to easily continue their learning of the language. They show a good command of the sense of a message (inference) and the message itself but do not always understand fully certain key elements of an utterance.

Conversely, 15% of *collège* students (groups 0 and 1) experience difficulty in oral comprehension. They have serious linguistic deficiencies and their greatest achievement is the recognition of certain cultural criteria from the English-speaking world, which does not require any specific linguistic knowledge. Among those, 1.5% experience great difficulty: even if they manage to answer a few questions, they have no command whatsoever of the expected skills.

In between these two extremes are a little over 60% of the pupils (groups 2 and 3). Their vocabulary is largely insufficient and they experience difficulty in understanding the meaning of an oral message. Although they are far from mastering all the skills required at their level, it seems that they will be able to benefit from the teaching they receive in the classroom for the rest of their English-learning years.

Pupils achieve dramatically different results depending on their previous schooling courses and in which class they first started learning English. Over half of the advanced pupils belong to groups 4 and 5 (31.3% are even in group 5), whereas only 11.4% of the pupils repeating once are in this situation *(diagram 02).*

The earlier pupils start learning English, the better their performance. If they started before the CM1 class (fourth year of primary school) rather that in the first year of *collège,* their percentage in the two best performing groups increases by 50% (from 20.6% to 30.9%), whereas it decreases by about 25% (from 17% to 12.5%) in the two least performing groups *(diagram 03).*

The sample is representative of public and private (under contract) pupils and collèges *in mainland France.* Collèges *were selected at random according to their number of classes, then pupils from one or two classes were evaluated in each* collège. *Only the pupils studying English as their first foreign language took the evaluations. The oral comprehension results were obtained from a sample of 5,123 pupils in 194 establishments. The performance scale was designed using the item response statistical models. The average score for English oral comprehension, corresponding with the average performance of sampled pupils, was set at 250 and standard deviation at 50. This evaluation / assessment was carried out according to a method corresponding with current international standards, used in PISA and PIRLS comparative surveys, led respectively by OECD and the IEA. As the skills assessed at the end of primary school and* collège *are different and as no common element makes it possible to compare these two evaluations, this scale should not be compared with that of indicator 16.*

scope: mainland France, public and private under contract

English knowledge evaluation by the end of the *collège* education

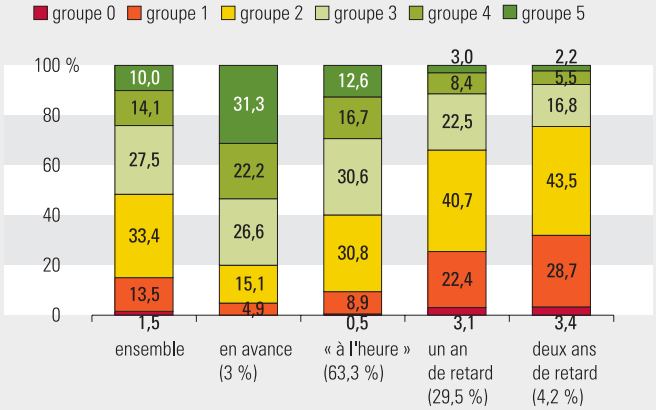
01 June 2004 evaluation: breakdown of pupils on an English oral comprehension scale

% population	échelle de compréhension de 96 à 397 points
Groupe 5 **10 %**	316 — 397 Les élèves ont une maîtrise quasi complète des compétences évaluées. Ils maîtrisent les connaissances exigibles en fin de collège, sont capables de reconnaître dans un contexte et de construire le sens. Ils ont encore quelques difficultés à comprendre certains éléments clés d'une situation d'énonciation.
Groupe 4 **14,1 %**	279 — 316 Les élèves ont une assez bonne maîtrise de l'heure et des liens phonie-graphie. Ils peuvent assez souvent reconnaître à l'oral les repères spatiaux, même s'ils n'ont pas une maîtrise entière de cette compétence. Dans la construction du sens, ils maîtrisent l'accès au sens d'un message (inférence) et l'accès au message implicite.
Groupe 3 **27,5 %**	241 — 279 Les élèves ont une bonne maîtrise de l'alphabet et de l'anglais de classe. Ils savent reconnaître à l'oral les différents types d'énoncés. Ils sont capables de repérer et de discriminer les sons proches. Ils ont une maîtrise relative de l'accès au sens d'un message, en inférant à partir de ce qui est dit. Ils accèdent dans plus d'un cas sur deux au message implicite (le « non-dit »).
Groupe 2 **33,4 %**	203 — 241 Les élèves maîtrisent les repères culturels du monde anglophone. Ils connaissent les nombres et une partie de l'anglais de classe. Leur connaissance de l'alphabet et des liens graphie-phonie n'est pas encore bien acquise. Ils sont capables de discriminer des sons proches dans 60% des cas. Ils reconnaissent les différents types d'énoncés (déclaratifs, interrogatifs, injonctifs, exclamatifs) dans près de 3 cinquièmes des cas.
Groupe 1 **13,5 %**	166 — 203 Les élèves connaissent assez bien les repères culturels du monde anglophone ne nécessitant pas de connaissances linguistiques précises. Ils ont une petite connaissance des nombres mais sans en avoir la maîtrise. Ils ont également acquis une partie du « classroom English ».
Groupe 0 **1,5 %**	96 — 166 Bien que capables de répondre ponctuellement à quelques questions, les élèves ne maîtrisent aucune des compétences attendues en fin de collège.

Lecture : les élèves du groupe 3 (27,5 %) sont capables de réaliser les tâches du niveau des groupes 0, 1, 2 et 3. Ils ont un score compris entre 241 et 279.
Ils ont une probabilité faible de réussir les tâches spécifiques aux groupes 4 et 5.

source : MEN-DEP

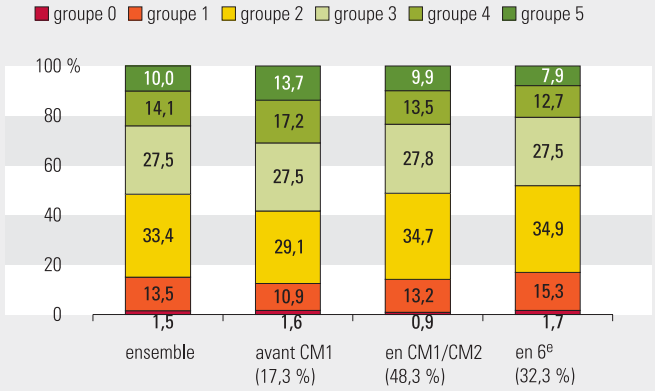
02 Population breakdown on an English oral comprehension scale on a remedial basis



Lecture : en 2004, les élèves qui sont « à l'heure » (nés en 1989) se répartissent sur l'échelle comme suit : 0,5 % appartiennent au groupe 0 ; 8,9 % au groupe 1 ; 30,8 % au groupe 2 ; 30,6 % au groupe 3 ; 16,7 % au groupe 4 et 12,6 % au groupe 5.

source : MEN-DEP

03 Population breakdown on an English oral comprehension scale based on the start of the learning period



Lecture : les élèves qui ont débuté l'apprentissage de l'anglais en classe de 6e se répartissent sur l'échelle de compréhension orale comme suit : 1,7 % appartiennent au groupe 0 ; 15,3 % au groupe 1 ; 34,9 % au groupe 2 ; 27,5 % au groupe 3 ; 12,7 % au groupe 4 et 7,9 % au groupe 5.

source : MEN-DEP

Five years after the end of their initial education, 78% of *baccalauréat* holders are employed, as are 75% of CAP and BEP holders and only 50% of young people with no qualification.

Young people having completed their initial education by early 2004 arrived onto a less favourable labour market than the previous years, as for the second consecutive year the industrial sector lost over 2% of its private employment between 2003 and 2004. Job reductions are particularly significant in the sector of consumer goods and intermediate goods.

The ease of professional integration depends largely on the dynamics of the labour market, particularly in France and in the Southern European regions. Industrial employment trends have affected the employment of secondary education graduates oriented towards production work. Between early 2001 and 2004, the drop in employment rates is particularly substantial (-25 points) for production-oriented CAP or BEP holders. It is greater than the maximum deviation observed at the beginning of 2003 between the employment rates of production-oriented vocation *baccalauréat* holders and service-oriented CAP-BEP holders *(diagram 01)*.

Private employment in the service sector has continued to increase, but at a slower pace. In this sector, the competition with higher education graduates makes it difficult for CAP and BEP holders to position themselves.

Initial difficulties tend to decrease with time. 75% of CAP and BEP holders and 80% of technological and vocational *baccalauréat* holders belonging to the older cohorts of populations who completed their initial education between 1997 and 2001, are employed in 2004 *(diagram 02)*.

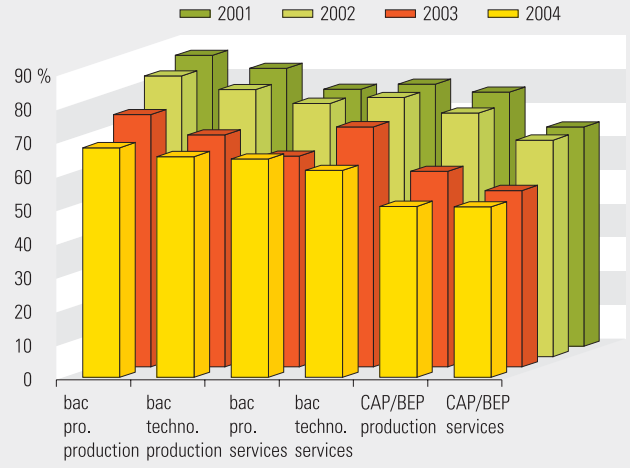
A vocational *baccalauréat* currently provides the most favourable opportunities for employment among higher secondary qualifications. Over one *baccalauréat* holder out of five holds an intermediate occupation or is a farmer, tradesman or shopkeeper, and two out of five are employees or skilled workers.

CAP and BEP holders hold more qualified jobs than those with no qualification or only the *brevet*. They are not as affected by unemployment and, above all, have all had work experience *(indicator 11)*. From this point of view, the situation of former apprentices appears more favourable than that of former academic students, who are more often without occupation or employment in 2004. But it appears that, a few years after the end of their education or during their working career, former apprentices do not reach more senior and intermediate occupations as often *(diagram 03)*.

Diagram 01 relates to the integration into the labour market of students having completed their lycée *education (IVA);* lycée *students were surveyed in February, approximately 7 months after the completion of their education. Table 03 and diagram 02 are based on INSEE's 2004 Employment surveys and relate to young people having completed their initial education in the last 3 to 7 years (1997 to 2001). Table 03 also provides details on all occupations held.*
The trends in private employment are regularly published by the research unit (DARES) of the Ministry of Employment, Social Cohesion and Housing, in the "Premières informations et Premières synthèses" collection, available on its website. Private employment populations are estimated by DARES, INSEE and UNEDIC (Central Unemployment Benefits Agency) over the entire sector with the exception of agriculture, administration, education, healthcare and social work. The indicators provided by the survey on students leaving the lycée *are the proportions of young people with an occupation, subsidised or not. The qualification obtained by* lycée *students is taken into consideration. Intermediate occupations include technicians, foremen, sales representatives and B-category civil servants. Unqualified workers are conventionally semiskilled workers, labourers and farm workers. The qualification of employees is however assessed. Unqualified employees are hereby defined as sales employees, employees working in the personal service sector, Public service civil servants and emergency medical technicians and security guards.*

source: INSEE, 2004 quarterly Employment surveys; MEN, IVA surveys, February 2001 to 2004
scope: mainland France

01 Employment as of early February of students completing lycée education, according to the qualification obtained



* L'enquête de février 2004 a été effectuée sur un sous-ensemble de spécialités de formation, différentes de celles de 2003. Aussi, les évolutions d 'année en année sont-elles à prendre avec précaution.
Lecture : Dans les spécialités enquêtées en février2004, 68 % des sortants de 2003 diplômés d'un baccalauréat professionnel orienté vers la production occupent alors un emploi (« aidé » ou non), contre 51 % des sortants diplômés des CAP/BEP de services.

sources : MEN, enquêtes IVA

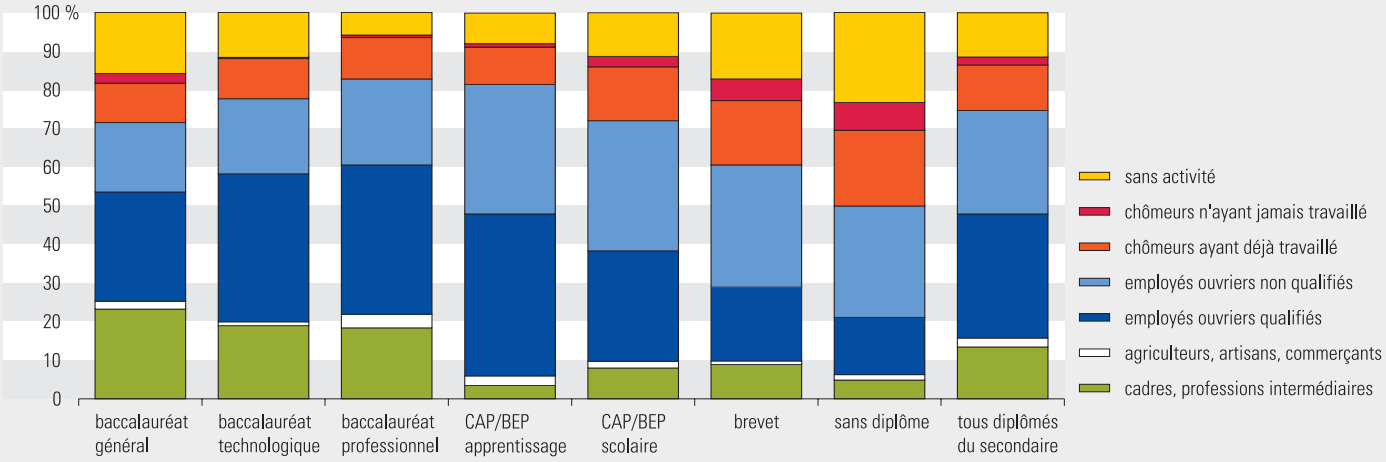
03 Percentage of senior and intermediate professionals in the employment market (2004)

en %

diplôme	environ 5 ans après la fin des études	ensemble population occupant un emploi
Aucun diplôme	10	11
Brevet	15	28
CAP/BEP apprentis	4	17
CAP/BEP scolaires	11	23
Baccalauréat professionnel	22	28
Baccalauréat technologique	24	38
Baccalauréat général	33	49
Ensemble des bacheliers et titulaires des CAP/BEP	**18**	**28**
Diplômés du supérieur	75	80
Tous (y compris diplômes supérieurs)	**44**	**38**

source : INSEE, enquête Emploi 2004

02 Professional status of young people who completed their initial education about 5 years previously, according to their qualification (2004)



Lecture : sur l'ensemble de l'année 2004, cinq ans environ après la fin de leur formation initiale, 75% des diplômés des CAP , BEP et baccalauréats ont un emploi, pour 50% des jeunes n 'ayant aucun diplôme.

source : INSEE, enquête Emploi 2004 (moyenne annuelle)

France spent 19.7 billion Euro on higher education in 2004. This expenditure is 2.1 times more than what was spent in 1980 (at constant prices). In 2004, the average expenditure per student reached 8,630 Euro, or 28% more than in 1980.

In 2004, France devoted 19.7 billion Euro to higher education, or, at constant prices, a 0.4% increase over 2003.

Since 1980, expenditure on higher education has seen strong growth, at an average annual rate of 3.2% (at constant prices). Its share of the domestic expenditure on education rose from 14.6% in 1980 to 16.9% in 2004. Over the entire period, the domestic expenditure on higher education was multiplied 2.1-fold, but in the context of almost a doubling in the population concerned, average expenditure per student only increased by 28%, reaching 8,630 Euro in 2004. At the same time, the average expenditure per pupil in secondary education rose by 65%.

The average costs per student vary considerably, depending on the area of higher education considered: they are twice as high in preparatory classes for *Grandes Ecoles* (CPGE) than in universities. In 2004, a student completing a year at a State university cost an average of 6,700 Euro to the public purse for general training; a year in a University Institute of Technology cost 9,160 Euro and a year in a preparatory class for *Grandes Ecoles* (CPGE) cost 13,760 Euro. Thus the theoretical cost of an 18-year learning career, leading without any repeat years to a degree, was evaluated at a total of 116,345 Euro in 2004. This cost placed it between that of a 17-year career leading to a University Institute of Technology Diploma (DUT) (114,580 Euro) and a Higher Technician Certificate (BTS) (121,850 Euro).

The share of the State in the financing of higher education is predominant (approximately 75%), and the share of households is 12%. Some direct or indirect grants, funded by the State to help students or their families, are not included in the DEE for higher education, because they are either of a fiscal nature (increase in the family quotient) or are not directly linked to student status (welfare accommodation allowance). If they (but not contributions from social security) were taken into account, the average cost of a student to the State in 2004 would have risen from 8,630 Euro to 9,700 Euro.

International statistics on the costs of higher education are not homogeneous. The OECD is currently revising its evaluation methodology. For 2002, the annual average expenditure per student in France is exactly the average of OECD countries (7,300 dollar equivalent). The estimate of the average cost of a student throughout their higher education (excluding R&D activities) sees France a little above the OECD average, due to a relatively high average length of education.

Higher education expenditure includes all the expenditure on public and private establishments related to education and associated activities: university services, administration, supplies, university libraries, salaries paid to education personnel undergoing training courses etc.
It does not include continuing education or research activities in universities (but includes all the salaries of teacher researchers).
The renovation of the education account results in an alteration of the amount of the average expenditure per student, which was only recalculated for the 1999-2004 period.
The 1980 to 2004 trend is therefore the result of two separate trends: 1980 to 1999, "former basis", and 1999 to 2004, "new basis".
The amount of expenditure for the last two years is provisional.
The international indicator is presented in the dollar equivalent converted using purchasing power parities, which are currency conversion rates making it possible to specify the purchasing power of various currencies in a common unit.

source: MEN-DEP
scope: mainland France + overseas department taken together.
For international comparisons: OECD-CERI

01 Expenditure on higher education

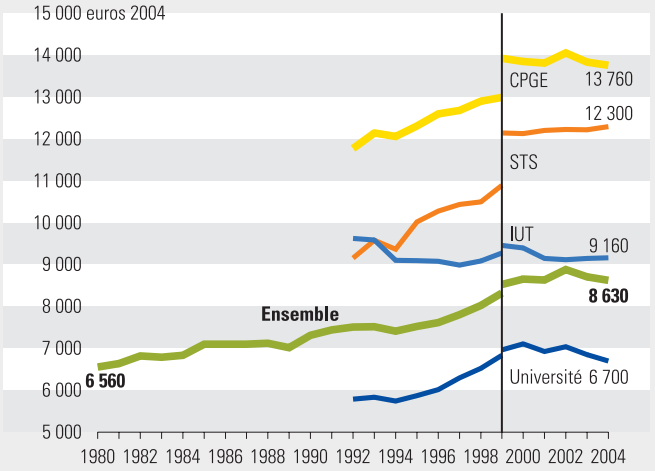
métropole + DOM

	1980	1990	2000	2003	2004
DIE pour le supérieur*					
aux prix courants (en milliards d'euros)	4,2	11,2	17,7	19,3	**19,7**
aux prix de 2004 (en milliards d'euros)	9,2	13,6	19,0	19,6	**19,7**
Part dans la DIE (en %)	14,6 %	16,4 %	16,8 %	17,0 %	**16,9 %**
Dépense moyenne par étudiant* aux prix de 2004 (en euros)	6 560	7 310	8 660	8 700	**8 630**
Structure du financement initial (en %)**					
État			75,5 %	75,3 %	**74,6 %**
– dont MEN			*66,6 %*	*65,7 %*	*64,8 %*
Collectivités territoriales			5,9 %	5,6 %	**5,9 %**
Autres administrations publiques et CAF			1,2 %	1,1 %	**1,1 %**
Entreprises			5,8 %	6,4 %	**6,4 %**
Ménages			11,5 %	11,6 %	**12,0 %**

* La DIE a été réévaluée *(voir méthodologie indicateur 01)*. Cette réévaluation s'applique à l'ensemble de la série relative à la DIE. Les dépenses moyennes par étudiant n 'ont été recalculées que pour la période 1999-2004.
** Cette ventilation n'est possible qu'à partir de 1999.

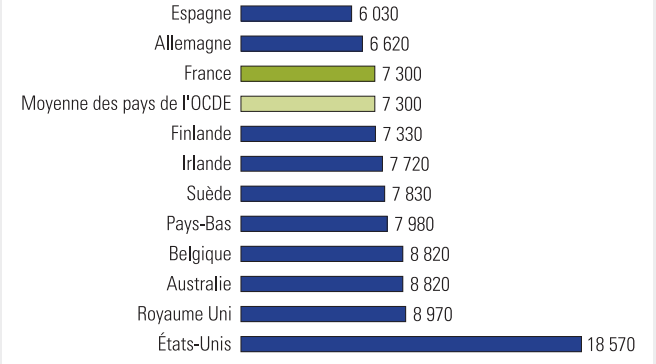
source : MEN-DEP

02 Evolution of average expenditure per student at 2004 prices in Euro (1980-2004)



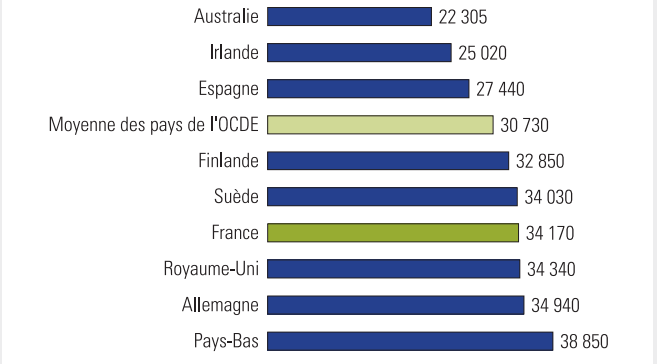
source : MEN-DEP

Average annual expenditure per student, not including research and development activities (in dollar-equivalent-2002)



source : OCDE-CERI

Cumulated expenditure per student during the average duration of studies (not including research) (in dollar-equivalent-2002)



calcul DEP/source : OCDE-CERI

In 2004, the proportion of young people obtaining the *baccalauréat* is slightly lower (nearly 62%), as is their immediate enrolment rate in higher education. The decrease in enrolment in general university curriculum concerns general *baccalauréat* holders. Scientific courses recruit four out of ten new students.

At the 2004 session, 625,100 applicants sat the general, technological and vocational *baccalauréat* tests and 498,400 obtained the qualification (mainland France + overseas departments). With an overall success rate of 79.7%, the 2004 session sees a slight decrease compared with 2003, which was an exceptional year, with a success rate of 80.1%. The success rate is down 1.2 points for the general *baccalauréat* (82.5%), up 0.2 point for the technological *baccalauréat* (76.9%) and up 1 point for the vocational *baccalauréat* (76.9%).

The proportion of *baccalauréat* holders within a generation is slightly decreasing. 61.4% of young people obtained the *baccalauréat* (61.8% for mainland France only): 32% in a general curriculum, 17.7% in a technological curriculum and 11.7% in a vocational curriculum. Out of 100 people obtaining the *baccalauréat,* 52 obtained a general baccalauréat, 29 a technological *baccalauréat* and 19 a vocational *baccalauréat.*

Out of all *baccalauréat* holders, 79.2% (see methodology) enrol the next year in higher education, i.e. 0.4 point less than in 2003. This drop is due to the decrease in the number of general *baccalauréat* holders compared with technological and vocational *baccalauréat* holders, who tend not to continue their studies as much.

Indeed, almost all those with a general *baccalauréat* entered higher education immediately. As for those with a technological *baccalauréat,* their rate of access remained stable when compared with the previous year (78.2%), despite a decrease in enrolments in higher technician courses. The number of vocational *baccalauréat* holders going straight into higher education amounts to 22.9%, up on 2003 (22%). However, this rate does not take into consideration enrolments in STS sections (Higher Technician Section) within the framework of apprenticeship, or continued studies under qualification contract.

At the start of the 2004 school year, 40.3% of general and technological *baccalauréat* holders chose selective courses, as in 2003 (CPGE – Preparatory classes for Grandes Ecoles, IUT – University Institute of Technology, STS). General *baccalauréat* holders did not enrol in university as much as in 2003, but more often in CPGE courses and "other courses" whose success has been continuous over the last few years.

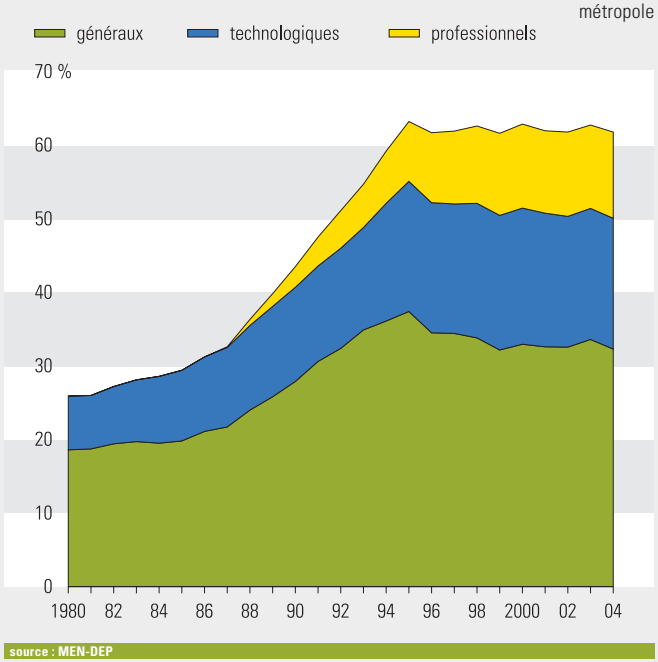
Scientific *baccalauréat* holders set themselves apart with varied courses taken, heavily oriented toward preparatory classes: out of 100 *baccalauréat* graduates in 2004, 58 enrolled in university (excluding IUTs), 21 in CPGE, 14 in IUT and 11 in other courses. They make up the majority of new recruits in scientific courses, which admit 37.1% of new students (there are 92.2% of scientific *baccalauréat* holders in scientific courses at university, 95.8% in scientific CPGE and 96.4% in preparatory cycle of non-university engineering schools). On the other hand, STI *baccalauréat* holders constitute nearly half of the new students in production and IT STS courses.

As one student can enrol in more than one course, the enrolment rates per course do not add up. In order to evaluate the proportion of students reaching higher education (access rate), one must subtract double counts included in the enrolment rates. Based on a 100% access rate for general baccalauréat *holders, and assuming that multiple enrolments are marginal for technological* baccalauréat *holders (access rate: 78.2% in 2004), the overall access rate of general and technological* baccalauréat *holders is estimated at 92.3% in 2004 (92.5% in 2003). A similar calculation, including vocational* baccalauréat *holders, leads to a 79.2% estimate of the rate of access to higher education of all 2004* baccalauréat *graduates, after a rate of 79.6% in 2003. "Other courses" correspond with non-university engineering schools, higher education establishments that are not affiliated with universities (business, management, sales, accountancy, notary studies, architecture, various specialisation), art and cultural schools, private faculties, paramedical and social science schools (2003-2004 figures for paramedical schools and 2002-2003 figures for social study schools). The years appearing on the tables represent entry dates: 2004 means the start of the 2004 university year or university year 2004-2005.*

source: MEN-DEP
scope: mainland France + overseas departments

Baccalauréat holders and their immediate enrolment in higher education

01 Percentage of *baccalauréat* holders in a generation (1980-2004)



source : MEN-DEP

03 Rate of immediate enrolment of *baccalauréat* holders to different types of higher education

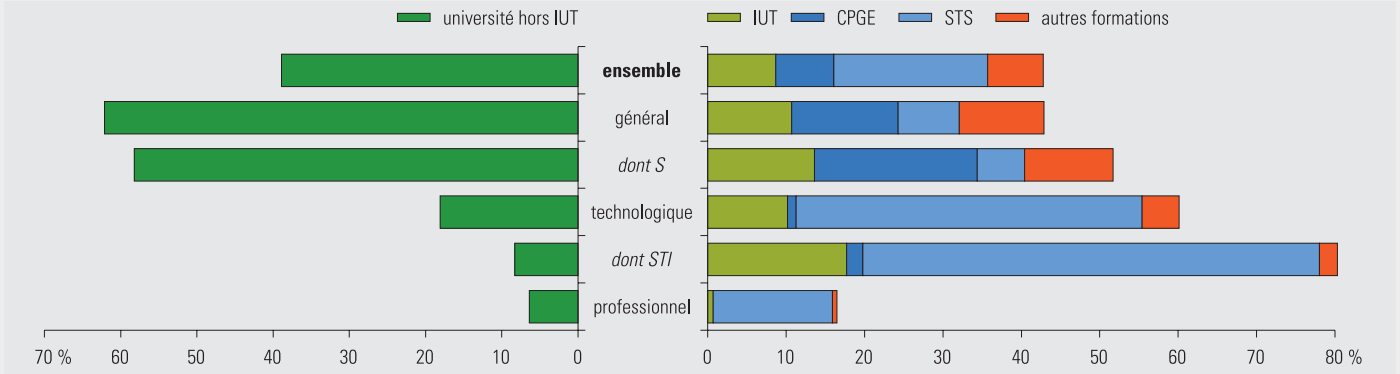
métropole + DOM, en %

	1997	2002	2003	2004
Baccalauréat général				
Université hors IUT	66,7	62,4	62,8	62,1
IUT	9,8	11,4	10,7	10,7
CPGE	13,0	13,6	13,0	13,6
STS	9,0	8,4	8,0	7,8
Autres formations	7,7	9,7	9,7	10,8
Baccalauréat technologique				
Université hors IUT	22,0	17,8	18,1	18,1
IUT	10,2	9,5	10,0	10,2
CPGE	0,9	1,1	1,0	1,1
STS	46,1	45,8	45,1	44,1
Autres formations	3,0	4,2	4,2	4,7
Baccalauréat général et technologique				
Université hors IUT	51,7	46,6	47,3	46,5
IUT	9,9	10,7	10,4	10,5
CPGE	8,9	9,1	8,9	9,2
STS	21,5	21,7	20,9	20,6
Autres formations	6,1	7,7	7,8	8,6
Baccalauréat professionnel				
Université hors IUT	6,8	6,0	6,3	6,4
IUT	0,8	0,6	0,7	0,7
CPGE	0,0	0,0	0,0	0,0
STS	8,9	12,8	14,4	15,2
Autres formations	0,8	0,6	0,6	0,6
Ensemble tous baccalauréats				
Université hors IUT	44,5	38,9	39,8	39,8
IUT	8,5	8,8	8,7	8,7
CPGE	7,5	7,4	7,3	7,4
STS	19,5	20,0	19,7	19,6
Autres formations	5,3	6,4	6,5	7,1

source : MEN-DEP

02 Rate of immediate enrolment of those obtaining a *baccalauréat* in 2004 to different types of higher education

métropole + DOM



source : MEN-DEP

At the start of the 2004 school year, general *baccalauréat* holders represented 83.5% of new university students (excluding IUT – University Institute of Technology). After reaching two thirds, their share in IUT new entries in 2004 is back down to its 1997 level (64.6%). Among students admitted in STS sections, nearly 15% are now vocational *baccalauréat* holders.

More than eight out of ten new *baccalauréat* holders entering university (excluding IUT) had passed a general examination. Having dropped between 1995 and 1999, this proportion started to rise again between 2000 and 2003. It has decreased again in 2004, back to its 1997 level. At the start of IUT education, the proportion of general *baccalauréat* holders went up by 5 points between 1995 and 2001, then stabilised just above 67%. It decreased substantially in 2003 and 2004 and amounts to 64.6%, as in 1997.

On higher technician courses (STS), technological *baccalauréat* holders were still in a majority among new entrants, but their percentage fell by 0.5% in September 2004. The decrease in general and technological *baccalauréat* holder admissions is offset by the continuous progress in the enrolment of vocational *baccalauréat* holders.

In the "other courses" (engineering, business, paramedical and social study schools…), general *baccalauréat* holders remain largely the predominant (nearly 80% of new entries).

Scientific *baccalauréat* holders represent a little over one quarter of baccalauréat holders. They make up three quarters of new CPGE entries (preparatory classes to *Grandes Ecoles)* and there are relatively higher numbers in IUT (41.2%) and "other courses" (41.7%), as in general university courses where they represent almost four new *baccalauréat* holders out of ten.

Of the *baccalauréat* holders enrolling in higher education, young people from the most privileged social backgrounds are markedly over-represented. Whatever sector was considered (except for STS courses), more than one in four new students were the children of senior managers or self-employed professionals, a proportion much higher than that observed amongst young people as a whole. Nearly one-third of new *baccalauréat* holders enrolling for lengthy studies (university or CPGE) came from these social categories, and this phenomenon was even further accentuated in preparatory classes for *Grandes Ecoles* and healthcare disciplines, where the proportion of children of senior managers or self-employed professionals reached 51.6% and 44.4%, respectively.

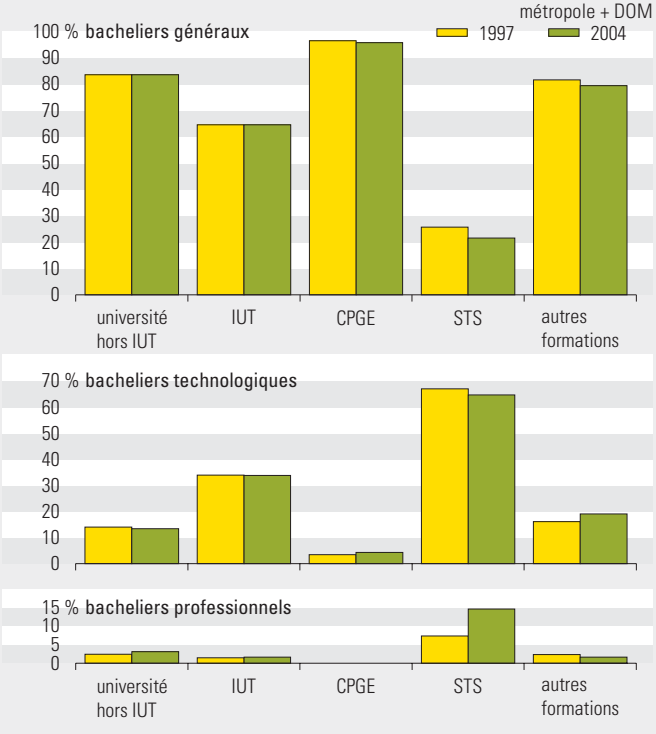
In contrast, short technological courses, IUT and particularly higher technician courses (STS), recruited more children of manual and office workers: in 2004, they represented 32.9% of new *baccalauréat* holders entering IUT and 40.5% enrolling on higher technician courses. These aspects have hardly changed in the last few years.

As one student can enrol in more than one course, the data presented hereby is not related (as in the previous indicator) to individuals but to the enrolment of new baccalauréat holders in higher education (main enrolment only for university). This multiple enrolment, more frequent in the first cycle, represents at least 5% of total university enrolment.

source: MEN-DEP
scope: mainland + overseas departments; for STS and CPGE, classes affiliated to the National Education Ministry, i.e. 100% of public education students, 72.6% of private STS students and 92.8% of private CPGE students.

Enrolment in the principal sectors of higher education 25

01 Percentages of different types of *baccalauréat* holders in the principal sectors of higher education (1997-2204)



source : MEN-DEP

03 Percentage of different types of *baccalauréat* holders in higher education sectors in 2004

métropole + DOM, en %

	université hors IUT	IUT	CPGE	STS	autres formations
Bac ES	25,2	21,4	12,7	8,0	24,8
Bac L	19,2	2,0	9,9	4,7	12,9
Bac S	39,1	41,2	73,1	8,1	41,7
Bac général	**83,5**	**64,6**	**95,7**	**20,8**	**79,4**
Bac STI	1,6	14,9	2,1	21,7	2,4
Bac STT	8,8	16,2	1,6	33,2	6,8
Bac autres techno	3,0	2,7	0,6	9,7	9,8
Bac technologique	**13,4**	**33,8**	**4,3**	**64,6**	**19,0**
Bac professionnel	**3,1**	**1,6**	**0,0**	**14,6**	**1,6**
Total	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**

source : MEN-DEP

02 Social background of new *baccalauréat* holders enrolling in higher education in 2004

métropole + DOM, en %

	droit	économie	lettres	sciences et STAPS	santé	IUT	ensemble université	CPGE*	STS*
Agriculteurs	1,5	1,7	1,9	2,1	2,1	3,2	2,1	1,9	2,5
Artisans, commerçants, chefs d'entreprise	8,4	8,5	7,0	6,8	7,1	8,3	7,5	7,7	8,5
Professions libérales, cadres, enseignants	33,0	26,3	26,3	34,1	**44,4**	26,0	30,4	**51,6**	**13,6**
Professions intermédiaires	12,8	11,9	17,7	17,8	16,1	19,6	16,8	14,3	16,1
Employés	15,9	15,2	17,6	14,9	11,7	16,7	15,9	8,4	17,3
Ouvriers	11,8	15,7	14,7	11,4	**9,6**	16,2	13,6	**5,1**	**23,2**
Retraités, inactifs	10,8	14,4	9,9	6,9	6,1	7,1	8,9	6,7	13,5
Indéterminé	5,7	6,3	4,8	6,0	3,1	2,9	4,7	4,3	5,3
Ensemble	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**

* Pour les CPGE et STS sous tutelle du MEN, soit tous les élèves du public, 72,6 % des élèves des STS privées et 92,8 % des élèves des CPGE privées.

source : MEN-DEP

At the beginning of the 2004-2005 academic year, higher education counted about 12,000 more students. This increase is the result of favourable demographics but also of the progress in schooling and the growing number of foreign students.

Having risen at a sustained rate (close to 7% per year) between 1988 and 1993, the population in higher education saw a significant reduction in its growth over the next two years (2% down), before falling by 52,000 between 1995 and 1998. The slight upturn observed in 1999 (+0.4%) and 2000 (+1%), was not sustained in 2001, but a more significant upturn was seen in September 2002 (+2%) and in September 2003 (+2.2%). At the start of the 2004 academic year, the total number of students increased slightly, by 0.5%, i.e. 12,000 additional registrations. With 2,268,000 students in mainland France and French Overseas Departments, higher education establishments saw attendance which was higher than in 1995 (+89,000). This is the largest student population ever attained in France.

The increase registered at the start of the 2004 academic year is the result of demographics and schooling progress, each accounting for an increase by 6,000 students *(table and diagram 01)*. Several interconnected factors explain the increase in schooling. Firstly, a broader range of training opportunities, notably in the healthcare sector (rise in the numbers admitted to medical studies and the numbers on paramedical courses) and in specialised schools (engineering, commercial studies, etc.), where populations continue to grow. Also, the implementation of LMD *(licence – master – doctorat,* or bachelor's degree, master's degree, PhD) has encouraged students to continue their education at least three years after their *baccalauréat*. This effect was amplified by an unfavourable economic climate which pushed students to pursue their studies rather than try to enter the workplace. Another explanatory factor is the influx of foreign students, who have been increasingly numerous every year since 1998. The increase in the number of foreign students, which accelerated between 2001 and 2003 (+ 11.7% each year), slowed down in 2004 (+ 4.6%). With 59,000 more foreign students in 2004 than in 2001, this factor accounts for half of the overall increase registered in the last three years.

Since the start of the 2002 academic year, the total number of students in general and medical university courses (excluding IUT) has increased (56,000 additional students in two years). At the start of the 2004 academic year, this number is stable and these courses admit 58% of all students. As for selective courses, the number of IUT and STS students continue to decrease in 2004, whereas numbers are slightly up in CPGE courses, following a stable year.

The rise in student populations resulted *(diagram 02)* in an increase in "apparent" attendance rates of 2004. The rise is particularly noticeable at ages 18, 19, 20 and 21 (respectively + 0.8, + 0.6, + 1.2 and + 0.9 point), reflecting both a higher rate in the pursuit of studies amongst young people living in France, and an influx of foreign students.

The organisation of education systems varies considerably between countries, particularly in the higher education sector, with high rates of part-time attendance in Nordic or English-speaking countries.
The average expected attendance in higher education by a young person (student or not) situates France at around the average of OECD countries, ahead of Germany but behind the United States and Finland.

The data published covers the higher education scope as thoroughly as possible, excluding courses alternating work and study and apprenticeship except at university (for further details, see RERS 6.1 and 6.2). Table 1 is designed along the same lines as indicator 18.
Schooling rates are the ratio of the number of young people of a given age and enrolled in higher education compared with the estimated population of the same age. This estimate does not factor in short-term variations of migration flow. The entry of foreign students has an effect on the numerator of the ratio but not on the denominator. This is why one refers to "apparent schooling rate", whose increase is not only the result of a greater tendency in young people living in France to continue their education, as it also includes the effect of foreign student arrivals.

source: MEN-DEP
For international comparisons: OECD-CERI

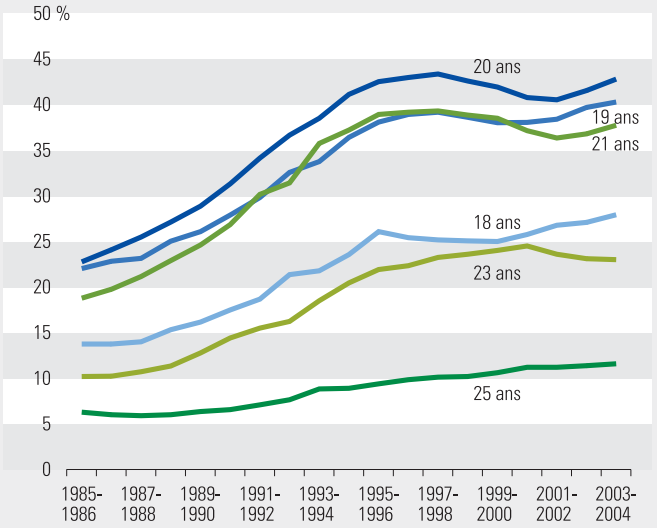
01 Differences in populations in higher education due to demographic factors and attendance

métropole + DOM

	2001-02	2002-03	2003-04	2004-05
Nombre d'inscrits (milliers)	**2 165**	**2 209**	**2 256**	**2 268**
dont				
université (hors IUT)	*1 256*	*1 277*	*1 312*	*1 312*
IUT	*118*	*115*	*114*	*112*
STS	*237*	*235*	*234*	*230*
CPGE	*71*	*72*	*72*	*73*
Variation	44	47	12	
Effet démographique	- 2	- 1	6	
Effet scolarisation	46	48	6	

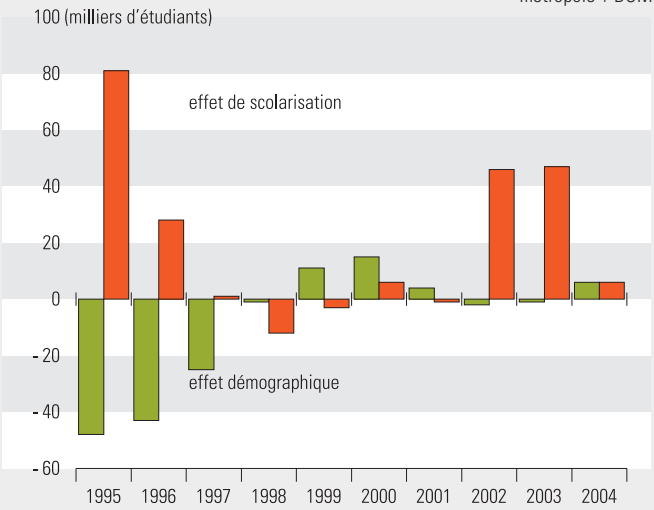
Lecture : à la rentrée 2004, les effectifs totaux de l'enseignement supérieur augmentent de 12 000 étudiants.
L'évolution de la taille des générations (effet démographique) aurait entraîné, si elle avait agi seule, une augmentation de 6 000 étudiants.
À démographie constante, l'évolution de la scolarisation aux différents âges entraîne une hausse de 6 000 inscriptions dans l'ensemble de l'enseignement supérieur.

02 Evolution in levels of attendance in higher education (1985-2003)



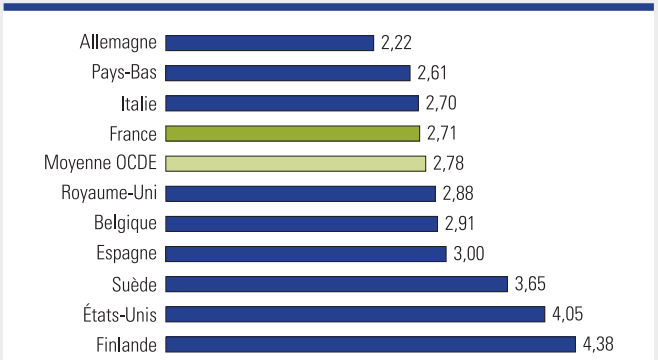
sources : MEN-DEP et INSEE

métropole + DOM



source : MEN-DEP

Average expected duration of attendance in years in higher education (2003) (full-time and part-time)



source : OCDE-CERI

Success rates in the first years of higher education varies depending on schooling origins and courses selected. Success rates of students preparing for a DUT (University Diploma in Technology) are greater than those enrolled in DEUG (first 2-year cycle of university). In the *licence* (Bachelor's degree) course, nearly two thirds of students enrolled obtain their degree within one year. The success rate of general *baccalauréat* holders is significantly higher than that of technological or vocational *baccalauréat* holders.

Success rates during the first years of university education vary depending on the course selected. In 2003, following a course of two to five years in the first cycle, 76.4% of the students obtained the DEUG. General *baccalauréat* holders have significantly better results (82.8%) than technological (40%) and vocational *baccalauréat* holders (15.4%). For students who opted for IUT education (University Institute of Technology), the success rate is higher. At the 2003 session, more than four out of five students obtained the DUT (University Diploma in Technology) following a three-year course and two out of three managed it in two years. General *baccalauréat* holders have particularly high success rates as 94.1% manage to qualify in three years and 73.8% in two *(table 01)*.
For a *baccalauréat* holder enrolling in university, the chance of reaching the third year of university education (excluding medical studies and IUT), after a course of up to 5 years, has remained close to 60% in the 1990s. Following a decrease in 2001 and 2002, this rate hasi ncreased in the last two years and amounted to 61% at the start of the 2004 school year *(table 02)*.
Access to the third university year is largely dependent on the *baccalauréat* type taken. General *baccalauréat* holders reach this third year far more often (70.6% on average and 76.3% for scientific *baccalauréat* holders) than technological *baccalauréat* holders (27.4%), whose rate, however, has progressed continuously since 2000 and is up 2.2 points in 2004. Access to vocational *baccalauréat* holders, which was below 10% in previous years, also improved in 2004 (+ 2.2 points).

Access rates also vary, but not as significantly, depending on subjects. The general increase registered in 2003 continued in 2004, except for STAPS (Science and Technology for Physical Activities and Sports, -3 points). These rates are still higher in science (67.4%), with a substantial rise in 2004 (+3.7 points), and not as significant in law (55.6%) *(diagram 04)*.
Among the students registered in *licence* courses for the first time in 1999, the chance of obtaining their degree in one year was 65.1% and 76.6% after three years of studies (table 05). 9.0% of those who did not change to another subject or establishment required two years, and 1.3% of them three years. For students who chose a different orientation, however, the success rate is very low. More than two out of three general *baccalauréat* holders obtain a *licence* within one year, compared with 52.5% of technological *baccalauréat* holders and 47% of vocational *baccalauréat* holders.
Access to the *licence* is not limited to university students and tends to diversify: at the start of the 2004 academic year, only 60.2% of the new students enrolled in a *licence* course come from a DEUG course or from the second *licence* year of a LMD course *(licence – master – doctorat,* or Bachelor's degree, Master's degree, PhD) compared with 63.4% in 2002. 30% of the students who enrol in a licence course come from other courses, 9.1% from IUT courses and 7.6% from STS courses (higher technician sections) and 3.6% from foreign education establishments. Students who take up studies after a break represent 9.5% of the total *(table 03)*.

Access rates tot the third year of university education and DEUG success rates are cross-sectional indicators measuring respectively the chance of accessing a second university cycle and the chance of obtaining a DEUG qualification for a student starting university. The access rate indicator relates to students starting on a given year, the success rate indicator relates to students starting and enrolling again in university the following year. They are calculated by the summation of four rates: i.e., for the year 2004, proportion of students starting in 2002 and reaching the second cycle (obtaining their qualification), and likewise for students starting in 2001, 2000 and 1999. The time spent in the first cycle possibly includes a break period. The indicators according to subjects take into consideration the effect of changing orientations: a student registered in law, then oriented toward humanities, will be accounted for among students starting in humanities course. DUT success rate is also a cross-sectional indicator, as it measures the probability of a student, baccalauréat *holder or otherwise and having started the first DUT year, of obtaining their qualification. It corresponds to the sum of the rates observed in two and three years. The success rate in a* licence *course is a vertical indicator, calculated for the cohort of students enrolled in a* licence *course for the first time at the start of the 1999 academic year and monitored for three consecutive years. Changing orientations, in terms of subjects or establishments, are accounted for. The origin of students enrolled in a* licence *course, vocational or otherwise, indicates the course followed the previous year or, if the student wasn't enrolled in the university, the course they claim they followed the previous year.*

source: MEN-DEP
scope: mainland France + overseas departments

Success rates in the first years of higher education

01 DEUG and DUT success rates according to schooling origin

en %

série de baccalauréat	réussite au DEUG (en 2, 3, 4 et 5 ans)		réussite au DUT en 2003		
	1998	2003	en 2 ans	en 3 ans	cumulé
Littéraire	77,2	77,0	72,9	28,4	nc*
Économique et social	75,8	78,7	77,7	16,8	94,5
Scientifique	85,3	91,5	72,0	21,3	93,3
Baccalauréat général	**79,9**	**82,8**	**73,8**	**20,3**	**94,1**
Baccalauréat technologique	**37,3**	**40,0**	**55,2**	**14,8**	**70,0**
Baccalauréat professionnel		**15,4**	**40,1**	**11,0**	**51,1**
Tous baccalauréats		**76,4**	**67,5**	**18,5**	**86,0**
Dispensés		85,4	40,3	19,8	60,1
Ensemble des étudiants		**76,4**	**66,7**	**18,5**	**85,2**

* Le taux de réussite cumulé ne peut dépasser 100 %. Dans ce cas, il n'est pas communiqué (nc).

source : MEN-DEP

02 Evolution of the access rate (in 2, 3, 4 and 5 years) to the third year of university education according to schooling origin

en %

série de baccalauréat	rentrées				
	1990	1995	2002	2003	2004
L	59,5	63,3	62,6	63,7	**64,8**
ES	61,7	65,1	63,4	65,5	**69,0**
S	71,8	69,5	71,9	74,6	**76,3**
Baccalauréat général	64,9	66,3	66,3	68,5	**70,6**
STT	23,4	23,5	21,2	22,1	**24,2**
Autres technologiques	29,5	32,8	27,7	31,5	**34,1**
Baccalauréat technologique	24,8	25,4	23,4	25,2	**27,4**
Baccalauréat professionnel	0,0	12,4	8,4	8,9	**11,1**
Tous baccalauréats	**57,5**	**59,7**	**56,8**	**59,1**	**61,3**
Dispensés			44,5	47,0	**50,8**
Toutes populations			56,1	58,2	**60,5**

* Droit, économie, lettres et sciences humaines, sciences et ST APS.

source : MEN-DEP

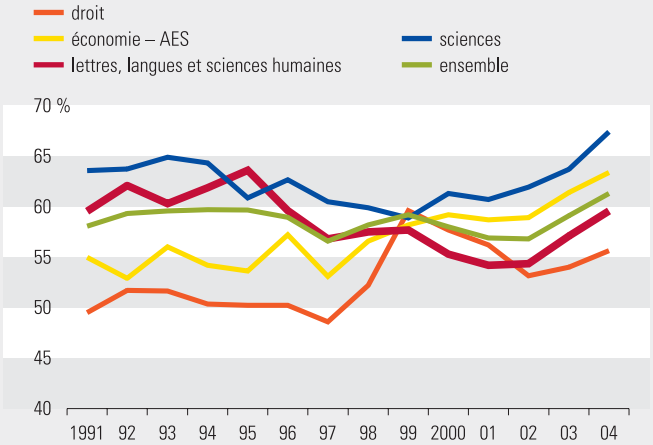
03 Origin of the students starting their third higher education year

en %

	2002	2003	2004
DEUG ou niveaux 1 et 2 licence LMD	63,4	61,0	60,2
DUT	7,2	8,1	9,1
BTS et assimilés	5,2	6,1	7,6
Autres formations de premier cycle	2,7	2,5	2,7
Formations de deuxième et troisième cycles	3,0	3,5	3,1
Autres cursus	4,8	4,7	4,2
Formations à l'étranger	3,8	3,9	3,6
Reprise d'études	9,8	10,3	9,5
Ensemble	**100,0**	**100,0**	**100,0**

source : MEN-DEP

04 Evolution of the access rate to the third higher education year according to subject (1991-2004)



source : MEN-DEP

05 Success rate in a licence course for a cohort of students according to schooling origin

en %

série de baccalauréat	probabilité de réussite en :					
	1 an	2 ans		3 ans		
		étudiants non ré-orientés	étudiants ré-orientés	étudiants non ré-orientés	étudiants ré-orientés	ensemble
Littéraire	68,1	8,3	0,9	1,3	0,7	79,3
Économique	72,5	7,6	0,6	1,0	0,3	82,1
Scientifique	66,4	10,3	0,8	1,3	0,5	79,3
Bacheliers généraux	**68,7**	**8,9**	**0,8**	**1,2**	**0,5**	**80,1**
Bacheliers technologiques	**52,5**	**10,7**	**0,5**	**1,8**	**0,5**	**66,0**
Bacheliers professionnels	**47,0**	**8,9**	**0,3**	**4,1**	**0,3**	**60,7**
Ensemble des bacheliers	**67,2**	**9,1**	**0,8**	**1,3**	**0,5**	**78,8**
Dispensés	34,2	8,1	0,3	1,9	0,4	44,9
Ensemble des étudiants	**65,1**	**9,0**	**0,7**	**1,3**	**0,5**	**76,6**

* Étudiants inscrits pour la première fois en 1999.

source : MEN-DEP

Although, in 2003 the number of DESS (Higher Specialised Studies Degree) and business school degrees continued to rise sharply, the number of DEA (Advanced Studies Degree) was only progressing slowly, that of engineering degrees was stable, whereas the number of *doctorats* (PhD) awarded was down again.

In 2003, 26,700 students obtained an Advanced Studies Degree (DEA). Between 1986 and 1995, the number of DEA awarded grew markedly from 15,400 to 27,000. After this successful phase for DEA, the number of graduates went down by 10% between 1996 and 2000. It picked up again in 2001 and 2002. In 2003, the increase in the number of DEA slowed down: a slight 1.1% increase compared with 8.4% in 2002.

In contrast, the number of students obtaining a Higher Specialised Studies Degree (DESS) has seen continual and sustained growth for some twenty years (an average of +9.9% a year since 1983. The increase in the number of DESS was particularly significant in 2001 (+16.5%). However, as for DEA, this increase slowed down in 2003 and reached 9.1% compared with 13.3% in 2002. There were 46,900 DESS graduates in 2003 compared with only 7,000 in 1983, the increase applying to all subjects.

Since 1997, universities and assimilated establishments have awarded more DESS than DEA. Like other professionally-oriented training courses, such as vocational degrees and DEUG, degrees and Master's degrees from University Institutes of Technology (IUT), the DESS qualification continues to attract increasing numbers of students.

At the 2003 session, 26,400 engineering degrees were awarded, compared with 16,000 in 1990. Following a continual progress phase that lasted until 2001 (26,000), the number of graduates has stopped increasing.

In 2003, 11,900 business school degrees approved by the Ministry of National Education, Higher Education and Research were awarded. The number is up 13.8% on 2002 and has more than doubled since 1990.

Although the preparation for a DESS or DEA after a specialised engineering or commercial school continues to develop, 30.5% of those holding Master's degrees go on to obtain a DEA and 46% obtain a DESS, in all subjects. These figures increase for the second year, mostly in science (+5 points) for DEA and DESS qualifications.

The procedure for awarding defended *doctorats* (PhD) changed in 2001, which could explain the decrease registered that year, which carried on the following years in a less significant way (8,087 qualifications awarded in 2003 compared with 8,243 in 2002). *Doctorats* rate of achievement, measured by the *doctorats*/DEA ratio, was stable in 2002 and 2003 (respectively 30.8% and 30.6%). In the humanities and social sciences, the proportion of DEA leading four years later to a doctorate, reached 23.9%, (+2 points on 2002) while 45% of scientific DEA were followed three years later by a doctorate.

DEA/master's degree ratio: *DEA qualifications awarded in the year "n" compared with master's degrees (excluding vocational master's degrees except MSG and excluding AES subjects – Social and Economic Administration) awarded in the year "n-1".*
DESS/master's degree ratio: *DESS qualifications awarded in the year "n" compared with all master's degrees awarded in the year "n-1". This indicator is calculated for the principal general subjects. It is incomplete as access to DEA or DESS courses is not necessarily directly and exclusively after a master's degree.*
Doctorat/*DEA ratio:* *all types of* doctorats *(including doctor engineering degrees) awarded in the year "n" compared with DEA qualifications awarded in the year "n-3" for scientific* doctorats *and "n-4" for other subjects.*
Engineering degrees. *All graduates from public and private establishments, affiliated to all ministries authorised to award an engineering degree recognised by the* Commission des titres d'ingénieurs *(CTI). Excluded are degrees awarded through continuing education, with the exception of the CESI and INPSA. Degrees obtained by students of CNAM (National Conservatory of Arts and Crafts) are not accounted for.*
Business School degrees. *All graduates approved by the Ministry of National Education, Higher Education and Research. Degrees from non-approved schools are not included (*Mastère *degrees, MBA, etc.). These degrees correspond with various levels: mainly 5-year courses after the* baccalauréat *but also 4-year and 3-year courses.*

source: MEN, DEP
scope: mainland France (universities), mainland France + overseas departments (engineering and business schools)

Student success rates after 5 years of higher education and more

01 DESS/master's degree ratio, DEA/master's degree ratio and *Doctorat*/DEA ratio*

DESS/maîtrises	1990	1995	2000	2002	2003
Disciplines générales *dont*	27,2	28,1	33,9	42,7	46,0
Droit	*29,6*	*31,8*	*35,2*	*41,2*	*47,3*
Sciences économiques	*53,7*	*47,3*	*55,8*	*65,3*	*70,0*
Lettres et sc. humaines	*17,5*	*21,1*	*25,5*	*31,6*	*32,6*
Sciences	*18,7*	*20,2*	*28,6*	*39,9*	*42,7*

DEA/maîtrises	1990	1995	2000	2002	2003
Disciplines générales *dont*	41,0	37,5	26,9	29,9	30,5
Droit	*29,0*	*29,9*	*26,6*	*25,4*	*25,3*
Sciences économiques	*25,2*	*23,7*	*17,1*	*18,7*	*18,3*
Lettres et sc. humaines	*31,9*	*28,6*	*21,1*	*23,6*	*24,0*
Sciences	*70,7*	*61,2*	*39,4*	*47,4*	*51,4*

doctorats**/DEA	1990	1995	2000	2002	2003
Disciplines générales *dont*	42,2	35,1	37,0	30,8	30,6
Lettres et sc. humaines	*33,8*	*27,4*	*32,6*	*22,1*	*23,9*
Sciences	*54,8*	*49,5*	*51,0*	*48,2*	*45,0*

* Étudiants français uniquement et métropole
** Changement de mode de collecte des doctorats à partir de 2001

source : MEN-DEP

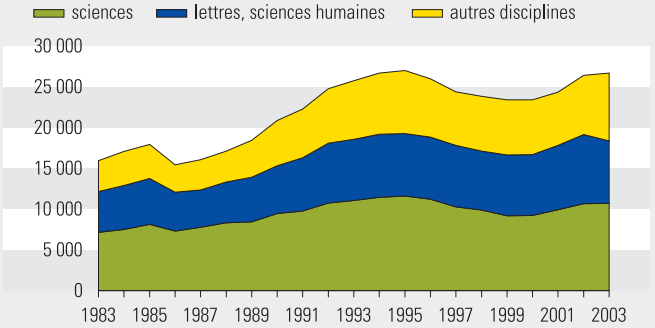
02 Number of qualifications awarded in engineering and business schools

	1990	1995	2000	2002	2003
Écoles d'ingénieurs	16 080	21 851	24 624	26 455	26 437
Écoles de commerce*	5 580	7 414	8 825	10 477	11 923

* Diplômes visés par le ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche

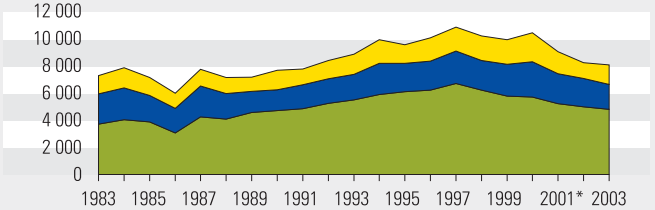
source : MEN-DEP

03 Evolution in the number of DEA awarded (1983-2003)



source : MEN-DEP

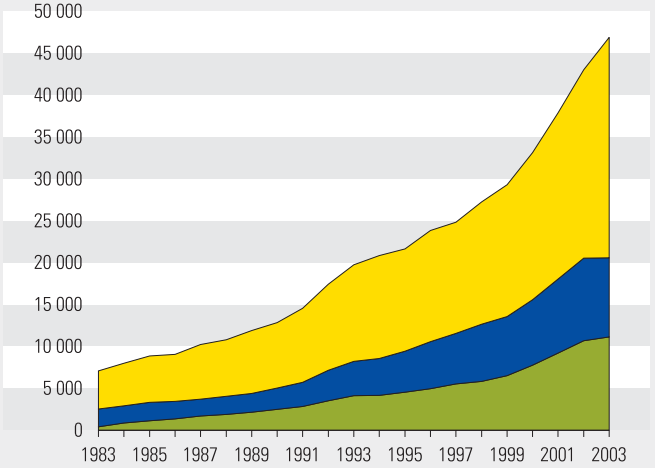
04 Evolution in the number of *doctorats* awarded (1983-2003)



* En 2001, changement de mode de collecte

source : MEN-DEP

05 Evolution in the number of DESS awarded (1983-2003)



source : MEN-DEP

In 2004, eight out of ten *Grandes Ecoles* or third cycle university graduates had a higher or intermediate occupation approximately five years after completing their education, compared with two thirds of the *licence* (Bachelor's degree) or *maîtrise* (Master's degree) holders and half of BTS (Higher Technician Certificate) holders.

Holding a higher education qualification is a determinant advantage for employment, both quantitatively and qualitatively. According to Employment surveys, nearly two years after completing their studies, 81% of men and women with a higher education qualification were employed during the first half of 2004 versus 64% of other young people.

More than four out of ten higher education graduates have experienced unemployment in the three years following the completion of their studies *(table 01)*. These unemployment periods are generally short, particularly for DUT (University Diploma in Technology) and BTS graduates. However, third cycle literature, humanities and social science graduates sometimes experience longer job searching phases, of a year or more.

When careers start, professional status depends largely on the level of qualification. Therefore higher education graduates are five times more likely to occupy a higher (manager, teacher, entrepreneur) or intermediate (technician etc.) intellectual position than higher secondary education graduates (65% compared with 14%). Conversely, higher secondary education graduates are three times more likely to be blue-collar workers or employees (60% compared with 20%).

Shortly after the completion of education, professional hierarchy also matches higher education hierarchy. In 2004, the majority of *Grandes Ecoles* and third cycle university graduates were white-collar managers or self-employed professionals or entrepreneurs. *Licence* and *maîtrise* graduates are more likely to be teachers.

Shorter technological courses in higher education result in intermediate positions. Approximately 5 years after completion of their education, nearly two thirds of DUT graduates occupy an intermediate or higher position, compared with almost half of BTS graduates *(diagram 02 and table 03)*.

Graduates from the paramedical and social fields, nearly all of them nurses or social workers, are hardly ever affected by unemployment *(table 01)*.

Humanities graduates or graduates from service-oriented courses, regardless of the length of their courses, occupy more often "downgraded" employees positions. In a difficult economic situation, this trend tends to spread to basic and technological science graduates. Nonetheless, on a comparable basis of time elapsed since completion of their studies, these graduates are unemployed or off the labour market much less than people with less qualifications *(diagram 02)*.

Table 03 and diagram 02 of this indicator are based on quarterly INSEE Employment surveys (annual average). Young people "having left approximately 5 years ago" completed their initial education in the last 3 to 7 years (1997 to 2001). These two figures relate to young higher education graduates.
It must be specified that certain engineering and business schools award degrees after a three-year only course. In addition, young people having undertaken a higher education course without obtaining a qualification are registered under baccalauréat *holders (see indicator 22).*

Table 01 relates to the first three career years of young people having completed their education in 2001 and is based on the "generation 2001" Céreq survey.

The traditional classification of occupations and socio-economic categories, used in table 03, defines as "higher" occupation category: executive managers, teachers, journalists, engineers and self-employed professionals and includes entrepreneurs. Professors, although in category A are in the intermediate occupation category (like teachers).

source: INSEE, Employment surveys
scope: mainland France

01 Length of unemployment, between 2001 and 2004, for higher education graduates having completed their education in 2001

Répartition des diplômés selon la durée du chômage au cours des trois premières années de vie active

en %

	nombre de mois de chômage			
	0 mois	de 1 à 5 mois	de 6 à 12 mois	plus d'un an
Doctorat, DESS, DEA, grandes écoles				
Sciences humaines, économie, droit, commerce…	48	23	16	13
Sciences et techniques, ingénieur, santé, ...	57	20	15	8
Maîtrise, licence et deug				
Sciences humaines, économie, droit, ...	58	19	13	10
Sciences exactes et naturelles	58	18	13	11
BTS – DUT				
« Tertiaires » (communication, commerce, ...)	46	30	17	7
« Industriels » (orientés vers la production)	52	27	15	6
Diplôme paramédicaux et sociaux (bac + 3, bac + 4)	88	10	2	0
Total diplômés de l'enseignement supérieur	**58**	**21**	**13**	**8**

source : Génération 2001, Céreq

03 Percentage of higher professions and company directors in the total number of jobs (2004)

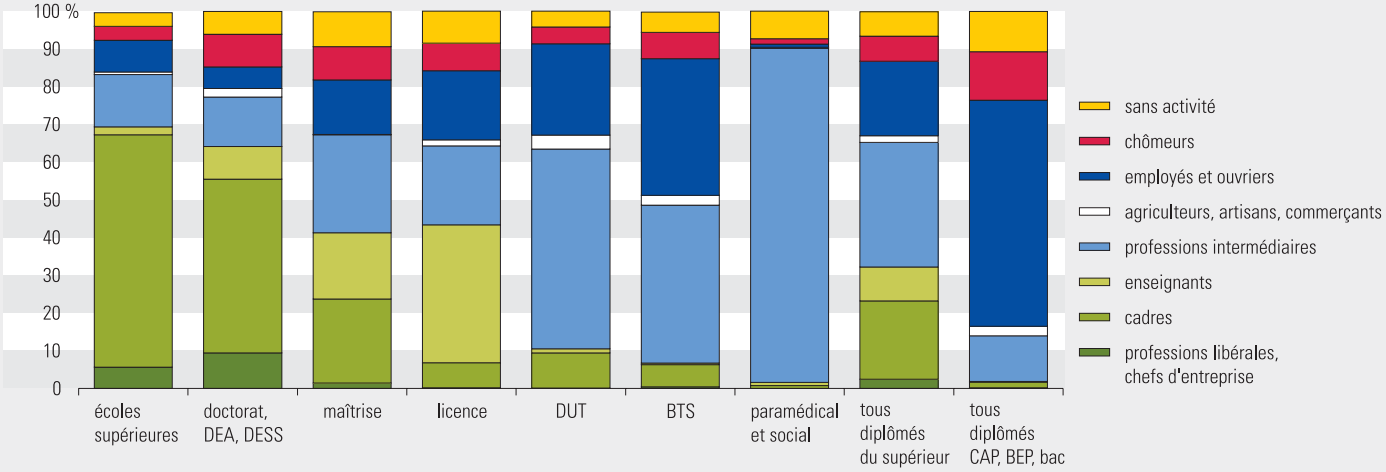
en %

	5 ans environ après la fin des études	ensemble de la population occupant un emploi
Écoles d'ingénieurs	74	75
Doctorat, DEA, DESS	74	81
Maîtrise	42	52
Licence	21	36
Sous-total enseignement supérieur long	*53*	*62*
DUT	11	29
BTS	7	18
Paramédical et social	1	4
*Sous-total enseignement supérieur court**	*8*	*17*
Diplômés du supérieur	**32**	**41**
Diplômés du secondaire	2	7
Aucun diplôme	1	3
Ensemble	**16**	**15**

* Y compris DEUG et équivalents.

source : INSEE, enquête Emploi année 2004

02 Professional status of young people who completed their initial education about 5 years previously, according to their qualification (2004)



Lecture : 5 ans environ après la fin de leur formation initiale, 20 % des diplômés du supérieur sont employés ou ouvriers en 2004, contre 60 % des titulaires de CAP, BEP et des baccalauréats. À l'inverse, près des deux tiers des diplômés de l'enseignement supérieur exercent une profession supérieure ou intermédiaire (en incluant les chefs d'entreprise), contre 14 % des diplômés du secondaire. De fortes proportions des diplômés de licence et maîtrise sont enseignants.

source : INSEE, enquête Emploi de 2004

In 2004, 11.8 billion Euro were devoted to continuing education activities, or 10.1% of the domestic expenditure on education, as against 10.3% in 1980. The principal sources of funds are the State and commercial enterprises, and the main beneficiaries are the most qualified salaried employees. Extracurricular courses represent 1.4 billion Euro.

Continuing education expenditure amounted to 11.8 billion Euro in 2004 (according to the education accounts, which adopt a different approach including vocational training costs – see methodology). From 1980 to 2004, this expenditure increased by 82%, on a constant price basis. Its share of the Domestic Education Expenditure (DEE) decreased slightly between 1980 and 2001 (from 10.3 to 9.6%), then stabilised and went over 10% again in 2003 and 2004.
In that period, extracurricular education expenditure doubled, from 0.7 to 1.4 billion Euro *(table 01)*.

In terms of initial funding, i.e. prior to transfer, this expenditure is mainly covered by the State (41.4 %) and commercial enterprises (38.7 %). In particular, the State funds the training of its agents and that of people seeking employment: thus the Ministry for Employment, Social Cohesion and Housing is the leading source of public funds. The Ministry of Education also makes a major contribution to continuing education, and covers nearly 12% of its funding.

While continuing education has often been perceived as "school of the second chance", it continues to more often benefit better qualified employees.

Nevertheless, Groups of Secondary Education Establishments (GRETA) have ensured in 2003 the training of more than 500,000 people, half of them were unemployed or off the labour market. Nearly one out of two followed a level V course and more often than not prepared for a CAP (Educational Training Qualification) *(diagram 02)*.

VAE applicants (Validation of Skills Acquired Through Experience) applying to the Ministry of Education for a national vocational or technological education qualification are more qualified, more numerous and most often already employed. Nearly half of those aiming at validating the skills and competence acquired during their professional career (over 19,000 in 2004) are hoping to obtain a BTS (Higher Technician Certificate), a proportion which tends to decrease to the benefit of vocational *baccalauréat (diagram 03)*.

VAE is also developing in higher education (universities and CNAM – National Conservatory of Arts and Crafts). Over 3,100 validations were awarded in 2004. However, the share of VAE is not as popular as the Validation of Acquired Vocational Skills (VAP, 1985 decree), which makes it possible to access a course without the title normally require to enrol (13,700 people benefited from this in 2004).

According to the data collected from European Workforce Surveys, the proportion of adults claiming they followed a course or training course in the 4 weeks prior to the survey depends largely on the country (Northern European countries are way ahead of Southern countries, France's situation being average) and on the level of initial education; frequencies are far lower for lesser qualified people.

Continuing education expenditure is comprised of all the expenditure made by all the economic agents (State, regional administrations and otherwise, businesses, households) on continuing education activities, including training courses organised internally by companies or administrations.
The major differences between the education account as used hereby and the continuing education account established by the Ministry for Employment, Social Cohesion and Housing and amounting to 21.8 billion Euro in 2001, are as follows: the second account includes apprenticeships, trainees salaries and exemption of social security charges related to contracts alternating work and study and apprenticeship contracts. Extracurricular activities include night classes, CNAM activities etc. They are included in the education expenditure, whose overall amount (116.3 billion Euro) is therefore precisely distributed between primary education (30.6 billion), secondary education (52.7), higher education (19.7) and this indicator (11.8 and 1.4).

scope: mainland France
sources: MEN-DEP, (surveys no. 62 and 67) MECSL (DARES).

Expenditure on continuing education

01 Expenditure on continuing education and extracurricular education*

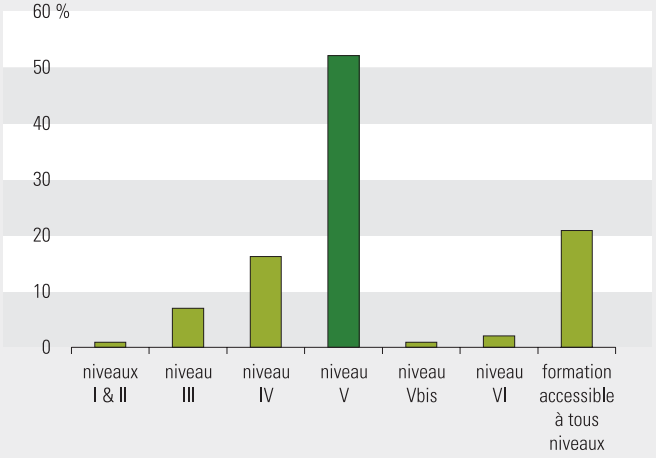
métropole + DOM

	1980	1990	2000	2003	2004
DIE pour la formation continue					
aux prix courants (en milliards d'euros)	2,9	7,0	10,1	11,4	**11,8**
aux prix de 2004 (en milliards d'euros)	6,5	8,6	10,8	11,6	**11,8**
DIE pour l'enseignement extra-scolaire					
aux prix courants (en milliards d'euros)	0,3	0,8	1,2	1,4	**1,4**
aux prix de 2004 (en milliards d'euros)	0,7	1,0	1,3	1,4	**1,4**
Part dans la DIE (en %)	11,6	11,5	10,8	11,2	**11,4**
Structure du financement initial (en %)**					
État			44,0 %	41,9 %	**41,4 %**
– dont MEN			*11,2 %*	*12,5 %*	*12,2 %*
Collectivités territoriales			10,7 %	7,9 %	**8,9 %**
Autres administrations publiques et CAF			2,0 %	1,7 %	**1,8 %**
Entreprises			34,0 %	39,1 %	**38,7 %**
Ménages			9,3 %	9,4 %	**9,2 %**

* L'enseignement « extra-scolaire » correspond aux activités extracurriculaires : CNAM, secteur associatif… À partir de 2002, les dépenses pour la formation continue ont été réévaluées, les précédentes données ne prenant en compte que les seules dépenses obligatoires, au titre du « 1,5 % de la masse salariale ».
** Cette ventilation n'est possible qu'à partir de 1999.

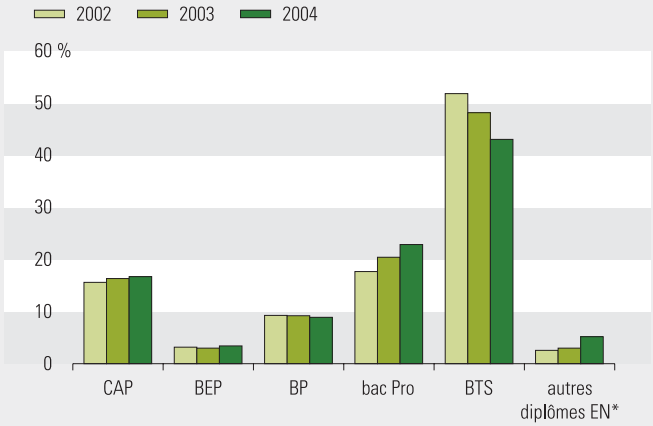
source : MEN-DEP

02 Beakdown of GRETA (Group of Education Establishments) trainees according to the level of the course undertaken (2003)



source : MEN-DEP

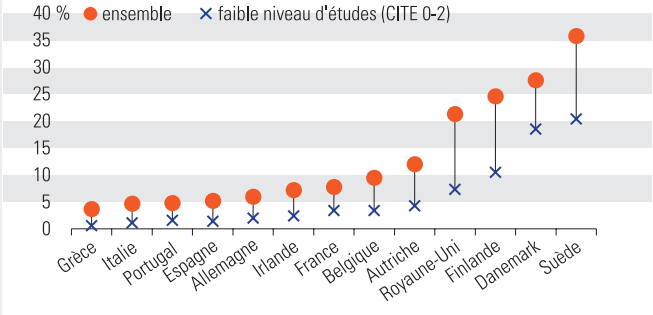
03 Breakdown of VAE beneficiaries (excluding universities) according to the qualification expected



* Mentions complémentaires ou BMA

source : MEN-DEP

Ratio of 25-64 year-olds who took a course or training course in the four weeks prior to the survey, according to their level of qualification (2004)



Lecture : 3,7 % des Grecs de 25 à 64 ans ont suivi une formation au cours des quatre dernières semaines, pour 35,8 % des Suédois. Ces proportions tombent à 0,6 % en Grèce parmi les moins formés, et 20,4 % en Suède (les « moins formés » sont les personnes qui ne possèdent pas de diplôme sanctionnant la fin d'un second cycle du secondaire – en France, ceux qui n'ont ni CAP, ni BEP, ni baccalauréat).

source : Commission européenne
données : Eurostat à partir des enquêtes européennes sur les forces de travail

Appendix

Increased pupil and student population since the 2002 school year

In 2004-2005, the total number of pupils, apprentices and students in the public and private sectors in mainland France and overseas departments amounts to 15 million, of which 600,000 are from overseas departments. While they are below the maximum figure reached in the mid 1990s (over 15 million students), there is a noticeable change in the trend observed in the last three school years, with an overall progression of approximately 100,000 students from 2001 to 2004, i.e. +0.7%.

In primary education, due to the current demographic recovery, the downward trend ended at the start of the 2003 school year, with 23,000 additional pupils (+0.3%), and another 33,000 increase (+0.5%) at the start of the 2004 school year.

In secondary education, however, the total number of pupils in establishments under tutelage of the Ministry of Education continues to decrease and another 40,000 pupils were lost at the start of the 2004 school year. This decrease concerns lower secondary education, with numbers dropping for the ninth consecutive year (-1.5% at the start of the 2004 school year), but does not affect higher secondary education, where vocation education sees a higher number of students (+2.2% in 2 years).

The increase in the number of apprentices, which had been sustained throughout the 1990s, stopped at the beginning of the 2000s. This decrease only affected apprentices following secondary level courses, those preparing for a higher education qualification being more and more numerous. The start of the 2004 school year saw an increase in the overall number of apprentices. With regards to agricultural establishments in secondary education, they have admitted a relatively stable number of students in the last few years, a little over 150,000, in mainly vocational or technical courses.

Following a stable or even slightly downward trend at the end of the 90s, the number of higher education students (all courses combined) has also been increasing since the start of the 2001 school year: +100,000 students in four years, half of them being foreign students. While numbers are growing in universities, engineering and business schools as well as paramedical and social studies, they are decreasing in IUT (University Institute of Technology) and STS (Higher Technician Courses).

School and university populations. *All pupils in primary and secondary education (including adapted education), apprentices, students in universities or elsewhere, in the public and private sectors in mainland France and French Overseas Departments. Pupils and students under the responsibility of the Ministry of Agriculture are also included. It should be noted that surveys relative to higher education count the number of enrolments and not students, who may have enrolled for several training courses.*

Total number of pupils and students

(métropole + DOM, public + privé)

effectifs en milliers	1980-1981	1990-1991	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Premier degré (1)							
Préélémentaire	2 456,5	2 644,1	2 540,0	2 554,4	2 566,0	2 598,7	2 609,5
CP-CM2	4 810,0	4 218,0	3 953,0	3 924,1	3 908,9	3 900,0	3 924,6
AIS	129,9	91,2	59,0	56,5	54,2	53,3	51,4
Total premier degré	**7 396,3**	**6 953,3**	**6 552,0**	**6 535,0**	**6 529,2**	**6 552,0**	**6 585,5**
Second degré							
Premier cycle	3 257,6	3 249,4	3 289,5	3 278,8	3 269,1	3 244,6	3 193,3
Deuxième cycle professionnel	798,8	726,2	700,2	695,0	698,5	706,9	713,8
Deuxième cycle général et technologique	1 124,4	1 607,4	1 501,4	1 504,1	1 509,6	1 511,0	1 515,3
Enseignements adaptés	126,5	126,7	122,2	120,9	119,0	117,1	116,2
Total second degré MEN	**5 307,4**	**5 709,7**	**5 613,2**	**5 598,8**	**5 596,1**	**5 579,5**	**5 538,7**
Second degré agriculture	117,1	116,2	151,3	149,3	149,4	151,1	152,8
CFA (2)	244,1	226,7	376,1	373,2	373,5	371,2	383,0
Prép. diverses et form. complémentaires	1,8	16,0	1,0	1,1	1,2	1,4	1,5
Spécial santé « scolarisés »	96,2	88,2	81,4	80,5	82,8	81,9	74,5
Enseignement supérieur							
CPGE et prépas intégrées	42,9	68,4	73,8	74,2	75,3	75,3	76,5
STS	67,9	199,3	238,9	236,9	235,5	234,2	230,3
IUT	53,7	74,3	119,2	118,0	115,5	113,7	112,4
Universités (sans IUT ni form. d'ingénieurs)	796,1	1 075,1	1 255,0	1 233,1	1 251,8	1 287,1	1 286,4
Écoles d'ingénieurs (3)	37,0	57,7	95,2	98,2	102,4	105,0	107,5
dont formations d'ingénieurs universitaires	*8,3*	*10,5*	*22,5*	*23,2*	*25,2*	*24,9*	*25,8*
Écoles de commerce, gestion, compta. et vente	15,8	46,1	63,9	70,4	74,7	80,6	83,2
Écoles paramédicales et sociales	91,7	74,4	93,4	102,9	111,2	119,5	122,7
Autres établissements supérieur (4)	76,0	128,5	232,7	242,4	255,5	254,8	264,0
Total supérieur	**1 181,1**	**1 717,1**	**2 161,1**	**2 164,6**	**2 208,5**	**2 256,3**	**2 268,4**
Total général	**14 344,0**	**14 827,3**	**14 936,1**	**14 902,4**	**14 940,8**	**14 993,5**	**15 004,4**

(1) De 2000 à 2004, estimations pour l'ensemble du premier degré.
(2) Y compris les CFA sous tutelle du ministère de l'Agriculture.
(3) Y compris les NFI (nouvelles formations d'ingénieurs).
(4) Groupe rassemblant les écoles vétérinaires, EHESS, autres écoles dépendant d'autres ministères, INP, UT (universités de technologie), et les IUFM à partir de 1991.

Levels of education

National nomenclature for levels of learning fixed by the National Statistical Commission on Continuing Education and Social Promotion, as follows:

Level VI: Those leaving during lower secondary education (6^{th}, 5^{th} or 4^{th} classes at college) and one-year pre-vocational courses (Vocational Education Certificate (CEP), Pre-vocational course (CPPN) and Preparatory Class for Apprenticeship (CPA)).

Level Vb: Those leaving at the end of lower secondary education or the third or fourth year of technology colleges or short-term training courses before the final year.

Level V: Those leaving at the end of the final year of short vocational courses, or those abandoning long-term general secondary education before the final year at *lycée* (end of higher secondary education).

Level IV: Those leaving at the end of the final year of long-term general secondary education in a *lycée* or abandoning full-time post-*baccalauréat* higher education before reaching level III.

Level III: Those leaving higher education with a diploma 2 years after the baccalauréat (DUT, BTS, DEUG, healthcare or social care training schools, etc.).

Levels I and II: Those leaving higher education with a diploma after the second or third stage of university education or a diploma from a specialised school.

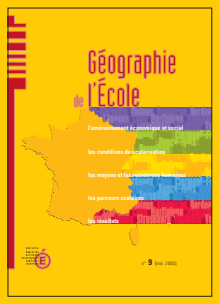
Table of abbreviations

AES: Social and Economic Administration studies
ATOSS: Administrative, technical, maintenance and service, welfare and health personnel
BEP: Certificate of Technical Education
BEPA: Agricultural Vocational Studies Certificate
BIT: (ILO) - International Labour Organisation
BTS: Higher Technician Certificate
CAP: Educational Training Qualification
CAPA: Agricultural Vocational Aptitude Certificate
CAPES: Certificate of Aptitude for Teaching in Secondary Education
CEREQ: Centre for Study and Research into Qualifications
CERI: Centre for Research and Innovation in Teaching
CLIS: School Integration Class
COP: Careers advisor - psychologist
CPA: Preparatory Class for Apprenticeship
CPGE: Preparatory Class for *Grandes Ecoles*
CPPN: Pre-vocational course
DEA: Advanced Studies Degree
DESS: Higher Specialised Studies Degree
DEUG: General University Diploma awarded after completion of the first 2-year cycle
DEUST: Scientific and Technical University Diploma
DEP: Evaluation and Forecasting Department
DIE: (DEE) - Domestic Education Expenditure
DOM: French Overseas Department
DPE: Teaching Staff Department
DSN: National Service Department
DUT: University Diploma in Technology
ENSI: National School for Advanced Engineering
ES: Economic and Social
GRETA: Group of Secondary Education Establishments (Ministry of Education)
IEA: International Association for the Evaluation of Educational Achievement
INSEE: French National Institute for Statistics and Economic Studies
ITARF: Engineers, technicians and administrative staff in research and training
IUFM: University Institute for Teacher Training
IUP: University Institute for Professional Studies
IUT: University Institute of Technology
JAPD: National Defence Preparation Day
L: Literary section
MASS: Mathematics applied to Social Sciences
MIAGE: Master's degree in computer studies applied to management
MI-SE: House director and non-resident pupil supervisor
MEN: Ministry of Education, Higher Education and Research
MSG: Master's degree in management sciences
MST: Master's degree in science and techniques
OECD: Organisation for Economic Co-operation and Development
PEGC: General Secondary School Teacher
PIB: (GDP) - Gross Domestic Product
RASED: Specialised aid network for children with learning problems
REP: Priority Education Network
S: Science section
STAPS: Sciences and Technology for Physical Activities and Sports
SEGPA: Special general and vocational education classes
STI: Industrial Science and Technology
STS: Higher Technician Section
TOM: French Overseas Territory
UNEDIC: Central Unemployment Benefits Agency
VAE: Validation of Skills Acquired Through Experience
ZEP: Priority Education Zone

Ministry publications by Dep

Publications by the Ministry of Education, Higher Education and Research made by the DEP (Evaluation and Prospect Department) present comprehensive statistical data resulting from systematic surveys, but also series of analytical indicators, methodology or summary articles, surveys or research outcome. Apart from the data contained in this document, they enable the reader to understand more comprehensively the education system in our country.

> géographie de l'École (school geography)
The principal data of the education system presented in relation with geographical differences. Analysis of the characteristics of our education system, by school regions, geographical region or department, from nursery school to higher education.



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> repères et références statistiques
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(Indicators and statistical references on teaching, education and research)
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(regional atlas)
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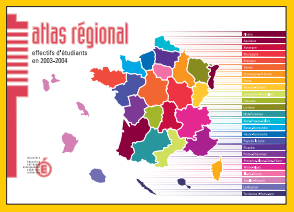

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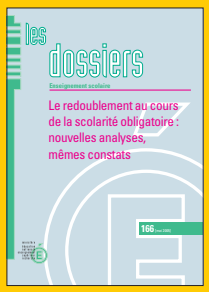

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