The state of Education

from nursery school to higher education

30 indicators on the French education system

n° 17 – October 2007

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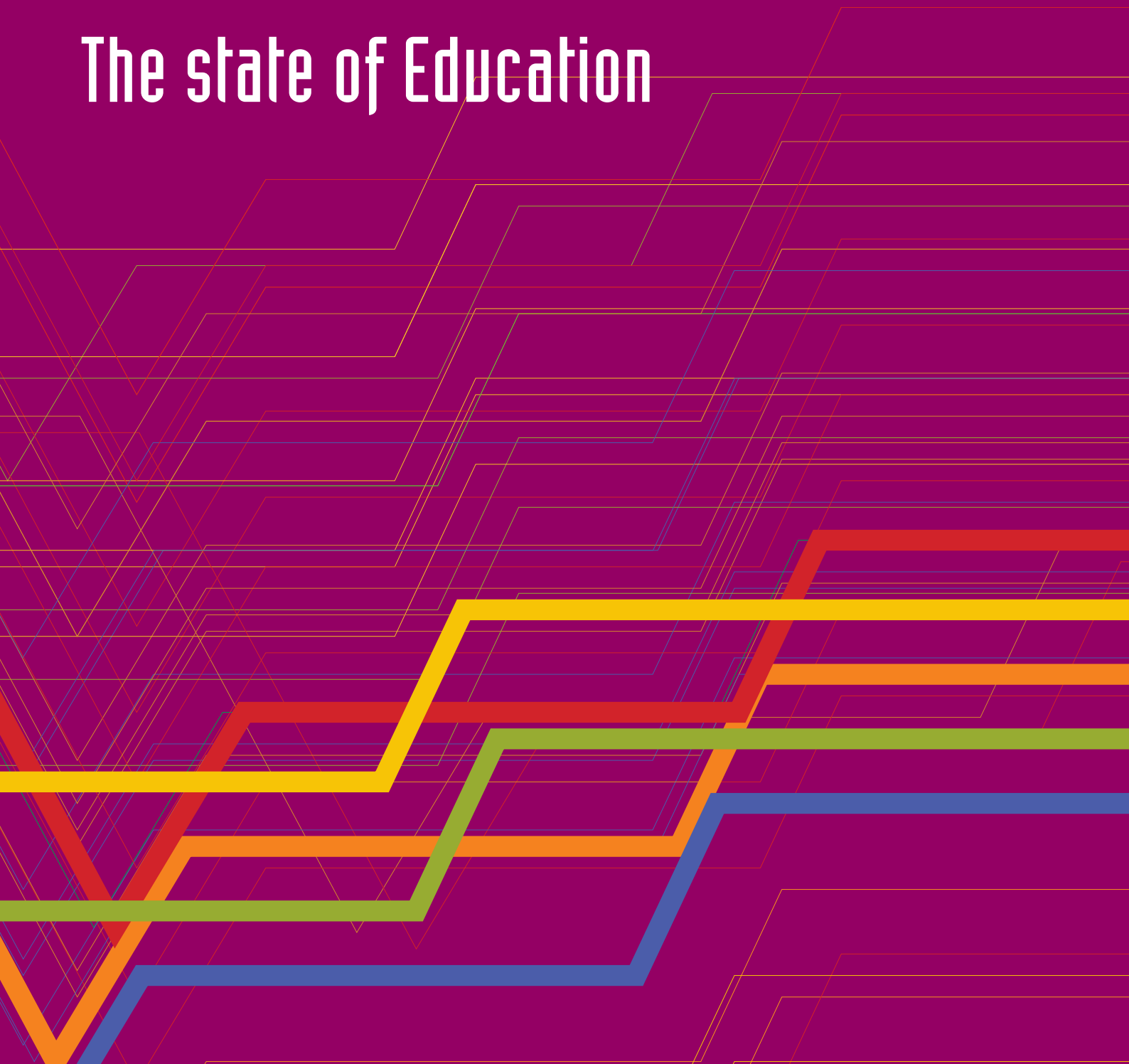

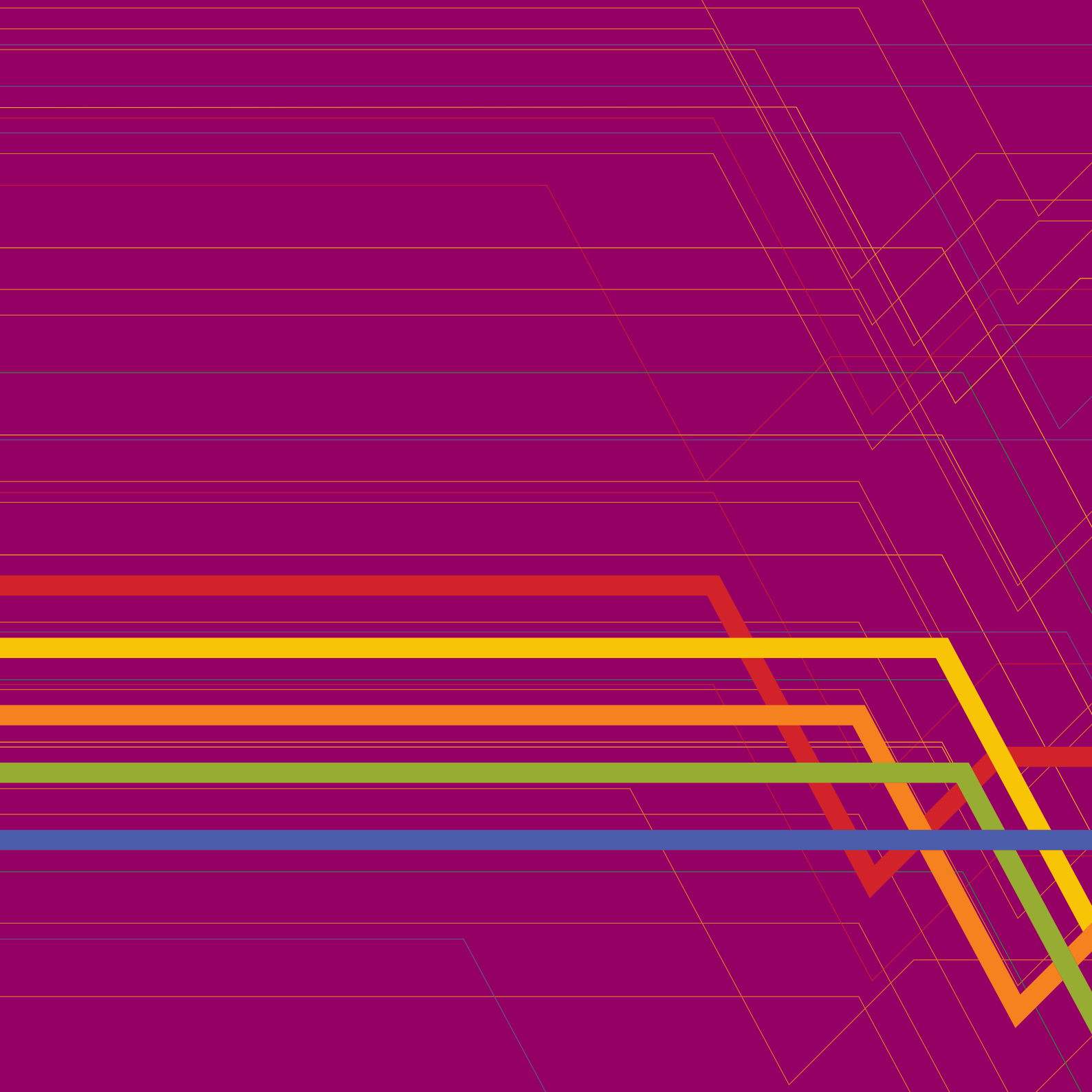

Foreword

The progress of education is that of society as a whole, which is reflected by the interest each year in the publication of the indicators of *the State of Education.* Knowledge of the characteristics of the education system, measuring its progress and assessing its needs is not a mere statistical presentation exercice; it is also the demonstration of a deeper democratic requirement.

This is why the President of the Republic asked me, in the mission statement sent to me, along with the Prime Minister, in June 2007, to implement a more substantial, relevant and efficient evaluation system of our education system. This naturally requires the implementation of indicators similar to those presented in this report. This also requires that result measurement should not be separated from resource management.

Evaluation must become a daily process, so that the pupils may benefit from personalised assistance as soon as their first educational difficulties present themselves. It must become more responsible, so that the teachers are not evaluated on the methods they choose to use but on the progress of their pupils. It must become more transparent, so that each parent is aware of the characteristics of the educational institution where they send their child. It must become more open, so that we can improve the way we determine the efficiency of our education system by comparing it with that of other developed countries.

All in all, evaluation must become the instrument and the reflection of our educational ambitions. It must surpass the bureaucratic scope to satisfy the curiosity and expectations of the French people. This is precisely what makes this publication so relevant.

Xavier Darcos

The state of Education

The development of indicators and comparative studies on an international scale (OECD, EUROSTAT, UNESCO), the definition of common objectives for European education systems, the implementation in France of the organic Law on Budget Acts (LOLF), its objectives and the asserted ambition that any young person, regardless of their social or geographical origin, should be able to master a common foundation of knowledge and skills, results in a specific focus on the efforts undertaken in the domain of education and training, the results achieved and the improvements still to be made.

Since the first 1991 edition, the means devoted to our education system, its activity, operation and results, both internal and external, have constituted the analytical structure of 30 summary indicators brought together in *the state of Education*, the objective being to provide evolution over time and geographical comparisons (nearly half of the indicators provide international comparisons).

This 17th issue is in line with this approach, by focusing on live issues such as pupils' success and equal opportunities in access to knowledge, diplomas and qualifications, which have become crucial factors in the way young people access the labour market. It is based on a renewed or enhanced information system:
– the Education account, the reorganisation of which has provided a better understanding, in mainland France and overseas *départements*, of all the expenditure of the State, regional authorities, private companies and households of various educational attainment;
– national and international student assessments (national evaluations at the end of primary school and *collège* to assess pupils' performance in different subject domains and the proportion of pupils mastering basic skills in French and mathematics, JAPD tests and international surveys: OECD PISA study of 15-year old pupils and IEA PIRLS study among CM1 pupils);
– pupils' longitudinal follow-ups ("panels") allowing the comparison of their family and educational backgrounds with their performance and progress within the education system.

Resources available to our education system

In 2006, France devoted 121.4 billion Euros to its education system as a whole (mainland France + overseas *départements*), i.e. 6.8% of national wealth (GDP), which represents a total of 1,920 Euros per inhabitant or 7,160 Euros per pupil or student. Excluding continuing education, this financial effort positions us above the average of OECD countries (6.1% compared with 5.8% in 2004).

The share of education expenditure in national wealth had considerably increased in the early 1990s, reaching 7.6% in 1993 compared with 6.4% in 1980. Since then, the trend has slowly and progressively been reversed, with education expenditure still increasing, albeit at a lower rate than national wealth *(indicator 01)*.

Since 1980, education expenditure has increased by 84%, on a constant price basis, developing at an annual rate greater than that of the GDP (2.4% compared with 2.2%). This increase is not so much due to the growing number of pupils and students as the growing cost of each pupil. If all educational attainments are combined, this unit cost has risen by 71% since 1980, because of the particular development of relatively more expensive courses in the upper secondary

education and in higher education, and above all because of improvements in pupils' education conditions and in enhanced career prospects and upgraded salaries of teachers.

Although the average expenditure per pupil in the primary and secondary sectors rose by 79% and 61% respectively over this period, the average expenditure per higher education student increased by only 33%, as the significant rise 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 resulted in a substantial improvement in class sizes up to 2002 *(indicator 18)*.

Secondary education has not experienced a similar trend but benefits from relatively significant resources in relation to other comparable countries. The high staffing rates typical of our secondary sector (with an average ratio of 12.2 pupils per teacher in 2005), enhanced by the current demographic downturn, are a result of, in particular, the considerable number of teaching hours (one third on average and one half in *lycées*) not provided to the entire class but to reduced groups of pupils *(indicator 22)*.

The share of higher education in education expenditure has risen since 1980 *(indicator 26)*, due to the sharp increase in student numbers, while unit costs have not developed as much as in the primary and secondary school sectors. Even with the apparent resumed growth in the last two years, the average cost per student is barely higher than the average cost of a secondary education pupil (9,370 Euros compared with 8,810 in 2006), the average cost of a university student being significantly lower than that of a *lycée* pupil (7,840 Euros compared with 10,300).

The State is predominant in the funding of education expenditure, with a 63% ratio in 2006, 55.9% of which comes from the Ministry of national Education. Its budget is mainly used to pay staff whose numbers and more so structure have altered considerably. Thus, more than 90% of public sector teachers are now *professeurs des écoles* in primary education, and nearly 75% *agrégés* (associate teachers) or *certifiés* (certified) in the secondary sector *(indicators 02 and 03)*. Local authorities contributed 20.6% to the "initial" funding of education in 2006 compared with 14% in 1980, this share exceeding 40% in the primary sector, where local municipalities bear the cost of non-teaching personnel expenditure as well as operating and investment educational expenditure *(indicator 17)*.

Significant progress until the mid-1990s

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

The education career of a generation currently enrolled in our education system, or who have just dropped out, can be summed up as follows:

– almost all young people currently complete a *collège* education and 70% reach *baccalauréat* level (level IV)

– 64% of them passed the *baccalauréat* in 2006

– half of them go into higher education

– a little over 40% obtain a higher education qualification

but

– nearly 6% of the young people (approximately 45,000 per generation) come out of initial education without a qualification, in the sense of the French classification of educational attainments, i.e. without reaching CAP or BEP (ISCED 3C Vocational Qualifications) level, or without being admitted to a general and technological *lycée*; they are amongst the 17% of young people, i.e. approximately 130,000 per generation, who complete their education without a qualification from the upper secondary education (CAP, BEP or *baccalauréat*).

Although the objective in the 1980s of bringing 80% of a generation entering the *terminale* year of secondary education, to *baccalauréat* level, was not met, this target led to the spectacular development, over 30 points, of this access rate in the space of a decade: from under 40% in 1985 to 70% in 1995 *(indicator 20)*.

The education system has made it possible for the younger generations to achieve much higher educational attainments than their elders. Over half of young people born at the end of the 1970s had access to higher education, and a little over 40% obtained a degree, compared with 30% for the generations of the late 1960s and 20% for those born at the end of the 1950s *(indicator 09)*. A comparison of the proportion of graduates between younger and older generations reveals that France has largely bridged the gap with other developed countries. This is confirmed for higher education qualifications as well as qualifications from the upper secondary education, considered to be the minimum qualification threshold by the European Union and international bodies. In 2005, the proportion of persons with low qualifications, i.e. claiming no CAP or BEP or *baccalauréat* in France is under 20% amongst 25-34 year-olds, but close to 50% amongst 55 to 64 year-olds *(indicator 10)*.

Successive rises in schooling figures 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 working-class parents obtain a *baccalauréat*, and are often the first to have achieved this in their family; they were hardly 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 have been 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 working-class parents, whose relative handicap has been diminished *(indicator 11)*.

In the last decade, however, schooling progress has somewhat halted. The trend towards a sustained lengthening in the duration of studies has now ceased. The total duration of schooling, from pre-school to the end of higher education, has stabilised at around 19 years *(indicator 04)*. Almost all members of a generation now complete *collège* education but after a period at the end of the 1980s during which there was a pronounced trend in favour of general courses, *collège* pupils more frequently turned to vocational training, particularly in agriculture or as apprentices *(indicator 21)*.The access rate of a generation to *baccalauréat* level has stopped increasing and remains stable at around 70%, including 6% in courses outside the national Education system *(indicator 23)*. Among young *baccalauréat* holders, whose share of a generation now only varies according to the examination success rate, just over half graduate from general courses. Access to and orientation toward higher education is affected by this new balance, by the increasing proportion of

vocational *baccalauréat* holders, who do not intend to continue studying, but also by the fact that, to a certain extent, general and technological *baccalauréat* holders have been less interested in general university courses in the last few years *(indicator 27)*. Consequently, schooling rates have somewhat decreased in the early 2000s, at least amongst 19-22 year-olds *(indicator 04)*.

Continuing difficulties and inequalities in terms of mastering basic skills…

Schooling development and the opening of higher levels of learning to new categories of pupils have not removed the profound differences in learning skills and success which continue to differentiate pupils. So that the education system can accomplish its fundamental mission of transmitting knowledge and know-how, a regular evaluation and observation system is now available, also on an international level.

Each year, evaluations/assessments carried out at the end of primary school and *collège*, in 2003 for written and oral comprehension skills, in 2004 for foreign languages and in 2006 for history and geography (*indicators 19 and 24* of this issue), reveal pupils' differences in terms of performance. In 2003, 15% of CM2 pupils did not demonstrate a sufficient command of the French language for admission into *collège*. In 2006, a similar proportion of pupils experienced difficulties in history-geography and civic education. To account for the performance of the education system within the framework of the LOLF and in the perspective of a common foundation of knowledge and skills, a system was implemented in 2007 to assess the proportion of pupils mastering basic French and mathematical skills at the end of primary school and *collège*. Depending on the educational attainment and subject, this proportion ranges from 80% to 90% *(indicator 16)*.

Several comparative studies also seem to indicate that the proportion of pupils or young people experiencing reading difficulties has probably not diminished in the past two decades, and that it may even have increased in the last few years. Thus PISA, in 2000 then in 2003 (the results of the 2006 study will be published in December 2007) provided us with a number of results in terms of written comprehension, mathematical culture and scientific culture amongst 15-year olds on an international scale. This study reveals that the proportion of young French people considered as "mediocre readers" rose from 15.2 to 17.5% between 2000 and 2003 (compared with respectively 19.4 and 19.8% for all Union countries). The same applies to young people experiencing most difficulties, classified as "very poor readers", whose proportion in France jumped from 4.2 to 6.3% *(indicator 15)*. Although not statistically significant, this trend is worrying, all the more so as the results of the JAPD tests also indicate a slight increase – not yet significant – in the proportion of 17 year-olds experiencing reading difficulties *(indicator 08)*.

The ambition of providing each pupil, by the end of their compulsory schooling, with essential basic knowledge (set out by the framework Law on the future of education of 23 April 2005) and leading them to educational success requires the early detection of the difficulties experienced by pupils as well as the pupils themselves, along with their remedy. Educational difficulties manifesting themselves at the end of primary school or *collège* have often appeared during the first schooling years; frequently resulting in a class repeat, they are seldom overcome and have a strong effect on the subsequent educational career. The different evaluations have repeatedly corroborated this: pupils who have been held

back, i.e. former repeaters, are characterised by systematically lower, if not much lower performance than other pupils. This is true of the proportion of young people mastering basic skills: the difference between pupils who have or have not been held back reaches 30 points in French in CM2 as well as *troisième* classes, and 20 to 25 points in mathematics, which obviously raises the issue of the relevance of making pupils repeat *(indicator 16)*.

Educational performace also varies depending on the social background: the children of managers achieve systematically higher scores at national assessments than the children of working-class parents. Furthermore, as illustrated by a recent DEPP study, these children of working-class parents, more often confonted with early schooling difficulties, less often manage to overcome them. Children from privileged social backgrounds, who experience fewer difficulties, more often manage to "put the situation right" during their primary education. In priority education institutions, notably those in the *"ambition réussite"* (ambition success) networks catering for a particularly fragile or underprivileged population, the proportion of young people mastering basic skills is 15 to 20 points lower than average *(indicator 05)*.

… strongly affecting young people's educational careers and professional integration.

The data collected from national evaluation operations and regular monitoring of pupils (1989 and 1995 panels) reveal the crucial role played by educational achievements on pupils' orientation and subsequent chances of success.

Thus, pupils entering a *sixième* class in 1995 who were amongst the 25% with the lowest results in evaluations significantly increased the risk of failing their *collège* education and leaving the education system without a qualification (*indicator 09* of issue no. 14). At the end of *collège* education, evaluations/assessments have confirmed for several years that the pupils requesting (and obtaining) an orientation toward a *seconde* class in a general *lycée* are in a far better position on the skills ladder *(indicator 24)*.

At the end of secondary education, the future of *baccalauréat* holders (continuation of studies, orientation, success in the different courses) varies dramatically according to the *baccalauréat* type and/or section, which often reflects a more or less easy or privileged educational history. This failure and dropping out phenomenon affects vocational and technological *baccalauréat* holders much more than general *baccalauréat* holders, those in scientific (S) section achieving high success rates in all the courses in which they can enrol *(indicator 28)*.This observation is particularly relevant in general university courses, where most technological and vocational *baccalauréat* holders fail to obtain the first qualification, i.e. the *licence*, often as a result of a misguided orientation, having failed to enrol in an STS (Advanced technical course) or IUT (University Institute of technology) course.

These inequalities in achievement also have a marked social dimension. Children from privileged social backgrounds benefit more significantly from their higher educational performance through the application of far more targeted orientation options, which allow them to pursue the academic courses most favourable to their future social and professional success. At the end of *collège* education, they opt for general education courses. At the *baccalauréat*, their over-representation appears to peak in scientific sections (S), as well as in preparatory classes for *Grandes écoles* (CPGE) and healthcare disciplines when entering higher education. Conversely, the children of working-class parents 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 *(indicator 27)*. More open to the different social categories, higher education remains far more accessible for the children of managers (80%). It is twice as low for the chidren of working-class parents *(indicators 10 and 27)*, for whom the risk of completing their education without a qualification or with only the brevet remained much higher in 2005 (23% compared with 7% for the children of managers; *indicator 11*).

Although boys and girls tend to follow distinct education careers, the differences in this case are of another nature. Taking advantage of their greater skills in French *(indicator 16)*, girls reach higher educational attainments than boys. While in the majority amongst *baccalauréat* holders and students, they continue to favour literary and tertiary courses, leaving boys to predominate in the more profitable and selective scientific and industrial courses *(indicator 14)*.

Our education system must focus on the fate of pupils experiencing difficulties, who will often be those with the lowest qualifications and for whom access to employment will be particularly arduous. Young people dropping out without a qualification were the first affected by the substantial rise in unemployment since the late 1970s, and their situation has become particularly worrying in the last few years, with unemployment rates exceeding 40% of the active 15 to 24 year-old population *(indicators 12 and 25)*.

In addition to providing pupils with basic knowledge and educational success, the education system must also help them choose their future, inform and guide them toward courses and careers meeting their expectations and skills, but also giving them real chances of professional integration. While qualifications remain undeniable assets in the search for employment, these issues also affect students, the career and future of whom are more largely dealt with in *the State of higher Education and Research*, which this year accompanies and completes the new edition of *the State of Education*.

As with the other DEPP publications, the reader will be able to find and consult this entire document on the Internet (on the ministry's website: **www.education.gouv.fr**). Hypertext links have been added to the electronic version to allow immediate access to other sources (*Information notes*, articles...), completing and enhancing the information provided by each indicator.

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Primary education

01

Increased 1.8 times since 1980, domestic education expenditure represented 6.8% of the GDP in 2006, i.e.:
– 121.4 billion Euros,
– 7,160 Euros per pupil or student,
– 1,920 Euros per inhabitant.

In 2006, domestic education expenditure (DEE) reached 121.4 billion Euros, i.e. 6.8% of national wealth (GDP). Taking into account all sources of funding, national efforts concerning education are considerable, reaching 1,920 Euro per inhabitant or 7,160 Euros per pupil or student.

International comparisons relate the expenditure devoted to initial education alone (not including continuing education) to national GDPs. In 2004, France, with a percentage of 6.1%, was still above average among OECD countries (5.8%), behind the United States and Sweden but significantly ahead of Spain, Italy or Japan.

Between 1980 and 2006, education expenditure rose faster than the national wealth (2.4% per year on average compared with 2.2%), but its share of the GDP fluctuated. In the 1980s, it rose from 6.4% to 6.8% in 1982 and back to 6.4% in 1989. These years correspond with the introduction of the laws on decentralisation: investment credits were transferred from the State to administrative *départements* and regions, who only initiated major reconstruction and renovation works on *lycées* and *collèges* from 1989. After 1989, the DEE share of the GDP rose markedly to reach 7.6% from 1993 to 1997, notably due to the considerable effort made by regional authorities and the increase in teachers' salaries. From 1998 to 2006, the GDP rose by 18.7% compared with only 7.2% for the DEE, whose share of national wealth has therefore been decreasing steadily, down to 6.8% in 2006.

The increase in the DEE can be explained not so much by the increase in the number of pupils as by the rise in the cost of each pupil which, taking all educational levels together, rose by 2.1% per year at constant prices over the 1980-2006 period. This increase has multiple sources: increasing numbers of teaching courses in secondary and higher education, improvement in the staffing of primary education and upgrading in the status of teachers.

Although average expenditure per pupil in the primary and secondary sectors rose significantly (respectively by 79% and 61%), average expenditure per higher education student only rose by 33% because the considerable increase in student numbers until 1996, and then again since 2000, absorbed most of the additional funds allocated to higher education.

Three quarters of the expenditure is personnel expenditure, mostly borne by the French State, which plays a preponderant role in the funding of the DEE, contributing 63% in 2006, 55.9% of which is covered by the Ministry of national Education. Regional authorities contribute 20.6% of the total initial funding: Their share has increased in the secondary, higher and continuing education sectors, following the transfer of power from the State, while households contribute 8%.

Domestic Education Expenditure represents all the expenditure made by all economic agents, centralised and local public administrations, businesses and households, on educational activities: all types of curricular and extra-curricular activities, activities aiming at organising the education system (general administration, guidance counselling, 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). This expenditure is assessed each year by the education account, part of National Income Accounting, which was subject to reorganisation, bringing about three major changes.
– integration of Overseas Départements
– new evaluation of Social Security charges related to wages and salaries
– re-evaluation of household expenditure.
This reorganisation initially affected the 1999-2003 period, then was backdated to 1975 for domestic expenditure on education only. Unit costs (for which there is a break in the statistical series in 1999) are yet to be backdated. The amount of expenditure for the last year is provisional.
***Initial funding:** funding before the transfers between the various economic agents are taken into account. 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-MESR-DEPP
For international comparisons: OECD
Scope: mainland France + Overseas *départements* taken together

01 Education expenditure

métropole + DOM

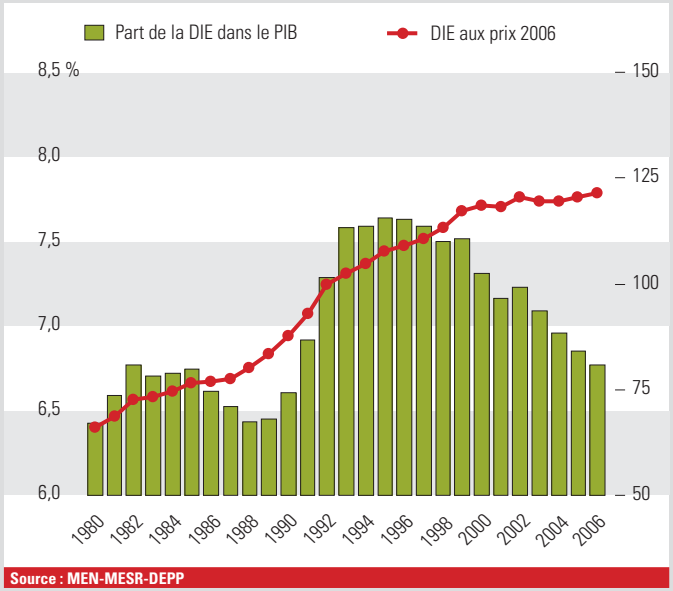
	1980	1990	2000	2005	2006
Dépense Intérieure d'Education*					
aux prix courants (en milliards d'euros)	28,5	68,0	105,4	117,7	**121,4**
aux prix 2006 (en milliards d'euros)	66,0	87,8	118,5	120,4	**121,4**
DIE/PIB	6,4 %	6,6 %	7,3 %	6,9 %	**6,8 %**
DIE/habitant aux prix 2006 (en euros)	1 220	1 510	1 950	1 920	1 920
Dépense moyenne par élève* :					
aux prix courants (en euros)	1 760	4 030	6 230	6 950	7 160
aux prix 2006 (en euros)	4 080	5 200	7 010	7 110	7 160
Structure du financement initial (en %) **					
État	69,1	63,6	64,6	63,0	**63,0**
dont MEN	*60,9*	*56,5*	*57,1*	*55,8*	*55,9*
Collectivités territoriales	14,2	18,5	19,9	20,5	**20,6**
Autres administrations publiques et CAF	0,4	0,7	2,1	2,1	**2,0**
Entreprises	5,5	5,9	5,4	6,4	**6,4**
Ménages	10,8	11,2	8,0	8,0	**8,0**

(*) La réévaluation de la DIE (voir méthodologie ci-contre) s'applique à l'ensemble de la période 1980-2006.
Les dépenses moyennes par élève n'ont été recalculées qu'à partir de 1999.
(**) Financement initial : voir méthodologie ci-contre.

Source : MEN-MESR-DEPP

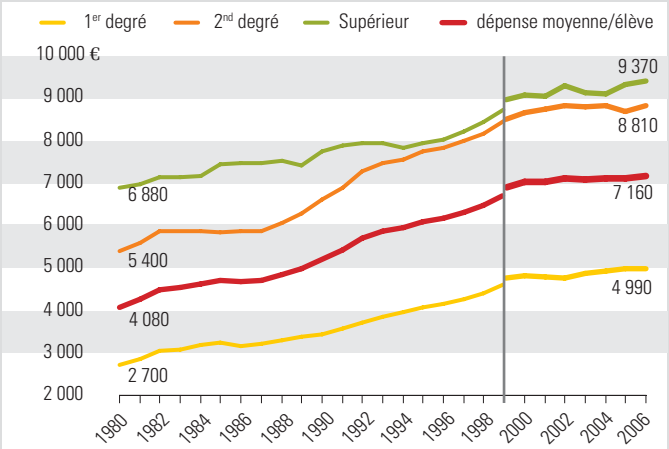
02 Evolution of domestic education expenditure (DEE) in billion Euros and its share of the GDP (1980-2006)

en milliards d'euros



Source : MEN-MESR-DEPP

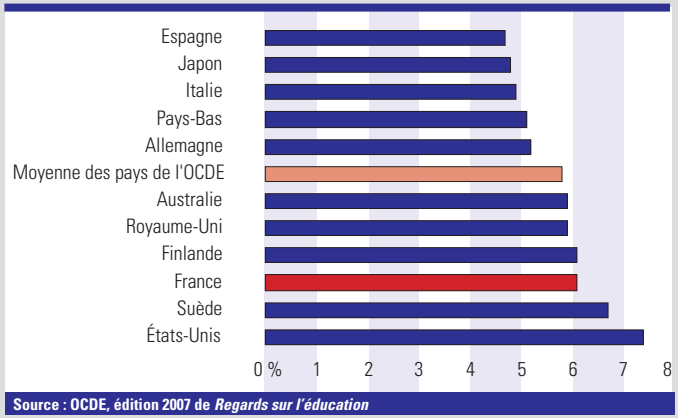
03 Evolution in average expenditure per pupil* at 2006 prices (1980-2006)



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

Source : MEN-MESR-DEPP

Education expenditure (initial education) as a proportion of the GDP (2004)



Source : OCDE, édition 2007 de *Regards sur l'éducation*

02

As of 31 January 2007 1,209,828 people are remunerated by the ministry of national Education, 1,065,327 of them belonging to the public sector and 144,501 to the private sector under contract. 81.2% of them are teachers.

As at 31 January 2007, 1,209,828 people are being paid from State funds by the ministry of national Education: 982,678 are teachers in the public or private sector under contract, and 227,150 assume administrative, technical, management, education, guidance, surveillance and educational care functions. 60,635 childcare assistants and educational assistants also work in educational institutions *(table 01)*. Added to this total are those who are paid by other ministries (Agriculture, Defence, Health) or private organisations that participate in the education of some 15 million pupils or students.

Two out of three people working in the national Education system are women. This proportion has risen in recent years to reach the level attained in the early 1990s. There are more women in private institutions than in the public sector (73.7% versus 67.5%). They still have a much stronger presence in primary education (90.9% in the private sector, 80.7% in the public sector) than in secondary education (65.6% versus 57.3%). In higher education and training institutions, 36% of teachers are women.

Amongst the staff of the Ministry of national Education, the proportion of teachers exceeds 81% as of January 2007. "Other staff" have sharply decreased compared with 2006 due to the fact that over 50,000 agents, mostly labourers, have been transferred to regional authorities.

Alongside teachers in educational institutions, regional academy offices or central administration, other staff fulfil a variety of managerial, inspection, educational, surveillance and educational assistance tasks. They are Directors of establishments, educational advisers, guidance counsellors/psychologists, librarians or administrative, technical, surveillance, maintenance, service and health and welfare staff. In addition to this staff are 3,911 childcare assistants still holding positions in educational institutions but coming to the end of their contract and 56,724 educational assistants *(table 02)*.

The decrease in staff numbers observed over the last few years only concerns the secondary sector. It corresponds with a sharp drop in pupil enrolment *(chart 03)*.

The staff accounted for are those in active employment, remunerated by the Ministry of national Education (jobs and credits from the school education and higher education budgets). Account was not taken of staff remunerated by private institutions not under contract 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 scope.

Source: Academy's payroll files received from the Paymaster General and central administration personnel payroll files as of January of the relevant year.
Scope: Mainland France + Overseas *départements*, public sector and private sector under contract for teachers, public sector for other staff (ATOSS and management staff from the private sector under contract are remunerated as per a fixed price contract).

01 Staff numbers in the national Education system

métropole + DOM, public et privé

	Enseignants*			Administratifs, techniques, d'encadrement, surveillance	Total	Part des femmes (%)	Part des enseignants (%)	Aides-éducateurs et assistants d'éducation **
	Public	Privé	Total					
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
2002	862 610	142 065	1 004 675	309 530	**1 314 205**	64,8	76,4	60 430
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
2006	848 835	144 909	993 744	285 957	**1 279 701**	65,7	77,7	58 197
2007	838 177***	144 501	982 678	227 150	**1 209 828**	65,9	81,2	60 635

* Enseignants dans les établissements des premier et second degrés public et privé, dans les établissements d'enseignement supérieur et les établissements de formation.
** 3 911 aides-éducateurs et 56 724 assistants d'éducation en 2007
*** En 2007 ne sont pas comptabilisés 4 598 personnes rémunérées sur des comptes d'avance de régularisation et qui l'étaient les années précédentes au titre de la formation continue : 2 540 enseignants du second degré public et 2 058 personnels administratifs

Source : MEN-MESR-DEPP

02 Breakdown of staff numbers in the national Education system in 2006-2007

public et privé

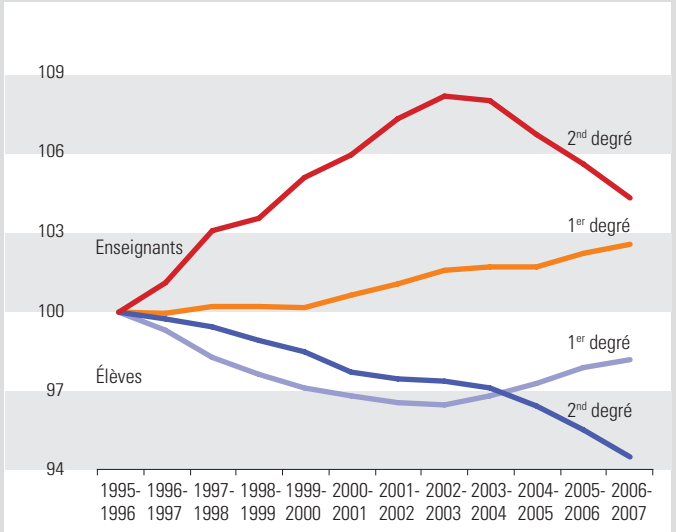
Type de personnel	2006-07
Enseignement scolaire du premier degré public	321 339
Enseignement du premier degré privé	46 123
Enseignement scolaire du second degré public	413 107
Enseignement du second degré privé	98 378
Enseignants du CNED 1er et 2nd degrés *	1 121
Formations supérieures (y compris enseignants en IUFM)	77 859
Stagiaires des établissements de formation	24 751
Enseignants titulaires, stagiaires et non-titulaires	**982 678**
Personnel administratif, technique, d'encadrement et de surveillance	227 150
Aides-éducateurs et assistants d'éducation	60 635
Total	**1 270 463**

* Au CNED, on recense 463 enseignants appartenant aux corps du premier degré et 658 aux corps du second degré

Source : MEN-MESR-DEPP

03 Total pupil and teacher population (1995-2006), basic index 100 in 1995

métropole + DOM, public et privé



Source : MEN-MESR-DEPP

03

Among the one million teachers remunerated by the ministry of national Education, 85% work in the public sector: women are in the majority, notably amongst the younger population.
227,150 people assume administrative, technical, management, surveillance and educational assistance functions.

As of 31 January 2007, the public primary sector accounted for 321,339 teachers. This number has varied only slightly in the last few years, but nearly all of them are now *professeurs des écoles* (90.8%). Of the 46,123 teachers in private primary schools under contract, 84.3% are remunerated on a scale corresponding to that of a *professeur des écoles*.

As of 31 January 2007, public secondary education institutions (including post-*baccalauréat* classes) accounted for 413,107 teachers in initial education*. The proportion of *agrégé* (associate teacher) and certified teachers continues to increase, up to 75%: in 2007, there are 62.6% certified teachers and 12.4% *agrégé* teachers, with 15.6% of them working in a vocational *lycée*. PEGCs (general *collège* teachers), lecturers and teaching assistants, for which there is no longer any recruitment, represent 3.6% of the teachers assigned to secondary education institutions; and 2.2% of them belong to primary school teaching staff. In private institutions under contract, 57.3% of the 98,378 teachers are remunerated on a certified teacher or equivalent scale, 10.3% being vocational *lycée* teachers and 11.5% lecturers or teaching assistants.

In higher education, 92% of the 89,700 teachers work in universities (including IUTs) and 8% in training institutions: IUFM (teacher training institution), ENS (*école normale supérieure*, teacher training college); 40% of the teachers are lecturers and 22.4% university professors.

Administrative, technical, educational, management, guidance, surveillance and educational assistance staff work in one of the educational programmes in the primary or secondary sectors or in the pupil's life (63.5%), as well as in higher education and academic research or student's life (24.8%), on support programmes in regional Academy and central administration offices (11.7%). Nearly half of these agents (46.2%) belong to category C.

The age structure of the public sector teaching population illustrates their relative youth in the primary sector, where one in three teachers belongs to the 28 to 37 year-old category. Women are even more predominant amongst the younger generations under 30, with a proportion of 85%. In the secondary sector, breakdown per age category highlights two peaks: one third of the teachers are 31 to 41 years old and nearly 30% 51 to 59 years old. Amongst the under-30s, the proportion of women exceeds 60%. Higher education teachers are older: 28% are over 55 and over 30% of male teachers are over 55. While still in the minority, the proportion of women is increasing, with an improved representation in teachers under 40 (44% in 2007 compared with 35.6% on average).

* In 2007, 4,598 people remunerated from the adjustment account, who were previously remunerated under continuing education, are not taken into consideration.

Source: Academy's payroll files received from the Paymaster General for public and private primary and secondary education teachers, for non-teaching staff of the public sector, as well as from central administration personnel payroll files, as of 31 January 2007.
DGRH A1 surveys for higher education teachers in January 2007.
Scope: mainland France + overseas *départements*, public and private sector under contract.

staff structure in the national Education sector 03

01 Public sector teachers

Premier degré	Effectifs	Part des femmes	Part des professeurs des écoles
1995	314 217	76,1	19,3
2000	314 729	77,8	46,0
2005	318 236	79,7	79,7
2006	320 103	80,3	85,8
2007	321 339	80,7	90,8
Second degré	**Effectifs**	**Part des femmes**	**Part des agrégés et certifiés**
1995	395 824	56,0	55,6
2000	420 248	56,7	68,6
2005	424 385	57,0	73,3
2006	419 009	57,2	74,4
2007	413 107*	57,3	75,0

* Voir note page précédente.

Supérieur	Effectifs *	Part des femmes **	Part des professeurs des universités
1995	68 054	30,0	25,3
2000	81 809	33,1	23,0
2005	88 800	34,9	22,4
2006	89 300	35,4	22,4
2007	89 698	35,6	22,4

* Universités, établissements d'enseignement supérieur, établissements de formation, y compris sur crédits d'établissement
** Estimation fournie à partir des fichiers de paye

Source : MEN-MESR-DGRH-DEPP

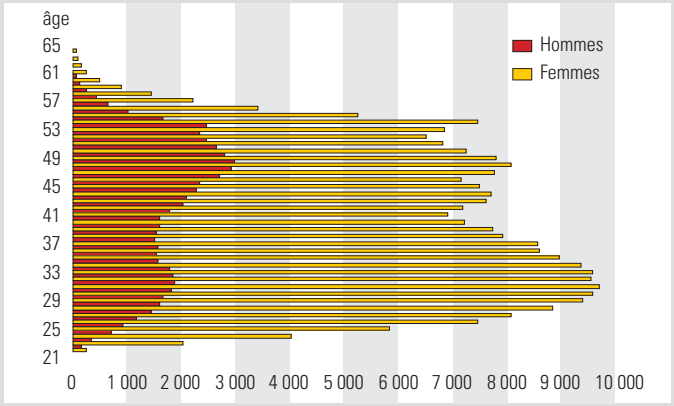
02 Breakdown by location of inspection, management, administration, educational, guidance, surveillance and educational assistance personnel – 2007

	Effectifs	%
Programmes « Enseignement scolaire et vie de l'élève »	144 311	63,5
Programmes « Formations supérieures* et vie étudiante »	56 235	24,8
Programme « Soutien »**	23 305	10,3
Administration centrale	3 299	1,5
Total	**227 150**	**100,0**

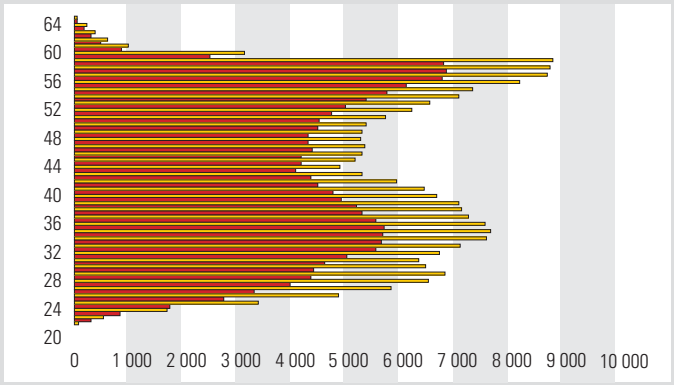
* Y compris les enseignants en IUFM
** Programme « Soutien » sans le personnel de l'administration centrale

Source : MEN-MESR-DGRH-DEPP

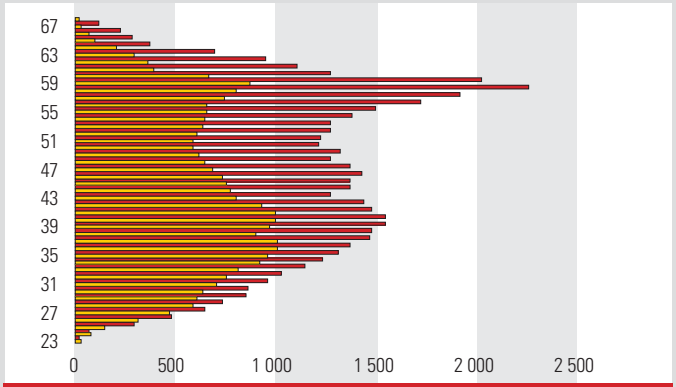
03 Breakdown by teacher age and gender in public primary education 2007



in public secondary education 2007



in public higher education 2007



Source : MEN-MESR-DEPP

04

Following a continued progression between the 1960s and the mid-1990s, the 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 pre-school that year. As with life expectancy, this indicator represents a temporary situation, a reflection of schooling on the school year considered. From a mathematical point of view, expected length of schooling equals the sum of the schooling rates observed through various age groups, an 80% schooling rate being equal to a 0.8 year schooling duration.
As the schooling rates of 6 to 14 year-old age groups are 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.

Schooling rates per age group observed in 2005-2006 now mean that a child entering pre-school can expect to receive 18.8 years of initial education. After a period of sustained growth until the mid-1990s, the expected length of schooling saw a slight downturn between 1997 and 2001, of about 0.04 year less from one academic year to another. Since 2002, it has been stable. In the space of twenty years, this expected length has registered a gain of 1.7 years in total, three quarters of which is as a result of higher education *(table 01)*.

France remains a country with high schooling rates: the duration of "universal schooling", i.e. the number of years during which at least 90% of young people attend school, reached 15 years in France and Belgium in 2005, compared with only 13 in the UK, 12 in Germany and 11 in the USA.

From 19 to 22 years old, the increase in schooling rates observed since 2002 continues, with the exception however of 19 and 20 year-old girls. The 2002 reversal was partly due to the sharp increase in the number of students in paramedical and social studies. In 2005, the upward trend is supported by the development of the vocational *baccalauréat* and apprenticeship in higher education, therefore affecting boys slightly more. Conversely, for 23 and 24 year-olds, schooling rates drop slightly again this year, especially for boys. Young people from these generations have undertaken studies via apprenticeship courses much more frequently than their elders, which explains their lower schooling rates.

After the age of 25, the resumed increase in schooling rates initiated in 2000 came to a halt in 2005: the increase in the number of foreign students is now insufficient to sustain schooling rates beyond 25 years old *(chart 02)*.

The length of schooling of a pupil depends first of all on the type of studies. Thus, among the pupils who entered a *sixième* class in 1995, 76% of those who were able to enter the first year of general or technological *seconde* class were still pursuing their studies 9 years later, mainly in higher education, as opposed to only 23% of the pupils who were guided towards vocational education *(chart 03)*. In relation to the cohort of pupils who entered a *sixième* class in 1989, it should however be pointed out that vocational courses have enabled the pupils of panel 95 to benefit from longer schooling rates: they most often pursue their studies from level V to level IV, and higher education for vocational *baccalauréat* holders.

The length of schooling also depends on how quickly pupils complete their educational career. Because of the reduction in the number of repeated years these last few years in primary and secondary education, the pupils of the 1995 panel who followed a general and technological course have not had the same amount of schooling, 9 years later, as their 1989 predecessors, without however affecting their educational level. This trend also contributes to the regular decrease in the schooling rate of 18 year-olds, approximately 5% in the last decade.

Source: MEN-MESR-DEPP, INSEE
Scope: mainland France, all types of education – length of schooling

01 Evolution in the length of schooling

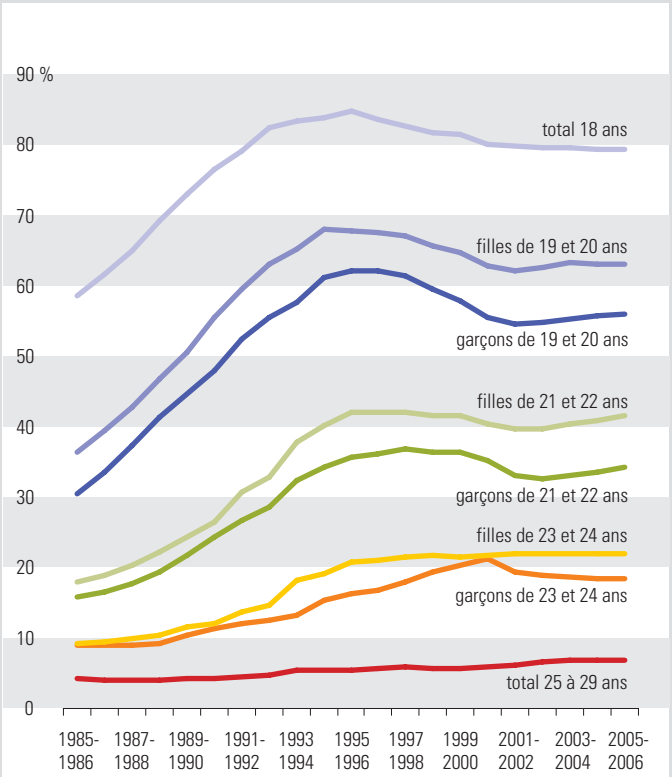
en années

	1985-1986	1990-1991	1995-1996	2000-2001	2005-2006
Ensemble	**17,1**	**18,1**	**19,0**	**18,9**	**18,8**
Avant 6 ans	3,3	3,3	3,4	3,4	3,2
Après 14 ans	4,9	5,8	6,7	6,5	6,6
dont filles	*5,0*	*5,9*	*6,8*	*6,7*	*6,8*
dont garçons	*4,8*	*5,7*	*6,5*	*6,3*	*6,3*
dont supérieur	*1,5*	*1,9*	*2,6*	*2,7*	*2,8*

Source : MEN-MESR-DEPP (population scolaire), INSEE (effectifs d'habitants)

02 Schooling rate according to age and gender (1985-2005)

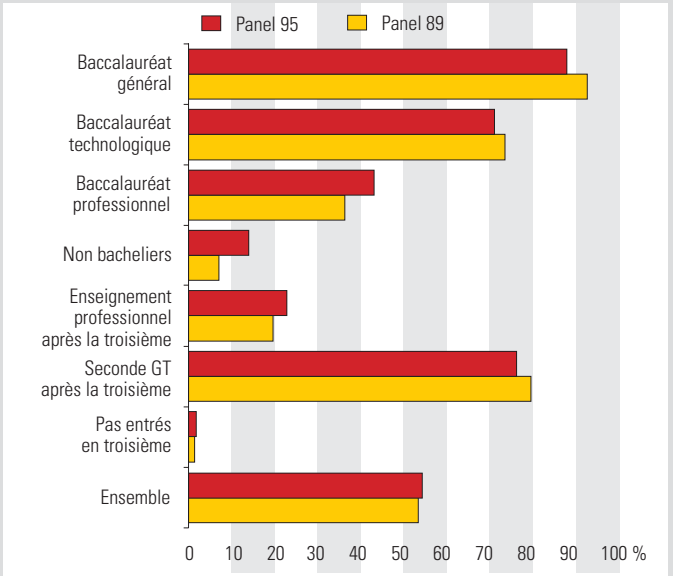
en proportion des habitants du même âge



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

Source : MEN-MESR-DEPP (population scolaire) et INSEE (estimation des effectifs d'habitants)

03 Schooling rate nine years after entry into *sixième* class, according to the course selected

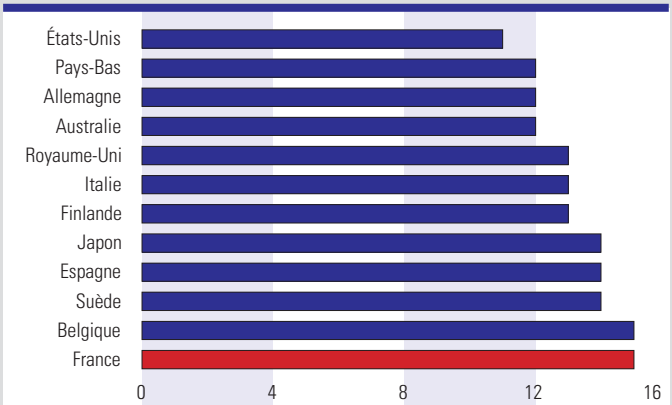


Lecture : 53 % des élèves entrés en sixième à la rentrée 1995 sont encore scolarisés en 2004-2005, soit 9 ans après. Les élèves de la cohorte des élèves entrés en sixième en 1995 et passés par l'enseignement professionnel sont un peu plus scolarisés 9 ans après que ceux de la cohorte de 1989.

Source : MEN-MESR-DEPP (panels d'élèves)

Universal schooling duration (2005)

Number of years during which over 90% of the population attends school*



* à temps plein et à temps partiel dans les établissements publics et privés

Source : OCDE, édition 2007 de *Regards sur l'éducation*

05

Pupils in pilot *"ambition-réussite"* (ambition success) *collèges* mostly come from underprivileged social categories, with marked schooling deficiencies at the beginning of the *sixième* class. The same applies, to a lesser extent, to lower secondary education pupils in *"réussite scolaire"* (educational success) networks. They have a lesser command of basic skills and achieve lower results in the written tests of the national *brevet* qualification.

The 2005-2006 school year was marked by a reorganisation and revival of priority education (EP). The criteria for the selection of 249 pilot "*ambition réussite*" (AR) lower secondary education institutions *(collèges)* were determined at national level, with the other priority education institutions being part of educational success networks (RRS – *réseaux de réussite scolaire*).

Thus, at the beginning of the 2006 school year, a little under 129,000 *collège* pupils, i.e. one in twenty, attended an AR *collège* in mainland France and the overseas *départements*. As expected, these pupils are primarily from underprivileged social backgrounds: 75.5% have working-class or unemployed parents, compared with 37.9% in *collèges* outside the priority education system. A lot of them are behind when they enter *sixième* class: 34.3% of the pupils from AR schools compared with 14.8% elsewhere. These observations are also valid, albeit to a lesser extent, for the pupils attending RRS *collèges (table 01)*.

At the end of the CM2 and *troisième* classes, in French as in mathematics, AR pupils have a lesser command of basic skills than other pupils. For example, 72% of CM2 pupils in AR schools have a good command of basic French skills, with 77.7% in RRS schools and 86.8% elsewhere *(chart 02)*.

These observations are confirmed by the results obtained in the three written tests (French, mathematics and history-geography-civic education) of the national *brevet* qualification. In the 2006 session, 69.2% of AR *collège* pupils obtained a grade of less than 10 out of 20 in these tests, compared with 57.3% of RRS pupils and 39% of other public *collège* pupils. However, taking into account assessment throughout training, the differences in *brevet* success rates decrease, with 60.2% success rates for AR pupils, 68.5% for RRS pupils and 78.7% for other pupils *(chart 03)*.

While these gaps largely correspond with differences in social recruitment, which should not result in the dismissal of the effects of the priority education policy, the revival of this policy led to the assertion of "the same principle of success for all priority education pupils and the same level of requirements for all pupils" (memorandum no. 2006-058, published in the *Bulletin officiel* no. 14 of 2006). The organic Law on Budget Acts (LOLF) has selected a number of indicators designed to monitor the differences observed between pupils in AR, RRS and outside priority education areas, in terms of command of basic skills, repeats and class sizes.

The objective of the revival plan for priority education is to reinforce the implemented educational aid system by distinguishing several levels of action. For the entire priority education system, the collège *becomes the "reference unit" of the network it forms with primary schools and pre-schools where its pupils come from. In place of the existing priority education networks, the 249 AR networks are structured as per this model, as are the other so-called "educational success" networks (memo. no. 2006-058, published in the* Bulletin Officiel *no. 14 of 2006). The percentage of children with working-class and unemployed parents (table 01) includes, as of the beginning of the 2005 school year, the children of skilled and unskilled workers, agricultural workers, retired people with a clerical or manual job and persons not in gainful employment. The proportion of pupils entering* sixième *class and being at least one year behind is the proportion of pupils entering* sixième *class at the beginning of the 2006 school year, who were in a CM2 class at the beginning of the 2005 school year in an AR school and who repeated at least one class in primary school. Chart 02 represents the breakdown of the average grades (out of 20) achieved in the written tests in the 2006 session of the national brevet qualification. Percentages illustrating the command of basic skills include a confidence interval of more or less 2 to 3%. The list of AR schools was not finalised when the sample used to calculate the command of skills at the end of CM2 class was selected.*

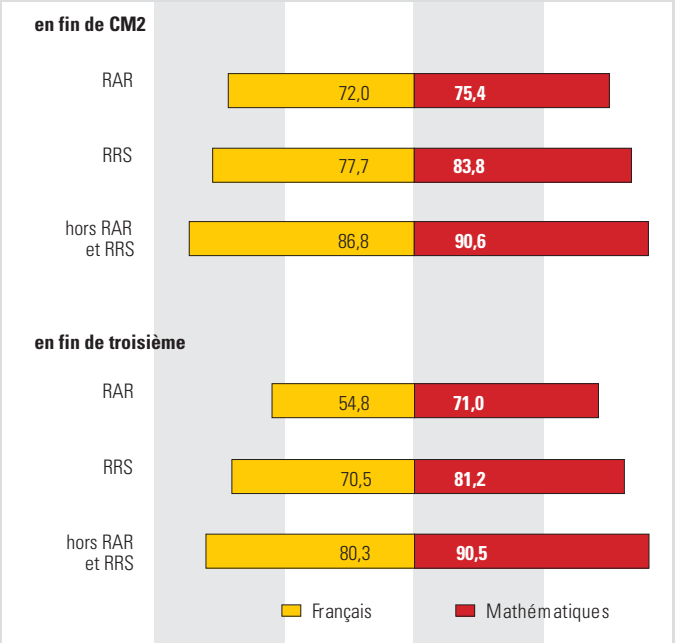
Source: MEN-MESR-DEPP, Schooling files
Scope: mainland France + overseas *départements*, public sector

01 Proportion of children with working-class and unemployed parents, children of managers and teachers and pupils who are behind when entering *sixième* class at the beginning of the 2006 school year

	% d'enfants d'ouvriers et d'inactifs	% d'enfants de cadres et d'enseignants	% d'élèves entrant en 6e en retard
Réseau « ambition réussite »	75,5	8,2	34,3
Réseau de réussite scolaire	57,6	19,0	23,4
Secteur public hors RAR et RRS	37,9	35,2	14,8
Secteur public	43,0	31,2	16,9

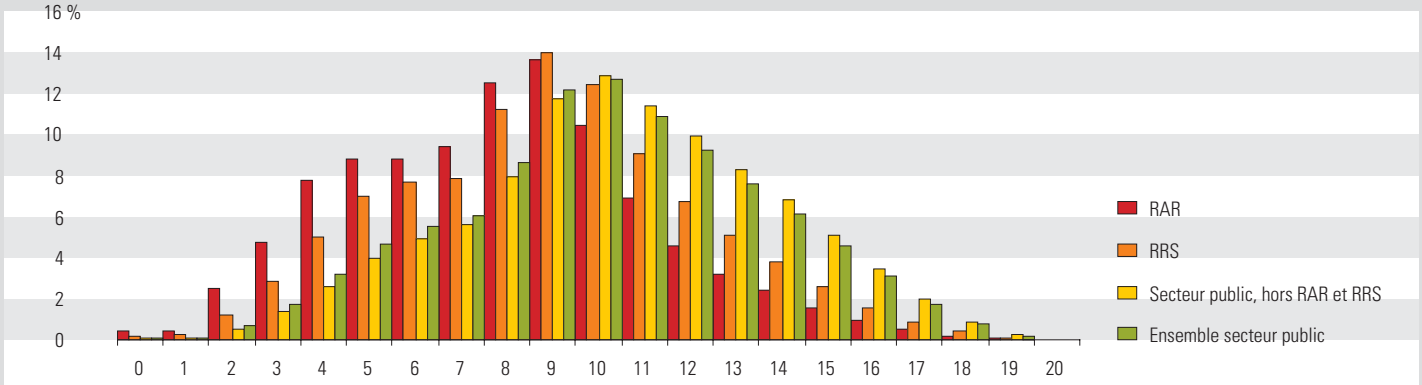
Source : MEN-MESR-DEPP

02 Proportion of pupils mastering basic skills (%)



Source : MEN-MESR-DEPP

03 Breakdown of pupils according to their grade in the written tests of the 2006 national *brevet* qualification



Lecture : dans les collèges ambition réussite, 0,4 % des élèves ont eu entre 0 et 1 aux épreuves écrites du diplôme national du brevet (DNB) à la session de juin 2006 contre 0,2 % des élèves des collèges en éducation prioritaire hors ambition réussite, 0,1% des élèves des collèges hors éducation prioritaire et 0,1% de l'ensemble des élèves.

Source : MEN-MESR-DEPP

06

Since 1985, apprenticeship has developed and modified: in 2005, nearly 20% of apprentices – a little over 70,000 – took a higher education course.

In 20 years, the number of apprentices has nearly doubled, from 217,000 in 1985 to 386,000 in 2005. This dynamism is due to the broadening of the scope of apprenticeship which, before the 1987 Seguin reform, was restricted to the preparation for the CAP (ISCED 3C vocational qualification). However, the number of apprentices did not really take off until after 1993 (five-year law), with apprenticeship becoming part of higher education. In the last decade, while the number of apprentices has dropped slightly at level V, it has doubled at level IV, tripled at level III and multiplied by five at levels II and I *(table 01 and chart 02)*.

With this upward trend, apprenticeship is now investing in the field of service specialties, the proportion of which increases with the level (28% at level V, 46% at level IV, 61% at level III and 83% at level II). This encourages female participation (38% at level IV, 42% at level III and 50% at level II, compared with 24% at level V), who are far less present in production specialties (1 apprentice in 10) than in services (2 in 3). While the proportion of girls in apprenticeship has barely evolved in the last 10 years (up from 29 to 30%), female apprentices are now older and more qualified than their male counterparts: 25% of them were preparing for a higher education diploma or qualification compared with 16% of the boys in 2005-2006.

The restructuring between 1995 and 2005 is largely the work of professional bodies. Apprenticeship has mainly recruited from CAP students for the construction industry over the past ten years, with young apprentices not opting for traditional courses such as the culinary sector. In the automobile, personal services and processing sectors, training courses have repositioned themselves on the BEP (ISCED 3C vocational qualification) or vocational *baccalauréat*. In the domain of exchanges and management as well as communication and information, apprenticeship has mostly developed at level III or even level II for management *(chart 03)*. This shift towards higher levels has resulted in a change in apprentices' schooling background, as apprenticeship is less and less aimed at young people with schooling difficulties.

Apprenticeship offers an increasingly broad range of qualifications and certifications and constitutes a possible training option at different stages of the initial education career. Young people who have opted for vocational courses at the first level have a higher academic capital, which encourages them to pursue their studies and access level IV: from the CAP to the vocational *baccalauréat* or from the BEP to the vocational *baccalauréat*. At the beginning of the 2005 school year, 4 in 10 apprentices in the first year of vocational *baccalauréat* came from apprenticeship, but only 2 in 10 for BTS (Higher Technician Certificate) courses. Examination success rates, which were lowest for apprentices in CAP, BEP and BTS ten years ago, have significantly improved, and the difference in success rates between pupils and apprentices has reduced *(chart 04)*. At the 2006 session, in production specialties, 1 BEP or BTS graduate and 2 vocational *baccalauréat* graduate in ten were apprentices, compared with 6 in 10 for CAP graduates.

Apprentices *are 16 to 25 year-olds preparing for a vocational or technological education qualification (or diploma) within the framework of a special work contract, combining company training – under the responsibility of an apprentice master – and courses provided in an apprentice training centre.*
Apprentice training centres (CFA) *are educational institutions providing general, technological and pratical education, which must combine with and complete the training received within the company. Educational supervision is generally ensured by the ministry of national Education or the ministry of Agriculture. Most centres are created based on five-year renewable agreements between regions and organisations. CFAs vary according to the type of managing organisation: municipalities, chambers of commerce and industry, chambers of trade, private organisations, public educational institutions. A small number of CFAs, called "national agreement CFAs" are created following an agreement with the Government.*

Scope: mainland France + overseas *départements*, MEN-MESR and ministry of Agriculture and Fisheries

01 Number of apprentices

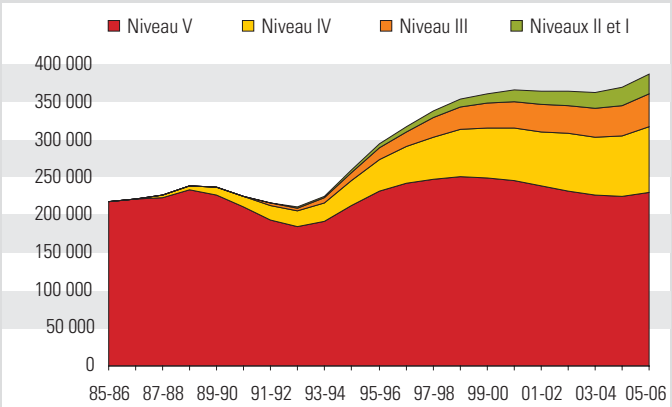
métropole + DOM

	1985-86	1990-91	1995-96	2000-01	2003-04	2004-05	2005-06
Niveau V	217 600	210 575	232 135	245 333	225 335	225 274	228 613
Niveau IV		13 025	41 327	69 355	77 362	80 623	86 609
Niveau III		1 450	15 273	35 553	38 217	39 560	44 233
Niveaux II et I			4 777	15 633	21 052	23 531	26 404
Total	**217 600**	**225 050**	**293 512**	**365 874**	**361 966**	**368 988**	**385 859**

Source : MEN-MESR-DEPP (enquête 51 sur les centres de formation d'apprentis)

02 Number of apprentices according to educational level (1985-2005)

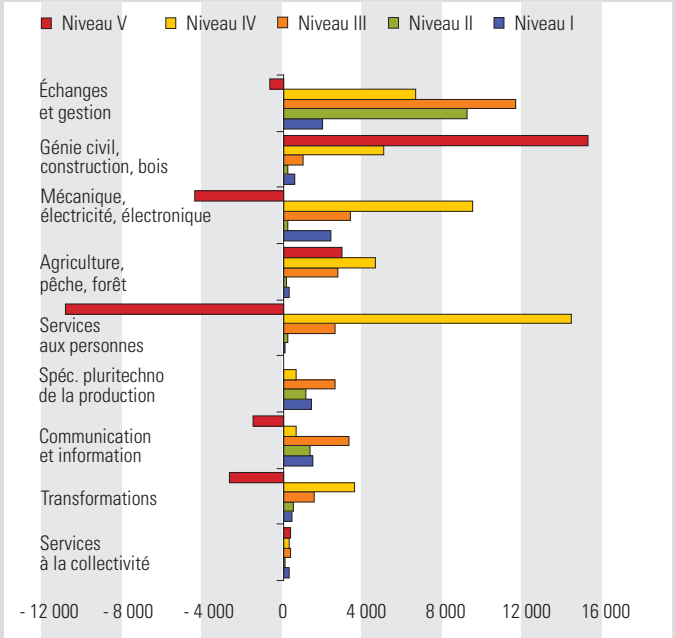
métropole + DOM



Source : MEN-MESR-DEPP et ministère de l'Agriculture et de la Pêche

03 Variation in the number of apprentices according to the principal specialty groups from 1995 to 2005

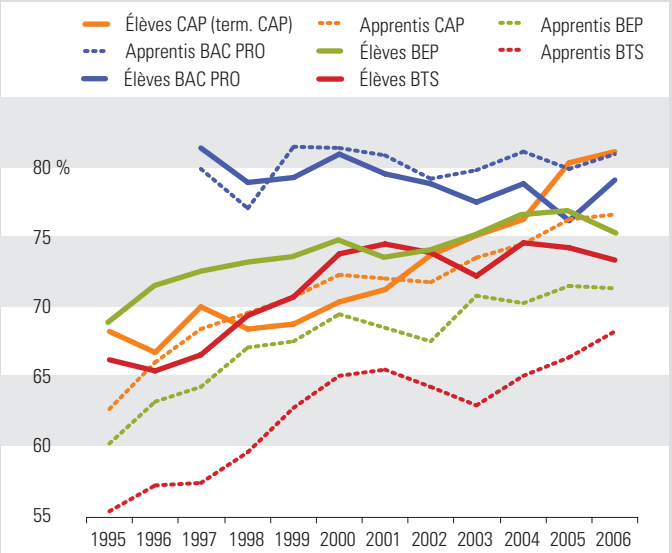
métropole + DOM



Source : MEN-MESR-DEPP et ministère de l'Agriculture et de la Pêche

04 Pupils' and apprentices' success rate in different examinations

métropole + DOM



Lecture : en 2006, 76,7 % des apprentis candidats à un CAP sont admis et obtiennent leur diplôme, contre 62,8 % en 1995. Le taux de succès est de 81,2 %, contre 68,3 % en 1995, pour les élèves candidats à un CAP, inscrits en année terminale de CAP.

Source : MEN-MESR-DEPP et ministère de l'Agriculture et de la Pêche

07

At the beginning of the 2006 academic year, a little over 500,000 students, i.e. 30% of the population concerned, received direct financial aid in the form of a scholarship. Overall, financial and welfare aid for students represents nearly 4.7 billion Euro, as opposed to 3.5 billion in 1995.

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

In secondary education, these scholarships concern, in 2006-07, 780,000 *collège* pupils and 540,000 *lycée* pupils (mainland France + overseas *départements*), i.e. a little over 24% of beneficiaries, these rates being much higher in vocational *lycées* (35%) than in general or technological *lycées* (18% - *chart 02*). The beginning of the 2006 school year was marked by the consolidation of the merit-based scholarship system, the amount of which was increased to 800 Euros: the scholarships are now awarded by right to *lycée* scholarship holders having passed the national *brevet* qualification with *"bien"* or "*très bien*" honours and can also be awarded to scholarship holders who have distinguished themselves through their work.

In higher education, as of September 2006, 501,845 students benefited from financial aid. After a continuous increase since 1996, their number dropped in 2006 by 3.9%, and by 4.1% with regard to scholarships awarded on social grounds, mostly at grade zero (-16.8%). This trend is only partially explained by the decrease in the number of students attending a course entitled to financial aid (-1.2%). Thus, the proportion of aided students, which increased from 23.6% in 1997 to 30.2% in 2005 under the impetus of the student social Plan, fell back to 29.4% in 2006. Relatively low in university, from 28.8% in 2005 to 28.4% in 2006, this decrease is more apparent in CPGE (Preparatory classes for *Grandes Ecoles*, 17.6% compared with 19.0%) and STS classes (Advanced technical courses, 40.4% compared with 42.8%).

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, loans and allocations paid by the ministry of higher education, direct aid includes the social housing allowance (ALS) and personalised housing benefit (APL) paid by the CNAF (National Family Allowances Fund), 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 associations, exemption from subscription fees for scholarship holders, medical and welfare services in universities as well as the charge due to the deficit of the social security for students.

In 2006, the total of all types of aid for students amounted to nearly 4.7 billion Euros, compared with 3.5 billion Euros in 1995, i.e. an increase of one third at market prices and close to 13% on a constant price basis *(table 03)*.

Scholarships in higher education:
. awarded on social grounds: *awarded according to family resources and charges, for an annual amount ranging from grade 0 to grade 5.*
. 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.*
. merit-based: *awarded to students with limited family resources, having passed 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 École, *or to undertaking medical studies. Two new allowances were created at the beginning of the 2006 academic year: the unique emergency allowance and the student settling-in allowance.*
Social Housing Allowance (ALS): *established by the Law of 16 July 1971 to support population groups, other than families, with a low level of resources. Students have been the main beneficiaries. It is funded by the FNAL (National Housing Aid Fund).*
Personalised Housing Benefit (APL): *established by the Law of 3 January 1977, it concerns a specific range of housing accommodation, regardless of the marital status of the occupants. Funded by the FNH (National Housing Fund).*
Proportion of aided students: *relates to the population concerned, enrolled in university in a course entitled to aid (mainly national L and M curriculum qualifications and up until the sixth year of health studies), in the first year of IUFM (Teacher training institution), STS, CPGE or engineering school under the authority of the ministry and state-recognised business schools.*

01 Number of students receiving financial aid

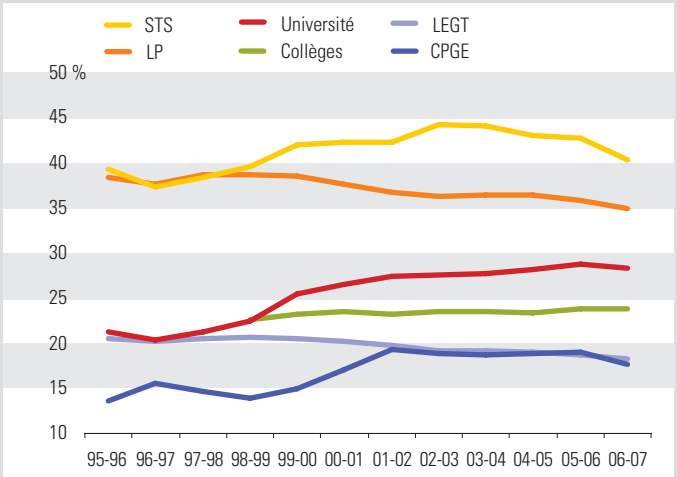
métropole + DOM

	1990-91	1995-16	2000-01	2005-06	2006-07
Ensemble des aides (1)	**272 088**	**414 105**	**478 600**	**522 242**	**501 845**
% d'étudiants concernés	***19,7***	***24,1***	***28,6***	***30,2***	***29,4***
dont université (2)	185 526	280 176	335 187	369 365	357 847
% d'étudiants concernés	***17,5***	***21,2***	***26,6***	***28,8***	***28,4***
dont CPGE et STS (2)	63 251	85 269	97 989	100 925	95 388
% d'étudiants concernés	***25,5***	***32,3***	***35,7***	***36,5***	***34,2***
dont CPGE (2)		9 745	12 361	13 685	13 490
% d'étudiants concernés		***13,5***	***17,1***	***19,0***	***17,6***
dont STS (2)		75 524	85 628	87 240	81 898
% d'étudiants concernés		***39,4***	***42,4***	***42,8***	***40,4***
Bourses sur critères sociaux	254 809	363 075	452 616	496 427	475 856
Bourses sur critères universitaires	10 151	13 126	14 539	12 529	12 636
Bourses de mérite	0	0	497	842	1 361
Allocations d'études	0	0	8 090	10 461	10 468
Total boursiers	**264 960**	**396 692**	**475 742**	**520 259**	**500 321**
Prêts d'honneur	3 825	2 788	2 858	1 983	1 524
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	2 501	2 585

(1) Champ : bourses sur critères sociaux, sur critères universitaires, bourses de mérite, allocations d'études, prêts d'honneur, allocations d'IUFM (supprimés en 1998).
(2) Hors allocations d'études, prêts d'honneur, allocations d'IUFM.

Source : MEN-MESR-DEPP

02 Proportion of *collège* and *lycée* pupils and students receiving scholarships (1995-2006)



Source : MEN-MESR-DEPP-DGESCO

03 Student aid

en millions d'euros (M€)

métropole + DOM

Nature des aides	Montant 1995	Montant 2006	Évolution 1995-2006 en € courants	Évolution 1995-2006 en € constants
AIDES DE L'ÉTAT				
I. Aides budgétaires				
Aides directes				
- bourses et prêts (programme 231 action 1)*	927,7	1 454,5	56,8%	32,7%
- Allocation de logement social (ALS)	672,6	942,4	40,1%	18,6%
- Aide personnalisée au logement (APL), part de l'État	187,5	181,9	-3,0%	-17,9%
Total aides directes	**1 787,8**	**2 578,8**	**44,2%**	**22,1%**
Aides indirectes				
- Œuvres universitaires	253,4	306,8	21,1%	2,5%
- Aides aux associations et médecine universitaire	12,8	22,4	75,0%	48,1%
- Compensation de l'exonération des droits d'inscription dont bénéficient les boursiers	8,4	47,8	469%	382%
Total aides indirectes	**274,6**	**377,0**	**37,3%**	**16,2%**
Total aides budgétaires	**2 062,4**	**2 955,8**	**43,3%**	**21,3%**
II. Aides fiscales				
- Majoration du quotient familial pour enfants étudiants rattachés au foyer fiscal de leurs parents	942,1	1 110,0	17,8%	-0,3%
- Réduction d'impôt pour frais de scolarité des enfants poursuivant des études supérieures	125,0	165,0	32,0%	11,7%
Total aides fiscales	**1 067,1**	**1 235,0**	**15,7%**	**-2,0%**
Total aides de l'État (I)	**3 129,5**	**4 190,8**	**33,9%**	**13,3%**
AUTRES AIDES				
Versements des régimes sociaux				
- Contribution des différents régimes au financement des assurances sociales des étudiants	375,1	466,0	24,2%	5,1%
Versement à la région Île-de-France				
- Aide au transport Île-de-France (carte Imagine R)		11,4		
Versements des universités				
- Fonds de solidarité et de développement des initiatives étudiantes (FSDIE)	6,1	12,0	96,7%	66,5%
Total autres aides (II)	**381,2**	**489,4**	**28,4%**	**8,7%**
TOTAL GÉNÉRAL	**3 510,7**	**4 680,2**	**33,3%**	**12,8%**

*Y compris allocation unique d'urgence et allocation d'installation étudiante (ALINE)

Source : MEN-MESR-DEPP-DGES, CNAF, MINEFI-DGI

08

In 2006, 78.7% of young people around the age of 17 were skilful readers and 9.6% mediocre readers.
11.7% of young people experienced comprehension difficulties.
For some of them – 4.8% of the total – these difficulties are very serious.

In 2006, approximately 800,000 young French men and women aged 17 or more participated in the National Defence Preparation Day (JAPD) and took tests designed to assess their comprehension of the written word.

Three specific aspects were assessed: the automatic reading aspect; lexical proficiency; the ability to process complex written material. For each of these aspects, a command threshold was set, below which young people are regarded as having difficulties in the relevant skill (-) and beyond which the skill is considered mastered (+). The combined results have enabled the determination of eight reader profiles *(table 01)*.

The weaknesses of the young people experiencing most difficulties (profiles 1 and 2), who represent 4.8% of the total, are due to a significant lack of vocabulary. Moreover, young people from profile 1 (2.6%) have no command of the basic processing mechanisms of the written language. Some of them are probably unable to read. Conversely, young people from profiles 3 and 4 (6.9%) have an acceptable lexical level but cannot handle complex written material.

The test also enables the identification of different reader profiles, efficient or just mediocre. 9.6% of the young people (profiles 5a and 5b) manage to make up for their difficulties and reach a certain level of comprehension. Profile 5c relates to a population of readers (14.4% of the young people) who, despite significant deficiencies in the automatic process involved in identifying words, manage to process complex written material, by way of a proven lexical proficiency. Finally, profile 5d relates to young people having passed everything, i.e. 64.3% of the total population. According to the test criteria, these young people have everything required to enhance their reading skills and tackle a variety of written material.

Reading skills and the educational levels achieved by young people 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* pupils from the general course *(chart 02)*.

Reading difficulties are far more frequent among boys than girls (*table 01*). Boys are less successful in comprehension tests and make up the majority of each of the profiles 1, 2, 3 and 4. They also show more serious deficiencies in the basic processing mechanisms of the language, which explains their larger number in profiles 1, 3, 5a and 5c *(chart 03)*. From 2004 to 2006, the proportion of girls experiencing reading difficulties remained lower than that of boys by approximately 6 points *(table 04*)*.

* This table shows, from 2004 to 2006, a slight increase in the proportion of young people experiencing difficulties (from 11.0 to 11.7%), which should be put in perspective in light of the factors likely to affect this assessment. For example, test correction is not infallible, which tends to overestimate the actual level of young people's performance. The effort undertaken to improve the quality of the correcting can therefore explain – at least partly – the slightly increased proportion of young people experiencing difficulties.

JAPD tests are designed to identify, in weak readers, three major difficulty groups of various types:
– poor automation of the mechanisms responsible for 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 corresponds to studies taken no further than collège*; level 2 to short vocational studies (CAP – vocational training qualification or BEP – certificate of technical education); level 3 to vocational and technical education higher than BEP and up to vocational* baccalauréat *or technical non-university degree; level 4 to general studies after* lycée.

Source: JAPD – DEPP treatments
Scope: Young French men and women who participated in the JAPD in mainland France in 2006

01 Young people's reader profiles in the 2006 JAPD sample

en %

Profil		Traitements Complexes	Automaticité de la lecture	Connaissances lexicales	Garçons	Filles	Ensemble
5d	Lecteurs efficaces	+	+	+	59,4	69,3	64,3
5c	78,7	+	-	+	16,6	12,2	14,4
5b	Lecteurs médiocres	+	+	-	6,2	7,7	7
5a	9,6	+	-	-	3	2,3	2,6
4	Très faibles capacités de	-	+	+	4,6	3	3,8
3	lecture 6,9	-	-	+	4,3	1,9	3,1
2	Difficultés sévères	-	+	-	2,5	1,9	2,2
1	4,8	-	-	-	3,4	1,7	2,6

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, ce qui peut nécessiter des efforts de compensation relativement importants.

Source : ministère de la Défense – DSN, MEN-MESR-DEPP

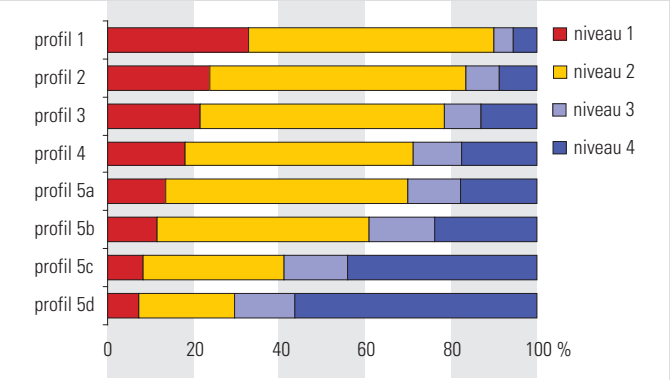
04 Breakdown between boys and girls according to their skills profile

Évolution de 2004 à 2006

	2004	2005	2006
Ensemble			
Lecteurs efficaces	79,5	79,6	78,7
Lecteurs médiocres	9,5	9,5	9,6
En difficulté de lecture	*11,0*	*10,9*	*11,7*
dont en grave difficulté	*4,4*	*4,3*	*4,8*
Garçons			
Lecteurs efficaces	76,7	76,9	76,0
Lecteurs médiocres	9,2	9,3	9,2
En difficulté de lecture	*14,2*	*13,8*	*14,8*
dont en grave difficulté	*5,7*	*5,4*	*5,9*
Filles			
Lecteurs efficaces	82,5	82,5	81,5
Lecteurs médiocres	9,7	9,8	10,0
En difficulté de lecture	*7,8*	*7,7*	*8,5*
dont en grave difficulté	*3,2*	*3,2*	*3,6*

Source : ministère de la Défense – DSN, MEN-MESR-DEPP

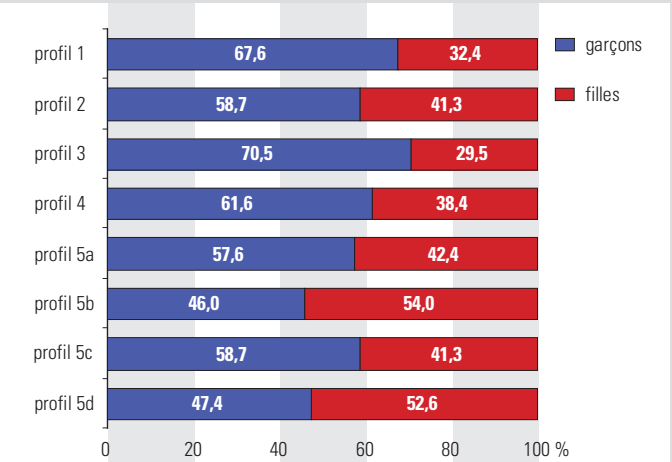
02 Breakdown of each reader profile per schooling level (2006)



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-MESR-DEPP

03 Breakdown of each reader profile per gender (2006)



Source : ministère de la Défense – DSN, MEN-MESR-DEPP

09

The cohorts who have just completed their education include 42% of higher education graduates, 41% of graduates from the upper secondary education and 17% of young people with at best a *brevet* qualification. However, the French 25 to 64 year-old population as a whole shows a rather low educational level.

France has, in common with Latin countries, a moderate educational level for its adult population *(international chart)*. Secondary and higher education in these countries were underdeveloped, compared with the USA and certain European countries, when the generations of current 60 year-olds were in school. However, the younger generations have benefited from significant advances in the secondary and higher sectors and the proportion of higher education graduates within 25 to 34 year-old generations places France among the most advanced countries. In France, these generations include approximately 40% of higher education graduates, compared with 20% at best among those born before 1960 *(chart 02)*. The advances from one generation to the next, often recent, are spectacular in Spain and Ireland as well as Korea and Japan, where half of the younger generations have a higher education qualification.

Amongst young people who interrupted their education for the first time in 2004, 42% are higher education graduates, according to the 2005 French labour force surveys. Furthermore, 41% of them are graduates from the upper secondary education and 17% have a lower educational level (leaving the educational system without a CAP/BEP (ISCED 3C vocational qualification) or *baccalauréat*; see *indicator 10*).

Among higher education graduates, 11% of the young people leave the system with a qualification at least equal to a *licence*, 12% with a qualification to be followed by a master's cycle (five years) and 1% complete a research doctoral programme *(table 01)*.

In addition, 1% of the young people leave the education system with only a DEUG (general university diploma awarded after the completion of a 2-year cycle) and 17% with a qualification awarded after a shorter technical or vocational higher education course (BTS – Higher Technician Certificate, DUT – University Diploma in Technology, or a degree in paramedical and social fields, classified as ISCED 5B programmes).

Some of the young people who eventually succeed in higher education are those who have benefited from reorientation, for example from a first cycle in university to advanced technical courses and thus from the flexibility of education (see *indicator 28*). According to the panel of pupils as well as the latest labour force surveys, 20% of those enrolled in higher education did not obtain a qualification; the objectives set within the framework of the LOLF (Organic Law of Budget Acts) aim at reducing this percentage (target: 15% by 2010). This higher education failure affects approximately 80,000 young people every year, i.e. 11% of a given age category.

Nearly one in four young people leaving the education system have at best a *baccalauréat* qualification, or a vocational or technician *brevet*. This group includes young people who failed in higher education as well as the 13% who left the education system following a vocational *terminale* class, in a vocational *lycée* in most of the cases. In addition, 7% and 10% respectively of those who leave the system have at best a CAP or BEP qualification.

Completion of the initial education is the first break in the education career following compulsory schooling.

Labour force surveys allow the assessment of the educational level of the population as a whole (the French survey is based on INSEE's survey on Employment). The two charts and table 02 are based on INSEE's 2005 surveys on Employment, those of 2006 having posed a problem. One should focus on the statistics of the last three cohorts of those leaving the education system (2002 to 2004), based on a more substantial sample than those of the 2004 cohort; these statistics are taken from the 2003 (2002 cohort) to 2005 (2004 cohort) surveys.

The breakdown per "licence master doctorat" *curriculum is provided for information only, as the status of certain qualifications is subject to change.*

Source: MEN-MESR-DEPP and OECD based on INSEE's surveys on Employment
Scope: mainland France.

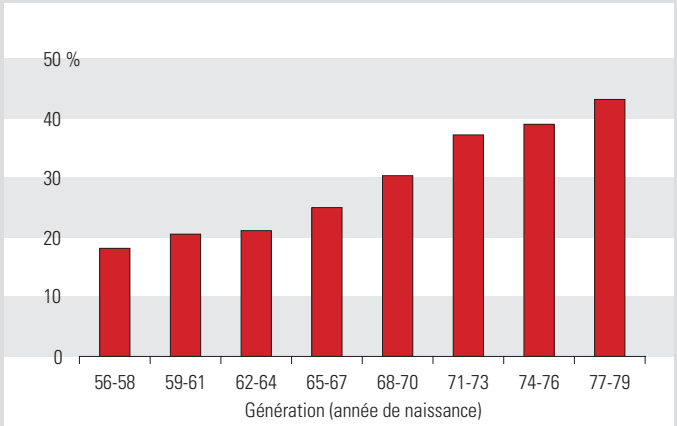
01 Breakdown of cohorts completing their initial education according to their highest qualification

Diplôme le plus élevé	CITE*	2004		2002 à 2004 (moyenne)
		en milliers	%	%
Doctorat (sauf santé)	**6**	**4**	**1**	**1**
Diplôme de docteur en santé (médecine ...)	5A	5	1	1
Diplôme d'études approfondies, magistère	5A	11	2	1
Diplôme d'ingénieur	5A	18	2	3
Autres diplômes d'écoles	5A	19	3	3
Diplôme d'études sup. spécialisées	5A	28	4	4
Total « niveau master »	**5A**	**81**	**12**	**12**
Maitrise	5A	36	5	5
Licence	5A	43	6	6
Total « niveau licence »	**5A**	**79**	**11**	**11**
Diplômes d'études universitaires générales (DEUG)	5A	11	1	1
Total cursus pouvant conduire à la recherche	**5A**	**175**	**25**	**25**
Brevet de technicien supérieur (BTS) et équivalents	5B	78	11	12
Diplôme universitaire de technologie (DUT), DEUST	5B	17	2,5	2
Diplômes paramédicaux et sociaux (infirmières, ...)	5B	24	3,5	3
Total cursus finalisés	**5B**	**119**	**17**	**17**
Total enseignement supérieur	**5A/6**	**294**	**42**	**42**
Baccalauréat ou équivalent	3A/C	168	24	24
dont : ont étudié dans l'enseignement supérieur	*3A/C*	*79*	*11*	*11*
CAP, BEP ou équivalent	3C	121	17	17
Total diplômés du 2nd cycle du secondaire	**3A/C**	**289**	**41**	**41**
Brevet	2	48	7	6
Sans diplôme	0/2	69	10	11
Total brevet et moins	**0/2**	**117**	**17**	**17**
Ensemble des sortants		**700**	**100**	**100**

* La classification internationale type des enseignements (CITE) de l'UNESCO permet de définir des indicateurs comparables dans les différents pays.
Nota bene : les pourcentages sont plus représentatifs que les volumes de sortants, qui semblent sous-estimés en 2004.

Source : calculs DEPP à partir des enquêtes Emploi de l' INSEE (moyenne annuelle)

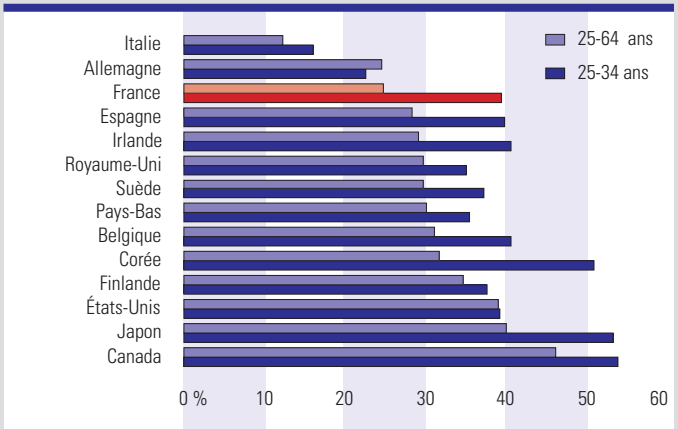
02 Proportion of higher education graduates per generation



Lecture : En 2005, plus de 40 % des jeunes nés de 1977 à 1979 déclarent détenir un diplôme d'enseignement supérieur pour 20 % au mieux des générations nées avant 1960.

Source : calculs DEPP à partir des enquêtes Emploi de l'INSEE de 2005 (moyenne annuelle)

Proportion of the population with a higher education qualification in 2005



Source : OCDE, édition 2007 de *Regards sur l'éducation*

10

There are 6% of so-called "unqualified" school leavers, according to the definition set in the sixties. Overall, those without a CAP (Vocational Training Qualification), BEP (Certificate of Technical Education) or *baccalauréat* represent 17% of young people.

Over the last 40 years, the reduction in unqualified school leavers, at levels VI and Vbis of the 1969 French classification, has been spectacular *(chart 01)*. In 2005, less than 6% of the young people left the education system for the first time after a lower secondary class (*collège*) or after the first year of CAP or BEP, compared with over 35% in the sixties.

Pupils dropping out after a general or technological *seconde* or *première* class currently represent 2% of the young population *(table 02)*. Therefore, in total, less than 8% of the young people leave the education system before the final preparation year for an upper secondary qualification.

International standards are more demanding.The minimum threshold of qualification selected by the European Union and international bodies is the completion, by young generations, of an upper secondary education, validated by a certificate or a qualification. Without this qualification, it is feared that young people will experience serious professional and social difficulties.

According to this definition, also selected as part of the reference criteria of the Lisbon Strategy (see indicator 15), 17% of the 20 to 24 year olds were inadequately educated in 2005 (table 03). In addition to the abovementioned 8% who dropped out of their studies before the end of an upper secondary education, this figure includes the 9% who completed an upper secondary education but failed their examinations: The first 8% are on average under eighteen years old when they leave the education system, the other 9%, who have failed their examinations, are over 19. As they fail more often their BEP, CAP or *baccalauréat* examination, there are more unqualified young men from the upper secondary education in these age categories than women: 19% in 2005 compared with 14% of women.

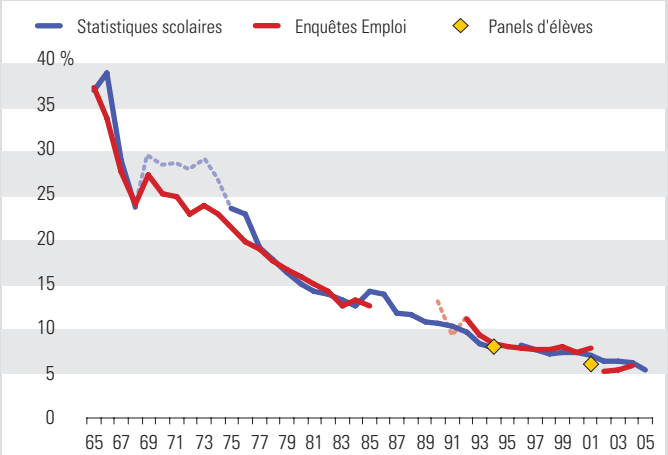
In 2005, France was above the average of OECD countries, with 81% of secondary education graduates (upper secondary education) amongst 25 to 34 year-old adults. This indicator has evolved a lot in the last twenty five years, making it possible to bridge the gap, common to Mediterranean countries, which epitomises the belated generalisation of secondary education. The prospect of new developments in the knowledge and economic strategies of advanced countries requires however a sustained increase in the proportion of young people successfully completing an upper secondary education.

The number of "unqualified" students leaving levels VI and Vbis is estimated using several sources, giving similar results (chart 01). In chart 01, the indicator calculated from school statistics is a frequency whose denominator is the number of students leaving levels Vbis and VI added to the number of young people reaching the next educational level (V). Table 03 relates to young people aged 20 to 24 at the time of the survey. Those least educated completed their education several years before, while those most educated are still studying. These indicators reflect a different sequence of events from the indicators examined at the end of the initial education. Due to slight differences in terms of scope between the European survey and its French component, the survey on Employment, these results may contain minor and insignificant discrepancies compared with those published since 2007 by the European commission in accordance with the Lisbon objectives.

Source: MEN-MESR-DEPP and OECD based on INSEE's surveys on Employment
Scope: OECD countries and mainland France students leaving with a low educational level

students leaving with a low educational level

01 Proportion of unqualified school leavers (levels VI and Vbis) between 1965 and 2005



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 moins de 6 % des jeunes en 2005.

Source : calculs DEPP à partir des enquêtes Emploi de l'INSEE, des statistiques scolaires et des panels d'élèves.

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

Classe précédant la fin des études secondaires	Niveaux de formation **	1996	2000	2004	2005	
		en milliers				en %
Terminales générales et technologiques*	IV	431	443	**419**	**427**	*55,6*
Terminales professionnelles (bac professionnel et équivalents)	IV	82	108	**110**	**110**	*14,4*
Total « niveau du baccalauréat »	**IV**	**513**	**551**	**529**	**537**	***70,0***
Dernière année d'un CAP ou BEP	V	156	176	152	**153**	*19,9*
1ère année de baccalauréat ou brevet professionnel	V	14	19	20	**20**	*2,6*
2nde ou 1ère générales et technologiques	V	17	20	17	**15**	*2,0*
Total « niveau du CAP »	**V**	**187**	**215**	**189**	**188**	***24,5***
1er cycle, 1ère année de CAP ou BEP	VI-Vbis	64	58	48	**42**	*5,5*
Total élèves finissant *l'enseignement secondaire**		**764**	**824**	**766**	**767**	***100,0***
dont interruptions avant la dernière année d'un diplôme du 2nd cycle		81	78	65	57	*7,5*

* La majorité de ces élèves poursuivant leurs études dans l'enseignement supérieur, c'est le cas de la plupart de ceux de terminales générales et technologiques.
** Classification des « niveaux de formation » utilisée en France depuis les années soixante. Diplôme le plus élevé obtenu dans l'enseignement supérieur ou classe de l'enseignement secondaire à laquelle l'élève a eu accès.

Source : MEN-MESR-DEPP au moyen des statistiques scolaires

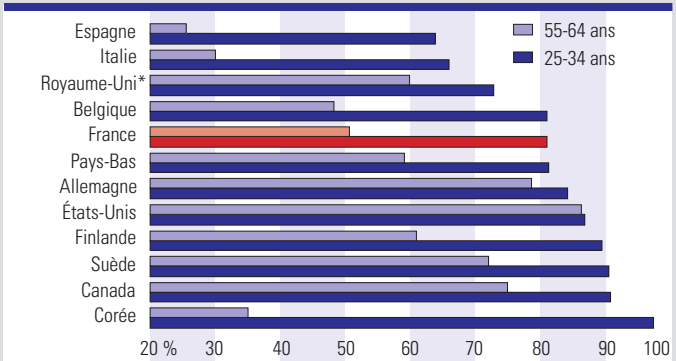
03 Qualification and level of education amongst 20 to 24 year-olds

Diplôme et classe à laquelle l'élève a eu accès	CITE *	NF **	1996	2000	2004	2005	
			en %			en %	*en milliers*
Total diplômés de l'enseignement supérieur, du baccalauréat, ou d'un BEP ou CAP	**3 et +**		**77**	**82**	**82**	**83**	***655***
Total diplômés du brevet et sans aucun diplôme, *se répartissent comme suit :*	**2 et -**		**23**	**18**	**18**	**17**	***133***
Ont étudié jusqu'en dernière année de préparation d'un diplôme de 2nd cycle mais ont échoué aux examens	**2**		**13**	**10**	**10**	**9**	***69***
dont : classe terminale d'un baccalauréat ou d'un équivalent		IV	6	5	5	5	*35*
dont : dernière année de CAP ou BEP		V	7	6	5	4	*34*
Ont arrêté avant la classe terminale de préparation d'un diplôme du 2nd cycle	**2 et -**		**10**	**8**	**8**	**8**	***64***
dont : 2nde ou 1ère générales ou technologiques		V	1	1	1	2	*12*
dont : 1ère année de CAP ou de BEP, 1er cycle du secondaire ou moins		VI-Vbis	9	7	7	6	*52*
Ensemble			**100**	**100**	**100**	**100**	***788***

* Postes de la Classification internationale type de l'éducation (CITE) (anglais : ISCED).
** Postes de la classification française des « niveaux de formation » (1969).
Lecture : en 2005, 83 % des jeunes âgés de 20 à 24 ans déclarent détenir un diplôme de l'enseignement supérieur, un baccalauréat, un BEP, ou un CAP. *A contrario*, 17 % des jeunes n'ont pas de diplôme du second cycle du secondaire, soit 133 000 jeunes en moyenne par classe d'âge.

Source : estimations DEPP à partir des enquêtes Emploi de l'INSEE (moyennes annuelles depuis 2003)

Proportion of the population having at least an upper secondary education qualification (2005)



* Les enseignements de second cycle d'une durée inférieure à 2 ans (en régime normal) ne sont normalement pas pris en compte, excepté au Royaume-Uni.

Source : OCDE, édition 2007 de *Regards sur l'éducation* (à partir des enquêtes sur les forces de travail)

11

Nearly half of the children of working-class parents born around 1980 are *baccalauréat* holders. The *baccalauréat* qualification and higher education have become more easily accessible to the various socio-economic groups, but significant inequalities persist between the general, technological and vocational courses.

The quantitative development of secondary and higher education has made it much more accessible to a much wider population. This accessibility as well as its limitations can be assessed by examining to what extent the children of different socio-economic groups reach the *baccalauréat* and higher educational levels, and what qualifications 20 to 24 year-olds obtain.

In the 1940s generation, more than two out of three children of managers obtained the *baccalauréat*, compared with only 6% of the children of working-class parents. Among the latest generations born around 1980, nearly half of the children of working class parents obtained the *baccalauréat (chart 01)*. This progress was particularly rapid during a ten-year period, for the generations born between 1964 and 1968, and 1974 and 1978. In this respect, the significant quantitative development that took place in the late eighties helped reduce schooling inequalities.

The increase in the proportion of general baccalauréat holders amongst children from "underprivileged" backgrounds is one of the objectives set by the ministry, targeted by the policy designed to promote equal opportunities (Law of 31 March 2006), the monitoring of which is subject to a LOLF indicator (Organic Law on Budget Acts): the estimated figure is 18% in 2006, with the target set at 20% for 2010.

Thanks to the progress made in secondary education, access to higher education has considerably increased in the 1990s. Approximately 53% of 20 and 21 year-olds claim they have enrolled in higher education since 2000. In the space of two decades, the possibility of taking higher education courses has more than tripled for the children of working-class parents, without however bridging the gap with the children of managers (roughly 40 points: *chart 02*).

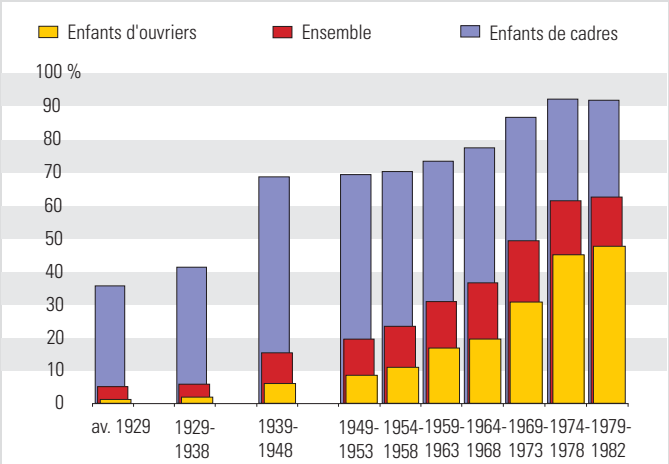
In 2005, over half of 20 to 24 year-olds claimed they have had access to higher education (see *indicator 27*); 9% claimed their highest qualification is a technological or vocational *baccalauréat* and 17% a CAP (Vocational Training Qualification) or BEP (Certificate of Technical Education, *chart 3)*. Children of working-class parents and clerical workers are more frequently holders of technological and vocational secondary education qualifications than the children of managers (38% compared with 14%). Compared with their elders, who were 20 to 24 years old ten years before, more young people continued with higher education in 2005. Conversely, they less frequently have a CAP or BEP as highest qualification and are less often without any qualification from the upper secondary education . Despite a significant decrease, this situation persists among the children of working-class parents: 23% of them were without a qualification in 2005 compared with 7% of managers' children.

The data of the three charts is taken from INSEE's surveys. Chart 01 relates to generations, i.e. young people born in the same year. This data is taken from INSEE's FQP (vocational training and qualification) and Employment surveys. Chart 02 relates to overall populations of young people aged 20 and 21, who have begun studying in the last two years (actual age at the beginning of the year). This data is taken from INSEE's surveys on Employment, the first two quarters since 2003. Annual results have been evened out (average of the last three measurements) to improve representation. Chart 03 relates to overall populations of young people aged 20 to 24 (actual age at the time of the survey). Young people's educational level is defined, initially depending on whether or not they have pursued higher education, then on their highest qualification. This perspective makes it possible to distinguish young people who have had access to higher education and, in most cases, are still studying, from those who most often are no longer studying and whose highest qualification is noted. This chart details the results from 02. The "socio-economic background" is traditionally the socio-economic category of the parents, with priority given to the father. The socio-economic category of a retired or unemployed person is normally that of the last occupation held. The mother's occupation is used instead of the father's when the father is absent or deceased.

Source: INSEE, surveys on Employment and Vocational Training and Qualification.
Scope: mainland France.

educational level according to socio-economic background

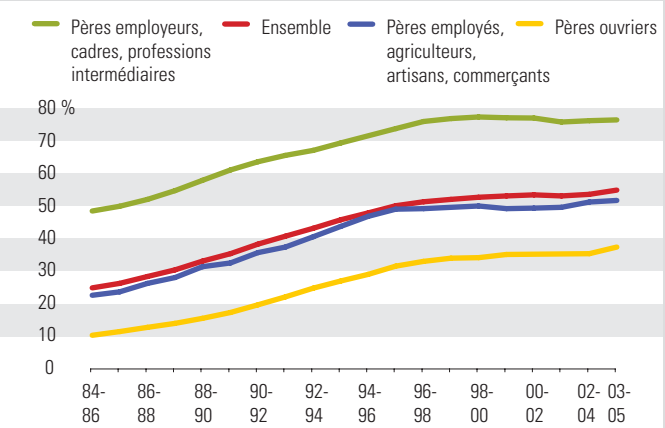
01 *Baccalauréat* obtained by generation and by socio-economic background



Lecture : parmi les jeunes nés de 1979 à 1982, 89 % de ceux dont le père est cadre sont bacheliers, contre 48 % des jeunes de père ouvrier. 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 : calculs LASMAS et DEPP à partir des enquêtes Formation et qualification professionnelle et Emploi de l'INSEE

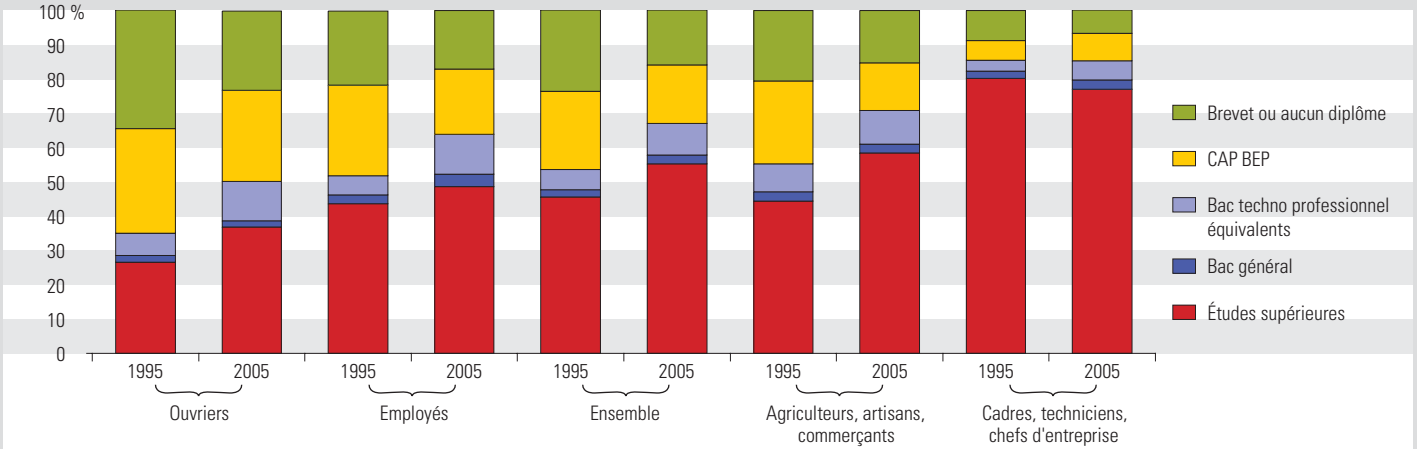
02 Access to higher education of 20 to 21 year-olds according to their socio-economic background, between 1984 and 2005



Lecture : 76 % des jeunes de 20 ou 21 ans dont le père est employeur ou exerce une profession supérieure ou intermédiaire suivent (ou ont suivi) des études supérieures autour de 2004. Pour plus de représentativité, les données de ce graphique sont des moyennes des données enregistrées trois années consécutives.

Source : calculs DEPP à partir des enquêtes Emploi de l'INSEE, 1984 à 2005 (deux premiers trimestres depuis 2003).

03 Qualifications obtained by 20 to 24 year-olds according to their socio-economic background (in 1995 and 2005)



Lecture : en 2005, sur 100 enfants d'ouvriers âgés de 20 à 24 ans, 37 ont eu accès à l'enseignement supérieur. Parmi les autres, 26 indiquent comme diplôme le plus élevé un certificat d'aptitude ou un brevet d'études professionnelles, 12 un baccalauréat technologique, professionnel ou assimilé et 2 un baccalauréat général. Au total, 77% de ces jeunes ont au minimum un diplôme du second cycle de l'enseignement secondaire, contre 93 % des enfants de cadres et techniciens.

Source : calculs DEPP à partir des enquêtes Emploi de l'INSEE de 1995 et 2005 (moyenne annuelle)

12

The exposure to unemployment of the least qualified young people is particularly worrying.

The unemployment rate of young people available for work aged between 15 and 24 reached on average 21% in 2005 *(chart 01)*; however, the unemployed represent only 9% of the overall population in these age categories, as a large part of them are not economically "active" because they are still in the education system *(table 02)*.

Youth unemployment is "oversensitive" to trends in the labour market. In response to the slight increase (+ 0.7%) in the number of employees in the commercial sector between the fourth quarters of 2004 and 2005, the youth unemplyment rate was stable in 2005. Since then, between the fourth quarters of 2005 and 2006, the consequences of the more significant upturn in employment rates (+ 1.1%) on young people's employment conditions will be felt in in 2006 **[1] [2]**.

The risk of unemployment for young people without a qualification was particularly high in 2005. Céreq's "generation 2001" survey highlights the differences in terms of exposure to unemployment experienced by young people from different levels of education in the last few years. The shortest unemployment periods concern graduates in paramedical and social studies. Young people holding BTS (Higher Technician Certificate) and DUT (University Diploma in Technology) qualifications, as well as technological and vocational *baccalauréats*, are also less affected than graduates of a general upper secondary education *(table 03)*. Conversely, young people who left the education system without a qualification spent most of the three years following the end of their studies looking for a job. A significant proportion of them has not as yet even held a job.

Compared with the other member States of the European Union, France has a high *unemployment rate* amongst 15 to 24 year-olds, but a *percentage* of unemployed 15 to 24 year-olds close to the European average. Countries with similar percentages of young unemployed, such as the UK and Italy with 8% or the Netherlands or Hungary, with 5 to 6%, can have fairly different unemployment rates, lower in the countries with high activity rates (the UK and the Netherlands) than in the countries with low activity rates among young people (Hungary and Italy). The level of young people's participation in the labour market is often connected with the frequency of the study-work combination, which is not as common in Latin countries.

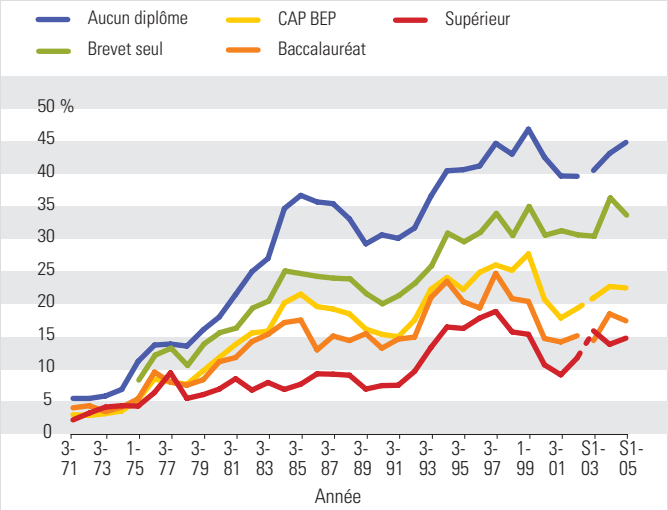
It should also be noted that the *duration* of youth unemployment varies significantly between countries, with most of the recently unemployed young people (1 or 2 months) in Denmark, Sweden and Finland, unlike Hungary and the Netherlands.

[1] See *Premières informations* and *Premières synthèses* no. 25.3, DARES, June 2007.
[2] The data from the 2006 survey on Employment was not available during the preparation of this issue.

The denominator of an unemployment "rate" is the entire economically active population seeking or with a job or formerly fulfilling their military service (until 2001). Conversely, the denominator of the percentage (or proportion) of unemployed 15 to 24 year-olds is the entire population of this age. Chart 01 and table 02 are based on INSEE's surveys on Employment. The international chart is inspired by European labour force surveys, based on the somewhat particular scope of national surveys such as the survey on Employment. Young people whose duration of unemployment is unknown are added to those who have been unemployed for at least 3 months; this results in the overestimation of the percentage of people who have been unemployed for at least 3 months. Unemployment rates per level of qualification (chart 01) relate to young working people who are not pursuing their studies. Higher education graduates are under-represented at this age and have less experience on the labour market than less qualified young people (with equal experience on the labour market, the higher unemployment rate of less qualified people would be even more significant). Table 03 is taken from Céreq's "Generation 2001" survey; it relates to the employment conditions of those who left the education system in 2001, between the autumn of 2001 and 2004.

Source: Eurostat; INSEE's surveys on Employment; Céreq's Generation 2001
Scope: European Union, mainland France

01 Unemployment rates amongst young people available for work and aged 15 to 24, according to their level of qualification (1971-2005)



Lecture : depuis le milieu des années soixante-dix, les jeunes actifs ont été durement confrontés au chômage, en particulier les moins diplômés (ces « jeunes actifs » sont âgés de 15 à 24 ans en début d'année ; ceux de 2005 sont nés de 1980 à 1989).

Source : calculs DEPP à partir des enquêtes Emploi de l'INSEE (moyenne des deux premiers trimestres à partir de 2003)

02 Youth unemployment and general unemployment

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
Année 2003	20,1	8,4	9,7	6,9
Année 2004	21,3	8,9	9,9	6,9
Année 2005	**21,4**	**8,9**	**9,8**	**6,8**

Source : calculs DEPP à partir des enquêtes Emploi de l'INSEE (moyenne annuelle à partir de 2003)

03 Unemployment and lack of employment between 2001 and 2004, according to the level of qualification

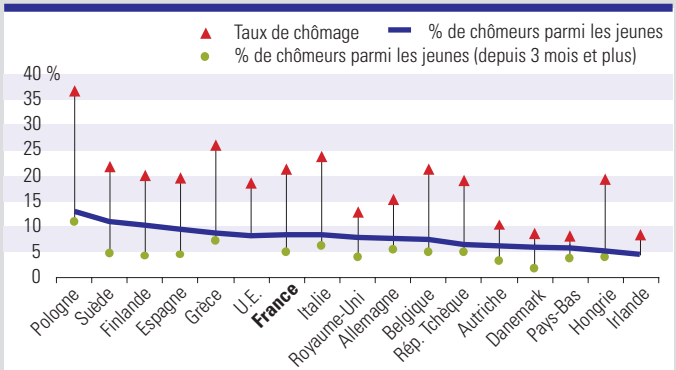
en %

	de 2001 à 2004		En 2004
	Part du temps passé au chômage	% de jeunes n'ayant jamais connu d'emploi	Taux de chômage
Doctorat, DEA, DESS	13	3	11
Écoles	12	1	8
Maitrise, licence, DEUG	11	4	12
Formations paramédicales et sociales	1	0	2
DUT, BTS	10	1	9
Total diplômés du supérieur	**10**	**2**	**9**
Baccalauréat et études supérieures	13	5	18
Total enseignement supérieur	**11**	**3**	**11**
Bac technologique ou professionnel (sans études supérieures)	10	2	13
CAP ou BEP	13	3	14
Terminale bac sans diplôme	15	3	20
Terminale CAP ou BEP sans diplôme	25	8	31
1er cycle de l'enseignement secondaire, 1ère année de CAP ou BEP	34	22	40
TOTAL	**14**	**5**	**16**

Lecture : les jeunes diplômés des BTS et DUT ont été au chômage 10 % du temps écoulé entre l'interruption de leurs études en 2001 et l'enquête en 2004.
Par ailleurs, 1 % de ces jeunes n'a jamais occupé d'emploi au cours de cette période et 9 % de ceux qui se présentent sur le marché du travail (économiquement *actifs*) sont chômeurs en 2004.

Source : Génération 2001, CEREQ

Unemployment rate and % of unemployed 15 to 24 year-olds in different European Union countries (2005)



Lecture : en Pologne, le taux de chômage des jeunes actifs âgés de 15 à 24 ans atteint 37 % ; les chômeurs représentent 13 % de l'ensemble des jeunes de cet âge, 10 % étant au chômage depuis au moins 3 mois.

Source : statistiques Eurostat à partir des enquêtes communautaires sur les forces de travail (moyenne annuelle 2005)

13

When starting a career, socio-economic status depends on the qualification obtained. As they have higher qualifications, young working women generally have more qualified positions than men. A higher education qualification significantly enhances the salary and career, substantially more so for men than women.

The chances of having a higher or intermediate occupation (manager, teacher, doctor, lawyer, nurse, technician or commercial representative) depend above all on the level of qualification and not so much on the socio-economic background. Therefore, by the start of their career, 79% of graduates from a long higher education curriculum in or seeking a job, held a higher or intermediate occupation in 2005, compared with 56% of graduates from a shorter curriculum and 24% of *baccalauréat* holders *(chart 01)*. A graduate from longer higher education courses therefore has a 23-point advantage over a graduate from a shorter course in higher and intermediate occupations. With the same higher education qualification from a longer curriculum, the children of teachers, managers or parents with intermediate occupations have a more moderate advantage, 7 points, over the children of working-class and clerical parents or independent workers.

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. This is mostly due to their higher qualifications as, at the same qualification levels, their access to these occupations is more limited than men's. For comparable socio-economic categories, women work in the public sector more often than men, with notably a higher proportion of teachers.

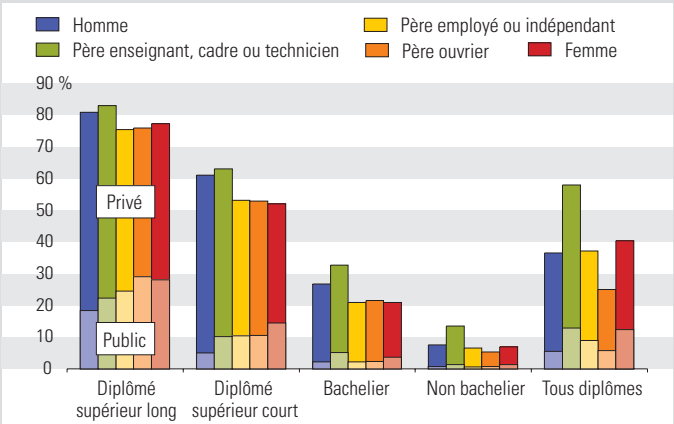
With regard to the occupation and responsibilities held, the salary level also depends on the level of qualification, more markedly for men. Between the ages of 30 and 34, higher education graduates from a longer curriculum, both men and women, receive a median salary 1.7 times greater than that of people without a qualification *(chart 02)*. This difference in remuneration increases with age and as careers develop, more so for men than women (2.4 compared with 2.1 between 50 and 54 years old). Higher education graduates from a longer curriculum also have a substantial advantage over those from a shorter curriculum (DUT – University Diploma in Technology, BTS – Higher Technician Certificate, qualifications from paramedical and social studies), as their median salaries are 1.2 (women) to 1.3 (men) times higher between the ages of 30 and 34.

Looking at salaries and income of independent workers, over two thirds of higher education graduates receive more than the median remuneration in the different OECD countries *(chart 03)*. The extent of the higher income brackets reflects the profitability of higher education. Conversely, the extent of the lower brackets highlights the significance of low-paid jobs occupied by higher education graduates. Thus, the proportion of badly paid graduates is very low in Eastern European countries such as Hungary, the Czech Republic and Poland, which is concommitant with the low development of part-time jobs in these countries.

Chart 01 relates to young people who completed their initial education in the last 2 to 9 years and who are economically "active" (in or seeking a job). Occupation groups include:entrepreneurs and higher and intermediate occupations on the one hand; manual workers on the other; and finally clerical workers, farmers, tradesmen and shopkeepers. The public sector covers State, regional and healthcare public service positions but not public corporations. Chart 02 indicates the "median" salary of full-time workers, including bonus pay; the median salary splits the population into two equal groups, those paid more and those paid less. Higher education qualifications from a "long" curriculum are degrees from Grandes Écoles and second and third University cycles. Higher education qualifications from a "short" curriculum are DUT, BTS, DEUG (General University Diploma awarded after a two-year cycle) diplomas and qualifications from paramedical and social studies. Chart 03 provides a breakdown of higher education graduates from a long curriculum (ISCED levels 5A and 6, see indicator 09) according to their remuneration brackets represented by salaries or independent workers' income (on an annual basis). These remuneration brackets are defined in relation to the median income of 25 to 64 year-olds occupying a job, all levels of education taken together. These brackets are estimated, in France, based on monthly salaries reported to the surveys on Employment (the results hardly vary when independent workers' income is integrated).

Source: OECD and MEN-MESR-DEPP based on INSEE's surveys on Employment
Scope:mainland France.

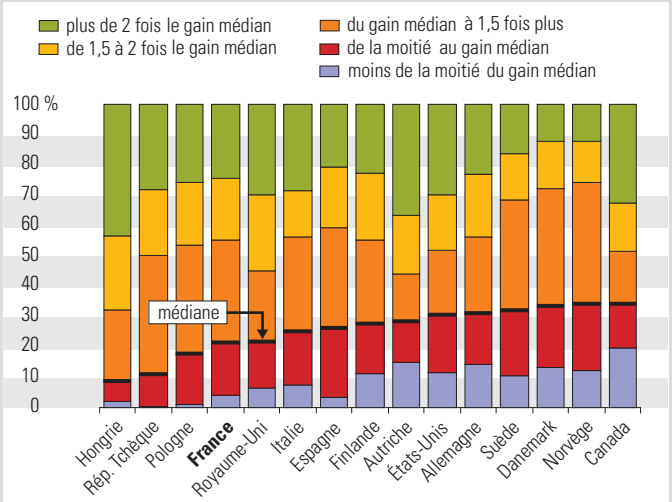
01 Access to a higher or intermediate occupation based on qualifications, gender and socio-economic background (2005)



Lecture : sur l'ensemble de l'année 2005, parmi les diplômés de l'enseignement supérieur long (histogrammes de gauche), 81 % des hommes exercent une profession supérieure ou intermédiaire (dont chef d'entreprise), pour 77 % des femmes, 76 % des jeunes dont le père est ouvrier et 83 % de ceux dont le père est cadre. Ces mêmes proportions fluctuent entre 52 % et 63 % pour les diplômés du supérieur court, entre 21 % et 33 % pour les bacheliers et entre 5 % et 13 % en deçà du baccalauréat.
Champ : personnes sorties de formation initiale depuis 2 à 9 ans (entre 1996 et 2003) et occupant ou recherchant un emploi.

Source : calculs DEPP à partir des enquêtes Emploi 2005 de l'INSEE (moyenne annuelle)

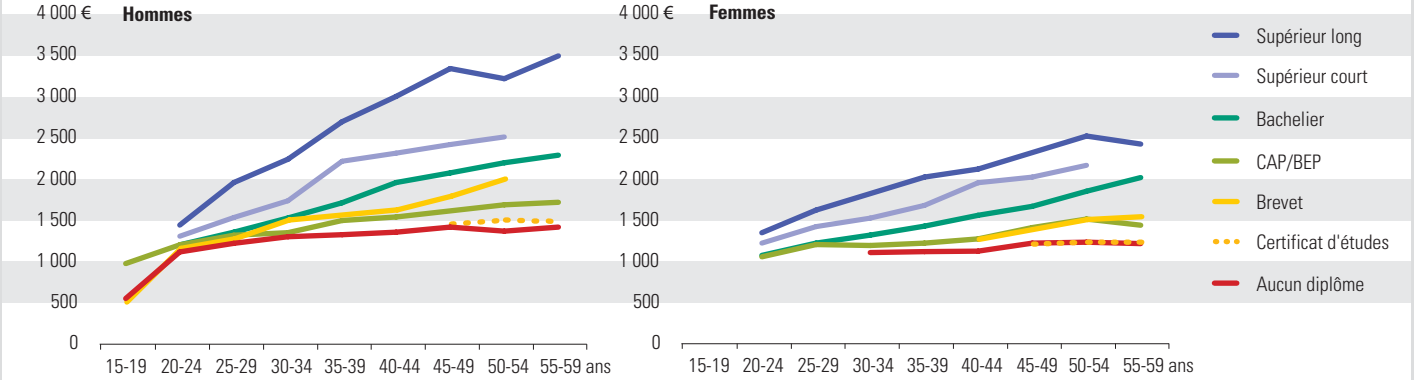
03 Breakdown of higher education graduates' remuneration in different countries (2005)



Lecture : environ 90 % des diplômés de l'enseignement supérieur long (CITE 5A ou 6) de Hongrie et de République tchèque déclarent une rémunération supérieure au gain médian de la population âgée de 25 à 64 ans, selon les enquêtes sur les forces de travail de 2005 (ou 2004 dans plusieurs pays).
Champ : diplômés de l'enseignement supérieur long (CITE 5A ou 6) âgés de 25 à 64 ans et occupant un emploi.

Source : OCDE, édition 2007 de *Regards sur l'éducation*

02 Monthly salaries reported in 2005, based on 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 déclare au cours de l'année 2005 percevoir un salaire net mensuel d'au moins 3 200 € (primes incluses) et la moitié des femmes un salaire d'au moins 2 500 €. 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 2005.

Source : calculs DEPP à partir des enquêtes Emploi 2005 de l'INSEE (moyenne annuelle)

14

Because of their greater skills in French, girls are more successful educationally than boys and reach higher levels of qualification. They represent the majority of *baccalauréat* holders and students but are less represented in scientific and industrial training programmes.

Close to boys in terms of mathematical or scientific ability, girls are however significantly ahead of them in French or written comprehension during national and international assessments of academic knowledge *(indicator 16)*.

Therefore girls have an easier or smoother education than boys. Among the pupils of the 1989 panel, whose educational career was monitored until completion of their higher education, there are many more boys who did not pass the *baccalauréat* (14 points difference), while girls are becoming higher education graduates more often (10 points ahead, *chart 01*). In most OECD countries, with the notable exception of Germany but markedly so in Finland, 25 to 34 year-old women are now ahead of men of the same age in obtaining a higher education qualification.

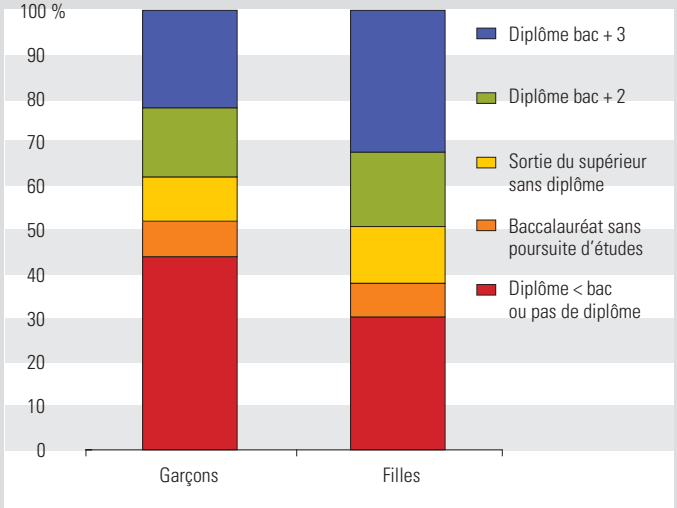
With more and younger access to the *baccalauréat* than boys, girls' success in this examination is higher in almost all sections and they represent the majority of *baccalauréat* holders: 53% at the 2006 session and 57% amongst general *baccalauréat* holders, even though these proportions have decreased slightly in the last two sessions. Even if the contrasts tend to diminish slightly, the female presence remains very uneven depending on the section. In the general sections, massively represented in literature (81.5% of the 2006 session graduates, i.e. 2 points below the maximum level recorded in 2002), and in the majority in economic and social sections (64%), girls are in the minority in the S section despite recent improvements (46% at the 2006 session, i.e. 4 points more than the early 90s). In the technological section, tertiary specialties remain the domain of girls (61.5% of STG *baccalauréat* holders, down more than 4 points these last few years and 96% in SMS section) and industrial specialties that of boys (91% in STI section). The proportion of girls in all scientific sections (S, STI, STL), expected to increase to 45% within the framework of the LOLF (Organic Law on Budget Acts), has improved a little and is currently at 39%. Among vocational *baccalauréat* holders, girls remain largely under-represented (42%) *(Chart 02)*.

The same applies to vocational courses leading to a CAP or BEP (ISCED 3C vocational qualification). Generally fewer in number than boys, girls are still over-represented in tertiary specialties (71%) but largely absent from the production sector (13.5%) despite some improvements observed in the last few years *(table 03)*.

These differences in orientation are confirmed in the choice of higher education *(table 04)*. The large majority of new enrolments in literary university courses (three in four), law and healthcare (two in three), girls are more reluctant than boys to commit to more selective or competitive courses (44.4% of enrolments in CPGE – Preparatory classes for *Grandes Écoles*, and 37.4% in IUT – University Institute of Technology, in 2006).

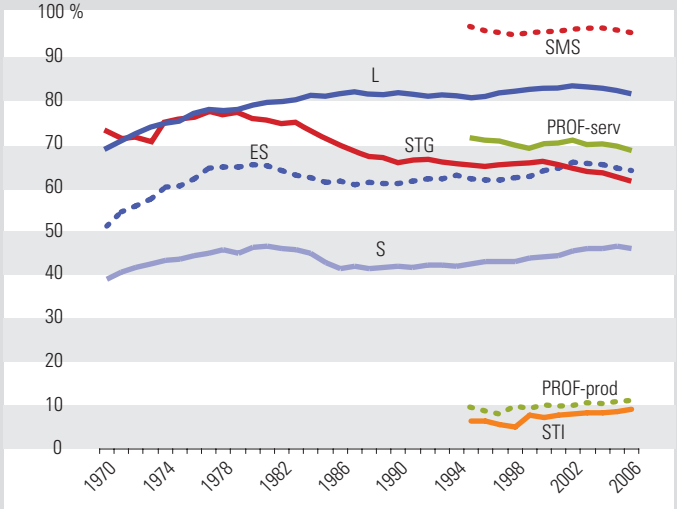
Source:MEN-MESR-DEPP (notably the data from the panel of pupils who started their *sixième* class in 1989).
For international comparisons: OCDE-CERI.

01 Level of qualification reached by boys and girls from the 1989 panel



Source : MEN-MESR-DEPP

02 Proportion of female *baccalauréat* holders per section between 1970 and 2006



Source : MEN-MESR-DEPP

03 Girls and boys in the final year of CAP or BEP according to training speciality

métropole + DOM

	2000		2006	
Groupe de spécialités	**Effectif**	***% Filles***	**Effectif**	***% Filles***
Transformations	11 174	*24,1*	13 335	*28,6*
Génie civil, construction, bois	18 244	*6,2*	20 949	*8,2*
Matériaux souples	9 142	*95,3*	7 571	*93,4*
Mécanique, électricité, électronique	73 165	*2,1*	64 323	*2,6*
Production	**113 061**	***12,6***	**107 392**	***13,5***
Commerce, vente	24 275	*65,6*	32 403	*58,4*
Comptabilité, gestion	35 144	*58,4*	26 369	*54,2*
Secrétariat, bureautique	29 615	*95,6*	25 048	*94,6*
Sanitaire et social	18 764	*96,2*	22 145	*94,3*
Hôtellerie, tourisme	13 784	*51,3*	13 413	*50,4*
Coiffure, esthétique, serv. aux personnes	8 115	*96,5*	11 216	*97,0*
Services aux collectivités	6 136	*78,4*	5 383	*73,9*
Services	**144 246**	***73,3***	**145 733**	***70,7***
Ensemble des formations	**257 307**	***46,7***	**253 125**	***46,4***

Source : MEN-MESR-DEPP

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

métropole + DOM

	2000	2006
Droit	68,8	65,5
Économie	54,8	51,6
Lettres	76,4	74,5
Sciences	39,0	40,0
Santé	66,3	64,8
IUT	39,3	37,4
Ensemble université (1)	**57,6**	**57,3**
CPGE (2)	43,3	44,4
STS (2)	50,5	49,4
Ensemble	**54,7**	**54,1**

(1) Champ SISE soit 81 universités et les 2 centres universitaires de formation et de recherche.
(2) Informations disponibles pour les CPGE et STS sous tutelle du ministère de l'Éducation nationale, soit tous les élèves du public, et 95 % des élèves des STS privées et 100 % des élèves des CPGE privées en 2006.

Source : MEN-MESR-DEPP

15

Following the 2000 Lisbon summit, European countries defined major objectives in terms of education and vocational training, in the perspective of a dynamic, knowledge-based economy.

At the 2000 Lisbon summit, European governments agreed to promote a society and economy in which the development of knowledge would play an increasingly important role. To this end, statistical analysis and shared evaluation should enable the identification and progression of successful policies. In 2003, five objectives were established on priority education and vocational training issues: widespread development of the upper secondary education, reduction in the number of early dropouts, development of adult "training", improvement in basic reading skills and an increase in the number of science and technology graduates.

In order for younger generations to acquire academic knowledge in line with the notion of a knowledge-based economy, the objective is to reach 85% of graduates from the upper secondary education by 2010, throughout the European Union. In 2006, this was only the case for 78% of young people approximately 22 years old (82% in France). Expected progress is therefore 7 points in five years, following a 1 point improvement since 2000. Scientific ability is crucial. The target of a 15% increase in the number of higher education graduates in science and technology in ten years was met in 2003.

At the same time, fighting school failure and early dropouts is an important issue in order to improve social cohesion. A 20% decrease in the proportion of weaker readers is hoped for by 2010, i.e. 15.5% of 15 year-olds at the lowest performance levels in international tests.

There were as many poor readers in 2003 as in 2000, according to an estimate of European Union countries participating in the tests *(chart 02)*. In addition, the proportion of early dropouts among young people should be under 10% by 2010, compared with 15% in 2006 (13% in France), and approximately 18% in 2000.

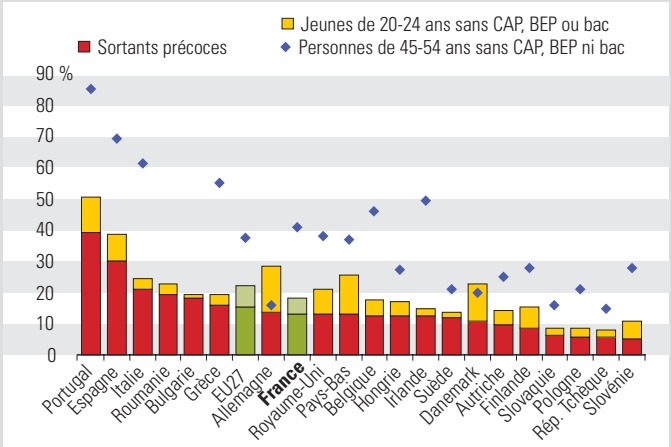
The differences in "educational level" between countries are generally longstanding. Thus, in all countries with less than 10% early dropouts among young people, a very large proportion of their parents, born around 1950, had already successfully completed an upper secondary education *(chart 01)*. In these countries, secondary education has been widely accessible for a long time.

The increase in the proportion of adults taking classes or training courses should also contribute to the overall development of knowledge. The European objective is to increase the proportion of 25 to 64 year-olds who took these courses in the past month to 12.5% by 2010, compared with a 9.6% average in 2006: the 7.5% proportion in France remains far below the norm in Scandinavian countries, Great Britain or the Netherlands *(chart 03)*.

The five numeric targets were defined by the Council meeting of 5 and 6 May 2003.
The reference for early dropouts is the proportion of 18 to 24 year-olds who are not pursuing any studies and with an ISCED level of 2 or less.
The reference for the widespread development of secondary education is the proportion, among the entire 20 to 24 year-old population, of young people with an ISCED level of 3 and above (see page 76).
The reading skill threshold is the proportion of young people able to relate a simple text to everyday life.
Charts 01 and 03 are based on European labour force surveys (such as the French survey on Employment), processed by Eurostat.
Chart 02 is based on the programme for international student assessment (PISA), processed by the OECD.
In chart 03, participation in a class or training course is envisaged based on questions, similar in the different countries, on these classes inside as well as outside the traditional education system (companies, associations, town halls...).
Indicators on secondary education success and adult training are not immediately comparable with the previous ones, as they now relate to the entire year (annual average) instead of one quarter.

Source: Eurostat, OECD

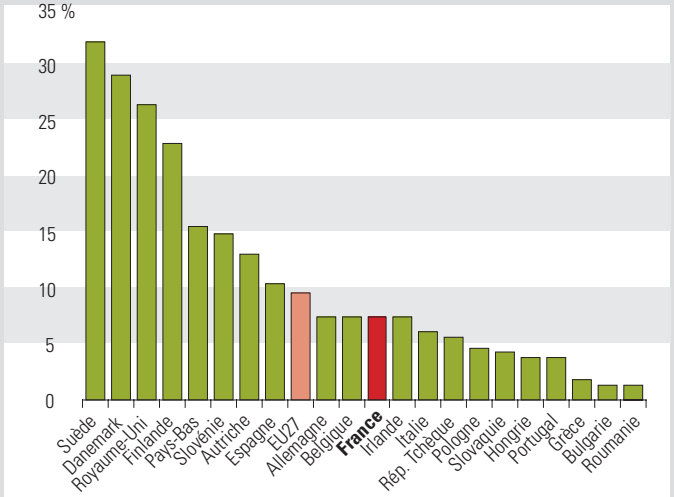
01 Early dropouts and populations without a qualification from the upper secondary education (2006)



Lecture : en France, 13 % des jeunes de 18 à 24 ans qui ne poursuivent pas d'études ni de formation n'ont ni CAP, ni BEP, ni baccalauréat et sont sortants précoces, en 2006. Poursuivant ou non des études, 18 % des jeunes âgés de 20 à 24 ans, n'ont, de même, ni CAP, ni BEP, ni baccalauréat (c'est le complément à 100 du critère de référence de 82 % de diplômés du second cycle du secondaire). Dans les générations de leurs parents (nées de 1947 à 1956), 4 personnes sur 10 sont dans ce cas.
NB : tous les états-membres n'ont pu être représentés sur ce graphique.

Source : calculs Eurostat à partir des enquêtes communautaires sur les forces de travail

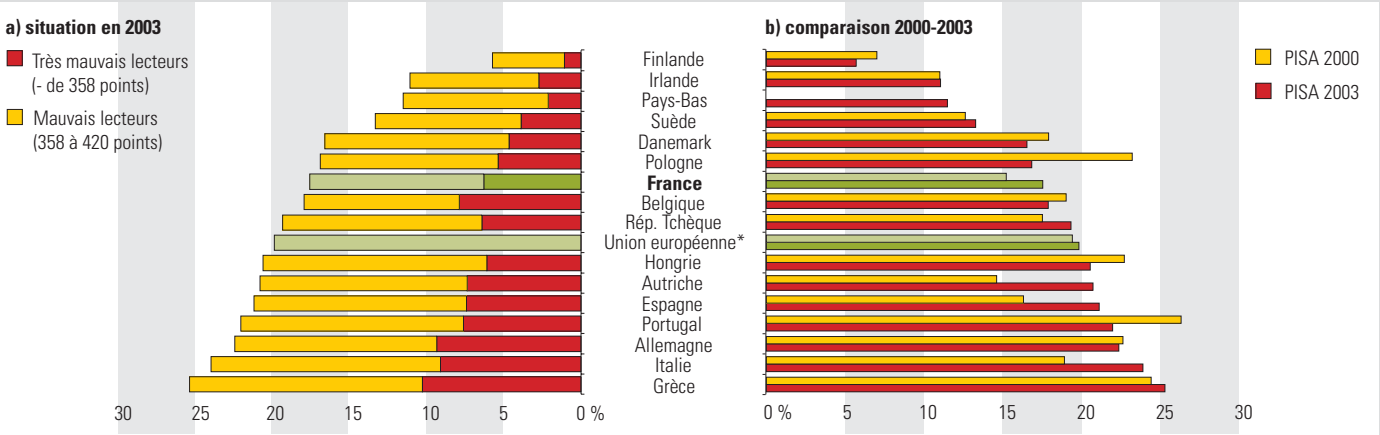
03 Adults who pursued education or training in the month before the survey (2006)



Lecture : en France, 7,5 % des personnes âgées de 25 à 64 ans ont, en 2006, suivi des cours ou une formation au cours du dernier mois, tous niveaux d'études confondus (moyenne annuelle).
NB : tous les états-membres n'ont pu être représentés sur ce graphique.

Source : calculs Eurostat à partir des enquêtes communautaires sur les forces de travail

02 Proportion of 15 year-olds with poor reading skills (PISA)



* Estimation de la commission européenne à partir des résultats de 16 pays
Lecture : selon les tests de littéracie de l'enquête de 2003, les enfants de 15 ans sont, en France, pour 6 % de très mauvais lecteurs (moins de 358 points) et pour 11 % de mauvais lecteurs (entre 358 et 420 points), soit un total de 17 % (moins de 420 points), contre 15 % en 2000.

Source : calculs OCDE à partir des données du programme international pour l'évaluation des élèves (PISA)

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The proportion of pupils mastering the required basic skills in French and mathematics at the end of primary school and *collège* was assessed in 2007. This proportion varies depending on the educational level and subject, from 80% to 90%.

Pupils' knowledge of basic skills in French and mathematics at the end of primary school and *collège* was evaluated in 2007. The definition of basic skills was established with reference to the programmes, in the perspective of the common foundation of knowledge and skills. Several tests, in the form of MCQs (multiple choice questions), were designed and tested by groups of experts in each discipline associated with the DEPP's evaluation experts. The skills selected do not include those related to oral and written expression. Following the analysis of the test results, a level of requirement was set, i.e. the threshold above which pupils are considered as having mastered basic skills.

At the end of the CM2 class, 86.3% of the pupils have a command of basic skills in French and 89.8% in mathematics *(chart 01)*. At the end of the *troisième* class, these proportions are respectively 79.9% in French and 89.4% in mathematics *(chart 02)*.

The proportion of girls mastering basic French skills in primary school is higher than that of boys (89% compared with 83.7%). At the end of *collège*, the gap increases (74.5% of boys versus 85.5% of girls). Conversely, boys have an advantage over girls in primary school mathematics (91.1% versus 88.1%), which disappears in the *troisième* class, where the proportion of pupils mastering basic skills is the same for girls and boys (89.4%).

Pupils who are behind by the end of the CM2 class represent 16.5% of the sample. In the *troisième* class, 35.6% of the pupils are at least one year behind. At the end of primary school as well as *collège*, the proportion of pupils mastering basic skills in French or mathematics is significantly lower amongst pupils who are behind. This observation alone is not sufficient to condemn class repeats but it confirms the result of studies highlighting their inefficiency **[1]**.

This data is also calculated for priority education pupils. *Indicator 05* therefore provides the results of the schools and *collèges* who are part of the *"réussite scolaire"* (educational success) network as well as those from the *"ambition réussite"* (ambition success) network.

In March 2007, representative samples of approximately 8,000 CM2 and 8,000 troisième *pupils took one-hour tests in French and mathematics. The indicators are presented with their confidence interval at 95%, which indicates the margin of uncertainty associated with the sampling.*

Tests vary from one level to the next and the levels of requirement selected are specific to each subject and each educational level. This is why it is impossible to directly compare the results. Similarly, it would not be appropriate to compare these results with those of other evaluations without taking into account the requirements of these various evaluations. For example, JAPD tests are based on a less demanding notion of written comprehension than those selected here at the end of the troisième *class (indicator 08 and* ***[2]****).*

[1] "Class repeats during the compulsory schooling period: new analysis, same observations", *Les dossiers* no. 166, *MEN-DEPP*
[2] *Note d'information* no. 07.25, "Reading evaluations within the framework of the National Defence Preparation Day (2006)" *MEN-DEPP*

Source: MEN-MESR-DEPP
Scope: CM2 and *troisième* pupils enrolled in mainland France and overseas *départements* in March 2007

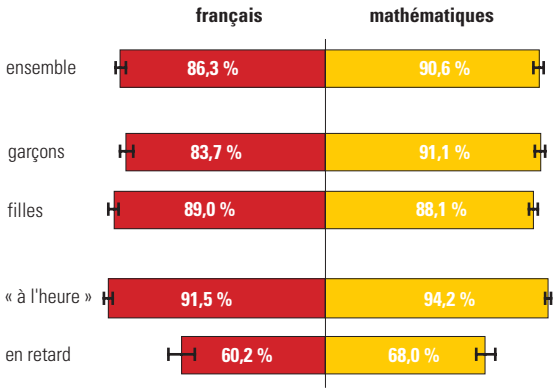
01 Proportion of CM2 pupils mastering basic skills in French and mathematics (March 2007)

En français, environ 86 % des élèves sont capables :

- *Lecture* : de chercher des informations en se référant à l'organisation d'un dictionnaire ; de comprendre globalement un texte littéraire ou documentaire court et d'y prélever des informations ponctuelles explicites
- *Maîtrise des outils de la langue* : de maîtriser partiellement l'automatisation de la correspondance graphophonologique ; d'identifier les principaux temps de l'indicatif pour les verbes les plus fréquents ; de reconnaître les règles les plus simples d'orthographe lexicale et grammaticale

En mathématiques, environ 90 % des élèves sont capables :

- *Connaissance des nombres et calcul* : de passer d'une écriture en lettres à une écriture en chiffres (ou le contraire), de comparer, d'additionner et de soustraire des nombres entiers naturels ; de reconnaître le double ou la moitié d'un nombre entier « familier » ; de passer d'une écriture en lettres à une écriture sous forme fractionnaire (ou le contraire) de fractions simples
- *Espace et géométrie* : de reconnaître visuellement un triangle, un triangle-rectangle, un rectangle, un carré ; de reconnaître par une représentation en perspective un cube ou un parallélépipède rectangle
- *Grandeurs et mesure* : de mesurer la longueur d'un segment ; d'utiliser les unités de mesure des durées (sans calculs)



Lecture : 86,3 % des élèves de CM2 maîtrisent les compétences de base en français. L'intervalle de confiance de cet indicateur est de ± 2,1 %

Source : MEN-MESR-DEPP

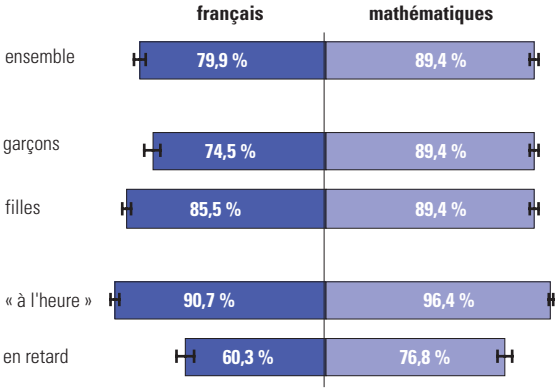
02 Proportion of *troisième* pupils mastering basic skills in French and mathematics (March 2007)

En français, environ 80 % des élèves sont capables :

- *Compréhension des textes* : de reconnaître un texte explicatif ; de distinguer les principaux genres de textes ; de prélever des informations explicites ; de faire des inférences simples ; et de donner une interprétation d'un texte sans difficulté de compréhension, à partir d'éléments simples
- *Maîtrise des outils de la langue* : d'identifier les structures syntaxiques fondamentales ; d'analyser les principales formes verbales ; de faire un emploi pertinent du vocabulaire courant ; de repérer différents niveaux de langue ; de reconnaître les règles d'orthographe et de ponctuation, d'usage courant

En mathématiques, environ 90 % des élèves sont capables :

- *Organisation et gestion de données, fonctions* : d'utiliser une représentation graphique dans des cas simples (lecture des coordonnées d'un point, lien avec un tableau numérique dans une situation de proportionnalité, détermination des données d'une série statistique) ; de calculer la moyenne d'une série statistique ; de traiter des problèmes simples de pourcentages
- *Nombres et calculs* : de comparer des nombres décimaux relatifs écrits sous forme décimale ; d'utiliser les opérations élémentaires dans une situation concrète
- *Grandeurs et mesure* : d'effectuer pour des grandeurs (durée, longueur, contenance) un changement d'unités de mesure (h min en min, km en m, l en cl) ; de calculer le périmètre d'un triangle dont les longueurs des côtés sont données ; de calculer l'aire d'un carré, d'un rectangle dont les longueurs des côtés sont données dans la même unité
- *Géométrie* : d'identifier des figures simples à partir d'une figure codée et d'en utiliser les éléments caractéristiques (triangle équilatéral, cercle, rectangle); d'écrire et d'utiliser le théorème de Thalès dans un cas simple; de reconnaître un patron de cube ou de parallélépipède rectangle



Lecture : 89,4 % des élèves de troisième maîtrisent les compétences de base en mathématiques. L'intervalle de confiance de cet indicateur est de ± 1,7 %

Source : MEN-MESR-DEPP

17

In 2006, more than a quarter of the domestic expenditure on education, i.e. 33.4 billion Euros, was devoted to primary education. Since 1980, the average expenditure on a pupil in the primary sector has risen by 79% at constant prices, reaching 4,990 Euros in 2006.

In 2006, expenditure on primary education (primary and pre-school education, special primary sector education and related activities) represented 33.4 billion Euros, a 0.8% increase on the previous year (at constant prices).

Approximately 40% of this sum came from regional authorities, mainly municipalities, who cover the remunerations of non-teaching staff (territorial agents at the service of pre-school education – ATSEM) as well as the operating and investment costs in primary schools. Personnel expenditure represents 76% of the total expenditure, including a little over 25% for non-teaching staff.

Between 1980 and 1992, the share of education expenditure devoted to the primary sector had continuously decreased from 28.9% to 26.4%, before rising slightly to 27.5% in 2006. Although the domestic expenditure on education, at constant prices, has increased overall by 84% in 26 years, the rise over this period was limited to 75% 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 been a sharp increase in the average expenditure per pupil: Between 1980 and 2006, this expenditure rose from 2,700 to 4,990 Euros, i.e. a 79% increase at constant prices (taking account of the change in calculation in 1999, *see methodology*). International comparisons of the average costs per primary education pupil show that in 2004 France is still below OECD average, significantly behind countries such as the USA or Sweden. Amongst European countries, only Spain and Germany present lower costs.

The average annual expenditure per pupil in pre-schools and primary schools has started to balance out since 1980, reaching approximately 4,150 Euros in 1997, thanks to improvements in the average number of teachers per pupil, and the major rise in expenditure on pre-school staffing by municipalities. Since 1998, the cost of a primary school pupil has again been higher than that of a pre-school pupil (by roughly 9% in 2006).

Between 1990 and 2006, the cost of education per pupil in the primary sector, calculated to take account at each date of the average number of years spent in pre-school and primary school, grew by 40%.

The amount of expenditure for the last year is provisional.

Primary 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, guidance counselling, healthcare at school, school supplies, school transport, remuneration of teaching personnel undergoing training courses etc., for the portion relating to primary schools.

The renovation of the education account results in an alteration of the amount of the average expenditure per pupil, which was only recalculated for the 1999-2005 period. The 1980 to 2005 trend is therefore the result of two separate trends: 1980 to 1999, "former basis", and 1999 to 2005, "new basis".

The international indicator is presented in the dollar equivalent converted using purchasing power parities, which are currency conversion rates enabling the specification of the purchasing power of various currencies in a common unit.

Source: MEN-MESR-DEPP
For international comparisons: OECD
Scope: mainland France + overseas ***départements*** taken together

01 Expenditure on primary education

métropole + DOM

	1980	1990	2000	2005	2006
DIE pour le premier degré *					
aux prix courants (en milliards d'€)	8,3	18,3	28,4	32,4	**33,4**
aux prix de 2006 (en milliards d'€)	19,1	23,6	32,0	33,2	**33,4**
Part dans la DIE	28,9 %	26,9 %	26,9 %	27,5 %	**27,5 %**
Dépense moyenne par élève * aux prix de 2006 (en €)	2 700	3 450	4 820	4 970	**4 990**
Structure du financement initial (en %) **					
État				51,8 %	**51,5 %**
dont MEN				*51,6 %*	*51,3 %*
Collectivités territoriales				41,2 %	**41,6 %**
Autres administrations publiques et CAF				1,8 %	**1,7 %**
Entreprises				0,0 %	**0,0 %**
Ménages				5,2 %	**5,2 %**

(*) La réévaluation de la DIE (voir *méthodologie indicateur 01*) s'applique à l'ensemble de la période 1980-2006.
Les dépenses moyennes par élève n'ont été recalculées qu'à partir de 1999.
(**) La structure du financement initial du premier degré a fait l'objet d'une nouvelle estimation à partir de 2003.

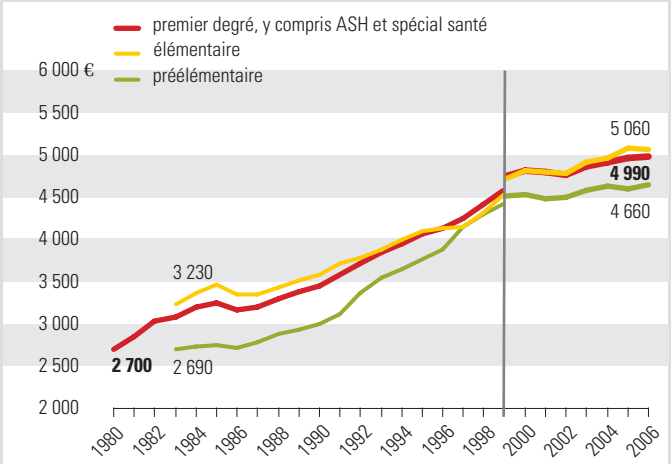
Source : MEN-MESR-DEPP

02 Cost of primary education (at 2006 prices) taking into account the average schooling duration and costs in 1990 and 2006

	1990		2006	
	en euros	en %	en euros	en %
Préélémentaire	9 900	34,2	14 910	36,6
Élémentaire	19 030	65,8	25 810	63,4
Total	**28 930**	**100,0**	**40 720**	**100,0**

Source : MEN-MESR-DEPP

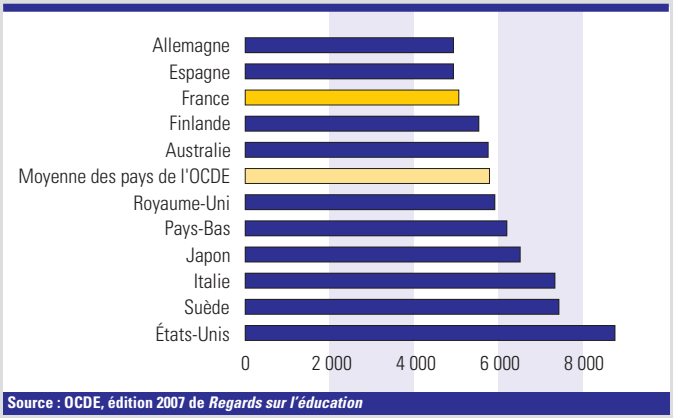
03 Average expenditure per pupil in primary education* at 2006 prices (1980-2006)



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

Source : MEN-MESR-DEPP

Average expenditure on a primary school pupil
Public et privé, en équivalents-dollars (2004)



Source : OCDE, édition 2007 de *Regards sur l'éducation*

18

Due to the demographic decrease, the primary sector has been able to improve education conditions in pre-school and primary schools. However, it is now facing a recovery in birth rates observed since 2000.

During the past few decades, school enrolments in the primary sector have seen three major trends:the development of school enrolment before the age of 6, a drop in the number of pupils due to the demographic decrease and the decrease in academic deficiency, and general improvement in pupils' education conditions.

In pre-school, the entry of 5 year-olds and later 4 year-olds, became increasingly widespread in the 1960s and 1970s. Nowadays, almost all 3 year-olds are enrolled in school, which is not the case for 2 year-olds, as their enrolment often depends on the number of places available and therefore the evolution of the 2 to 5 year-old population. Having remained at around one-third since the 1980s, the schooling rate of 2 year-olds has been decreasing in the last few years (chart 01), because of the demographic upturn since 2000.

In public and private primary schools and pre-schools, pupils have benefited from a marked reduction in class sizes. In pre-schools, this size, around 40 pupils until the early 1970s, was progressively reduced to around 26 pupils. In the primary sector, this trend is not as dramatic: the average class size, of nearly 30 pupils in the 1960s and 26 in the early 1970s, is now under 23 pupils.

This evolution is however accompanied by a decrease in the number of schools, from 68,000 in 1980 down to 64,000 in 1990 and less than 56,000 at the start of the 2006 school year, due to the disappearance of rural single-class schools (4,500 in 2006 compared with over 11,000 in 1980) and the grouping or merger of pre-schools and primary schools. Consequently, the breakdown of schools according to the number of classes is changing and shifting "upwards": fewer schools with 4 or less classes and more schools with 5 or more classes *(chart 02)*.

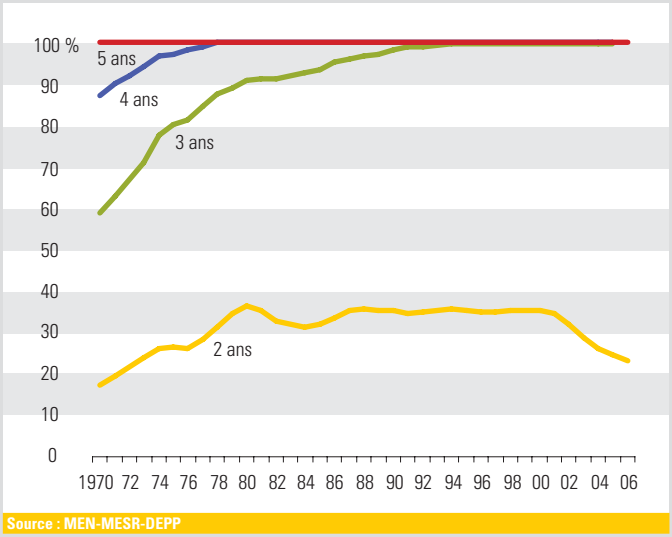
The maintenance or reinforcement of teaching staff numbers, when pupils' numbers were decreasing, had resulted in a continuous improvement in the *ratio* of teaching positions per 100 pupils (P/E), which came to a halt at the beginning of the 2003 school year and the average value of which was stable at around 5.33 at the beginning of the 2006 school year *(chart 03)*. In primary education, international comparisons are based on the opposite *ratio* of the average number of pupils per teacher, which amounted to 19.4 for France in 2005, compared with a little over 20 in the UK but only 15 in the USA and less than 11 in Italy.

Schooling rates per age group compare school populations, according to birth years, with populations of matching generations as per INSEE Census or assessment. Thus, the schooling rate of 2 year-olds was estimated at 23% in 2006. As only the children aged 2 at the beginning of the school year can enrol, approximately 35% of the children born between 1/01/2004 and 31/08/2004 were in fact enrolled at the start of the 2006 school year. 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. The data relative to pupil numbers and schooling rates may be inaccurate. Thanks to the help of education inspectors, we were however able to collect departmental information for the last two school years.

Source: MEN-MESR-DEPP-DGESCO
Scope:mainland France and mainland France + overseas *départements*, public and public + private, MEN.

01 Schooling rates of 2, 3, 4 and 5 year-olds (1970-2006)

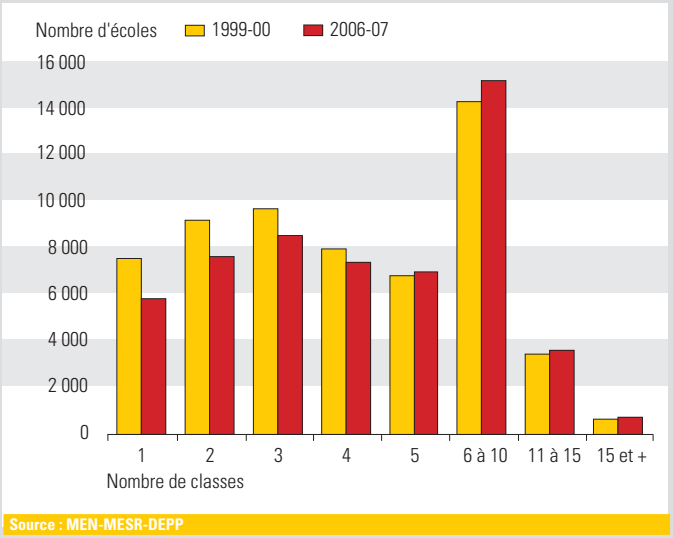
métropole



Source : MEN-MESR-DEPP

02 School breakdown according to the number of classes

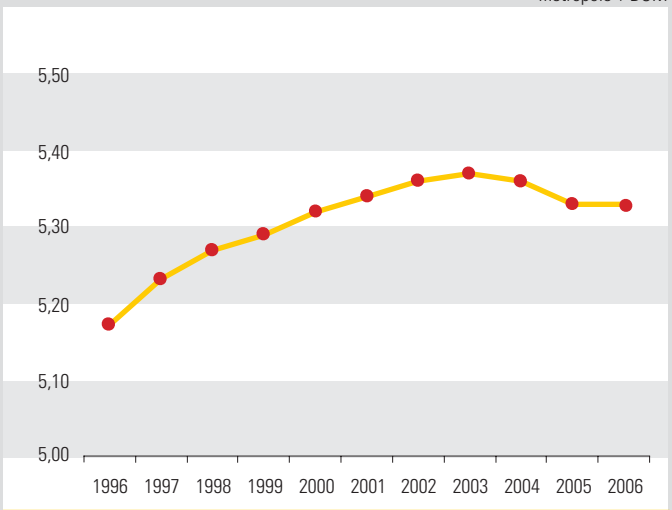
métropole + DOM, public et privé



Source : MEN-MESR-DEPP

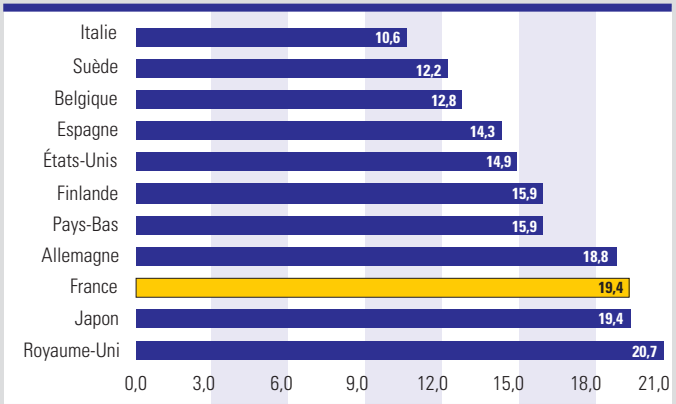
03 Ratio of the "number of teaching positions per 100 pupils" in the public primary sector (1996-2006)

métropole + DOM



Source : MEN-MESR-DGESCO

Average number of pupils per teacher in primary education (2005)



Source : OCDE, édition 2007 de *Regards sur l'éducation*

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Approximately half of the pupils have a more or less satisfactory command of the knowledge and skills expected by the programme. The other pupils have difficulties with regard to knowledge mobilisation and show limited ability in processing information. Among these pupils, 15% are in difficulty.

This evaluation, carried out in June 2006, makes it possible to assess pupils' degree of competency in the history, geography and civic education objectives defined in cycle 3. It relates to programme expectations, notably knowledge mobilisation ability (time and space orientation etc.) and the command of information processing skills (comprehension, interpretation, document analysis etc.).

CM2 pupils were divided into six groups according to their level of performance.

28% (groups 4 and 5) of the pupils demonstrate that they have acquired the expected academic knowledge by the end of primary education. They are able to mobilise their knowledge to interpret and connect various documents (texts, maps, charts, two-way tables etc.), give explanations and summaries of these documents. They master the expected concepts at the end of primary education in these disciplines.

Conversely, 15% (groups 0 and 1) of the pupils do not master the skills expected of them by the end of primary education. They have some knowledge of history and manage to answer some of the questions. They are able to use the visual supports familiar to them but experience major difficulties when asked to process several sources of information. 3% of them are in group 0: it is assumed that they experience difficulties in all academic disciplines.

Between these two extremes, 30% (group 3) of the pupils have an insufficient command of the skills expected of them by the end of primary education. They are able to process simple documents (short texts, maps and charts) but cannot explain or interpret documents. Their comprehension of the concepts specific to history, geography and civic education is fragile but provides a support for future *collège* education.

27% (group 2) of the pupils have limited skills and knowledge in these disciplines. They are able to recognise or describe characters, scenery or images and connect two pieces of information together. They have difficulty in using and connecting their fragmented knowledge.

Pupils' performance varies a lot depending on their education curriculum and orientation at the end of the CM2 class. 32% of the pupils who have never repeated a class and 30% of the pupils accepted in *sixième* class are from groups 4 and 5. On the other hand, nearly three in four pupils who have been held back in cycle 1 and 86% of those who will repeat the CM2 class are in groups 0, 1 or 2. Presumably, the 39% of pupils from groups 0, 1 and 2 admitted to *sixième* class will experience difficulties in all *collège* disciplines.

A national representative sample of schools and pupils enrolled in CM2 classes was taken from the statistical database on public or private institutions under contract in mainland France (1999-2000, 2002-2003 and 2003-2004 databases, the 2003-2004 database is incomplete due to the administrative strike of school principals). 7,688 pupils, 396 classes and 303 schools were involved in this evaluation. The performance scale was designed using the item response statiscal model. The average score, corresponding with the average performance of the pupils in the sample, was set at 250, with a standard deviation of 50. This average does not constitute a threshold of minimum skills to be met. This evaluation / assessment was carried out using a method corresponding to current "international standards", used in PISA and PIRLS comparative surveys, led respectively by the OECD and IEA. As the skills assessed at the end of primary school and collège *are different, no common element makes it possible to compare these two evaluations. This scale should not be compared with that of indicator 24.*

Source: MEN-MESR-DEPP
Scope: mainland France, public and private sector under contract

01 June 2006 evaluation: breakdown of pupils by performance scale in history, geography and civic education

% élèves

Échelle de performances de 59 points à 433 points

59 — 317 — 433

Groupe 5 — 10,0 %

En histoire : ces élèves **placent** correctement les événements sur la frise chronologique et les associent aux éléments essentiels de la période concernée **(dater)**. ***Dans toutes les disciplines :*** ils montrent des compétences solides en **synthèse** et font preuve d'**analyse interprétative**. Ils effectuent des **mises en relation de plusieurs documents** en effectuant les **inférences** nécessaires. Ils ont des connaissances et des compétences affirmées dans tous les domaines.

59 — 279 — 317 — 433

Groupe 4 — 18,0 %

Ces élèves utilisent efficacement des **outils complexes nécessitant une interprétation** tels les cartes, les tableaux, les graphiques et les organigrammes. ***En histoire :*** ils réussissent les items ayant trait aux **attributs** des personnages ou aux lieux ; ils connaissent les **fonctions** des personnages, des lieux et ils savent **caractériser et catégoriser** des événements. Ils rangent des documents selon **un ordre chronologique** en se servant de tous les éléments, texte et paratexte. Ils mettent correctement **en relation deux documents** et peuvent **reconstituer une synthèse** à partir de phrases proposées. Ils commencent à faire des inférences et ils ont recours à un raisonnement déductif. ***En géographie :*** ils repèrent l'**évolution** des paysages. Ils sont capables de **localiser**. Les difficultés liées au niveau linguistique sont en grande partie surmontées (syntaxe et **lexique**). Ils répondent à un large éventail de questions et ils s'appuient sur une mémoire de travail efficiente.

59 — 240 — 279 — 433

Groupe 3 — 30,3 %

Ces élèves prennent appui essentiellement sur un vocabulaire courant. Ils répondent aux questions simples mettant en jeu des textes courts et de compréhension aisée, des consignes faciles à exécuter, et des légendes ne demandant pas d'interprétation complexe.
En histoire : ces élèves ont des connaissances (**nommer**) sur les documents iconographiques « patrimoniaux ».
En géographie : ils répondent correctement aux items mettant en œuvre une lecture de carte mais ils réussissent moins bien cette dernière lorsqu'elle est utilisée en histoire. Ils utilisent correctement la carte pour localiser un relief, un département, une ville. Ils commencent à utiliser les outils de base comme les légendes, les tableaux de données à entrées multiples. Ils ont des connaissances du lexique spécifique aux disciplines mais ils s'appuient sur des notions inégalement construites (fragiles).
Des éléments de méthode de travail et l'utilisation plus efficace de la mémoire de travail apparaissent.

59 — 202 — 240 — 433

Groupe 2 — 26,7 %

Ces élèves répondent aux questions mettant en jeu des consignes simples et qui ont trait à des **documents facilement identifiables**.
En histoire : ils arrivent à reconnaître des personnages, des événements, des lieux sans pour autant les associer aux bonnes périodes ou sans pouvoir les relier à la notion historique.
En géographie : ils savent décrire un paysage mais ne sont pas capable de l'interpréter. Ils sont capables d'utiliser une légende simple pour trouver une information dans une carte. Ils savent lire une image quand il s'agit de la décrire. Ils répondent aux questions qui mettent en relation l'image avec le texte quand il existe une relation « terme à terme » entre ce qu'ils voient dans l'image et les affirmations proposées dans l'évaluation. Ils ont des connaissances parcellaires dans tous les domaines.

59 — 163 — 202 — 433

Groupe 1 — 12,2 %

Ces élèves réussissent les items qui proposent un support visuel, celui-ci relevant d'une iconographie très répandue et connue d'eux. Ils font preuve de quelques connaissances ponctuelles établies essentiellement en histoire.

59 — 163 — 433

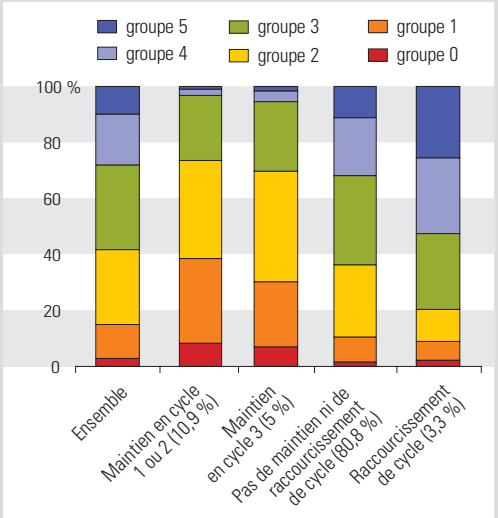
Groupe 0 — 2,8 %

Bien que capables de répondre très ponctuellement à quelques questions, ces élèves ne maîtrisent aucune des connaissances et des compétences attendues en fin d'école primaire.

Lecture : La barre horizontale symbolise l'étendue croissante de la maîtrise des compétences du groupe 0 au groupe 5. Les élèves du groupe 3 représentent 30,3 % des élèves. Ils sont capables de réaliser les tâches du niveau des groupes 0, 1 et 2. Ils ont une probabilité faible de réussir les tâches spécifiques aux groupes 4 et 5. L'élève le plus faible du groupe 3 a un score de 240, et le score du plus fort est 279.

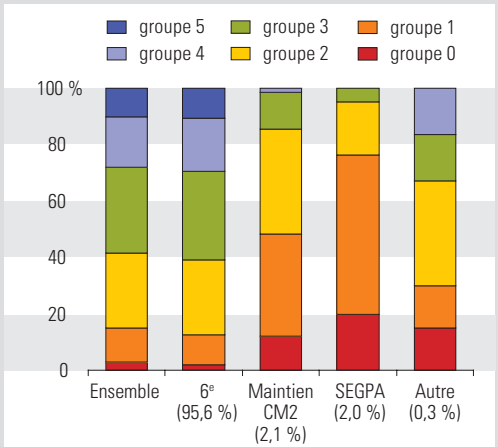
Source : MEN-MESR-DEPP

02 Breakdown of pupils by group level according to their primary school curriculum, in 2006



Lecture : 5 % des élèves ont été maintenus en cycle 3. Parmi eux 39,3 % appartiennent au groupe 2.

03 Breakdown of pupils by group level according to their orientation at the end of primary school, in 2006



Lecture : la population orientée en 6e générale (95,6 % de l'ensemble) se répartit comme suit : 1,9 % appartiennent au groupe 0 ; 10,7 % au groupe 1 ; 26,7 % au groupe 2 ; 31,4 % au groupe 3 ; 18,8 % au groupe 4 et 10,6 % au groupe 5.

Source : MEN-MESR-DEPP

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In 2006, France devoted 53.1 billion Euros to secondary education, i.e. 43.8% of the domestic expenditure on education. Since 1980, the average cost per pupil has increased by 61% at constant prices to reach 8,810 Euros in 2006.

In 2006, France devoted 53.1 billion Euros to secondary education (teaching and associated activities), i.e. 43.8% of the domestic expenditure on education, as opposed to 44.9% in 1980. Having stabilised during the early nineties, this proportion rose slightly from 1996 to 2001 and has fallen in the last few years.

On a constant price basis, secondary education expenditure went up 80% between 1980 and 2006, i.e. almost 2.3% per year. It can be estimated that the expenditure per pupil rose by 61%. This increase, less marked than in the primary sector, is a result of, particularly in the 1990s, improvements in career opportunities for teachers, more and more of whom are now *agrégés* and certified (see *indicator 03*), as well as the effects of the laws on decentralisation. Following the transfer of credits for apprenticeship, school transport (from 1984), lower secondary education (*collège)* and upper secondary education (*lycée)* operating costs (1986) and the equipment of these institutions (gradually from 1986), administrative *départements* and regions have massively participated in education expenditure in the secondary sector. In 2006, the State still contributed 73.0% to this expenditure, paying almost all personnel costs (before the transfer of TOS – labourers and service staff). Regional authorities contribute 14.6% to the initial funding, before the transfer of State, DRES and DDEC credits.

International comparisons of average costs per pupil show that France continues to have relatively high costs in secondary education: approximately 8,650 dollar-equivalent in 2003, while the average in OECD countries is 6,960.

In 2006, a *collège* pupil costs 7,960 Euros, a *lycée* pupil 10,320 Euros in a general or technological course and 10,380 Euros in a vocational course. The cost of a vocational *lycée* pupil has stabilised since 2003 and is now close to that of a general and technological *lycée* pupil, as the number of pupils in vocational *lycées* is on the increase while that in general and technological *lycées* is not.

An education career starting at the age of three and leading to a general or technological *baccalauréat*, without any repeated years, was estimated at 102,070 Euros in 2006, compared with 71,760 Euros in 1990 (based on 2006 prices), i.e. a 42% increase. A 16-year education career leading to a vocational *baccalauréat* was estimated at 112,590 Euros, i.e. a 35% increase since 1990.

The amount of expenditure for the last year is provisional. Secondary education expenditure includes all the expenditure on public and private institutions in mainland France, related to education and associated activities: canteens and boarding schools, administration, guidance counselling, healthcare at school, school supplies, school transport, salaries of teaching personnel undergoing training courses etc., for the portion relative to secondary schools. The international indicator is presented in the dollar equivalent converted using purchasing power parities, which are currency conversion rates enabling the specification of the purchasing power of various currencies in a common unit.

Source: MEN-MESR-DEPP For international comparisons: OECD
Scope:mainland France + overseas ***départements*** taken together

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

métropole + DOM

	1980	1990	2000	2005	2006
DIE pour le second degré*					
aux prix courants (en milliards d'€)	12,8	30,7	47,9	51,6	**53,1**
aux prix de 2006 (en milliards d'€)	29,6	39,7	53,8	52,7	**53,1**
Part dans la DIE (en %)	44,9 %	45,2 %	45,5 %	43,8 %	**43,8 %**
Dépense moyenne par élève* aux prix de 2006 (en €)	5 400	6 620	8 660	8 680	**8 810**
Structure du financement initial (en %) **					
État				72,7	**73,0**
dont MEN				*67,3*	***67,7***
Collectivités territoriales				14,8	**14,6**
Autres administrations publiques et CAF				2,3	**2,2**
Entreprises				1,8	**1,8**
Ménages				8,4	**8,3**

(*) La réévaluation de la DIE (voir méthodologie indicateur 01) s'applique à l'ensemble de la période 1980-2006.
Les dépenses moyennes par élève n'ont été recalculées qu'à partir de 1999.
(**) La structure du financement initial du second degré a fait l'objet d'une nouvelle estimation à partir de 2003.

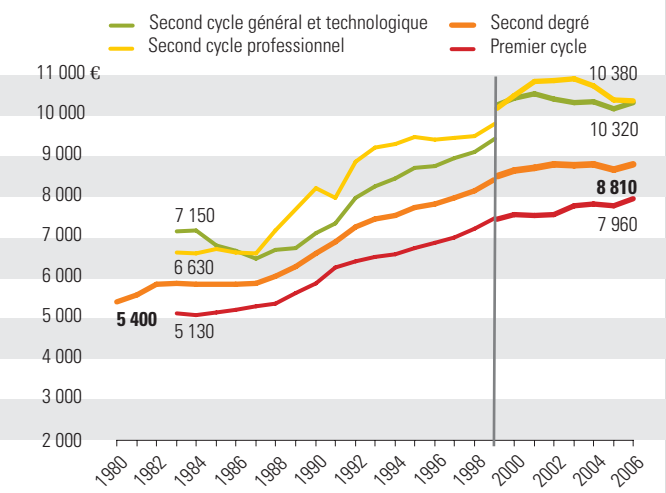
Source : MEN-MESR-DEPP

02 Theoretical expenditure on various typical education careers, without any repeated years (at 2006 prices, in Euros)

Scolarités-types	Durée totale	Dépense totale (aux prix de 2006)	
		1990	2006
BEP 2 ans	14 ans	66 900	91 840
Baccalauréat général et technologique	15 ans	71 760	102 066
Baccalauréat professionnel	16 ans	83 330	112 590

Source : MEN-MESR-DEPP

03 Average cost per secondary education pupil based on 2006 prices (1980-2006)

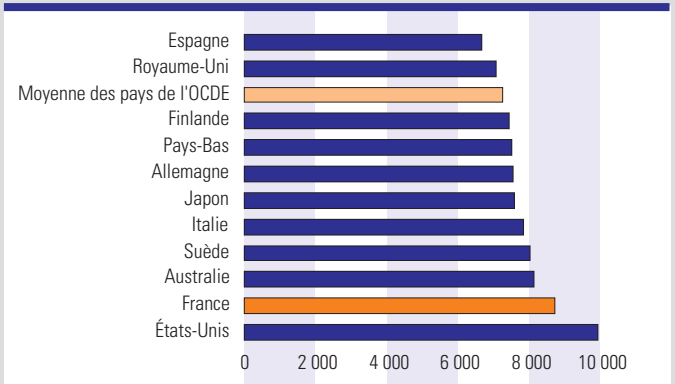


En 1999 il y a une rupture de série due à la rénovation du compte (changement de périmètre – métropole + DOM –, revalorisation des charges sociales rattachées, des dépenses des ménages notamment).

Source : MEN-MESR-DEPP

Average cost per secondary education pupil

Public et privé, en équivalents-dollars (2004)



Source : OCDE, édition 2007 de *Regards sur l'éducation*

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Since 1994, secondary education as a whole has lost over 250,000 pupils, due to a reduction in the number of repeated years or to generation sizes. Half of the pupils enrolled in *terminale* classes are preparing for a general *baccalauréat*.

The data for this indicator relates to the entire secondary education sector and takes into account the education provided in institutions under the responsibility of the national education ministry, agricultural lycées *and apprentice training centres. The latest detailed data available for this entire sector relates to the 2005-06 school year.*

Between 1994 and 2005, secondary education as a whole lost over 250,000 pupils, i.e. a drop of over 4%, which only concerns pupils and not apprentices. This trend was particularly marked at the start of the 2000 school year, when numbers fell by more than 50,000 pupils. Following less significant decreases over the next few years, the drop became more evident at the start of the more recent school years, for demographic reasons primarily affecting *collèges (chart 01)*.

The reduction in the number of secondary education pupils is also due to the sharp drop in repeated years, observed at all levels: pupils who start their secondary education younger complete this education sooner. This trend does not however mean that fewer pupils continue with their secondary education in *collège* and then *lycée* as, since the mid-90s, almost all of those who start a *sixième* class reach a *troisième* class, and 70% reach *baccalauréat* level *(indicator 23)*.

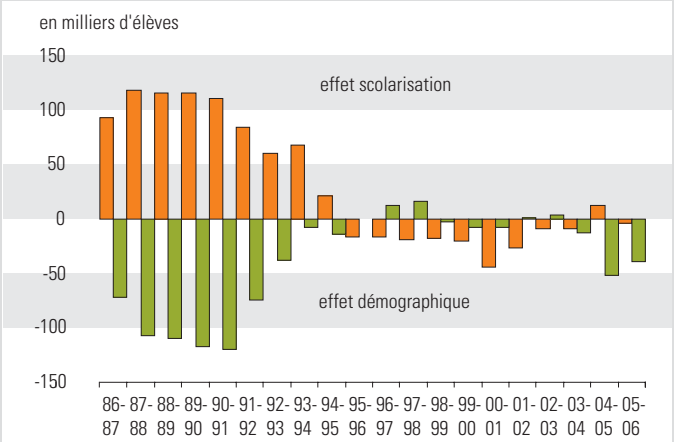
Over the last decade, pupils' orientation at the end of *collège* has remained practically unchanged. Approximately 750,000 pupils complete a *troisième* class each year: six out of ten continue the year after in the general or technological upper secondary, and four out of ten in a vocational upper secondary. Most of those continuing to study in general or technological upper secondary education, enrol in a public *lycée.* Just over half of those continuing in a vocational upper secondary education enrol in a public vocational *lycée*, the others following a course with school status in a private vocational or agricultural *lycée* or, a little more often than in 1996, as apprentices *(table 02)*.

Educational orientation in the final year of a CAP or BEP (ISCED 3C vocational qualification) has changed more. Approximately half of the 320,000 young people who complete their final CAP or BEP year continue their studies, which has not changed much since 1996. However, they opt more frequently for a vocational *baccalauréat* or *brevet*, rather than the adapted upper secondary class, to prepare for a technological *baccalauréat (table 03)*.

Half of the pupils reaching the end of their secondary education, in *terminale* classes, prepare for a general *baccalauréat*, 29% for a technological *baccalauréat* and 19% for a vocational *baccalauréat*. Since 1995, the proportion of general courses, notably literary, has decreased (by over 5 points), mainly to the benefit of vocational courses, with a growing number of pupils enrolling in agricultural *lycées* and apprentice training centres, notably in the production specialties *(table 04)*.

Source: MEN-MESR-DEPP
Scope: mainland France, all initial education courses.

01 Variations in the overall number of secondary education pupils due to demographic and schooling factors



Lecture : Les effectifs du secondaire (avec apprentis et lycées agricoles) ont diminué de 43 000 élèves entre la rentrée 2004 et la rentrée 2005. La variation des taux de scolarisation a entraîné une diminution de 4 000 élèves, et la moindre dimension des générations une diminution de 39.000 élèves.

Source : MEN-MESR-DEPP (population scolaire) et INSEE (estimation des effectifs d'habitants)

02 Orientation at the end of a general, technological, integration, adapted or agricultural *troisième* class

	96-97	00-01	03-04	04-05	05-06
Finissent leur classe de 3e (en milliers)	*747*	*733*	*751*	*748*	*755*
Probabilité d'atteindre une 3e lorsqu'on a suivi une 6e	96	97	99	100	100
Orientation vers un 2nd cycle professionnel	**40,6**	**40,0**	**40,0**	**40,7**	**40,7**
dont un CAP-BEP en lycée professionnel public	24	23	23	23	23
dont un CAP-BEP en lycée professionnel privé	6	6	6	6	6
dont un CAP-BEP en lycée agricole	3	3	3	4	4
dont un CAP-BEP en centre de formation d'apprentis	7	8	8	8	8
Orientation vers un 2nd cycle général ou techn.	**58,2**	**59,3**	**58,8**	**58,7**	**58,4**
Orientation en 2nde en lycée public	45	47	46	46	46
Orientation en 2nde en lycée privé	12	12	12	12	12
Orientation en 2nde en lycée agricole	1	1	1	1	1
Quittent l'école au niveau de la 3e	*1*	*1*	*1*	*1*	*1*
Ensemble	**100**	**100**	**100**	**100**	**100**

Lecture : Parmi les 755 000 élèves encore inscrits en troisième en juin 2005, 58,4 % ont continué en second cycle général ou technologique à la rentrée 2005-2006, 40,7 % en second cycle professionnel et moins d'1% a quitté l'école.

Source : MEN-MESR-DEPP

03 Orientation at the end of CAP-BEP

	96-97	00-01	03-04	04-05	05-06
Nombre d'élèves qui finissent leur année terminale de CAP ou BEP (en milliers)	**314**	**345**	**322**	**322**	**324**
Part de ceux qui poursuivent en baccalauréat ou brevet professionnel sous statut scolaire ou d'apprenti	35	36	39	40	42
Part de ceux qui poursuivent en 2nd cycle général ou technologique	14	12	11	11	9
Part de ceux qui quittent l'école au niveau du CAP-BEP	51	52	50	49	49

Lecture : Parmi les 324 000 élèves encore inscrits en classe terminale de CAP ou BEP en juin 2005, la moitié s'est engagée dans la vie active, l'autre moitié a poursuivi ses études à la rentrée 2005-2006 : 9 % se sont inscrits en première d'adaptation et 42 % en baccalauréat ou brevet professionnels.

Source : MEN-MESR-DEPP

04 Breakdown of young people enrolled in *terminale* classes (1995-2005)

	1995		2000		2005	
	Effectifs	%	Effectifs	%	Effectifs	%
Bacs généraux	**349 100**	**57,5**	**319 622**	**52,1**	**322 455**	**52,2**
- S (y compris agricoles)	163 082	47	157 778	49	162 048	50
- L	89 880	26	66 645	21	59 928	19
- ES	96 138	28	95 199	30	100 479	31
Bacs technologiques	**173 387**	**28,6**	**187 455**	**30,6**	**179 897**	**29,1**
- STG	86 522	50	99 760	53	93 896	52
- STI	51 371	30	46 802	25	44 058	24
- SMS	19 119	11	22 650	12	24 667	14
- STL	6 988	4	7 562	4	7 916	4
- Autre techno MEN	4 683	3	3 442	2	2 781	2
- Agricoles	4 704	3	7 239	4	6 579	4
Bacs professionnels	**84 216**	**13,9**	**106 390**	**17,3**	**115 026**	**18,6**
- Production :	35 910	43	51 231	48	55 796	49
dont apprentissage	*3 785*	*4*	*9 822*	*9*	*11 842*	*10*
dont agricole	*594*	*1*	*7 933*	*7*	*8 264*	*7*
- Services :	48 306	57	55 159	52	59 230	51
dont apprentissage	*3 227*	*4*	*5 881*	*6*	*6 616*	*6*
Ensemble	**606 703**	**100**	**613 467**	**100**	**617 378**	**100**

Lecture : Les % en gras rapportent les effectifs de la ligne à l'ensemble des effectifs ; les autres % rapportent les effectifs de la ligne aux effectifs du type de bac concerné (général, technologique ou professionnel). Ainsi, à la rentrée 2005, les élèves de terminale professionnelle représentent 18,6 % des effectifs : parmi eux, 49 % suivent une spécialité de production, dont 10 % en apprentissage.

Source : MEN-MESR-DEPP

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Secondary education in France benefits from good pupil-teacher ratios, which have improved with the current demographic downturn. The average class size in lower secondary education *(college)* is 24 pupils. In upper secondary education (*lycées*), where general education classes are larger, nearly half of the teaching hours are given to a reduced number of pupils.

Pupils enrolled in secondary education institutions in France benefit from education conditions somewhat better than those of other, comparable countries. The global ratio between the number of pupils and the number of teachers in France was 12.2 in 2005, compared with over 15 in the Netherlands, the USA and Germany, but around 10 in Belgium, Spain and Italy. It has decreased because of the demographic downturn in numbers entering *collèges* and *lycées*.

However, this indicator only constitutes a rudimentary overview of the actual education conditions for pupils, 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 educational level or cycle, and over the past twenty years have undergone relatively contrasting evolutions, less favourably so than in primary education. The large influx of pupils from larger generations had resulted, in the late 1980s, in larger lower secondary classes, but above all larger general and technological upper secondary: by 1990, upper secondary classes had about 30 pupils on average, compared with a little over 24 for lower secondary, and a little under 23 for vocational upper secondary (public and private). While the situation remained relatively stable in lower secondary education over the following years, it has considerably improved in upper secondary education thanks to the demographic downturn. In the general and technological upper secondary, the average class size is now below 28 pupils, and 20 pupils in vocational upper secondary *(chart 01)*.

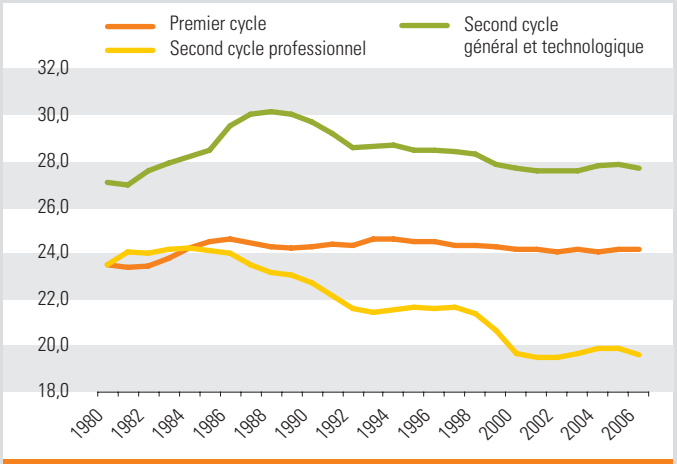
However, this information only provides a partial view of the actual education conditions, insofar as roughly one-third of all teaching hours are now given in groups and not in whole divisions: a little under 20% in public lower secondary education and nearly one half in upper secondary education, including post-*baccalauréat* classes *(table 02)*.

The E/S indicator of the "average number of pupils for whom a teacher is responsible in a class for an average of one hour", takes into account all types of education, whether provided in divisions or groups. In 2006, it was equal to 21.1 pupils on average throughout public secondary education: 22.9 in lower secondary education, 16.1 in vocational upper secondary and 23.0 in general or technological upper secondary. 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 pupils or less *(chart 03)*.

Sources: data concerning student populations in divisions and the number of divisions come from the "schooling" information system. The other data presented is a result of work carried out on files from "relay basis" comparing student and teacher information and available to public secondary education institutions (situation observed at the beginning of the 2005 school year). Regional institutions for adapted education (EREA) have been excluded. Scope: mainland France + overseas *départements*, public and private, public only.

01 Average number of pupils per class (1980-2006)

métropole + DOM, public + privé



Source : MEN-MESR-DEPP

02 Size of educational institutions by type of education provided in 2006

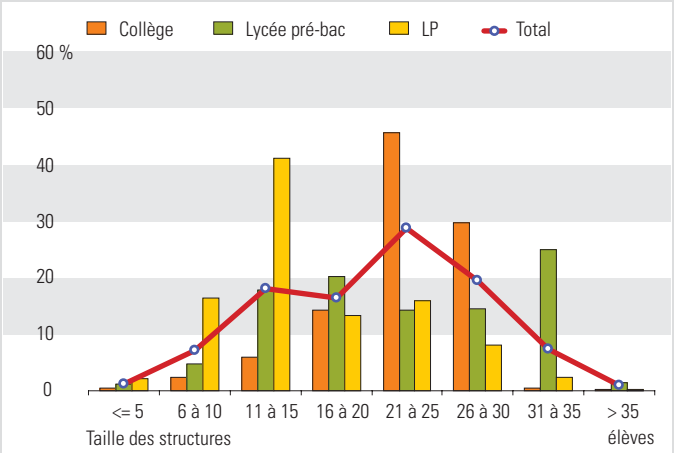
métropole + DOM, public

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	22,9	3,1	0,3	18,4
SEGPA	13,3	12,5	32,0	0,0	27,0
Lycée professionnel	19,7	16,1	18,6	0,2	46,3
Lycée pré-bac (*)	28,5	23,0	6,1	1,6	46,7
CPGE	35,2	27,3	8,4	30,9	45,2
STS	22,5	18,1	14,2	1,2	44,8
Total	**24,0**	**21,1**	**8,3**	**1,0**	**32,5**

(*) second cycle général et technologique

Source : Scolarité et bases relais – Rentrée 2006

03 Breakdown of teaching hours according to the size of the educational institution and type of education provided (2006)



Lecture : 41,5 % des heures en lycée professionnel sont assurées devant des structures de taille comprise entre 11 et 15 élèves.

Source : MEN-MESR-DEPP, bases relais – Rentrée 2006

Average number of pupils per teacher in secondary education (2005)

23

The proportion of young people accessing educational level IV has been stable at 70% for a decade: vocational courses now concern nearly 16% of young people. Access to educational level V has fluctuated since 1990 at around 92% to 94%, including 9% via apprenticeship.

With a rise of over 4% a year in the late 1980s, the access rate to *baccalauréat* level had increased from 34% in 1980 to 71% in 1994 (all types of education combined).Following this peak due to a sudden drop in *première* class repeats, resulting in a particularly significant influx of pupils in *terminale* classes, the rate then stabilised at around 70% (69.7% at the beginning of the 2006 school year, in mainland France and overseas *départements*).

With regard to educational institutions under the authority of the ministry of national Education only, access rate peaked at nearly 68% in 1994, then fluctuated between 63 and 64% (63.3% in 2006). The proportion of young people reaching level IV via other training courses (agriculture and apprenticeship) regularly increased throughout the 1990s and has somewhat slowed down since: nowadays 4% of young people access level IV via apprenticeship and a little less than 3% via agricultural courses.

After exceeding 40% at the start of the 1994 school year, the access rate to general *baccalauréat* level fell back down to around 34%, until 2003. During the next school years, it increased slightly: 34.6% in 2004 and 35.1% in 2005 and 2006. At the same time, the share of the technological option, which had risen until 2000 to reach 22%, has continuously dropped since: 19.9% in 2005, then 18.8% in 2006. Finally, the progression of the vocational option, significant until 1998 then slower the following years, has continued over the last few school years: this option currently caters for nearly 16% of young people compared with barely 5% in 1990, notably due to the development of preparation courses for the vocational *baccalauréat* and *brevet* via apprenticeship.

Girls reach *baccalauréat* level more often than boys. Despite a slight decrease in the last few years, their advantage remained significant in 2006, around 11 points: 13 points in general *terminale* classes and 2 points in technological courses. With regard to vocational courses, boys have an almost 4 point advantage.

Having risen above 90% in the late 1980s, the access rate to education level V had stabilised at around 92%. After a brief upturn in 1997 and 1998, following a lower secondary reform, it now fluctuates at around 93%, with a slight decrease at the beginning of the 2006 school year (92.4%).

The educational levels 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 and technological seconde class or in the final year of a CAP or BEP (ISCED 3C vocational qualifications) course. For access to level IV, the pupils taken into consideration are those starting a general, technological (including preparatory classes for the technician's brevet*) or vocational* terminale *class, as well as apprentices in the final preparatory year for vocational* baccalauréat *or* brevet*. Annual access rates to educational levels 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 rate, 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 for this generation. Access rate to* baccalauréat *level must not be confused with the success rate for this qualification, or proportion of* baccalauréat *holders, which is presented in indicator 27.*

Source: MEN-MESR-DEPP
Scope: mainland France, mainland France + overseas ***départements***

01 Access rate to educational level V
(all initial education courses combined)

	Métropole		Métropole + DOM			
	1980-81	1990-91	2000-01	2004-05	2005-06	2006-07
Seconde générale et technologique	39,5	56,0	56,3	56,6	56,8	56,9
CAP-BEP	40,9	36,5	36,6	36,8	36,1	35,5*
Ensemble	**80,4**	**92,5**	**93,1**	**93,4**	**92,9**	**92,4***
MEN	67,0	80,4	80,9	80,5	80,5	80,0
Agriculture	3,4	3,1	3,3	3,9	3,9	3,9
Apprentissage	10,0	9,0	8,9	9,0	8,4	8,4*

* Chiffres basés sur une estimation concernant la formation par apprentissage

Source : MEN-MESR-DEPP

02 Access rate to educational level IV
all initial education courses combined)

	Métropole		Métropole + DOM			
	1980-81	1990-91	2000-01	2004-05	2005-06	2006-07
Bac général	22,1	33,4	34,0	34,6	35,1	35,1
Bac technologique	11,9	17,6	21,6	20,4	19,9	18,8
Bac professionnel	0,0	5,0	14,0	14,7	15,2	15,8*
Ensemble	**34,0**	**56,0**	**69,6**	**69,7**	**70,2**	**69,7**
MEN	33,0	54,0	63,2	63,5	63,8	63,2
Agriculture	1,0	1,4	2,7	2,5	2,5	2,6
Apprentissage	0,0	0,6	3,7	3,7	3,9	4,0*

* Chiffres basés sur une estimation concernant la formation par apprentissage

Source : MEN-MESR-DEPP

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

métropole + DOM, rentrée scolaire 2006

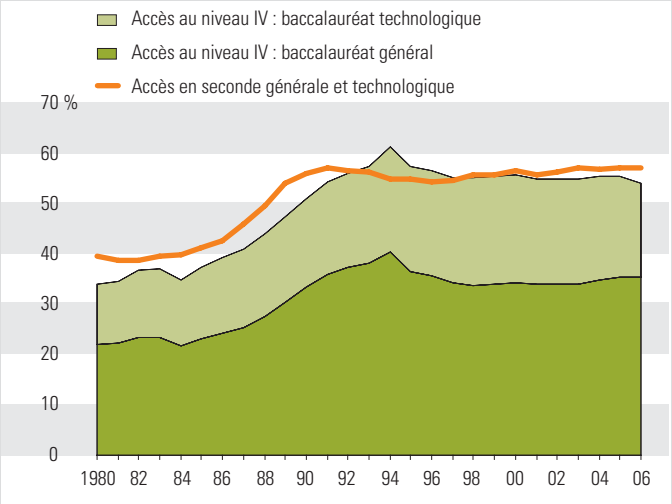
	Filles	Garçons	Ensemble
Général	41,6 %	28,8 %	35,1 %
Technologique	19,7 %	18,0 %	18,8 %
Professionnel*	14,0 %	17,6 %	15,8 %
Ensemble*	**75,2 %**	**64,4 %**	**69,7 %**

* Chiffres basés sur une estimation concernant la formation par apprentissage

Source : MEN-MESR-DEPP

04 Access rate to educational levels V and IV, general and technological courses (1980-2006)

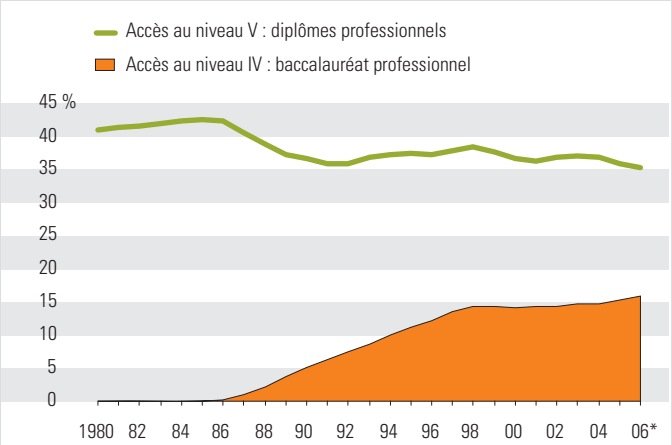
métropole



Source : MEN-MESR-DEPP

05 Access rate to educational levels V and IV, vocational courses (1980-2006)

métropole



* Chiffres basés sur une estimation concernant la formation par apprentissage

Source : MEN-MESR-DEPP

24

85% of pupils have at least mastered the "reading of a document" on all types of supports used in the discipline. 57% of them master the additional knowledge and skills expected of them by the end of *collège*. 27% have in-depth knowledge and are able to complete complex tasks.

The evaluation / assessment of skills in history, geography and civic education carried out in May 2006 aims at evaluating pupils' acquired skills by the end of *collège* and contributes to steering the educational policy. The skills selected to evaluate the pupils are in accordance with the content of the education programmes: "identify" *(read, identify, recognise, name)*, "process the information" *(classify, prioritise, compare, relate)* and "interpret" *(give meaning: generalise, explain, argue, criticise, construct)*.

Troisième pupils were divided into six groups according to their performance level.
27% of the pupils (groups 4 and 5) demonstrate sound knowledge to which they give meaning. They use a specific vocabulary with regard to difficult concepts relative to the discipline. They master the skills required for interpretation, in particular those requiring arguments, and easily switch from one language to the next (map to text, drawing etc.). 10% of these pupils (group 5) distinguish themselves by their accomplished writing quality.

Conversely, 15% of the pupils (groups 0 and 1) experience difficulties. They are able to process certain highly explicit information from simple supports but their knowledge is limited. Their difficulties in terms of language seem to stand in the way of learning. 2% of them have very serious difficulties. They are able to answer a few questions but master none of the expected skills.

Between these two extremes, pupils from group 2 (28%) have mastered the reading of a document on all types of supports, which enables them to reactivate their knowledge. However, they are unable to carry out complex tasks or to conceptualise. Pupils from group 3 (30%) are able to make maps and drawings using simple tools and have a specific and wide vocabulary in the discipline. They begin to give a sense to their knowledge and master some aspects of the "interpretation" skill (connect different supports, perceive points of view, explain situations). Their knowledge of the references matches that required by the national *brevet* qualification.

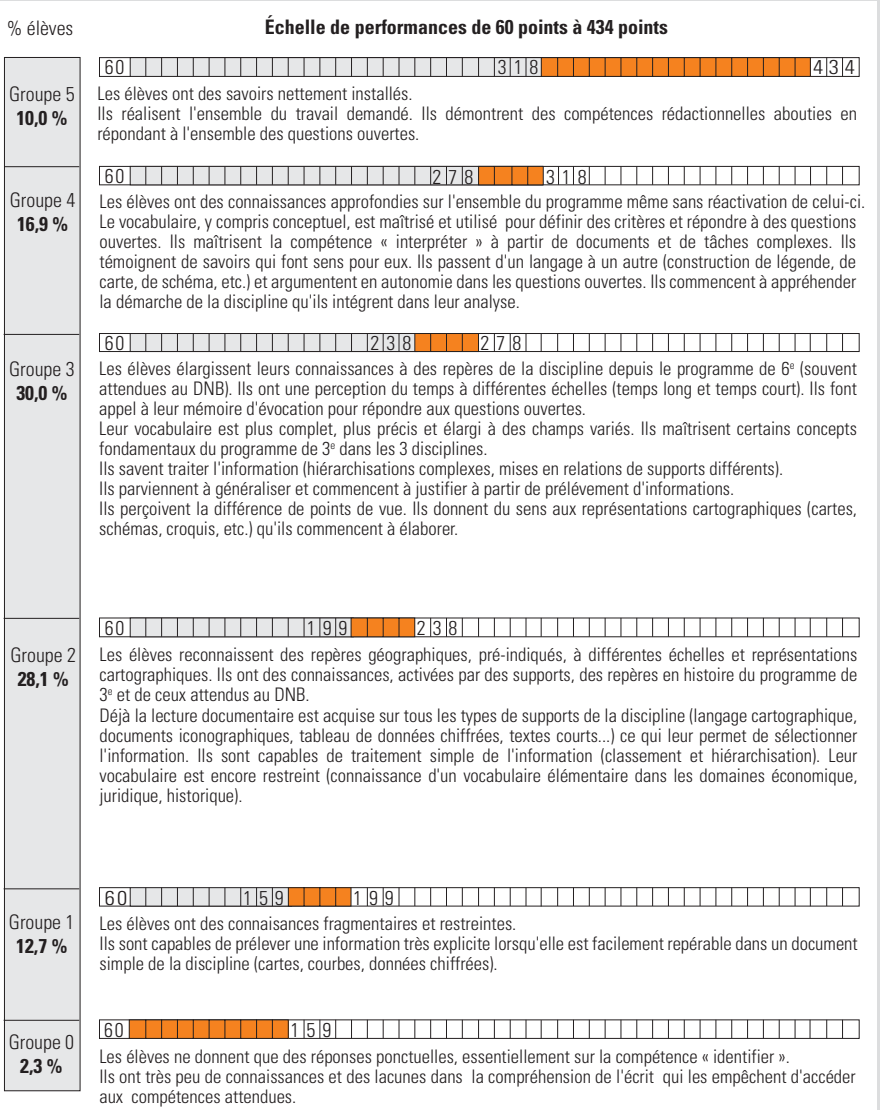
Groups 3, and above all 4 and 5 are over-represented in the category of pupils wishing to enter a general and technological *seconde* class. Conversely, groups 1 and 2 are over-represented in the category opting for a vocational *seconde*. Pupils envisaging a repeat mostly belong to groups 2 and 3 (32.6% and 31.7%). These pupils may deem their level insufficient to progress to *lycée*, or choose an alternative orientation in accordance with their desire.

A national representative sample of pupils enrolled in general troisième *classes and of public and private* collèges *under contract was constituted. The sample is made up of one to two entire classes within the same institution. Sampling was stratified according to the size of the* collèges *and type of insitution. In total, 5,856 pupils from 129* collèges *were assessed. The performance scale was designed using the item response statistical model. The average score, corresponding with the average performance of the pupils in the sample, was set at 250, with a standard deviation of 50. This average does not constitute a threshold of minimum skills to be met. 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 the OECD and IEA. As the skills assessed at the end of primary school and* collège *are different, no common element makes it possible to compare these two evaluations. This scale should not be compared with that of indicator 19.*

Source: MEN-MESR-DEPP
Scope: mainland France, public and private under contract

acquired skills in history, geography and civic education at the end of lower secondary education *(collège)* 24

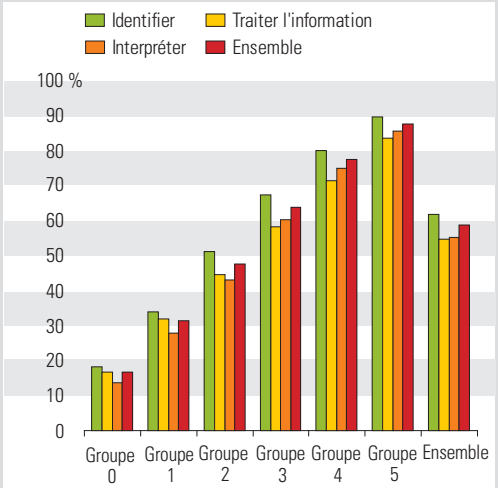
01 May 2006 evaluation: breakdown of pupils according to the performance scale in history, geography and civic education



Lecture : le groupe 3 rassemble 30 % des élèves. L'élève le plus faible de ce groupe a un score de 238 points et le score du plus fort est de 278 points. Les élèves de ce groupe sont capables de réaliser aussi les tâches du niveau des groupes 0, 1 et 2 (partie grisée) mais ils ont des probabilités faibles de réussir les tâches des groupes 4 et 5.

Source : MEN-MESR-DEPP

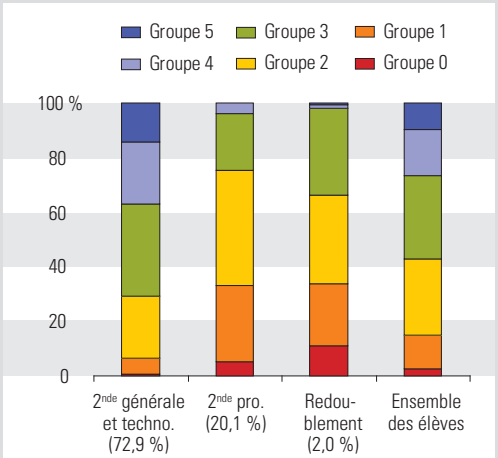
02 Success rate by competence of the pupils from each group



Lecture : le groupe 3 obtient une réussite de 63,7 % à l'ensemble des items et 60,2 % à ceux de la compétence Interpréter.

Source : MEN-MESR-DEPP

03 Breakdown of pupils by group level according to the orientation desired



Lecture : 22,5 % des élèves souhaitant une orientation en seconde générale et technologique appartiennent au groupe 4. Ce groupe 4 correspond à 16,9 % de l'ensemble des élèves.

Source : MEN-MESR-DEPP

25

Approximately five years after the end of their education, 78% of *baccalauréat* holders are employed, as are 75% of CAP and BEP (ISCED 3C vocational qualification) holders and only 47% of unqualified young people.
The integration of secondary education graduates in the year after leaving also depends on the situation of the labour market.

The flexibility of young graduates' professional integration depends on the situation of the labour market, in France as in most European countries.

Early 2006, young people finishing secondary education entered a lukewarm labour market. Gainful employment in the private sector had slightly increased between the first quarters of 2005 and 2006 (+ 0.5%), although this overall trend was the result of contradictory movements: an increase in gainful employment in the services and construction sectors, but a 2% drop in industrial employment. The reduction in the number of jobs in the automobile industry was significant, as was that in the consumer goods and intermediate goods sector, with however more limited losses than the previous years. This evolution affected the employment rates of recent secondary education graduates who trained for these jobs and left the *lycée* a few months before *(chart 01)*.

Since then, between the first quarters of 2006 and 2007, employment recovery has been more significant (+ 1.5%), in particular in the services and construction sectors although industrial employment has continued to fall (- 1.6%). This situation should aid the integration at the beginning of 2007 of young people who completed their education in 2006.

Service companies have created more gainful employment positions. In this sector, higher education graduates are however competing with CAP and BEP holders, sometimes even with vocational *baccalauréat* holders, which can explain why vocational *baccalauréat* holders have not really benefited from job creations.

Initial difficulties tend to decrease with time. Thus, among older cohorts who completed their initial education approximately five years before, 75% of CAP and BEP holders and 80% of technological and vocational *baccalauréat* holders were employed in 2005 *(chart 03)*. Vocational *baccalauréat* holders benefit from the most favourable conditions of secondary education, in relation to the total proportion of jobs occupied. Five years on, over one in four *baccalauréat* holders holds an intermediate occupation or is an independent worker, and one in three is a skilled clerical or manual worker. CAP and BEP holders have more qualified jobs than those with less qualifications, they are not as affected by unemployment and, above all, nearly all of them have had work experience (see *indicator 12*). Former apprentices occupy more skilled worker positions than former *lycée* pupils who prepared for the same qualification.

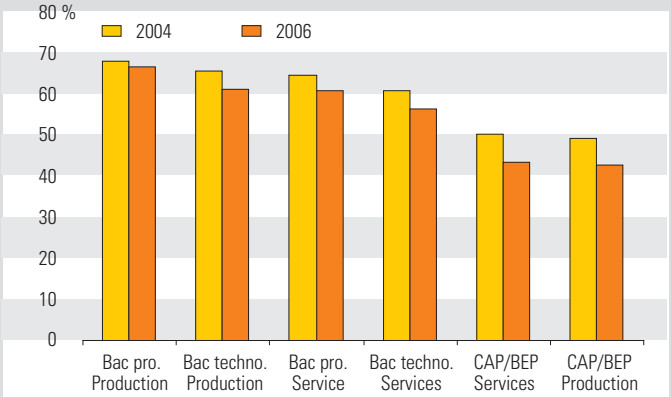
Chart 01 relates to the integration into the labour market of students who completed their lycée *education;* lycée *pupils were surveyed in February, approximately 7 months after the end of their education. Table 02 and chart 03 are based on INSEE's 2005 surveys on Employment and relate to young people who completed their initial education in the last 3 to 7 years (1998 to 2002). Table 02 also provides details of all occupations held. The quarterly number of employees of the "private" sector has been estimated by DARES, INSEE and UNEDIC (Central Unemployment Benefits Agency) since September 2006, which broadens the scope to education, healthcare, associations and the administration (public employment, agriculture and independent workers remain excluded). Updated results are available on the website of the ministry of Labour, Social Relations and Solidarity (section "Studies Research Statistics").*

The indicators provided by the survey on pupils having completed their lycée *education are the proportions of young people with an occupation, subsidised or otherwise.*

Intermediate occupations include technicians, foremen, sales representatives and B-category civil servants. Unskilled workers are conventionally semiskilled workers, labourers and agricultural workers. Unskilled clerical workers are defined as sales employees, employees working in the personal service sector, public service civil servants and emergency medical technicians and security guards.

Source: MEN-DEPP and INSEE's surveys on Employment;
Scope: mainland France.

01 Employment rate as of early February of students leaving the *lycée*, based on the qualification obtained



Lecture : 67 % des jeunes diplômés d'un baccalauréat professionnel orienté vers la production ayant arrêté leurs études en 2005, occupaient en février 2006 un emploi (« aidé » ou non), sur le sous-ensemble des spécialités interrogées.
Nota bene : Ces données portent sur une partie du périmètre des enquêtes IVA : sur les seuls diplômés des spécialités de formations interrogées en 2004, sortis d'année terminale de préparation au diplôme (sans diplômés BEP issus de première année de baccalauréat professionnel, par exemple).

Sources : enquêtes IVA de février 2004 et 2006, MEN-MESR-DEPP

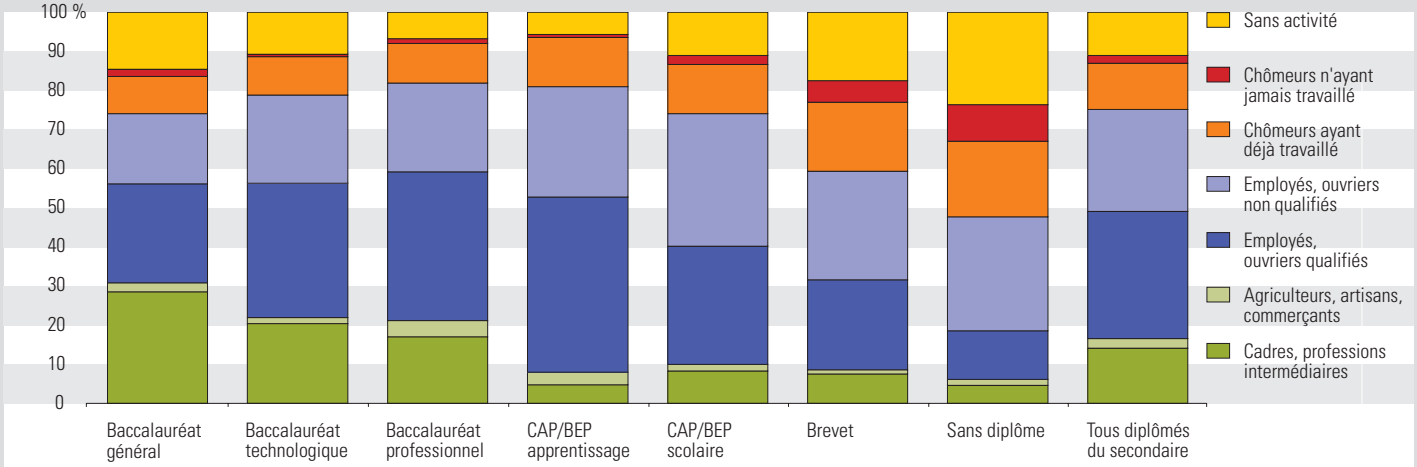
02 Proportion of higher and intermediate occupations on the employment market (2005)

en %

Diplôme	Environ 5 ans après la fin des études	Ensemble population occupant un emploi
Diplômés du supérieur	74	78
Baccalauréat général	38	48
Baccalauréat technologique	26	41
Baccalauréat professionnel	21	26
CAP/BEP scolaires	11	22
CAP/BEP apprentis	6	15
Total bacheliers et titulaires des CAP/BEP	**19**	**27**
Brevet	13	28
Aucun diplôme	9	29
Tous (y compris diplômes supérieurs)	**45**	**38**

Source : calculs DEPP à partir des enquêtes Emploi 2005 de l'INSEE (moyenne annuelle)

03 Professional situation of young people who have been out of initial education for approximately 5 years, based on their qualification (2005)



Lecture : sur l'ensemble de l'année 2005, cinq ans environ après la fin de leur formation initiale, 75 % des diplômés des brevets, CAP, BEP et baccalauréats ont un emploi, pour 47 % des jeunes n'ayant aucun diplôme.

Source : calculs DEPP à partir des enquêtes Emploi de l'INSEE (moyenne annuelle)

26

In 2006, the national community spent 21.5 billion Euros on higher education. This expenditure is 2.2 times more than in 1980 (at constant prices). In 2006, the average expenditure per student reached 9,370 Euros, i.e. one third more than in 1980.

In 2006, the national community devoted 21.5 billion Euros to higher education, i.e. a 0.8% increase on 2005 (constant prices). Since 1980, expenditure on higher education has seen strong growth, at an average annual rate of 3.1%. Its share of domestic expenditure on education rose from 14.6% in 1980 to 17.7% in 2006 *(table 01)*.

Over the entire period, the domestic expenditure on higher education was multiplied 2.2 times, but in the context of an almost doubling of the population concerned, average expenditure per student only increased by 33%, reaching 9,370 Euros in 2006. At the same time, the average expenditure per secondary education pupil rose by 61 %.

International comparisons (often based on inconsistent national data) show that the average expenditure per student in France (10,670 dollar equivalent in 2004, including research and development activities) is lower than the average of OECD countries (11,100 dollar equivalent). The average cumulated cost of a student estimated by the OECD over the entire duration of his higher education, also places France below average (it should however be noted that a number of countries such as the USA do not participate in this indicator).

Average costs per student vary dramatically depending on the training course *(chart 02)*. They are nearly twice as high in CPGE classes (preparatory classes for *Grandes Ecoles*) as in university: in 2006, a public university student year cost the national community 7,840 Euros on average, and a year in a CPGE class 13,940 Euros. The sharp increase in the average cost of a BTS student (Higher Technician Certificate) is partly due to the drop in the number of students opting for these courses; the opposite applies to CPGE classes, catering for a continuously increasing number of students. In IUTs (University Institute of Technology), the rise in the number of students, alongside courses preparing for DUTs (University Diploma in Technology), enrolled in preparatory courses for the vocational *licence* is partly responsible for the decrease in the average cost per student (8,980 Euros in 2006).

The theoretical cost of an 18-year education career culminating, without any repeat, in a *licence*, was evaluated at 125,580 Euros in 2006, i.e. between the cost of an education career of 17 years culminating in a DUT (120,030 Euros) and a BTS (128,620 Euros).

The government's share of the funding of higher education is predominant (approximately 76%), the share of households being 9.4%. Some direct or indirect types of aid, funded by the government and benefiting 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 not directly linked to the student status (social housing allowance). If they were taken into account (excluding contributions from social security), the average cost of a student in 2006 would rise from 9,370 to 10,430 Euros.

The amount of expenditure for the last year is provisional.
Higher education expenditure includes all the expenditure on public and private institutions of mainland France related to education and associated activities: university services, administration, supplies, university libraries, remuneration of teaching 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 international indicator is presented in the dollar equivalent converted using purchasing power parities, which are currency conversion rates enabling the specification of the purchasing power of various currencies in a common unit.

Source: MEN-MESR-DEPP
For international comparisons: OECD
Scope: mainland France + overseas *départements* taken together

01 Expenditure on higher education

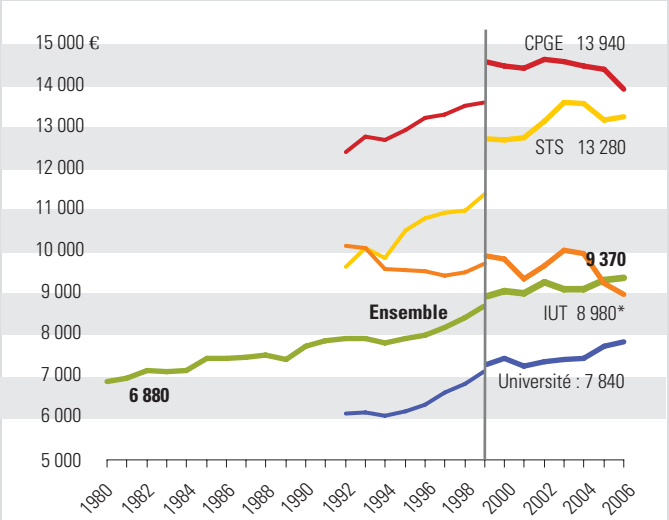
métropole + DOM

	1980	1990	2000	2005	2006
DIE pour le supérieur*					
aux prix courants (en milliards d'€)	4,2	11,2	17,7	20,8	**21,5**
aux prix de 2006 (en milliards d'€)	9,7	14,4	19,9	21,3	**21,5**
Part dans la DIE (en %)	14,6	16,4	16,8	17,7	**17,7**
Dépense moyenne par élève* aux prix de 2006 (en €)	6 880	7 730	9 070	9 300	**9 370**
Structure du financement initial (en %) **					
État				75,9	**76,0**
dont MEN et MESR				*65,4*	*65,5*
Collectivités territoriales				6,5	**6,5**
Autres administrations publiques***				1,6	**1,7**
Entreprises				6,4	**6,5**
Ménages				9,6	**9,4**

* La DIE a été réévaluée (voir *méthodologie indicateur 01*) pour l'ensemble de la période 1980-2006.
Les dépenses moyennes par élève n'ont été recalculées qu'à partir de 1999.
** La structure du financement initial de l'enseignement supérieur a fait l'objet d'une nouvelle estimation à partir de 2003.
*** Y compris chambres consulaires (CCI, CM, CA…)

Source : MEN-MESR-DEPP

02 Average expenditure per student at 2006 prices (1980-2006)

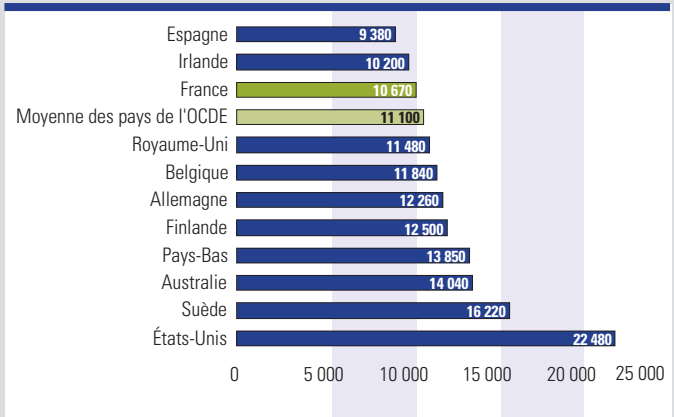


* Coût de l'étudiant en IUT, y compris licences professionnelles.

Source : MEN-MESR-DEPP

Average annual expenditure per student, including research and development activities

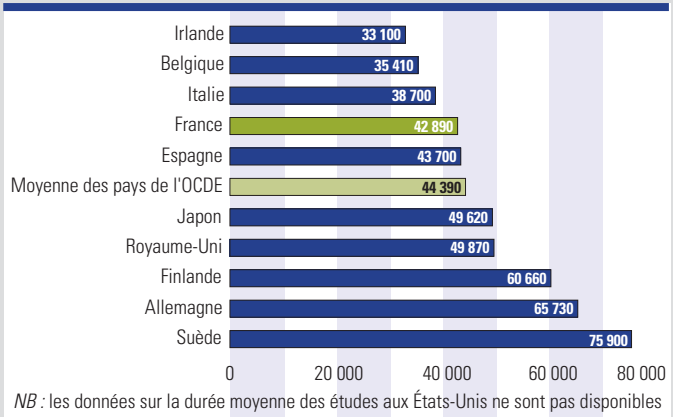
en équivalents-dollars 2004



Source : OCDE, édition 2007 de *Regards sur l'éducation*

Cumulated expenditure per student during the average duration of studies (including research)

en équivalent-dollars 2004



NB : les données sur la durée moyenne des études aux États-Unis ne sont pas disponibles

Source : OCDE, édition 2007 de *Regards sur l'éducation*

27

In 2006, 64% of young people passed their *baccalauréat*. General *baccalauréat* holders enrol less often in general university courses, while technological and vocational *baccalauréat* holders enrol mostly in STS (Advanced Technical Courses).
Half of the young people have access to higher education but this proportion varies by a ratio of one to two depending on the socio-economic origin.

In 2006, 638,700 applicants sat the general, technological and vocational *baccalauréat* examinations in mainland France and overseas *départements*, and 524,100 obtained the qualification. The overall success rate (82.1%) is higher than that of any previous session. Compared with 2005, it is up 2.5% for the general *baccalauréat* (86.6%), up 1.1% for the technological *baccalauréat* (77.3%) and up 2.6% for the vocational *baccalauréat* (77,3 %).

Consequently, the proportion of *baccalauréat* holders within a generation is slightly increasing. In 2006, 64% of young people obtained the *baccalauréat* (64.3% in mainland France): 34.5% in a general curriculum (34.8% in mainland France), 17.2% in a technological curriculum and 12.3% in a vocational curriculum (same as mainland France). Out of 100 graduates, 54 obtained a general *baccalauréat*, 27 a technological *baccalauréat* and 19 a vocational *baccalauréat*.

Out of all 2006 *baccalauréat* holders, 78.7% enrolled the following year in higher education (see methodology; this rate does not take into account enrolments in STS within the framework of apprenticeship, or continued studies under qualification contract, or continued studies in other countries) i.e. 1.2 point less than in 2005. While almost all those with a general *baccalauréat* enter higher education immediately, this is not the case for those with a technological *baccalauréat*, whose enrolment rate of 75.9% in 2006 is decreasing sharply (-2.7 points) compared with the previous academic year. This rate is much lower for vocational *baccalauréat* holders, 22.6% in 2006.

University remains the favourite destination of general *baccalauréat* holders but a little less so each year: only 58.8% enrolled in university (excluding IUT – University Institute of Technology) in 2006, compared with 66.7% in 1997. The exceptional increase in the number of candidates who passed the 2006 session of the general *baccalauréat* (mostly S section *baccalauréat* holders) had no equivalent effect on the number of university enrolments (excluding IUT). 31.5% of general *baccalauréat* holders opted for a selective course (CPGE – Preparatory Class for *Grandes Ecoles*, IUT, STS) at the beginning of the 2006 academic year; this proportion has hardly varied in the last few years, as opposed to that of enrolments in "other courses", up 3 points since 1997.

Other *baccalauréat* holders mostly continue their studies in short technological courses, in particular STS with 42.5% of technological *baccalauréat* holders and 15.5% of vocational *baccalauréat* holders enrolling for the 2006 academic year.

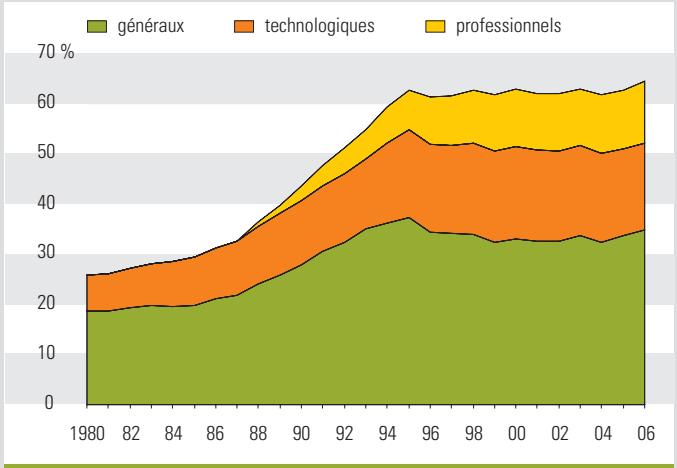
In total, nearly half of the young people of a generation have access to higher education. The data provided by the panel of pupils who entered a *sixième* class in 1989 confirms the significance of social differences, as this access rate varies from over 80% for the children of teachers and senior managers to 40% for the children of working-class parents.

As one student can enrol in more than one course, basic enrolment rates per course do not add up. However, assuming that multiple enrolments are marginal for technological baccalauréat *holders, an access rate can be calculated for them: 75.9 % in 2006. Based on a 100% access rate for general* baccalauréat *holders, the overall access rate of general and technological* baccalauréat *holders is estimated at 92.0% in 2006 (92.7% in 2005). A similar calculation including vocational* baccalauréat *holders gives a 78.7% estimated rate of access to higher education for all 2006* baccalauréat *graduates, compared with 79.9% in 2005. "Other courses" correspond with new* baccalauréat *holders enrolled in non-university engineering schools, higher education institutions not attached to universities (business, management, sales, accountancy, notary studies, architecture, various specialisation), art and cultural schools, private faculties, paramedical (2005-2006 figures) and social science schools (2004-2005 figures). The years appearing on the tables represent entry dates: 2006 means the start of the 2006 academic year or academic year 2006-2007.*

Source: MEN-MESR-DEPP
Scope: mainland France + overseas *départements*

01 Proportion of *baccalauréat* holders within a generation (1980-2006)

métropole



Source : MEN-MESR-DEPP

02 Rate of immediate enrolment of *baccalauréat* holders in different higher education courses

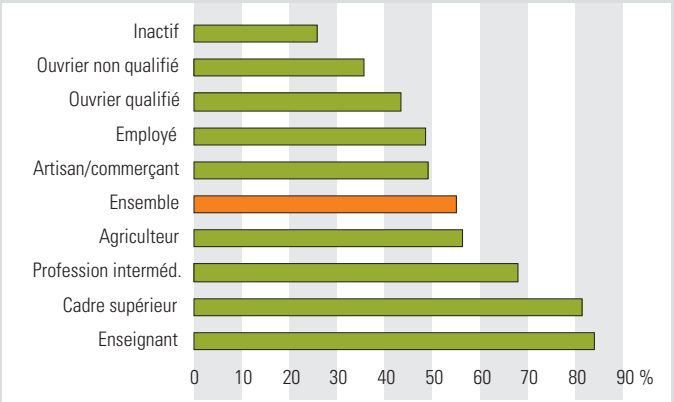
métropole + DOM

	1997	2004	2005	2006
Baccalauréat général				
Université hors IUT	66,7	62,1	61,3	58,8
IUT	9,8	10,7	10,4	10,5
CPGE	13,0	13,6	13,3	13,2
STS	9,0	7,8	7,7	7,8
Autres formations	7,7	10,8	11,1	10,8
Baccalauréat technologique				
Université hors IUT	22,0	18,1	18,1	17,4
IUT	10,2	10,2	10,4	9,9
CPGE	0,9	1,1	1,1	1,1
STS	46,1	44,1	44,0	42,5
Autres formations	3,0	4,7	5,0	5,0
Ensemble général et technologique				
Université hors IUT	51,7	46,5	46,5	45,0
IUT	9,9	10,5	10,4	10,3
CPGE	8,9	9,2	9,1	9,2
STS	21,5	20,6	20,1	19,3
Autres formations	6,1	8,6	9,0	8,9
Baccalauréat professionnel				
Université hors IUT	6,8	6,4	5,9	5,8
IUT	0,8	0,7	0,8	0,7
CPGE	0,0	0,0	0,0	0,0
STS	8,9	15,2	15,7	15,5
Autres formations	0,8	0,6	0,6	0,6
Ensemble tous baccalauréats				
Université hors IUT	44,5	38,9	39,1	37,5
IUT	8,5	8,7	8,7	8,4
CPGE	7,5	7,4	7,4	7,4
STS	19,5	19,6	19,3	18,6
Autres formations	5,3	7,1	7,5	7,3

* Hors apprentissage

Source : MEN-MESR-DEPP

03 Rate of access to higher education for the pupils of the 1989 panel* according to their socio-economic origin



* panel des élèves entrés en 6e (hors SEGPA) en 1989

Source : MEN-MESR-DEPP

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Eight out of ten *baccalauréat* holders enrolling in higher education finish with a qualification, in the course in which they enrolled following their *baccalauréat* or in another one. However, student success varies significantly depending of their schooling backgroung and orientation after the *baccalauréat*.

The monitoring of the "1989 panel" pupils shows that 80% of those who continued their studies in higher education finished with a qualification *(table 01)*. However, while almost all of those who enrolled in CPGE (Preparatory Class for *Grandes Ecoles*) or IUT (University Institute of Technology) finished with a qualification, almost one in four of those enrolled in a first cycle university course or STS (Advanced Technical Course) obtained no qualification. The differences in success depending on the schooling background are significant: while 86% of general *baccalauréat* holders enrolled in university obtain a qualification, from university or otherwise, this is only true of 36% of technological *baccalauréat* holders, often advised to take these courses for lack of other options. In addition, while 78% of technological *baccalauréat* holders enrolled in STS graduate, over 60% of vocational *baccalauréat* holders fail to graduate.

Student success in first cycle university courses is closely associated with their previous career *(chart 02)*. Nearly eight out of ten "non-repeater" general *baccalauréat* holders who enrolled in the first *licence* year in 2002 were still enrolled in university three years later: half of them got their *licence* in three years and continued in the first *masters* year, while the others repeated one year. Conversely, over one third of "repeater" general *baccalauréat* holders and two thirds of technological *baccalauréat* holders opted for another course or dropped out altogether.
70% of the students enrolled in the third *licence* year in 2002 graduate within one year, 11% within two years and, in total, 84% graduate within three years *(table 03)*. The success of general *baccalauréat* holders significantly outweighs that of technological and vocational *baccalauréat* holders.

The results at the BTS examination (Higher Technician Certificate) confirm these differences *(table 04)*. Two out of three candidates obtain their qualification but the success rate of general *baccalauréat* holders exceeds that of technological *baccalauréat* holders by 11 points and that of vocational *baccalauréat* holders by 32 points. Success also varies depending on the candidate's status: despite improvements made by apprentices or candidates from continuing education, their success rates remain lower than those of school candidates (66.5 and 54.4% compared with 74.3%). The reduced success of apprentices is partly due to the fact that over 40% of them hold a vocational *baccalauréat*.

The number of qualifications awarded is generally increasing, with the *licence* in the lead: 165,800 – LMD *licence master doctorat*, vocational or former version – *licences* were awarded in 2005 *(chart 05)*, the sharp increase in the last four years being due to the rapid development of vocational *licences* (3,620 in 2001 and 23,874 in 2005). 86,000 university qualifications were also awarded in 2005 corresponding with 5 years of studies following the *baccalauréat*: 27,600 research-oriented advanced degrees (DEA) or research masters and 58,200 post-master's degrees in advanced specialised studies (DESS) or professional masters. The continous increase in these qualifications is mostly due to DESSs.
Furthermore, 27,600 engineering degrees were awarded in 2005, i.e. 12% more than in 2000. The increase in business school degrees is sharper yet: 13,200 graduates in 2005, i.e. + 50% in five years.
Finally, almost 150,000 qualifications from short higher education courses were awarded in 2005: while the number of DUTs (University Diploma in Technology) has stabilised, that of BTSs now exceeds 100,000.

Probable success rate in the licence *course is a longitudinal indicator: A cohort of students enrolled in the final year of a* licence *course for the first time at the start of the 2002 academic year is monitored for three consecutive years. Success is assessed by calculating the likelihood of obtaining the* licence *qualification of the cohort in one, two and three years. Reorientation, in terms of discipline or institution, is accounted for.*

Engineering degrees. All graduates from public and private institutions, affiliated to all ministries authorised to award an engineering degree recognised by the Commission des titres d'ingénieurs *(CTI). Excluded are qualifications awarded through continuing education, with the exception of the CESI (Centre for higher industrial studies) and INPSA (National institute for higher agricultural promotion). Qualifications obtained by students of CNAM (National Conservatory of Arts and Crafts) are not accounted for.*

*Business School degrees. All degrees recognised by the minister in charge of higher education. Degrees from non-recognised schools are not included (*Mastère *degrees, MBAs etc.). These degrees correspond with various levels of qualification: mainly 5-year courses after the* baccalauréat *but also 4-year and 3-year courses.*

Source: MEN-MESR-DEPP
Scope: mainland France + overseas *départements*, mainland France for the panel

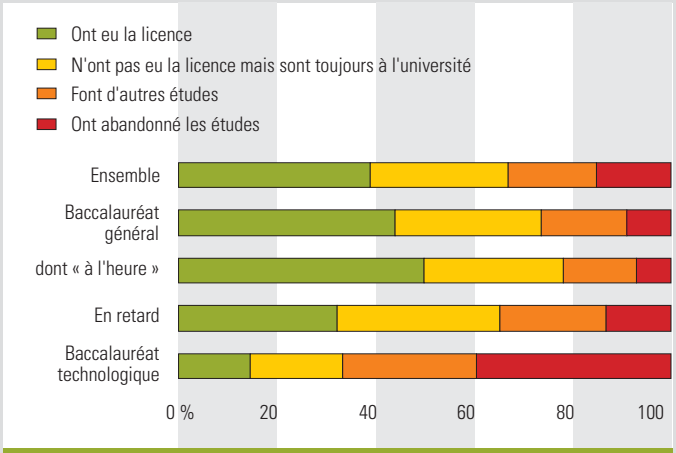
01 Assessment of *baccalauréat* holders' careers according to the principal orientations made after the *baccalauréat* (%)

	Sortie avec un diplôme de l'enseignement supérieur			Sortie sans diplôme
	ensemble	bac + 2	bac + 3 *ou* +	
CPGE	**95**	3	92	**5**
Premier cycle universitaire	**77**	13	64	**23**
dont bacheliers généraux	86	13	73	14
dont bacheliers technologiques	36	17	19	64
IUT	**92**	56	36	**8**
dont bacheliers généraux	99	53	46	1
dont bacheliers technologiques	79	60	19	21
STS	**76**	65	11	**24**
dont bacheliers généraux	92	72	20	8
dont bacheliers technologiques	78	68	10	22
dont bacheliers professionnels	38	37	1	62
Total inscrits dans l'ens. sup.	**80**	30	50	**20**

Lecture : 80 % des bacheliers du panel qui se sont inscrits dans l'enseignement supérieur sont sortis avec un diplôme.

Source : panel 1989 MEN-MESR-DEPP

02 Likelihood of obtaining a *licence* in three years for 2002 *baccalauréat* holders enrolled in university after their *baccalauréat*



Source : panel 1989 MEN-MESR-DEPP

03 Likelihood of obtaining a *licence* for students enrolled in L3 according to the *baccalauréat* section (%)

	1 an	2 ans	3 ans	Cumulée en 3 ans
Baccalauréat général	72,2	12,0	1,6	85,8
Baccalauréat technologique	57,3	7,5	2,1	66,9
Baccalauréat professionnel	55,6	8,8	2,1	66,4
Ensemble des bacheliers	**70,7**	**11,4**	**1,6**	**83,7**

Source : MEN-MESR-DEPP

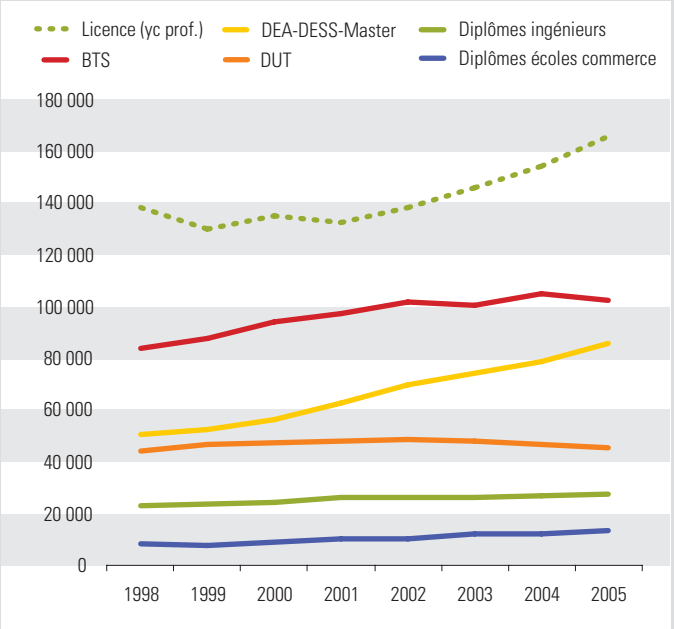
04 Likelihood of obtaining a BTS according to the candidate's schooling background and status

session 2005 (métropole + DOM)

	Scolaire	Apprenti	Formation continue	Ens. à distance et individuel	Ensemble
Bac L	79,5	82,2	72,9	44,8	**73,1**
Bac ES	85,3	85,0	74,6	50,7	**79,3**
Bac S	85,3	85,9	73,8	39,3	**78,4**
Bac général	**83,9**	**84,7**	**73,9**	**45,0**	**77,4**
Bac STI	75,7	77,4	51,4	33,1	**72,0**
Bac STT	72,3	66,9	54,7	40,1	**64,5**
Autres bac techno	73,8	66,7	51,4	34,0	**65,6**
Bac technologique	**73,6**	**71,1**	**54,0**	**38,2**	**66,7**
Bac professionnel	**56,1**	**54,3**	**34,1**	**25,7**	**45,1**
Ensemble	**74,3**	**66,5**	**54,4**	**37,0**	**65,0**

Source : MEN-MESR-DEPP

05 Number of qualifications awarded in the principal higher education courses



Source : MEN-MESR-DEPP

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A higher education qualification is a decisive advantage in finding employment and occupying a higher or intermediate profession. Most higher education school and third cycle university graduates hold one of these positions approximately five years after completing their studies, as do most *licence* or *maîtrise* graduates.

A higher education qualification is a decisive advantage in finding employment. Almost two years after completing their studies, 83% of higher education graduates had a job in the first semester of 2005, compared with 64% of other young people (Insee's surveys on Employment).

However, over 40% of higher education graduates were unemployed during the three years that followed the end of their studies *(table 01)*. These unemployment periods are generally short, particularly for DUT (University Diploma in Technology) and BTS (Higher Technician Certificate) graduates. Conversely, third cycle literature, humanities and social science graduates are sometimes unemployed for longer periods, of a year or more.

When careers start, professional status depends largely on the level of qualification. Therefore higher education graduates are four times (64%) more likely to hold a higher (manager, teacher, company director) or intermediate (technician etc.) occupation than graduates from the upper secondary education (15%). Conversely, graduates from the upper secondary education are three times more likely to be blue-collar or clerical workers (60% compared with 20%).

In 2005, the majority of *Grandes Écoles* and third cycle university graduates were managers, self-employed professionals or company directors *(chart 02)*. *Licence* and *maîtrise* graduates are more likely to be teachers.

Graduates from paramedical and social studies are nearly all nurses or social workers and are hardly ever affected by unemployment *(table 01)*.

Higher technological courses completed over two years lead to more diverse situations for graduates. Most DUT graduates occupy an intermediate or higher profession approximately five years after completing their studies, as do over 40% of BTS graduates. Those holding a DUT or BTS with an industrial specialty are more likely to have access to intermediate positions than their service-specialty counterparts (69% as opposed to 51% in 2005). The general situation, however, has taken a downturn since 2003, as a smaller proportion of these young people hold an intermediate position, more likely to be clerical or blue-collar workers (approximately + 5 points since 2003).

Table 01 is based on Céreq's "Generation 2001" survey and relates to the first three career years of young people who completed their education in 2001. Chart 02 and table 03 are based on INSEE's 2005 surveys on Employment, those of 2006 having posed a problem which is currently being resolved. Young people "who left approximately five years ago" completed their initial education in the last 3 to 7 years (between 1998 and 2002). These two figures relate to the benefits of a higher education qualification (and do not take into account young people who took higher education courses without obtaining a qualification). Table 03's socio-economic classification defines the following as "higher" occupations: senior managers, teachers, journalists, engineers and self-employed professionals, and includes company directors. Primary school teachers, although in category A, are in the intermediate occupation category (like teachers).

Sources: INSEE, Céreq surveys on Employment
Scope: mainland France

01 Length of unemployment, between 2001 and 2004, of higher education graduates who completed their studies in 2001

(in the first three career years)

en %

	Nombre de mois passés au chômage			
	0 mois	De 1 à 5 mois	De 6 à 12 mois	Plus d'1 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 » (orientés vers la communication, le 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**
Ensemble *Génération 2001*	***53***	***19***	***13***	***15***

DESS : diplômes d'études supérieures spécialisées ; DEA : diplômes d'études approfondies ;
BTS : brevets de techniciens supérieurs ; DUT : diplômes universitaires de technologie.

Source : Génération 2001, Céreq

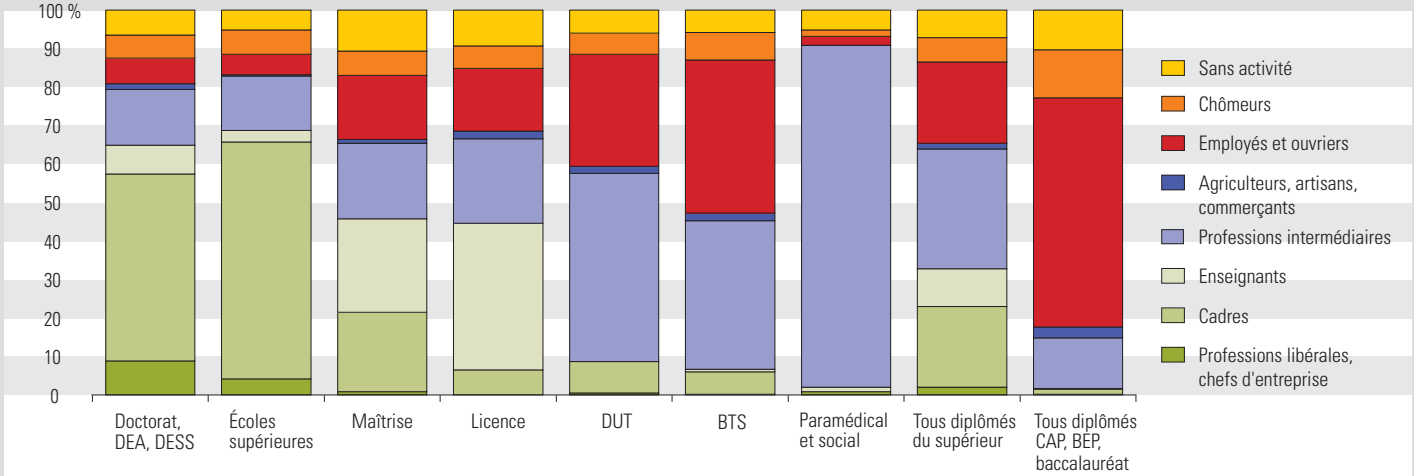
03 Proportion of higher professions and company directors in the total number of jobs (2005)

en %

	Environ 5 ans après la fin des études	Ensemble population occupant un emploi
Doctorat, DEA, DESS	72	79
Écoles supérieures	76	76
Maîtrise	43	52
Licence	19	35
Sous-total enseignement supérieur long	***53***	***62***
DUT	10	29
BTS	7	18
Paramédical et social	1	4
Sous-total enseignement supérieur court	***7***	***18***
Diplômés du supérieur	31	41
Diplômés du secondaire	2	6
Aucun diplôme	2	2
Ensemble	**16,0**	**15,2**

Source : calculs DEPP à partir des enquêtes emploi de 2005 de l'INSEE (moyenne annuelle)

02 Professional situation of young people who have been out of initial education for an average of 5 years, based on their qualification (2005)



Lecture : 5 ans environ après la fin de leur formation initiale, 21 % des diplômés du supérieur sont employés ou ouvriers en 2005, pour 60 % des titulaires de CAP, BEP et des baccalauréats. À l'inverse, 64 % des diplômés de l'enseignement supérieur exercent une profession supérieure ou intermédiaire (en incluant les chefs d'entreprise), pour 15 % des diplômés du second cycle de l'enseignement secondaire.

Source : calculs DEPP à partir des enquêtes emploi de 2005 de l'INSEE (moyenne annuelle)

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In 2006, 11.1 billion Euros were devoted to continuing education activities, i.e. 9.1% of the expenditure on education, and 2.3 billion Euros to extra-curricular education. While those from continuing education are still the most qualified salaried employees, the number of VAE applicants (Validation of Skills Acquired Through Experience) continues to increase.

Continuing education expenditure amounted to 11.1 billion Euros in 2006 *(according to the education Account, which adopts a different approach from that of the vocational training Account – see methodology)*. From 1980 to 2006, this expenditure increased from 6.8 to 11.1 billion Euros on a constant Euro basis, i.e. a 63% rise, and its share of the Domestic Education Expenditure (DEE) decreased from 10.4 to 9.1% *(table 01)*.

In that period, extracurricular education expenditure almost tripled, notably due to the transfer of artistic education expenditure (municipal conservatories) in 2003, thus far allocated to secondary education.

In terms of initial funding (notably prior to transfer of funds from the State to the regions), this expenditure is mainly covered by companies (40.7%) and the State (32.0%). In particular, the State funds the training of its agents and that of people seeking employment: thus, the Ministry of Labour, social Relations and Solidarity is the leading source of public funds. The Ministry of national Education also makes a major contribution to continuing education, covering nearly 15% of the State funding.

Although continuing education was initially designed as "school of the second chance", enabling those least qualified to get an education, it appears more often to benefit better trained and better qualified company employees, in particular technicians and managers *(table 02)*. Continuing education was also supposed to help fight against unemployment. Unfortunately, most unemployed people do not benefit from it and it should be noted that the inequalities observed in initial education are carried forward. The lower the unemployed person's level of qualification, the less he enrols in continuing education to find a job: thus, in 2004, only just over 5% of those with an educational level lower than an upper secondary education benefited from continuing education, compared with over 30% of those holding a qualification corresponding with at least 5 years of studies after the *baccalauréat*.

The validation of skills acquired through experience constitutes another way to obtain a qualification, by promoting professional experience. Since 2002, the number of VAE applicants has continued to increase. In 2006, over 22,000 people who applied to the Ministry of national Education for a national vocational or technological education qualification saw their application files examined by a jury and 13,400 obtained a full qualification *(chart 03)*. They are most often hoping to acquire a qualification with a level at least equivalent to the *baccalauréat (chart 4)*: in 2006, applications for the State-recognised special education teacher qualification, level III, explain the sharp increase in "other national education qualifications".

Since 2002, this system has also been developing in higher education (universities and CNAM – National Conservatory of Arts and Crafts). In 2006, approximately 3,700 VAE applications were examined and over 1,800 qualifications awarded.

Continuing education expenditure is comprised of all the expenditure made by all the economic agents (State, regional administrations and otherwise, businesses, households) on the organisation of continuing education activities, including training courses organised internally by companies or administrations. The major differences between the education account used herewith and the continuing education account established by the Ministry of Labour, Social Relations and Solidarity, amounting to 24 billion Euros in 2004, are as follows: the latter includes apprenticeship, trainees salaries and exemption of social security charges related to alternating work and study contracts and apprenticeship contracts. Extra-curricular activities include night classes, CNAM activities etc. They are included in the education expenditure, whose overall amount (121.4 billion Euros) is thereby evenly distributed between primary education (33.4 billion), secondary education (53.1), higher education (21.5) and this indicator (11.1 and 2.3).

Sources: MEN-MESR-DEPP, MTRSS (DARES), CEREQ.
Scope: mainland France and mainland France + overseas *départements*

01 Expenditure on continuing education and extra-curricular education

métropole + DOM

	1980	1990	2000	2005	2006
DIE pour la formation continue					
aux prix courants (en milliards d'€)	3,0	7,0	10,1	10,7	**11,1**
aux prix de 2006 (en milliards d'€)	6,8	9,1	11,4	10,9	**11,1**
DIE pour l'enseignement extrascolaire (1)					
aux prix courants (en milliards d'€)	0,3	0,8	1,2	2,2	**2,3**
aux prix de 2006 (en milliards d'€)	0,8	1,0	1,4	2,3	**2,3**
Part dans la DIE (en %)	**11,6**	**11,5**	**10,8**	**11,0**	**11,1**
Structure du financement initial (en %) (*)					
État				31,6	**32,0**
dont MEN**				4,8	**4,9**
Collectivités territoriales				13,6	**14,3**
Autres administrations publiques et CAF				2,0	**2,0**
Entreprises				41,5	**40,7**
Ménages				11,2	**11,0**

(1) L'enseignement « extrascolaire » correspond aux formations CNAM, formations artistiques (transfert de crédits depuis 2003 de l'enseignement du second degré)
(*) Cette ventilation n'est possible qu'à partir de 1999
(**) Depuis 2003, une part des dépenses de l'État n'est plus comptabilisée en IUFM mais est réaffectée aux activités d'enseignement initial des premier et second degrés scolaires.

Source : MEN-MESR-DEPP

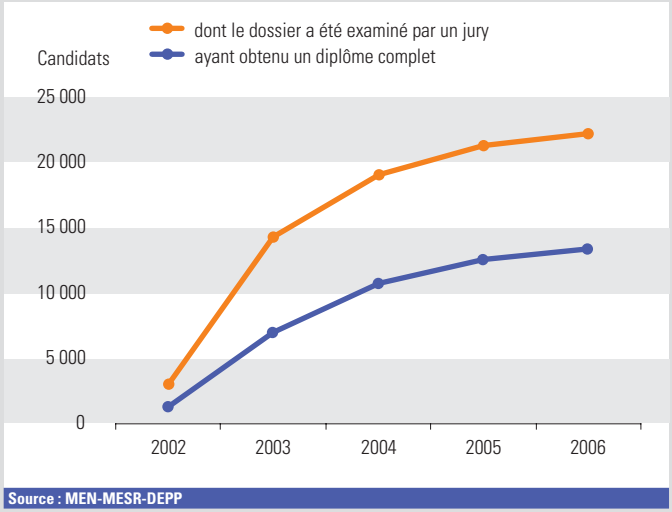
02 Rate of employees' access to continuing education in 2004, by company size

en %, hors alternance, CIF, et contrats de professionnalisation

	Ouvriers	Employés	Techniciens	Ingénieurs	Ensemble
10 à 19 salariés	7,9	11,5	24,1	20,1	12,5
20 à 49 salariés	14,5	12,0	30,8	29,8	19,7
50 à 249 salariés	26,1	29,4	46,6	47,3	33,9
250 à 499 salariés	31,8	35,7	54,5	57,6	42,1
500 à 1 999 salariés	35,7	43,3	60,4	63,0	49,2
2 000 salariés et +	41,7	39,8	65,7	64,1	50,4
Ensemble	**29,0**	**29,3**	**55,0**	**53,2**	**39,0**

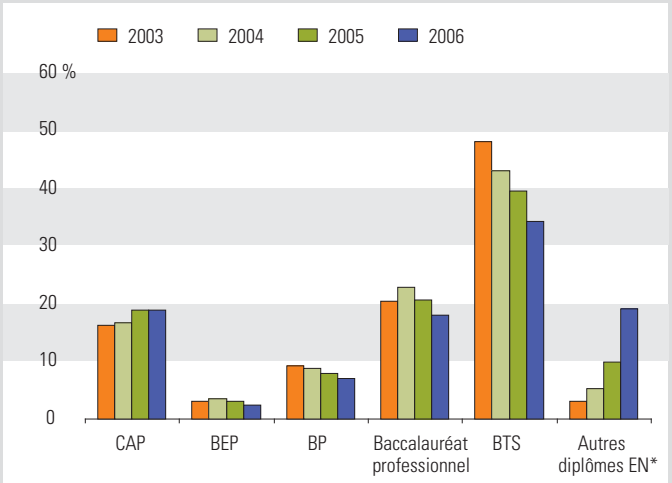
Source : Déclarations fiscales n° 1483 – Exploitation Céreq

03 Validation of skills acquired through experience (VAE) (vocational and technological qualification of the Ministry of national Education)



Source : MEN-MESR-DEPP

04 Breakdown of VAE applicants according to the technological and vocational education qualification desired



* mention complémentaire ou BMA ou DEES.

Source : MEN-MESR-DEPP

Appendix

The rise in the pupil and student population, constant since 2002, came to a halt at the start of the 2006 academic year

In 2006-2007, the total population of pupils, apprentices and students in the public and private sectors in mainland France and overseas *départements* (DOM) dropped to below 15 million, about 600,000 of whom were in the DOM. Following an increase over several years, this population was down 47,000 (- 0.3%) at the beginning of the 2006 school year.

In primary education, due to the current demographic recovery and increasing number of births since 2000, the downward trend ended at the start of the 2003 school year. Numbers of pupils have grown by 115,000 in four years, although this increase slowed slightly in 2006, the sharp increase in the primary sector being accompanied this year by a decrease in pre-school.

In secondary education however, the total number of pupils in institutions under the authority of the Ministry of national Education continues to decrease at an even faster rate at the beginning of the 2006 school year with the loss of nearly 70,000 pupils. This year, the decrease concerns all cycles and not only the first cycle in which numbers have been dropping regularly since the mid-1990s due to the "baby bust" generation coming of schooling age. While the decrease is not as marked as the previous years in the lower secondary (- 1.2%), it also affected the upper secondary in 2006, vocational (- 0.6%) as well as general and technological (- 1.4%).

The rise in the number of apprentices, sustained throughout the 1990s but which had come to a halt in the early 2000s, has significantly recovered in the last three school years, with a strong development in courses preparing for a higher education qualification. The same is true of secondary agricultural education, where the numbers, which were stable at around 150,000 in the early 2000s, now reach 155,000.

Since 1980, the student population (all courses included) has practically doubled. Following a stagnation and even a slight decrease in the late 90s, student numbers had again increased by 120,000 from 2000 to 2005, three quarters of this increase due to the influx of foreign students. The beginning of the 2006 academic year was marked by a decrease of roughly 30,000, mostly in general university disciplines.
Other courses, which had experienced sustained growth until 2000, have since had mixed evolutions. While the number of students in STS (Advanced Technical Courses) and IUT (University Institute of Technology) is slightly down, engineering and business schools continue their progress, as do parademical and social studies. Among all the "other institutions", IUFMs (Teacher Training Institutions), where numbers had stopped increasing in the last few years, registered a 9% drop at the beginning of the 2006 academic year.

Total number of pupils and students

métropole + DOM, public et privé

Effectifs en milliers	1980-1981	1990-1991	2000-2001	2004-2005	2005-2006	2006-2007
Premier degré (1)						
Préélémentaire	2 456,5	2 644,2	2 540,3	2 609,5	2 612,0	2 578,4
CP-CM2	4 810,0	4 218,0	3 953,0	3 924,6	3 962,0	4 016,9
ASH	129,8	91,2	58,7	51,4	50,5	48,7
Total premier degré	**7 396,3**	**6 953,4**	**6 552,0**	**6 585,5**	**6 624,6**	**6 644,1**
Second degré (2)						
Premier cycle	3 261,9	3 253,5	3 290,9	3 194,3	3 139,0	3 100,6
Second cycle professionnel (3)	807,9	750,0	705,4	719,3	724,0	719,7
Second cycle général et technologique	1 124,4	1 607,6	1 501,5	1 515,5	1 512,9	1 491,2
Enseignement adapté (SEGPA)	114,9	114,6	116,6	111,2	109,5	106,6
Total second degré Éducation nationale	**5 309,2**	**5 725,8**	**5 614,4**	**5 540,3**	**5 485,4**	**5 418,0**
Second degré Agriculture (4)	117,1	116,2	151,3	152,5	154,9	155,0
Centres de formation d'apprentis	244,1	226,9	376,1	378,8	395,6	424,4
Spécial santé « scolarisés »	96,2	88,2	81,4	77,1	76,3	77,0
Enseignement supérieur						
Universités (sans IUT ni formations d'ingénieurs)	796,1	1 075,1	1 254,3	1 286,4	1 283,5	1 259,4
CPGE et prépas intégrées	42,9	68,4	73,8	76,5	77,8	79,3
STS	67,9	199,3	238,9	230,3	230,4	228,3
IUT	53,7	74,3	119,2	112,4	112,6	113,8
Écoles d'ingénieurs (4)	40,0	57,7	96,5	107,2	108,1	108,8
Écoles de commerce, gestion, compta. et vente	15,8	46,1	63,4	83,2	88,4	87,3
Écoles paramédicales et sociales (5)	91,7	74,4	93,4	124,2	131,7	131,7
Autres établissements d'ens. supérieur (6)	76,0	128,5	232,4	263,7	265,1	260,3
Total enseignement supérieur (7)	**1 184,1**	**1 717,1**	**2 160,3**	**2 269,8**	**2 283,3**	**2 254,4**
Total général	**14 346,9**	**14 827,5**	**14 935,4**	**15 004,0**	**15 020,1**	**14 972,8**

(1) À partir de 2000 : estimations pour l'ensemble du premier degré.
(2) Les effectifs des EREA sont répartis selon la formation suivie par les élèves.
(3) Y compris préparations diverses et formations complémentaires de niveaux V et IV.
(4) Y compris les NFI (nouvelles formations d'ingénieurs).
(5) Données provisoires en 2005-2006 et 2006-2007.
(6) Groupe rassemblant les écoles vétérinaires, EHESS, autres écoles dépendant d'autres ministères, INP, universités de technologie [UT] et les IUFM à partir de 1991.
(7) Sans double-compte des formations d'ingénieurs en UT et INP.

Appendix

Institutions

In light of the evolution in the number of pupils, the analysis of the number of institutions highlights a downward trend in primary education (less than 56,000 primary schools in 2006 compared with almost 69,000 in 1980) and relative stability in secondary education (a little over 11,000 *collèges*, vocational and general, public or private *lycées*). The recent revival and reorganisation of the priority education policy resulted in the classification of a little over 8,000 institutions in either "*ambition réussite*" (ambition success) or "*réussite scolaire*" (educational success) networks, which represent 250 *collèges* and 1,700 primary schools.

Pupil and student population. *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 overseas* départements *(including pupils, apprentices and students under the responsibility of the Ministry of Agriculture and Fisheries). It should be noted that surveys on higher education take into account the number of enrolments and not students.*

Number of institutions

métropole + DOM, public et privé

Écoles	1980-1981	1990-1991	2002-2003	2004-2005	2006-2007
Public					
Écoles maternelles	15 996	18 829	18 238	17 703	17 250
Écoles élémentaires	45 664	39 009	33 981	33 452	33 040
Total	**61 660**	**57 838**	**52 219**	**51 155**	**50 290**
Privé					
Écoles maternelles	363	419	222	184	160
Écoles élémentaires	6 663	5 966	5 348	5 289	5 217
Total	**7 026**	**6 385**	**5 570**	**5 473**	**5 377**
Total public + privé	**68 686**	**64 223**	**57 789**	**56 628**	**55 667**

Établissements du second degré	1980-1981	1990-1991	2002-2003	2004-2005	2006-2007
Public					
Collèges (CES, CEG)	4 891	5 019	5 168	5 200	5 238
LP (LEP, CET)	1 353	1 362	1 083	1 061	1 043
Lycées (LEGT)	1 134	1 294	1 531	1 545	1 554
EREA (ENP)	nd	82	80	80	80
Total	**7 378**	**7 757**	**7 862**	**7 886**	**7 915**
Privé					
Collèges (ESC, CC)	1 757	1 814	1 803	1 788	1 773
LP (LEP, ETC)	978	809	647	641	653
Lycées (EST, ET, ES)	1 194	1 290	1 077	1 069	1 069
Total	**3 929**	**3 913**	**3 527**	**3 498**	**3 495**
Total public + privé	**11 307**	**11 670**	**11 389**	**11 384**	**11 410**

Number of priority education institutions as of September 2006

métropole + DOM, public

	Réseaux « ambition réussite »	Réseaux réussite scolaire	
		Total	dont ZEP
Écoles	**1 715**	**5 426**	**4 044**
Maternelles	804		
Élémentaires	911		
Collèges	**249**	**870**	**644**

Educational levels

National nomenclature for educational levels established by the National Statistical Commission on Continuing Education and Social Promotion.

Level VI: those leaving during the first cycle of secondary education (*sixième*, *cinquième* or *quatrième* classes at *collège*) and one-year pre-vocational courses (CEP – Vocational Education Certificate, CPPN – Pre-vocational course and CPA – Preparatory Class for Apprenticeship).

Level Vbis: those leaving at the end of general *troisième* class or technological *quatrième* and *troisième* classes 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 dropping out of long-term general secondary education before the final year at *lycée*.

Level IV: those leaving at the end of the final year of long-term general secondary education in a *lycée* or dropping out of post-*baccalauréat* higher education before reaching level III

Level III: those leaving higher education with a qualification equivalent to 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 qualification after the second or third cycle of university education or a degree from a *Grande École*.

International Standard Classification of Education (ISCED)

ISCED 1: primary education

ISCED 2: lower secondary education

ISCED 3: higher secondary education

ISCED 4: post-secondary education outside higher education (almost non existent in France)

ISCED 5: first and second cycle higher education

ISCED 6: third cycle higher education (research doctoral programme)

Designed by UNESCO in the early 1970s, this classification was reviewed and approved in 1997, following wide-ranging international consultations. It represents a tool providing comparable statistics on education and training for all countries, and breaking down pupil and student numbers, graduate numbers, human and financial resources according to a common scale of educational levels. It is also used to break down the population by educational level. The studies taken into account are those successfully completed and validated by a qualification: people with a level at least equivalent to **ISCED 3** in France therefore hold at least a CAP, BEP or *baccalauréat*.

Table of abbreviations

AES: Social and economic administration studies.
ASH (formerly AIS): School adaptation and schooling of disabled pupils.
ATOSS: Administrative, technical, maintenance and service, welfare and health personnel.
BEP: Certificate of technical education.
BEPA: Certificate of agricultural vocational education.
ILO: International labour office.
BTS: Higher technician certificate.
CAP: Vocational training qualification.
CAPA: Agricultural vocational training certificate.
CAPES: Certificate of aptitude for teaching in secondary education.
CEREQ: Centre for study and research into qualifications.
COP: Guidance councillor / psychologist.
CPA: Preparatory class for apprenticeship.
CPGE: Preparatory class for *grandes écoles*.
DEA: Research-oriented advanced degree.
DEES: State-recognised special education teacher qualification.
DEPP: Evaluation, forecasting and performance department.
DESS: Post-master's degree in advanced specialised studies.
DEUG: General university diploma awarded after completion of the first 2-year cycle.
DEUST: Scientific and technical university diploma.
DGES: Directorate general for higher education.
DGESCO: Directorate general for primary and secondary education.
DGRH: Directorate general for human resources.
DEE: Domestic education expenditure.
DOM: Overseas *département*.
DSN: National Service Directorate.
DUT: University diploma in technology.
ENSI: National school for advanced engineering.
ES: Economic and social section.
IEA: International association for the evaluation of educational achievement.
INSEE: French national institute of statistics and economic studies.
ITRF: Engineers and technical research and training staff.
IUFM: Teacher training institution.
IUP: University Institute of Professional Studies.
IUT: University institute of technology.
JAPD: National defence preparation day.
L: Literary section.
LOLF: Organic law on budget acts.
MI-SE: House director and supervisor of non-resident pupils.
MEN: Ministry of national Education.
MESR: Ministry of higher Education and Research.
MSG: Master's degree in management sciences.
MST: Master's degree in science and technology.
OECD: Organisation for Economic Co-operation and Development.
PEGC: General *collège* teacher.
GDP: Gross domestic product.
RAR: "Ambition success" network.
RASED: Specialised aid network for children with learning problems.
RRS: Educational success network.
S: Scientific section.
STAPS: Science and Technology for Physical Activities and Sports.
SEGPA: Adapted general and vocational education classes.
STG (formerly STT): Management science and technology.
STI: Industrial science and technoloy.
STS: Advanced technical course.
TOM: Overseas territory.
UNEDIC: Central unemployment benefits agency.
VAE: Validation of skills acquired through experience.
ZEP: Priority education zone.

Depp publications

Publications by the ministry of national Education and ministry of higher Education and Research made by the DEPP (Evaluation, Forecasting and Performance Department) present comprehensive statistical data resulting from systematic surveys, but also series of analytical indicators, methodology or summary articles, surveys or research outcome. Beyond the data contained in this document, they should enable the reader to understand the French education system more comprehensively.

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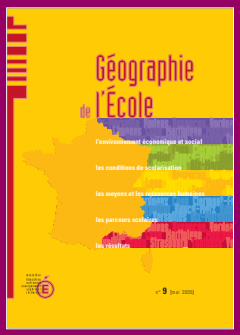

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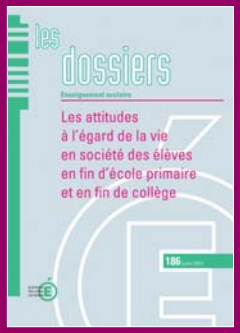

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