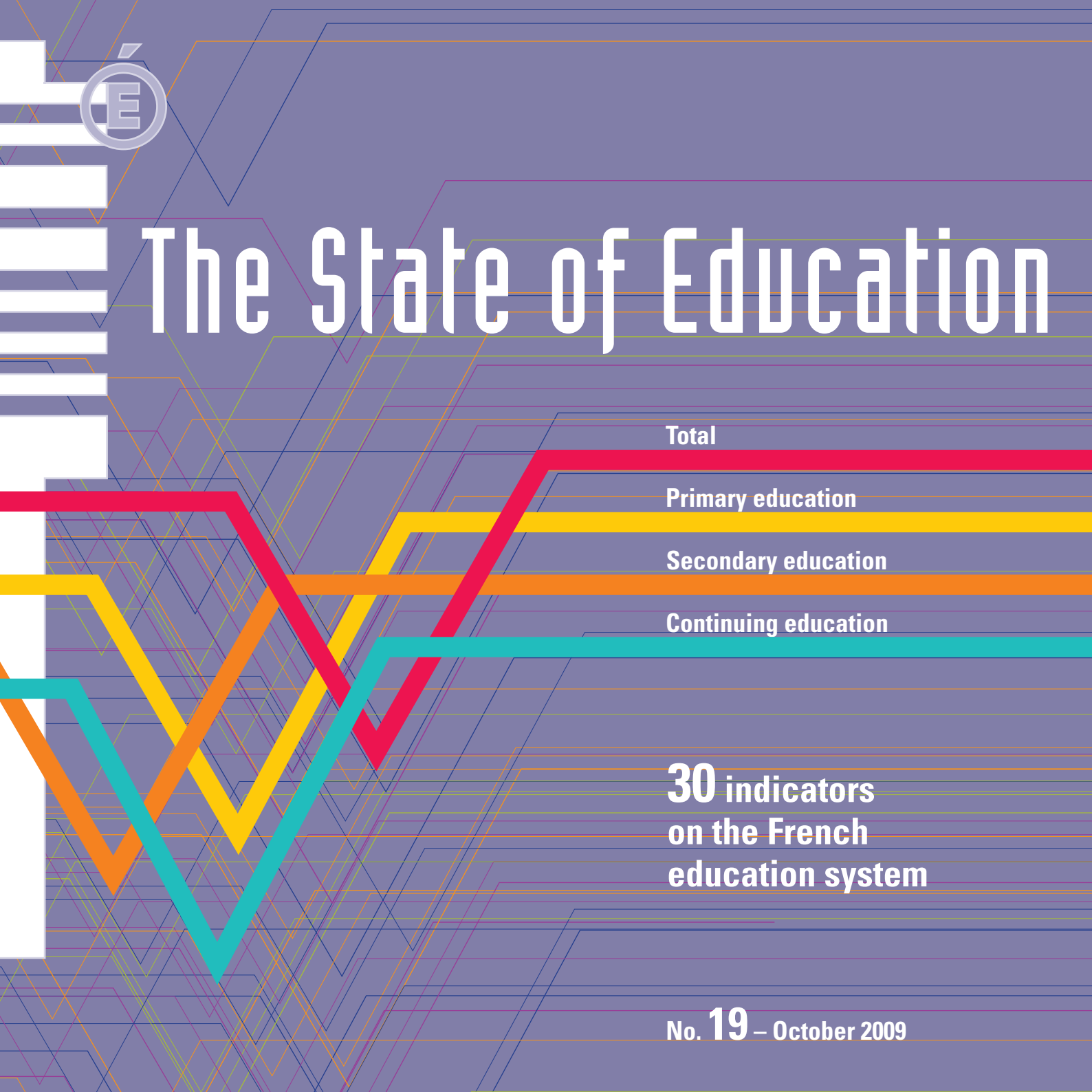
The State of Education



30 indicators on the French education system

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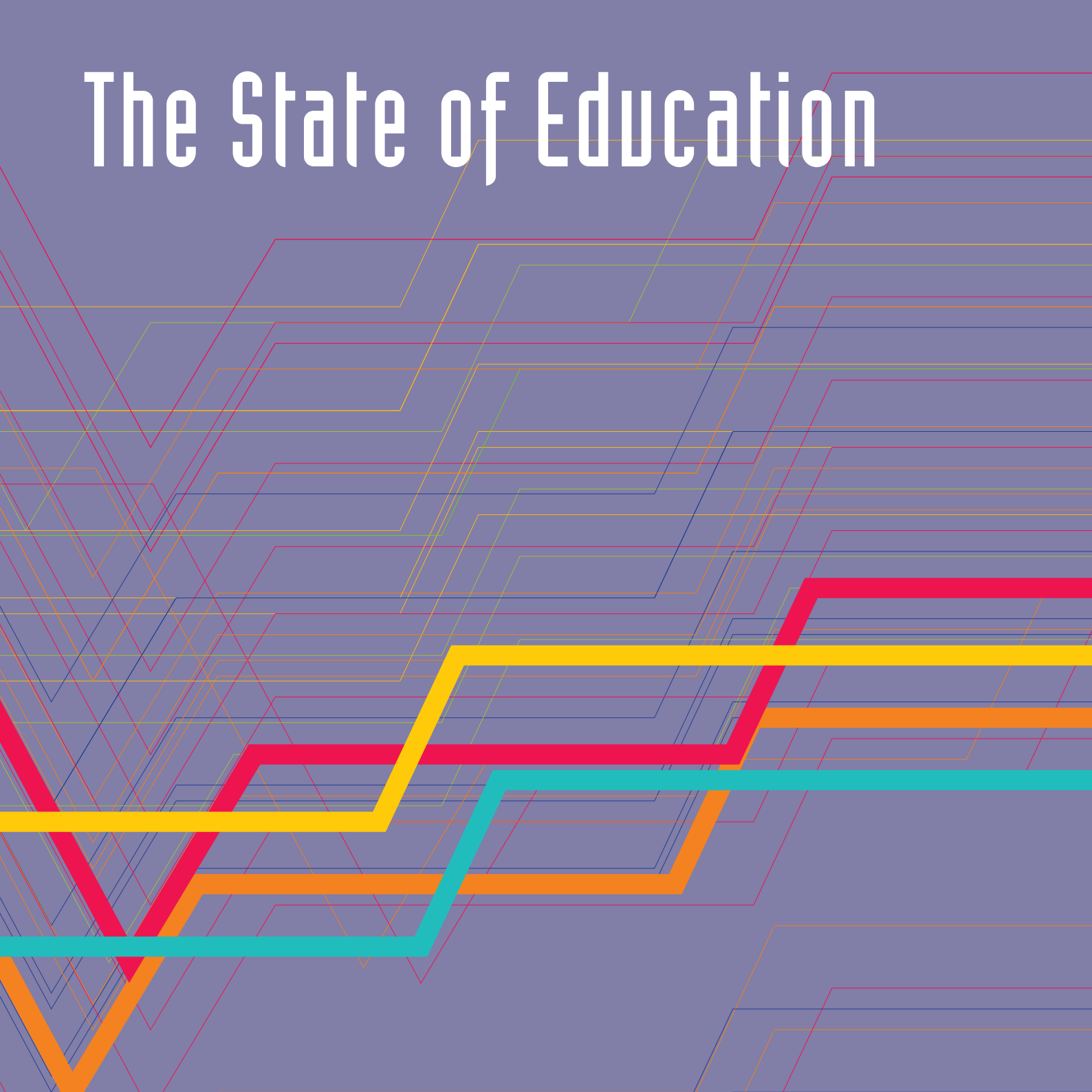

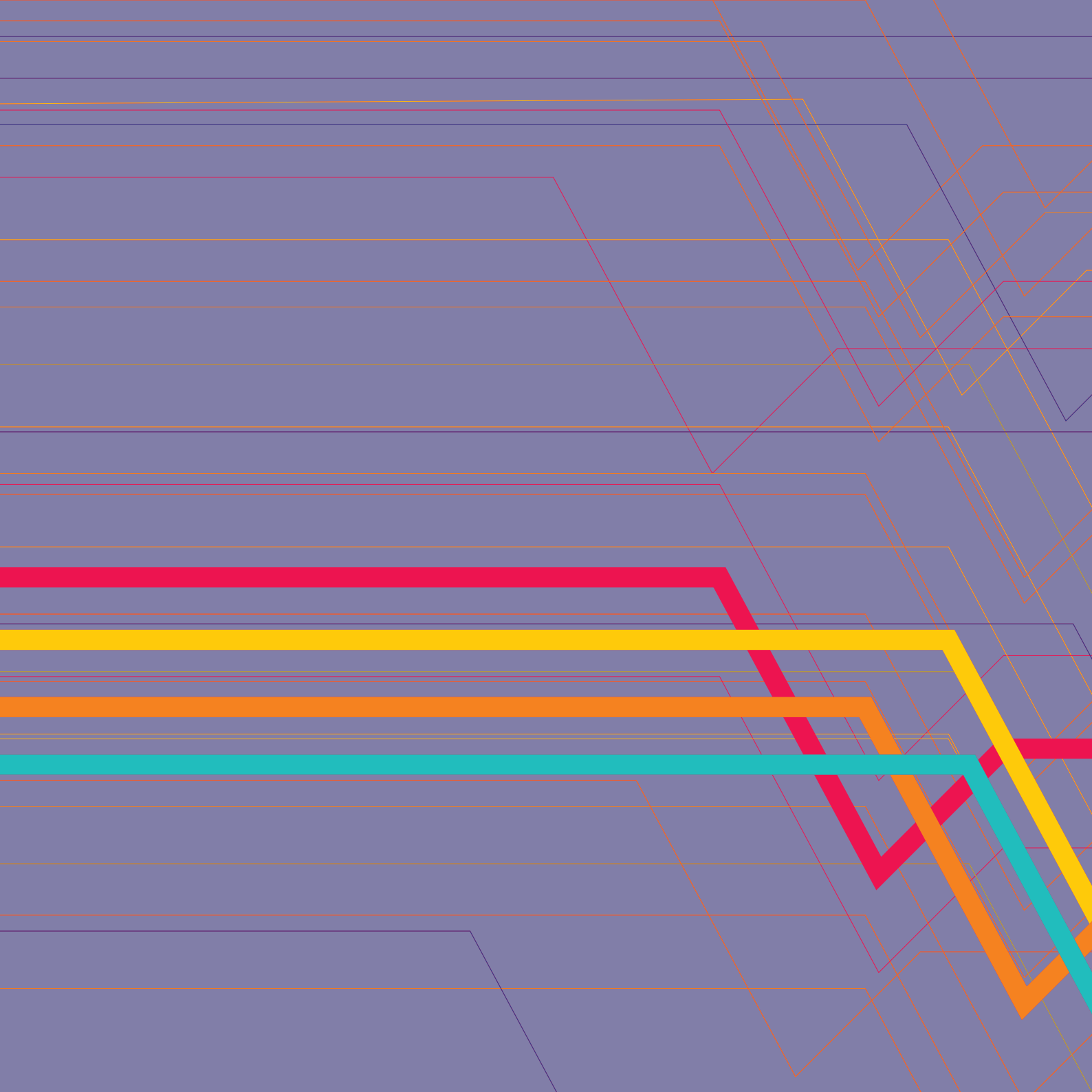

Preface

In this, the nineteenth edition of the State of Education, the emphasis is on France's efforts to ensure the success of each individual student. This report serves to illustrate, through 30 indicators and in the space of thirty odd pages, the scale and diversity of educational resources and actions deployed to ensure the smooth functioning of our education system.

Fulfilling the expectations of French citizens and meeting our children's needs means successfully passing down basic knowledge. It also means providing all the support required for students to overcome any difficulties, improving guidance support and enabling each and every student to find his or her path to success, ensuring that disabled children are integrated, and educated and reforming the teaching profession.

It is with a view to meeting these objectives that a complete overhaul of the French education system, from primary school through upper secondary school, has been underway since 2007. Statistical data presented in this document reflect the Nation's new-found ambition for its school system. They provide evidence of the improvements made thanks to the reforms initiated. They also indicate what remains to be done to achieve the objectives we have set, especially as regards building a fairer upper secondary school system that provides more effective support and guidance.

Innovation, creativity, the knowledge society: these are the challenges that must be met today to prepare the professional futures of our children. The French Ministry of Education is determined to rise to these challenges and ensure success for all our children.

Luc Chatel
French Education Minister
Government spokesman

Presentation

The growing number of international indicators and comparative studies (OECD, EUROSTAT, UNESCO), the definition of shared objectives for European education systems, the implementation in France of the objectives defined for the Ministry of Education as contained in the Constitutional bylaw on budget acts (LOLF) and the declared ambition that all young people should be proficient in a common core of knowledge and skills all point to the need for regular monitoring of the efforts made in education and training, their outcomes and the progress still to be made.

From its very first edition in 1991, the State of Education (*l'État de l'École* in French) has brought together for analysis a number of indicators to highlight changes over time as well as geographical differences (half the indicators used shed light on the international situation). The indicators reflect the resources available to our education system, its activities, its mode of operation and its internal and external outcomes.

This 19th edition continues along this same path, with a specific emphasis on certain crucial issues such as success at school and equal opportunities in terms of access to education, diplomas and qualifications, which have such a strong influence on young people's chances of finding jobs.

Resources made available to our education system

In 2008, France devoted a budget of 129.4 billion euros to its education system as a whole (including the overseas *départements*). This is 6.6% of the gross domestic product (GDP) and represents 2,020 euros per capita or 7,780 euros per pupil or student. Continuing education apart, this investment puts us above the average for OECD countries (5.9% compared with 5.7% in 2006).

The share of national wealth spent on education rose significantly in the early 1990s, reaching 7.6% in 1993, up from 6.4% in 1980. Since then, there has been a slow but steady downward trend; although the amount spent on education has continued to rise, it has not matched growth in the nation's wealth *(Indicator 01)*.

Since 1980, spending on education has increased by 82%, at constant prices, due less to growth in the number of students than to an increase in the cost per student. Considering all years together, the unit cost has increased due to the specific development of relatively more costly upper secondary and higher education teaching and, above all, to the improved facilities available for school students and better pay and career conditions for teachers. During this period, the cost per primary school pupil and secondary school student has risen more sharply (75% and 60% respectively) than that of a student in higher education (35%).

In primary education, stability in the number of teachers, combined with a drop in the number of schoolchildren, led to a significant improvement in the student-to-teacher ratio up to the beginning of the academic year in 2002 *(Indicator 18)*. Although the same trend cannot be seen in secondary education, it enjoys relatively better resources than other comparable countries. The high student-to-teacher ratios seen in French secondary education (average ratio of 11.9 students per teacher in 2007), amplified by the current downward trend in population growth, stem from the fact that many teaching hours (a third on average and a half in *lycées*) are spent with small groups of students rather than a whole class *(Indicator 23)*.

Although the share of education spending spent on higher education has increased since 1980 *(Indicator 29)*, this is primarily due to the rise in the number of students, with the unit costs, on the contrary, having risen significantly less than in the case of school education, at least up to the middle of the decade 2000-2010. Greater investment in higher education has been initiated, however, and, in 2008, spending per student was noticeably higher than the average observed for a secondary school student (10,790 euros compared with 9,110 euros). That said, a university student still costs less than a student at upper secondary level (9,400 euros compared with 11,000 euros).

Central government is responsible for the largest share of education spending, contributing 60% of the budget in 2008 – with a 54% share for the Ministry of Education and the Ministry for Higher Education and Research. The Ministry's budget primarily pays the salaries of teaching staff, whose numbers and, more particularly, structural organisation, have undergone considerable change. For example, nearly all state primary school teachers now have *professeur des écoles* status, while 75% of secondary school teachers have passed the *agrégation* or *CAPES (Indicators 02 and 03)*. Local authorities bore 23.8% of "initial" education costs in 2008, compared with 14.2% in 1980. With each new wave of decentralisation, their share continues to rise. It now exceeds 40% for primary education, where municipalities must pay the salaries of non-teaching staff as well as the running and investment costs of schools *(Indicator 17)*.

Considerable improvement up to the mid-1990s

For three decades, the French education system has developed considerably in quantitative terms. This has been related to a number of factors, including the nursery school boom and greater access to secondary education in the 1960s and 70s, as well as the massive influx of students from lower to upper secondary education as of the mid-1980s to study for the *baccalauréat* school leaving certificate (general, technological or vocational) before going on to higher education.

The school career of the generation currently passing through or having just left the French education system can be summed up as follows:

– almost all students now continue to the end of lower secondary education *(collège)* and 72% continue to *baccalauréat* level *(Indicator 24);*

– 64% pass the *baccalauréat (Indicator 27);*

– half go on to higher education and 40% obtain a tertiary level qualification *(Indicator 09).*

The school system has thus enabled younger generations to attain significantly higher levels of education than those attained by previous generations. Although the target, announced in the 1980s, of guaranteeing that 80% of a generation in Year 13 would reach *baccalauréat* level has not been achieved, there has been a spectacular rise of more than 30% in just a decade in the number of students having access to this level by the end of secondary school. A comparison of younger and older generations in terms of the proportion of students that attain a qualification shows that France has more than caught up with other developed countries *(Indicator 09).*

This improvement in school enrolment has unquestionably gone hand in hand with the democratisation of the education system. Secondary education, *collège* (lower secondary) followed by *lycée* (upper secondary), has become increasingly open to all. Among the generations of young people born in the early 1980s, half the children of workers attain the *baccalauréat*, and are often the first in the family to do so: only around 10% of working-class children did so in the generations born in the 1950s *(Indicator 11)*.

…followed by a relatively stagnant period

For over ten years – since the mid-1990s –, the improvement in school enrolment rates has slowed down. The uninterrupted growth in the length of studies has come to a halt. The total period of education, from nursery school to the end of higher education studies, has stabilised at around 19 years *(Indicator 04)* and practically all generations now reach the end of lower secondary. Following the considerable popularity of general studies observed at the end of the 1980s, lower secondary students have now begun to opt more for vocational courses, particularly in agriculture and under apprenticeship programmes *(Indicator 22)*. The proportion of young people reaching *baccalauréat* level remains around 70%, 6% of whom take programmes outside the state education system *(Indicator 24)*. Among students who pass the *baccalauréat*, and whose proportion in a generation only varies in terms of pass rates, only a little more than half had chosen general options. The percentage of students taking the latter option is tending to decrease, with an increase in the number of students taking vocational *baccalauréats* who are less likely to go on to higher education and, for those that do, a significant failure rate is observed.

The improvements achieved are necessary in order to meet the challenges of economic change in our society. During the Lisbon Summit in March 2000, the EU Member States set themselves a number of objectives, mainly involving a reduction in the number of under-qualified people, leaving them "*at risk of economic and social exclusion*". The European Commission has observed that "*far too many young people leave school without having attained the skills required to play a part in the society of knowledge and easily find employment.*"

France is no exception to this form of educational failure, to deal with which a number of approaches and measures are possible *(Indicator 10)*. Nearly 6% of young people leave initial education without any qualifications, as defined by the French classification system dating from the 1960s, in other words, without having attained a CAP or a BEP (vocational training certificates) by Year 13, or without being enrolled at a general or technological *lycée*. They make up part of the 17% of young people, i.e. around 130,000 per generation, who finish their secondary education without a qualification (CAP, BEP or *baccalauréat*). Lastly, a European Commission benchmark, the "early school leavers" indicator, gives the proportion of young people aged 18 to 24 who have neither successfully completed upper secondary education, nor undertaken any studies or training during the previous month. This figure stood at 12% for France in 2008, with a European target of 10% by 2010.

Persistent difficulties and disparities in mastering basic skills

Improved school enrolment rates have also had little effect in eliminating inequalities in learning outcomes and academic success, for which there is now a national and international system of regular student monitoring and assessment.

Assessments carried out at the end of primary and lower secondary school since 2003 have confirmed significant disparities every year in the performance of young people at school. In 2003, this observation was made for written and oral comprehension, in 2004 for foreign languages, in 2006 for history and geography and in 2007 for experimental science and in 2008 for mathematics. To ensure that students acquire a "common core of knowledge and skills", an annual assessment system was set up as of 2007 implemented at the end of primary school and lower secondary *(Indicator 16)*. Depending on the educational level and the subject – French or Mathematics – the proportion of young people that attain these basic skills ranges from 80% to 90%. The figure is distinctly lower in schools that come under the priority education scheme, especially those in the "*réseaux ambition réussite*" ("targeting success" networks) which work with particularly at risk or disadvantaged students: with a difference of 15 to 20 percent lower for Year 6 students and up to 30 percent lower for students at the end of Year 10 *(Indicator 05)*.

These worrying figures were confirmed among young people aged 17, nearly 12% of whom were found to have difficulties in reading comprehension in 2008 during the *Journée d'appel de préparation à la défense* (JAPD, National Defence Information Day), with 5% of young people displaying particularly serious difficulties *(Indicator 08)*.

The international PISA survey has indicated that, contrary to one of the Lisbon objectives *(Indicator 15)*, the proportion of school pupils and young people experiencing reading difficulties shows no sign of decreasing and, in fact, has even tended to increase in recent years. The proportion of young French people aged 15 who can be considered as "poor readers" rose from 15.2 to 21.8% between 2000 and 2006. The proportion of "very poor readers" has doubled, from 4.2 to 8.5% (compared with an OECD average of 6.0 and 7.4% respectively).

…which often appear at a very early stage…

Difficulties at school observed at the end of primary school or lower secondary are often apparent from the very first years at school. Frequently resulting in the student being made to repeat a year, these difficulties are seldom overcome and weigh heavily on a student's later years at school. Students who lag behind, and have had to repeat a year in the past, are proportionally fewer in number than other students in Year 6 or Year 10 to master the basic skills: the difference, by about 20 percent for Mathematics in 2009, is over 25 percent for French *(Indicator 16)*, naturally raising the question of how effective it is to repeat a year and how important it is to develop ways of detecting such learning difficulties as early as possible (for example, at the time of the new assessments now carried out in Year 3).

Learning outcomes and school pathways also vary depending on social background. The children of management-level staff systematically achieve higher average scores in national assessments than children from working-class families. Furthermore, if they encounter any difficulties during primary school, children from more comfortable social backgrounds are more likely to "turn things around" than working-class children, who are more likely to come up against these difficulties at an early stage.

…and weigh heavily on school and career pathways

The data available from national assessments and regular student monitoring operations (1989 and 1995 sample groups) show how crucial school results are for young people's guidance and subsequent chances of success.

Assessments carried out at the end of lower secondary school (*college*) have confirmed over the past few years that students who request (and obtain) a place in a general class in Year 11 fare much better than the others on the competency scales *(Indicator 25)*.

Again, social factors play a strong role in the choice of education and training options. Children from more comfortable social backgrounds benefit in particular from their higher skills levels thanks to well-targeted options, allowing them to follow courses that give them the best possible chances of social and professional success in the future. They favour more general course options at *lycée* and *baccalauréat* level and form the majority taking the "S" option (Sciences), while children from working-class backgrounds tend to turn more towards technology and vocational options. *Baccalauréat* pass rates are higher among students *(Indicator 27)* whose parents work in management-level jobs, while in the 20 to 24-year-old age group, by far the greatest number of people leaving school with no qualifications or only the *brevet* (lower secondary school certificate) are from working-class backgrounds *(Indicator 11)*.

There are also differences – albeit of another type – in the pathways taken and success rates achieved by girls and boys. More girls than boys complete their initial education with a qualification in their hands *(Indicators 9 and 14)*, drawing on their superior skills in French *(Indicator 16)*. While more girls pass their *baccalauréat* and go on to further education, they continue to opt for the arts and services, leaving boys to dominate in the better-paid and highly selective scientific and industrial disciplines.

Our education system must tackle the problems of students in difficulty as early as possible, for it is these students who will end up with the lowest levels of qualification and who will have particular trouble entering the job market. For this reason, academic failure is now systematically addressed from primary school age, with provision being made for two hours per week of remedial classes for students in difficulty, together with free courses during the school holidays to bring Year 5 and Year 6 students up to the required standard.

The education system must also help students make the best choices for their future. It must give them the information they need and guide them to courses that not only match their ambitions and capabilities but also give them the best opportunities for finding employment later on. First and foremost, these measures concern young people leaving school with no qualifications. Although their numbers are dropping, they have been the hardest hit by rising unemployment since the 1970s. During the first few years after leaving school, their unemployment rate may exceed 40% *(Indicators 12 and 27)*; and, in the current economic climate, their situation is a serious cause for concern. These issues also concern students in higher education, whose academic pathways, performance and professional future are described in *The State of Higher Education and Research,* just as *The State of Education* does for primary and secondary school students.

Acronym table

AES: *Filière Administrative, Économique et Sociale* – Administration, Economics and Social Sciences option.

APEL: Accreditation of Prior and Experiential Learning.

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

ATOSS: *(Personnels) administratifs, techniques, ouvriers, de service, de santé et sociaux* – Administrative, technical, manual, service sector, health and social services staff.

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

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

BTS: *Brevet de technicien supérieur* – Higher vocational diploma.

CAP: *Certificat d'aptitude professionnelle* – Certificate of vocational aptitude.

CAPA: *Certificat d'aptitude professionnelle agricole* – Certificate of vocational aptitude in Agriculture.

CAPES: *Certificat d'aptitude au professorat de l'enseignement du second degree* – Secondary school teaching certificate.

CEREQ: *Centre d'études et de recherches sur les qualifications* – Centre for studies and research on qualifications.

COP: *Conseiller d'orientation-psychologue* – Guidance counsellor/psychologist.

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

DEE: Domestic Expenditure on Education.

DEPP: *Direction de l'évaluation, de la prospective et de la performance* - Evaluation, Prospective and Performance Directorate (French Ministry of Education).

DGESIP: *Direction générale pour l'enseignement supérieur et l'insertion professionnelle* - Directorate-General for Higher Education and School-to-work transition.

DGRI: *Direction générale pour la recherche et l'innovation* - Directorate-General for Research and Innovation.

DOM: *Département d'outre-mer* – French overseas department.

DSN: *Direction du Service National* – National Service Directorate.

ES: *Économique et social* – Economics and Social Sciences option.

GDP: Gross Domestic Product

IEA: International association for the evaluation of educational achievement.

ILO: International Labour Office.

INSEE: *Institut national de la statistique et des études économiques* – French National Institute for Statistics and Economic Studies.

ITRF: *Ingénieurs et techniciens de recherche et formation* – Engineers and technicians for research and training.

IUFM: *Institut universitaire de formation des maîtres* – Teacher training college.

IUP: *Institut universitaire professionnalisé* – Vocational University Institute.

IUT: *Institut universitaire de technologie* – University Institute of Technology.

JAPD: *Journées d'appel de préparation à la défense* – National defence information days.

L: *Littéraire* - Literature option.

LOLF: *Loi Organique relative aux Lois de finances* – French Constitutional bylaw on budget acts.

MEN: *Ministère de l'Éducation Nationale* – French Ministry of Education.

MESR: *Ministère de l'Enseignement Supérieur et de la Recherche* – French Ministry of Higher Education and Research.

OECD: Organisation for Economic Co-operation and Development.

PEGC: *Professeur d'enseignement général de collège* – Lower secondary school teacher.

PIRLS: Progress in international literacy study.

PISA: Programme for International Student Assessment.

RAR: *Réseau Ambition Réussite* – "Targeting success" network.

RASED: *Réseau d'aides spécialisées aux enfants en difficulté* – Specialised support network for children in difficulty.

RRS: *Réseau de réussite scolaire* – network for educational success.

S: *Scientifique* - Science option.

SEGPA: *Section d'enseignement général et professionnel adapté* – Adapted general and vocational education programme.

SIES: *Sous-Direction des systèmes d'information et des études statistiques* - Sub-Directorate for Information Systems and Statistical studies.

STG: *Sciences et technologies de la gestion* – Management sciences and technology option.

STI: *Sciences et technologies industrielles* – Industrial sciences and technology option.

STS: *Section de techniciens supérieurs* – Undergraduate-level technicians preparing a BTS.

TOM: Territoire d'outre-mer – French overseas territory.

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Secondary education

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Since 1980, domestic expenditure on education has increased by a factor of 1.8 and, in 2008, it accounted for 6.6% of GDP i.e.:

– 129.4 billion euros,
– 7,780 euros per pupil or student,
– 2,020 euros per capita.

In 2008, domestic expenditure on education (DEE) reached 129.4 billion euros i.e. 6.6% of national wealth (GDP). All funding sources combined, France made a substantial investment in education, of 2,020 euros per capita, or 7,780 per pupil or student. International comparisons relate the expenditure on initial education only (excluding continuing education) to national GDP. With a share of more than 5.9% in 2006, France remains above the average in OECD countries (5.7%), below the United States and Sweden but significantly above Spain, Germany and Italy. Between 1980 and 2008, the average growth in expenditure on education was slightly above that of growth in national wealth (i.e. 2.2% per year compared with 2.0%) but its share in GDP varied. In the 1980s, it rose from 6.4% to 6.8% in1982, falling back to 6.4% in 1989. These were the years in which decentralisation laws were implemented: government capital expenditure was transferred to the *département* and regional authorities, which only began major restructuring and renovation programmes at upper and lower secondary schools in 1989. After 1989, the share of DEE in GDP increased sharply to 7.6% from 1993 to 1997, due mainly to substantial local authority investments and the teachers' wage review. Between 1998 and 2008 however, GDP rose to 22.5% as against a mere 8.3% increase in DEE whose share in national wealth declined steadily back to 6.6% in 2008.

DEE growth is due less to increased numbers of students than to an increase in the cost per student, which, all levels combined, rose by 1.9% a year at constant prices from 1980 to 2008 (taking into account breaks in series occurring in 1999 and 2006). This increase is due to a number of factors: increased teaching in upper secondary and higher education, improvement in primary education student-to-teacher ratios and the reform of teachers' status.

While average expenditure per pupil in primary and secondary education increased significantly (75.1% and 60.4% respectively), average expenditure per student in higher education increased by a mere 35.5% since the considerable growth in numbers up until 1996, and then between 2000 and 2003, absorbed the greater part of the increased funds dedicated to higher education.

Three quarters of expenditure was paid out in staff costs, borne mostly by the State as the major source of funds for domestic expenditure on education, up to 60.0% in 2008, 54.1% of which was allocated to the Ministry of Education and the Ministry for Higher Education. Local authorities funded 23.8% of the total initial amount. Their contribution has increased further since 2006, mainly due to the transfer of secondary-education TOS (technical, manual and service staff), together with delegation to the regions of new responsibilities in higher education health- and social-sector training schemes. As for households, their contribution amounted to 8%.

Domestic education expenditure covers all spending by all the economic players, central and local public administrations, business and households, for all education activities: teaching and extracurricular activities at all levels, activities related to organising the educational system (general administration, guidance, teaching documents and research in education), activities supporting school attendance (canteens and boarding facilities, school medical and transport services) and expenses required by the schools (supplies, books, clothing).
This expenditure is assessed each year by the Compte de l'Éducation (France's Education Accounts), a satellite account of the Comptabilité Nationale (France's National Accounts). It underwent three important structural changes in 1999:
– DOM (French overseas departments) were included
– social security charges linked to staff salaries were reassessed
– household expenditure was reassessed.

Since 2006, the Constitutional bylaw on Budget Acts (LOLF) has changed France's budget and accounting rules.
Initial funding: funding before transfers between the various economic players are taken into account. It thus represents the real costs borne by each player.
Final funding: concept used to study the relationship between the final funding entity and either the producer or the educational activity.

Source: MEN-DEPP and MESR-DGSIP-DGRI-SIES
For international comparisons: OECD
Coverage: Metropolitan France + DOM

01 Education expenditure

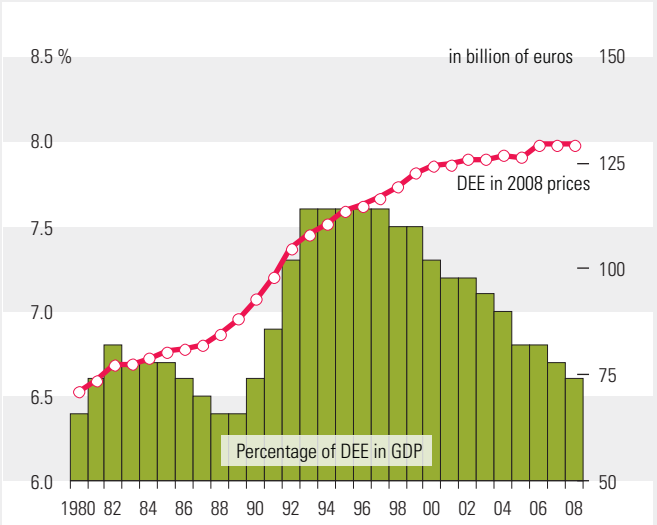
Metropolitan France + DOM

	1980	1990	2000	2007	2008
Domestic Expenditure on Education (DEE)*					
at current prices (billions of euros)	28.5	68.0	104.9	126.2	**129.4**
at 2008 prices (billions of euros)	71.2	92.9	124.4	129.4	**129.4**
DEE/GDP as a %	6.4	6.6	7.3	6.7	**6.6**
DEE/per capita at 2008 prices (euros)	1,320	1,600	2,050	2,030	2,020
Average expenditure per student*:					
at current prices (billions of euros)	1,760	4,030	6,200	7,570	7,780
at 2008 prices (euros)	4,400	5,500	7,350	7,760	7,780
Structure of initial funding (as a %)**					
State	69.1	63.7	65.2	60.6	**60.0**
of which MEN and MESR	*60.9*	*56.5*	*57.4*	*54.7*	*54.1*
Local authorities	14.2	18.5	19.9	23.2	**23.8**
Other public administrations and CAF	0.4	0.7	2.1	1.7	**1.7**
Business	5.5	5.9	5.4	6.5	**6.6**
Households	10.8	11.2	7.4	8.0	**7.9**

(*) The reassessment of the DEE (see methodology opposite) applies to the entire period 1980-2008.
Average expenditure per student was reassessed only after 1999.
(**) Initial funding: see opposite for methodology.

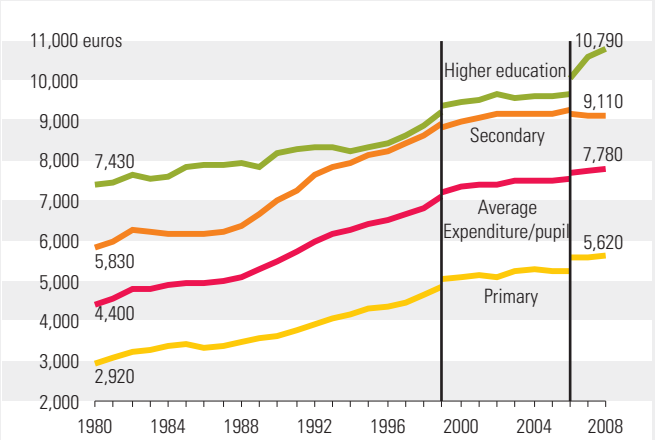
Source: MEN-DEPP and MESR-DGSIP-DGRI-SIES

02 Trends in domestic expenditure on education (DEE) and its share in GDP (1980-2008)



Source: MEN-DEPP and MESR-DGSIP-DGRI-SIES

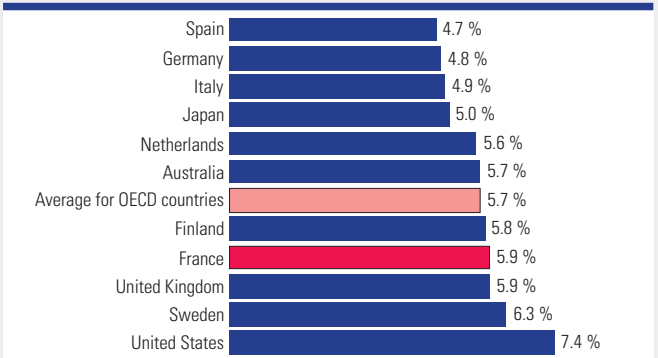
03 Trends in average expenditure per student at 2008 prices (1980-2008)



Interpretation: this graph shows two breaks in series: in 1999, a break due to the restructuring of the Education Accounts (Metropolitan France + DOM); in 2006, a break due to modifications in the State's budget and accounting rules (LOLF).

Source: MEN-DEPP and MESR-DGSIP-DGRI-SIES

Education expenditure (initial education) in relation to GDP (2006)



Source: OECD, 2009 edition of *Education at a Glance*

In January 2009, the Ministry of Education paid out salaries to 985,600 individuals*, 843,900 of whom worked in the public sector and 143,440 in the private sector under State contract.
87% of these individuals were teachers.

In January 2009, 985,600 people were salaried by the Ministry of Education using State funds: 857,300 were teachers in the public sector and the private sector under State contract, i.e. 87% of all personnel, nearly half of whom work in secondary education. 128,300 people perform administrative, technical, management, educational, guidance, supervisory and educational assistance jobs. There were also 67,500 educational and teaching assistants working in schools *(Tables 01 and 02)*. In addition to these personnel are staff that come under other ministries (Agriculture, Defence and Health) or private organisations that are involved in educating and training the 12 million or so students.

Two-thirds of these personnel are women and this proportion continues to grow. There are more women working in private schools (73.9%) than state schools (68.2%), and more women still work in primary education (90.9% in private schools compared with 81.3% in state schools) than in secondary education (65.7% compared with 57.5%). They form the large majority of welfare and healthcare staff (96%), Category B administrative staff (e.g. 83% of secretarial staff are women) and Category C administrative staff (92% of assistants).

The fall in teaching staff numbers over the past few years only concerns secondary education. It is related to the growing decline in pupil numbers *(Graph 03)*.

In schools, education authority services and central administration, other employees are responsible for management, inspection, education and educational assistance alongside teachers. These include school Heads, Chief Education Advisors, Guidance Counsellors/Psychologists, librarians and administrative and technical staff, doctors and nurses and teaching assistants for disabled pupils.

From January 2006 to January 2009, the sharp drop in non-teaching staff was mainly related to the fact that the budget of the Ministry in charge of manual and service workers practically entirely disappeared. In this sector, 100,000 civil servants lost their jobs in the space of three years, a result of the transfer of responsibility for all manual workers and technical assistants in education institutions to the local authorities.

** The staff listed concerns those still working who are paid by the Ministry of Education under **LOLF** programmes (**Constitutional Bylaw** of 1 August 2001 on Budget Acts, which supersedes the Order of 2 January 1959 that governed State finances, and radically changes the budget and accounting rules).*

The LOLF is divided into tasks, programmes and actions. A programme groups together the budget allocations intended to implement an action or a coherent group of actions under the responsibility of a single Ministry.

It does not include personnel paid from the own funds of private institutions not under State contract nor personnel paid by the Ministry of Higher Education and Research.

Source: January 2009 processing based on data supplied by the *POLCA* Infocentre (*Pilotage opérationnel de la LOLF en administration centrale et en académies* – operational monitoring of *LOLF* in central administration and *academies* - education authorities), together with data from various sources including staff payslips. Coverage: Metropolitan France + DOM – public and private-under-contract sectors for teachers, public for other staff (*ATOSS* and management staff in the private-under-contract sector are paid through a *forfait d'externat* (external contract) system).

French Ministry of Education staff numbers 02

01 Trends in the number of French Ministry of Education staff (not including higher education or training colleges)

	Teachers*			Administrative, technical, management and supervision staff	Total	Youth worker assistants, educational assistants and teaching assistants**	Proportion of teachers
	public	private	Total				
2 000	734,977	139,650	874,627	249,762	**1,124,389**	61,470	77.8 %
2 001	739,792	140,290	880,082	252,833	**1,132,915**	62,320	77.7 %
2 002	746,218	142,065	888,283	255,113	**1,143,396**	60,430	77.7 %
2 003	750,005	144,169	894,174	257,302	**1,151,476**	55,770	77.7 %
2 004	748,644	145,394	894,038	248,755	**1,142,793**	50,190	78.2 %
2 005	742,621	144,940	887,561	238,262	**1,125,823**	51,287	78.8 %
2 006	739,112	144,909	884,021	228,786	**1,112,807**	58,197	79.4 %
2 007	734,446	144,501	878,947	170,915	**1,049,862**	60,635	83.7 %
2 008	726,583	143,440	870,023	139,038	**1,009,061**	61,393	86.2 %
2 009	715,599	141,661	857,260	128,313	**985,573**	67,538	87.0 %

* Teachers in primary and secondary education, public and private

** In 2009, 5,262 teaching assistants and 62,276 educational assistants The last youth worker assistants are listed for the academic year 2006-2007.

Source: MEN-DEPP

02 Breakdown of Ministry of Education staff in January 2009

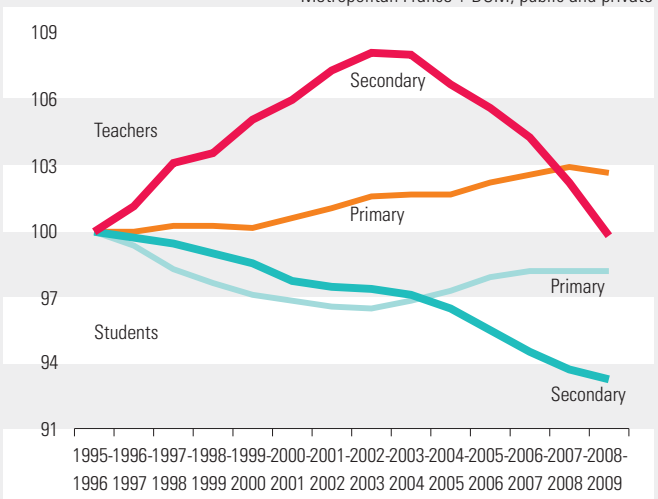
public and private

Category of staff	Numbers
Public primary school teaching staff	321,739
Private-sector primary school teaching staff	46,140
Public secondary education teaching staff	393,860
Private-sector secondary education teaching staff	95,521
Teachers (appointees, trainees and supply)	**857,260**
Administrative, technical, management and supervision staff	128,313
Youth work assistants and educational assistants	67,538
Total	**1,053,111**

Source: MEN-DEPP

03 Trends in the numbers of pupils and teachers (1995-2008) base index 100 in 1995

Metropolitan France + DOM, public and private



Source: MEN-DEPP

Among the 857,300 teachers on the Ministry of Education payroll, 83.5% work in the public sector: the majority are women, especially in primary education and among the younger teachers.

128,300 people perform administrative, technical, management and medical tasks and teaching assistance for disabled pupils.

In January 2009, there were 321,700 teachers in public-sector primary education. The vast majority were *professeurs des écoles* (qualified primary school teachers) (96%). Among the 46,100 teachers in primary schools in the private sector under contract, 85.3% were remunerated on a scale equivalent to that of *professeurs des écoles*.

In January 2009, there were 393,900 teachers working in public secondary schools (including post-*baccalauréat* classes). More than six out of ten teachers (62.8%) were fully qualified or equivalent, more than one out of ten were holders of the aggregation (12.1% and 0.5% had *corps de chaire supérieure* or "Senior Chair" status); 15.5% were teachers at vocational training schools. Teachers with the PEGC qualification (lower secondary school teachers), teaching and educational assistants, who are no longer recruited, account for 2.5% of teachers assigned to secondary education and 2.4% belonged to the primary education teaching body. 3.5% of all teachers in the public sector were on short-term contracts. There were 95,500 teachers working in private-sector schools under contract, 59.5% of whom were paid on the same scale as fully-qualified or equivalent teachers and 10.6% were teaching assistants or assistant teachers.

Non-teaching inspection staff, school management and administration staff, guidance and laboratory staff are paid under the primary and secondary education programmes (i.e. 48.7% of non-teaching staff). Medical and educational and supervision staff and teaching assistants for disabled pupils (31.4%) are paid under the LOLF "*Vie de l'élève*" (School Life) programme. Under the Support programme, these personnel work for the education authority and in central administration (19.9%): they are general inspectors or education authority inspectors, administrative or technical staff, engineers and medical or social welfare staff.

Age pyramids for teachers in the public sector show their relative youth in primary education, with an average age of 40. 38% of teachers are between the age of 29 and 39, one in ten is aged between 49 and 51. The very high proportion of women is even more pronounced among the younger generations under 30, where it reaches 85%. In secondary education, breakdown by age highlights two peaks: 44% of teachers are aged between 30 and 43 and 21% fall into the 53–59 age group. Among the under-30s, over 60% are women.

*The staff listed are those still working who are paid by the Ministry of Education under **LOLF** programmes (**Constitutional Bylaw** of 1 August 2001 on Budget Acts, which supersedes the Order of 2 January 1959 that governed State finances, and radically changes the budget and accounting rules).*

The LOLF is divided into tasks, programmes and actions. A programme groups together the budget allocations intended to implement an action or a coherent group of actions under the responsibility of a single Ministry.

Source: January 2009 processing based on data supplied by the POLCA Infocentre (*Pilotage opérationnel de la LOLF en administration centrale et en académies* – operational monitoring of LOLF in central administration and *académies*, or education authorities), together with data from various sources including staff payslips. Coverage: Metropolitan France + DOM, public and private sector under contract.

French Ministry of Education staff profiles 03

01 Public-sector primary school teachers

	Numbers	Proportion of women	Proportion of *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
2008	322,357	81.0	94.2
2009	321,739	81.3	96.0

Source: MEN-DEPP

02 Public-sector secondary school teachers

	Teachers	Proportion of women	Proportion of aggregation holders and qualified teachers
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
2008	404,226	57.4	75.3
2009	393,860	57.5	74.8

Source: MEN-DEPP

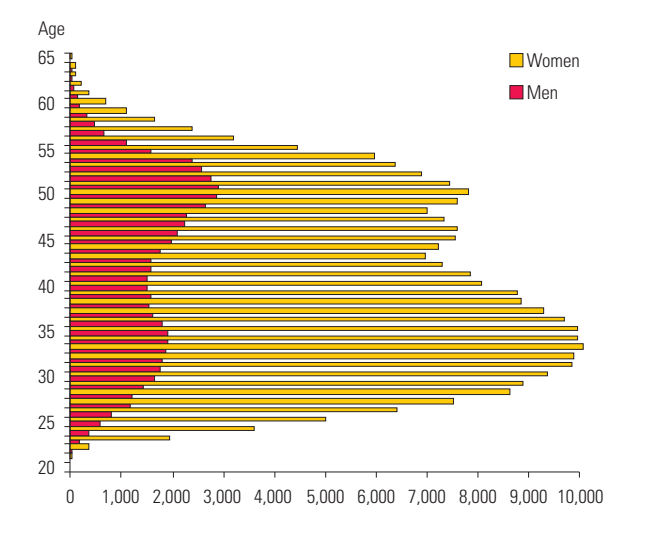
03 Breakdown per budget programme covering inspection, management, administrative, educational, guidance, supervision and educational assistance staff - 2009

	Numbers	%
"Primary school education" programme	1,848	1.4
"Secondary school education" programme	60,681	47.3
"Vie de l'élève" (School Life) programme	40,258	31.4
"Support"* programme	22,230	17.3
Central administration	3,296	2.6
Total	**128,313**	**100.0**

* "Support" programme, not including central administration staff

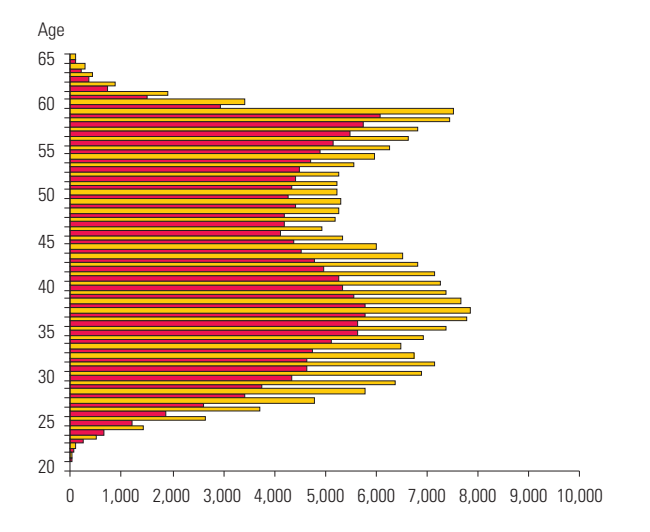
Source: MEN-DEPP

04 Breakdown according to age and gender of public-sector primary school teachers in 2009



Source: MEN-DEPP

public-sector secondary school teachers in 2009



Source: MEN-DEPP

After steadily rising from the 1960s to the mid-1990s, school life expectancy stabilised at around nineteen years.

School life expectancy is an estimate of the length of time a child beginning nursery school in a given year will spend in education. As with life expectancy, this indicator shows a specific situation at a given time, an image of schooling in the academic year under consideration. In mathematical terms, school expectancy is the sum of enrolment rates observed at different ages, thus, an enrolment rate of 80% gives 0.8 years duration of schooling. As shown in Table 1, it is possible to break down the overall indicator, combining all initial education levels, according to the level of schooling.

The enrolment rates by age group observed in 2007-2008 indicate that a child beginning nursery school at that time could expect to complete 18.6 years of initial education, 2.7 of which would be in higher education *(Table 1)*. After continuously rising until the mid-1990s, resulting in an increase of almost two years, school life expectancy fell slightly between 1997 and 2001. It remained stable for the next few years, before falling once again as of 2006 at all levels of education except in the case of apprenticeship training.

The drop was observed in all above-18 age groups *(Graph 02)*. It is especially pronounced at the ages of 18 and 19 in secondary education and between the ages of 21 and 23 in higher education. The time a pupil spends at school depends primarily on the type of course chosen (general, technological or vocational), as well as on the rate at which it is completed. Mirroring the drop seen at primary level, the drop in the number of pupils repeating a year observed both at lower and upper secondary level *(Graph 03*) shows that younger generations that complete secondary education as often as their elders *(Indicator 24)* do so faster or at a younger age. Given these conditions, we are seeing a levelling off and even a reduction in the average duration of secondary education *(Table 01)*.

Higher education is subject to the effects of a growing tendency among recent generations to opt for apprenticeships, vocational *baccalauréats* and short higher education courses. Long higher education courses attract fewer school leavers who have passed the *baccalauréat*, especially those that took general options. Although enrolment rates for girls are distinctly impacted by the loss of interest in general university disciplines, the increase in apprenticeships offsets the drop in the enrolment rates for boys.

France nonetheless remains a country with a high school enrolment rate. Thus, the period of "universal schooling", i.e. the number of years during which at least 90% of young people attend school, is 15 years in France, as in Belgium, but only 13 in Italy, 12 in the United Kingdom and 11 in the United States.

Source: MEN-DEPP, INSEE
Coverage: Metropolitan France & Metropolitan France + DOM, all education levels combined

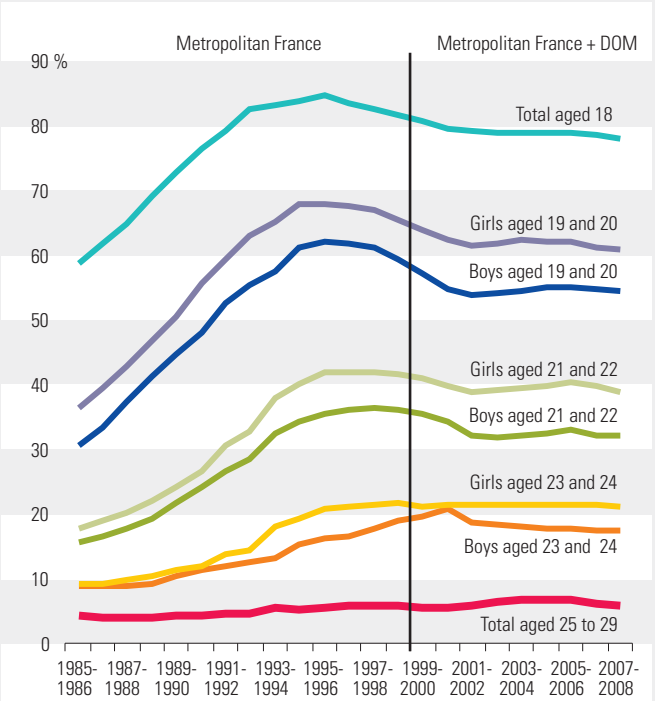
01 Trends in the duration of schooling

in years

	Metropolitan France			Metropolitan France + DOM		
	1985-86	1990-91	1995-96	2000-01	2005-06	2007-08
Total	**17.1**	**18.1**	**19.0**	**18.8**	**18.7**	**18.6**
Girls	17.2	18.2	19.2	19.0	19.0	18.9
Boys	17.0	18.0	18.8	18.6	18.5	18.4
Pre-primary	3.3	3.3	3.4	3.4	3.2	3.2
Primary	5.5	5.3	5.2	5.2	5.2	5.2
Secondary	6.9	7.6	7.8	7.7	7.6	7.6
Higher education	1.5	1.9	2.6	2.6	2.7	2.7

Source: French Ministry of Education (school population), INSEE (number of inhabitants)

02 Enrolment rate according to age and gender (1985-2007)

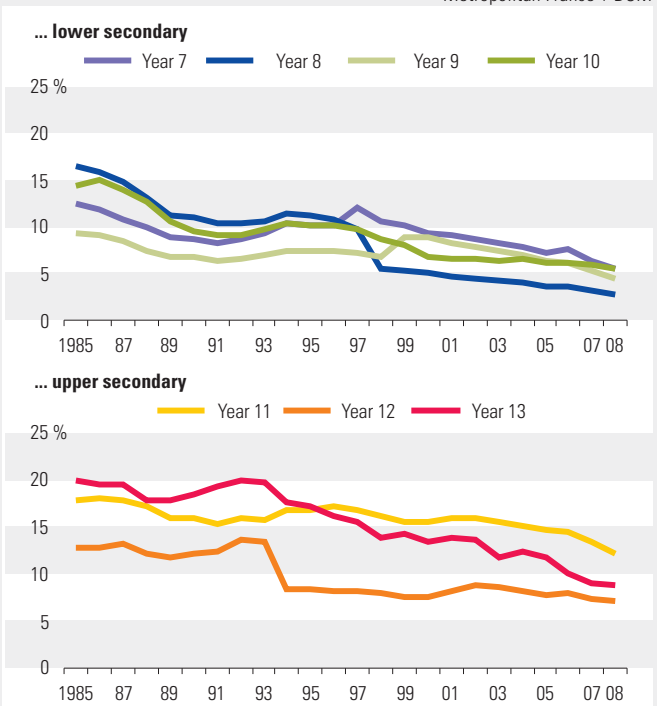


Coverage: "School population" = all schools and apprenticeship training centres (prior to 1999-2000: Metropolitan France, after 1999-2000: Metropolitan France + DOM)

Source: French Ministry of Education (school population) and INSEE (estimated number of inhabitants)

03 Trends in repeat years...

Metropolitan France + DOM

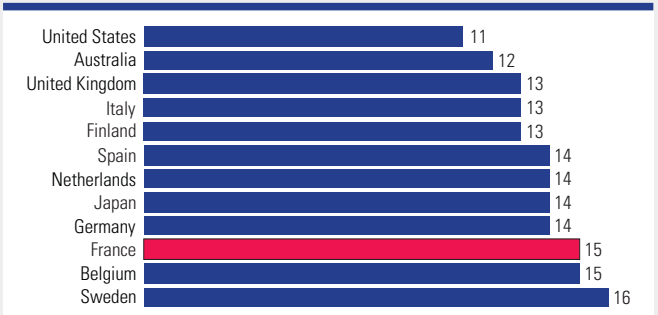


Coverage: public and private sector schools attached to the French Ministry of Education.

Sources :MEN-DEPP / *Système d'information SCOLARITÉ* (School enrolment IS) and Survey 16 on private schools not under contract.

Duration of universal schooling (2007)

Number of years during which more than 90% of the population is enrolled in school*



* full- and part-time in public and private-sector schools

Source: OECD, 2009 edition of *Education at a Glance*

Pupils at lower secondary schools designated as network leaders in the "*réseaux ambition-réussite*" (targeting success networks) programme come mainly from underprivileged social categories and have fallen behind by the time they start lower secondary.

They are less proficient in the basic skills and on average, their results in the written examinations for the "*brevet*" (ISCED 2 certificate) are lower.

At the beginning of the 2008 academic year, 254 *collèges* (lower secondary schools) were network leaders in the "*ambition-réussite*" *(RAR)* programme. The other *collèges* in priority education areas were part of educational success networks (RRS, for *"Réseaux réussite scolaire"*).

Thus, around 118,000 lower secondary school pupils, i.e. one in twenty, attended an *RAR* and 393,500 an *RRS* school. As could be expected, the vast majority of these pupils were from underprivileged backgrounds: the parents of 75% of pupils in *RAR collèges* in Metropolitan France and overseas departments (*DOM*) plus 57.4% of those in educational success *collèges* were working-class or not in active employment as against 35.2% in public-sector schools outside priority education areas. Many of them had fallen well behind: 29.8% in *RAR* and 23.8% in *RRS* schools were behind when entering Year 7 compared with 14.1% elsewhere *(Table 1).*

At the end of Year 6, pupils in *RAR* schools performed less well than pupils in public-sector schools outside priority education areas but there was no significant difference compared with pupils in *RRS* schools (bearing in mind an uncertainty margin linked to the sampling). At the end of Year 10 however, *RAR* pupils are less proficient in basic skills in both French and Mathematics than other pupils. In 2009, only 50.6% of pupils at *RAR collèges* were in this situation in the case of French, compared with 68% at *RRS collèges* and 81.6% at other public sector *collèges (Graph 02).*

The national *brevet* diploma (*DNB* or ISCED 2 certificate) comprises three written exams (French, Mathematics and History - Geography - Civics). In the 2008 session, 42.9% of *RAR college* pupils and 58.4% of *RRS* pupils scored over 10 out of 20 in the written exams, compared with 69.9% elsewhere. However, these gaps are narrowed if continuous assessment is taken into consideration: 67.1% of *RAR* pupils and 73.6% of *RRS* pupils were awarded their *DNB* compared with 82.5% elsewhere *(Graph 03).*

Such divergences are largely due to differences in social background and should not produce a negative response to priority education policy. The renewal of this policy *"confirms an equal chance of success for all pupils in priority education and the same level of requirements for pupils in general"* (Circular No. 2006-058 published in Official Bulletin No.14, 2006).

The 2005-2006 academic year was a period of restructuring and renewal in priority education. The aim of the renewal project was to bolster existing educational support measures at several distinct levels of action. In priority education as a whole, the collège (lower secondary school) becomes "the benchmark unit of the network it forms with the primary and nursery schools from which its pupils come. The 254 "Ambition réussite" and other so-called "educational success" networks (Circular No. 2006-058 published in Official Bulletin No. 14, 2006) are organised on the basis of this model, replacing the existing networks in priority education.
As from the start of the 2005 academic year, the percentage of children with working class and inactive parents (Table 1) includes the children of skilled, unskilled and farm workers, retired employees or workers and individuals with no professional activity.
The percentage of pupils entering Year 7 who are at least one year behind concerns those starting secondary education or who were in Year 6 at an RAR school at the beginning of the 2008 academic year who had repeated at least one year in primary school. Graph 02 shows the breakdown of average marks out of 20 in the written examinations for the national brevet diploma (DNB) 2008 session.
The percentages of proficiency in basic skills are indicated with a confidence interval of plus or minus 2 or 3 points. When the sample for calculating the skills proficiency level at the end of Year 6 was provided, the list of RAR schools was still incomplete.

Source: MEN-DEPP, *Scolarité* files
Coverage: Metropolitan France + DOM, public sector

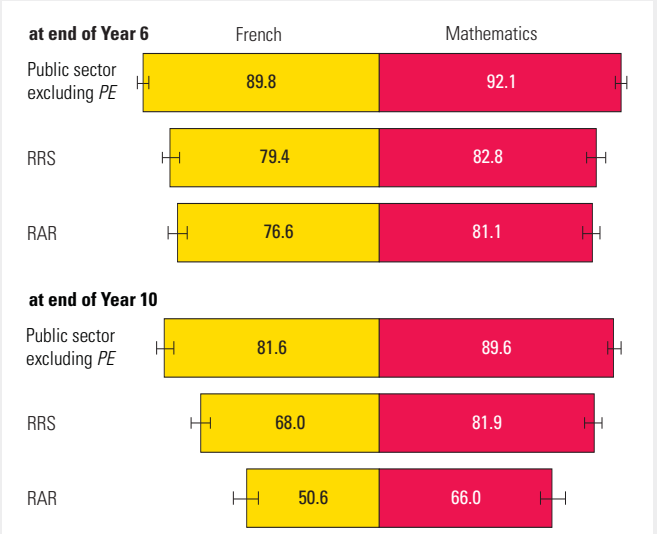
01 Proportion of children whose parents are working-class, not in active employment, management-level or teachers and of pupils who are behind on entering Year 7 in September 2008.

Metropolitan France + DOM, public sector

	% of children whose parents are working-class or not in active employment	% children whose parents are management-level or teachers	% of children who are behind on entering Year 7
"Targeting success" network (*RAR*)	75.0	8.1	29.8
Educational success network (*RRS*)	57.4	19.1	23.8
Outside priority education areas	35.2	38.3	14.1
Total	**43.0**	**31.3**	**15.9**

Source: MEN-DEPP

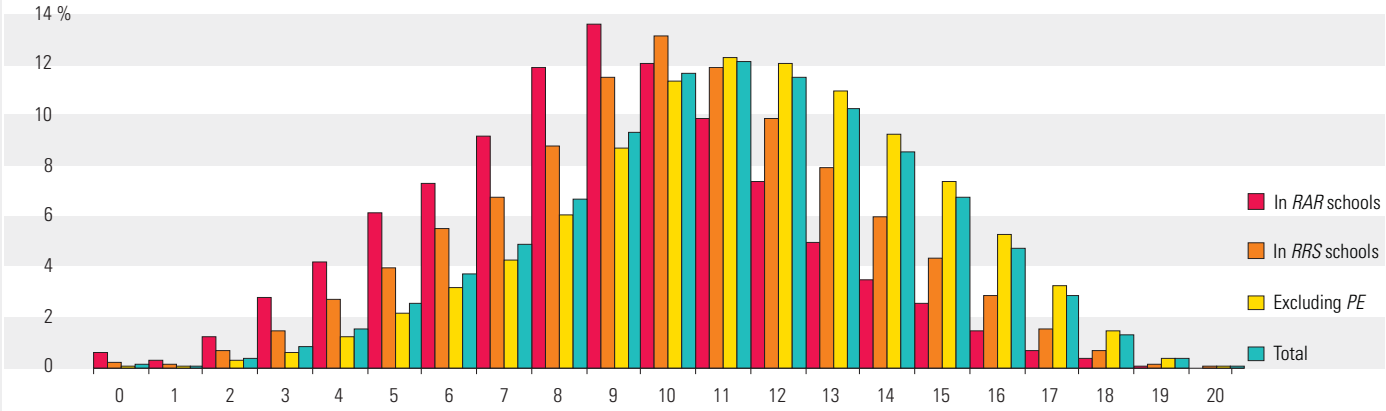
02 Proportion of pupils proficient in basic skills in 2009 (%)



Interpretation: in French, 89.8% of pupils are proficient in the basic skills in the public sector excluding PE, the confidence interval for this indicator is + or - 2.3%.

Source: MEN-DEPP

03 Breakdown of pupils according to written exam marks in the 2008 national brevet diploma



Interpretation: in RAR schools, 13.6% of pupils obtained 9 or10 in the national *brevet* diploma (DNB) written exams in the June 2008 session, compared with 11.5% of pupils in RRS schools, 8.7% pupils in lower secondary schools outside priority education areas and 9.3% for pupils in general.

Source: MEN-DEPP

The 1987 Seguin reform opened up all levels of training and education to apprenticeships and raised the maximum age of entry into the apprenticeship system to 25: this boosted its development by making it part of a general scheme to improve education and training at all levels.

Supported by public policy, the apprenticeship system has spread upwards through the system since 1987 to become integrated into new qualifications and specialisations. Nevertheless, the number of apprentices only really took off after 1993 once a four-year fall in *CAP* (certificate of vocational aptitude) enrolment, which has remained at under 200,000 apprentices since then, had been brought to an end. In the last twenty years, the total number of apprentices has nearly doubled, reaching 425,000 in 2007-2008 (429,000 in 2008-2009 according to the initial results of Survey No.10). These figures are close to the objective of 500,000 apprentices by 2010 set under the 2008 *Loi de programmation sociale* (Social Programme Act).

The *CAP* is currently still in the lead but now accounts for less than half the total number of apprentices (44%). The other main qualifications prepared under apprenticeship schemes are the *BEP* or *brevet d'études professionnelles* (certificate of vocational education), the vocational *baccalauréat*, the *BP* or *brevet professionnel* (vocational certificate) and the *BTS* or *brevet de technicien supérieur* (higher vocational diploma), each numbering between 40,000 and 50,000 apprentices compared to 183,000 for the *CAP*. Two out of ten apprentices prepare a *baccalauréat*-level qualification and the same proportion, a higher education qualification *(Table 01 and Graph 03)*. With a higher level of education, apprentices are older: between 1986 and 2007, their average age rose from 17.5 to 18.7 years. By combining several contracts, education can now be continued under an apprenticeship, an option which is more common in secondary education: apprentices account for 59% of intake in the first year of *BP* and 40% on the vocational *baccalauréat* programmes. In higher education, apprenticeship intake mainly involves *lycée* and university students: in 2007-2008, only 17% of first-year *BTS* apprentices had already been apprentices the previous year, together with 5% of *DUT* (technological university diploma) and 13% of engineering students.

The proportion of apprenticeships in a given generation has grown rapidly since 1993, to a greater extent for boys than for girls. Girls are less likely to opt for vocational pathways after lower secondary and take a much narrower range of vocational specialised options. In 2007-2008, apprentices accounted for 3.8% of the girls aged 15 to 19, compared with 10.4% of boys in the same age group *(Graph 03)*.

First-level apprenticeship (*CAP-BEP*) is traditionally more common in production (7 out of 10 apprentices) than in service options, where it is limited to a small number of diplomas taken by a majority of girls. We find the reverse situation in higher education, where 4 out of 10 apprentices train in production options (but 9 out of 10 train under engineering courses) with the advent of new areas of activity in the services sector, particularly in trade and management *(Graph 04)*. This trend favours the number of girls, which has increased by 2 percentage points in twenty years (rising from 28% to 30% of apprentices between 1987 and 2007), in spite of a 4 percent drop in numbers at the lowest level (24% in 2007). Female apprentices are older and better qualified than their male counterparts: 3 out of 10 female apprentices train for a higher education qualification compared to 2 out of 10 for males.

Apprentices are young people aged 16-25 training for a vocational or technological education diploma (or certificate) within the framework of a specific type of employment contract combining on-the-job training – under the responsibility of an apprenticeship supervisor – and courses taught at an apprenticeship centre.
Centres de Formation d'Apprentis or CFA (apprenticeship training centres) are schools that provide general, technical and practical education and training complementing and centred around on-the-job training. They usually come under the educational authority of the Ministry of Education or the Ministry of Food, Agriculture and Fisheries. They are generally set up when agreements have been negotiated between the regional authority and the body for a renewable period of five years. There are different categories of CFA depending on the bodies that run them: municipalities, chambers of commerce and industry, chambers of trade, private organisations, public educational institutions. A limited number of CFAs, known as "national convention" centres, are set up as a result of agreements signed with the State.

Source: MEN-DEPP and the French Ministry of Food, Agriculture and Fisheries
Coverage: Metropolitan France + DOM, MEN and Ministry of Agriculture

01 Trends in apprentice numbers (1990-2007)

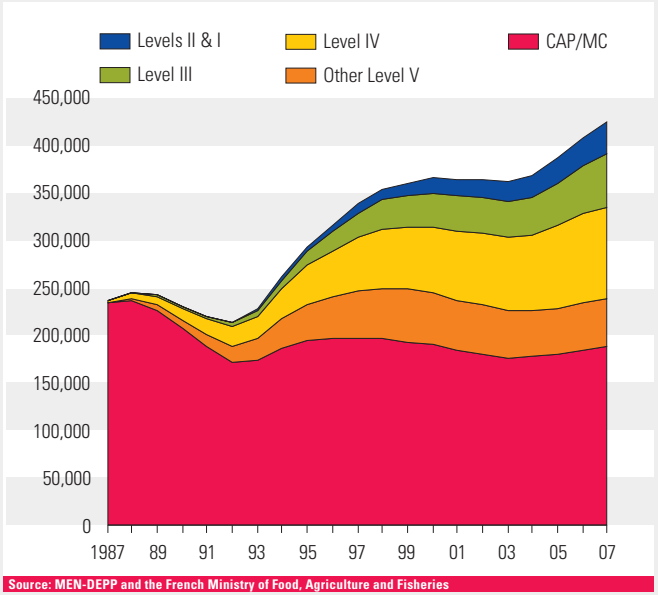
Metropolitan France + DOM

	1990	1995	2000	2005	2006	2007
Level V	215,274	232,157	245,361	228,613	235,391	239,294
Level IV	13,210	41,327	69,355	86,609	91,951	95,753
Level III	1,319	15,273	35,553	44,233	50,316	55,577
Levels II & I	0	4,777	15,633	26,404	30,151	34,538
Total	**229,803**	**293,534**	**365,902**	**385,859**	**407,809**	**425,162**

Source: MEN-DEPP Survey 51 on Apprenticeship Training Centres (CFA) – SIFA on 31/12 every year

02 Trends in the number of apprentices at different levels of education (1987-2007)

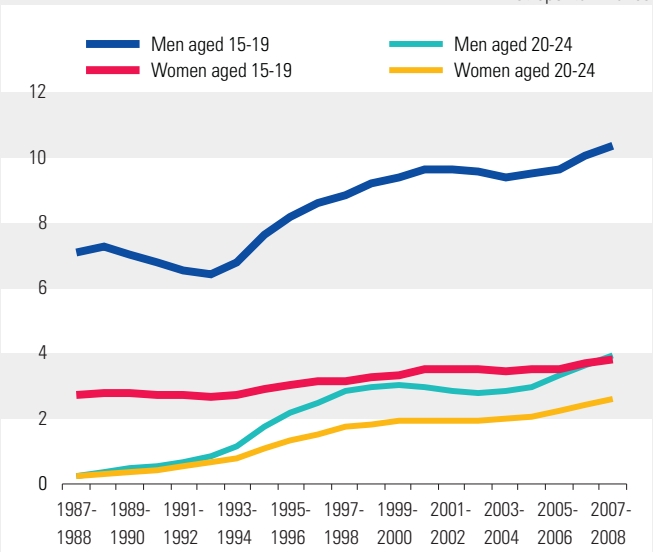
Metropolitan France + DOM



Source: MEN-DEPP and the French Ministry of Food, Agriculture and Fisheries

03 Trends in the proportion of apprentices overall in the 15-19 and 20-24 age groups (1987-2007)

Metropolitan France

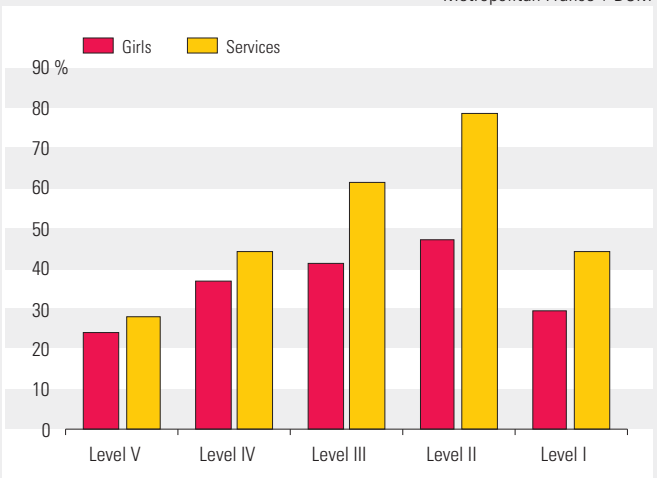


Interpretation: in 2007, an average of 10.4% of men in the 15-19 age group were enrolled at apprenticeship training centres.

Source: MEN-MESR-DEPP, surveys on apprenticeship training centres (CFA) and schools
INSEE, provisional assessment based on the results of 2004, 2005 and 2006 censuses;

04 Proportion of girls and service sector options at different levels of education under apprenticeships (2007-2008)

Metropolitan France + DOM



Source: MEN-DEPP

About a quarter of *collège* and *lycée* (lower and upper secondary) pupils receive direct State aid in the form of grants: the percentage increases to 33% at *lycée professionnel* (vocational training schools). 597 million euros of direct aid was allocated in 2008, including allowances and social subsidies.

Different types of financial aid help families to ensure their children's education.

The French Ministry of Education's annual budget for the means-tested allocation of grants and allowances for children in secondary education was around 557 million euros in 2008. Grants were allocated to 1,263,000 young people (in Metropolitan France and the Overseas Territories, public and private sector), i.e. 24% of all pupils. This proportion has varied very little since 2000 and is twice as high in the public sector than in private education: 26.1% compared with 13.7%. These grants were awarded to 765,000 pupils at *collège* (lower secondary) and 498,000 pupils at *lycée* (upper secondary) *(Table 01)*: the percentage of grant holders is much higher at vocational (33.8%) than at general or technological *lycées* (17.4%).

The merit-based grant system, involving a sum of €800, was extended in 2006, and continued to expand in 2008-2009, with over 77,200 pupils being awarded these grants. These grants are automatically awarded to *lycée* pupils if they have obtained their national brevet diploma (*DNB*) with "merit" or "distinction" and may also be awarded to those who have demonstrated particular effort in their work.

In addition to *lycée* grants, there are allowances for pupils depending on the courses chosen: allowances delivered on entry to Years 11,12 and 13 and an equipment and/or qualification allowance for certain vocational or technological courses. Grant-holding pupils at boarding school are also eligible for a boarding grant *(Table 02)*. Social subsidy budgets (40 million euros in 2008) are paid to schools to provide exceptional aid to underprivileged families. The school Head decides on the aid to be granted, after consulting with the educational team.

In addition, the family allowance office (the CAF) pays out a (means-tested) allowance at the start of the new academic year, known as the *allocation de rentrée scolaire* (ARS), for children in school aged 6 to 18. Since September 2008, this allowance, for a total budget of over 1.4 billion euros, is adjusted according to the child's age *(Table 03)*.

The ratio of all these financial aids to total public expenditure on education for 2006 placed France in the OECD average. The amount allocated for such aid is greater in Northern European countries, which can also provide loans (to be repaid) to adult students.

National grants: *these are paid from Ministry of Education budget funds. There are also grants available from the local authorities (départements) not taken into consideration here and which come from the General Council (Conseil Général) budgets.*

Grants for secondary school students. *The amount of secondary education grants depends on family income and expenditure, based on a national scale. Grants for collège pupils consist of three different annual amounts: 77.37 euros, 214.35 euros and 334.77 euros. Grants for lycée pupils concern pupils enrolled at lycée and in EREA (regional special needs schools), including lower secondary, and also pupils in apprenticeship preparatory classes (CPA) and at apprenticeship training centres (CFA). The sums granted vary according to the number of dependents declared by the family. This number depends on the family's income and expenditure and may be from 3 to 10 "units". A grant share was worth 42.36 euros in 2008-2009.*

Special needs grants: *these are awarded to pupils required to attend school but who have been placed in special needs schools or follow extra courses or additional rehabilitation schemes.*

Social subsidy for canteens: *this was set up to facilitate access to school meals for the greatest possible number of collège and lycée pupils and to avoid certain pupils being deprived of school meals due to the fact that their families cannot afford the expense.*

Social subsidies for collège and lycée pupils: *these are designed to meet difficulties which some pupils or their families may encounter in supporting expenses inherent in educational or school life. These benefits are either financial or in-kind.*

Sources: MEN-DGESCO, CNAF
Coverage: Metropolitan France + DOM

Welfare aid for *collège* and *lycée* pupils 07

01 Trends in the number of secondary education pupils receiving financial aid (Ministry of education, public and private sector)

Metropolitan France + DOM

	2000-01	2005-06	2006-07	2007-08	2008-09
Number of grant holders at *collège*	**789,726**	**770,709**	**780,275**	**766,055**	**764,981**
% of grant holders at collège	***23.6***	***23.6***	***24.4***	***24.2***	***24.2***
Grant holders at LEGT	300,891	297,277	286,876	261,466	252,809
% grant holders at LEGT	*19.1*	*18.6*	*18.0*	*17.7*	*17.4*
Grant holders at Vocational *Lycée*	288,482	261,656	252,501	254,848	231,637
% grant holders at Vocational Lycée	*36.6*	*36.1*	*35.3*	*33.8*	*33.8*
Total at *Lycée*	**589,373**	**558,933**	**539,377**	**516,314**	**497,950**
including grants awarded to *lycée* pupils on merit	9,259	29,293	69,996	76 960	77,220
% lycée grant holders	***26.7***	***24.7***	***24.4***	***23.5***	***23.5***
Total number of grant holders (*collèges* & *lycées*)	**1,379,099**	**1 329,642**	**1 319,652**	**1 282,369**	**1 262,931**
% of grant holders (collèges & lycées)	***24.8***	***24.2***	***24.4***	***23.9***	***23.7***
Number receiving education allowances (1)	581,907	615,260	611,244	568,587	556,710

(1) Allowance for equipment, qualification, entry into Year 11, 12, 13, boarding school (certain allowances may be held concurrently).

Source: MEN-DGESCO

02 Aid for pupils (public + private)

Metropolitan France + DOM

Type of aid	Amount in 2001	Amount in 2008	Change 2001-2008	
	in thousands of €		in current €	at constant €
MEN direct aid				
Collège grants	115,070	141,115	22.6 %	7.8 %
Lycée grants (1)	206,853	188,740	- 8.8 %	- 19.8 %
Merit grants - *lycée* (2)	7,055	61,776	NS	NS
Allowances (*lycée* excl. boarding)	165,420	152,266	- 8.0 %	- 19.1 %
Boarding allowance - *collège* (3)		1,533		
Boarding allowance - *lycée* (3)		11,296		
Special needs allowance	1,038	539	- 48.1 %	- 54.4 %
Social subsidies (4)	67,900	40,000	- 41.1 %	- 48.2 %
Total MEN direct aid	**563,338**	**597,267**	**6.0 %**	**- 6.8 %**
ARS, ("new academic year" allowance)	**1,233,762**	**1,418,081**	**14.9 %**	**1.0 %**

(1) The drop is directly linked to the drop in numbers of pupils enrolled at *lycée*.
(2) The system was modified in 2006, leading to an increase in the amounts paid and the number of beneficiaries.
(3) Came into effect as from the beginning of the 2001-2002 academic year.
(4) These amounts do not include the use of the outstanding amounts by EPLE (*Établissement Public Local d'Enseignement*, public education institution under Local administration).

Source: MEN-DGESCO, not including social subsidies (*LFI* – Initial Finance Act), CNAF.

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

Metropolitan France + DOM

Allowances to grant holders*	2000-01	2005-06	2006-07	2007-08	2008-09	Difference 2000/08
Average allowance at *collège*	**152**	**167**	**170**	**188**	**184**	**+ 21,3 %**
Number of grant holders at *collège* (1)	789,7	770,7	780,3	766,1	765,0	- 3,1 %
Number of pupils at *collège* (1)	3 346,3	3 266,5	3 197,8	3 160,3	3 183,7	- 4,9 %
Average allowance at *lycée*	**664**	**733**	**796**	**818**	**839**	**+ 26,4 %**
Number of grant holders at *lycée* (1)	589,4	558,9	539,4	516,3	498,0	- 15,5 %
Number of pupils at *lycée* (1)	2 204,2	2 260,1	2 215,1	2 196,0	2 156,0	- 2,2 %

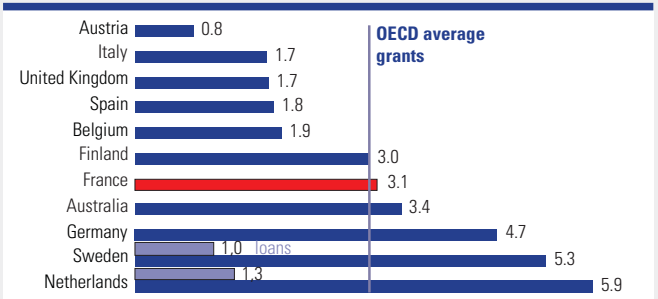
ARS ("new academic year" allowance)	2000-01	2005-06	2006-07	2007-08	2008-09	2009-10
6-10 yrs					273	281
11-14 yrs	253	263	268	273	288	296
15-18 yrs					298	306

* grants + MEN allowances, excluding social subsidies and grants for special needs education.
(1) in thousands

Sources: MEN-DGESCO, CNAF

Financial aid for pupils as a percentage of total public expenditure on education

Primary, secondary and post-secondary (excl. higher) education - 2006



* In France, financial aid for pupils includes grants and subsidies awarded by Ministries and regional authorities and the "new school year" allowance.

In 2008, 78.4% of young people aged around 17 are proficient readers. On the other hand, 11.8% encounter comprehension difficulties. Around 4.9% of young people have serious reading difficulties. The assessment also reveals that 9.8% of young people are poor readers.

In 2008, nearly 800,000 young men and women of French nationality aged 17 and over participated in the *Journée d'appel de préparation à la défense* (*JAPD* – national defence information day) and sat tests to assess written comprehension.

Three specific aspects were assessed: reading automaticity, lexical knowledge and complex processing of written documents. A threshold of competence was fixed for each of these: below a certain level (-), the young people were considered to have problems regarding the skill in question and above it (+), they were deemed to be proficient in this skill. Based on the combined results, eight reader profiles were determined *(Table 01)*. The weak points of those young people with the greatest difficulties (profiles 1 & 2), i.e. 4.9% of young people in all, are due to a significant lack of vocabulary. Furthermore, profile 1 individuals (2.5%) have not acquired the basic mechanisms for processing written language. It is quite probable that some of them cannot read at all. On the other hand, profile 3 & 4 individuals (6.9%) have an acceptable level of vocabulary but are unable to process complex written documents.

The tests also served to identify specific reader profiles: 9.8% of young people (profiles 5a & 5b) manage to compensate for their difficulties and attain a certain level of comprehension. Profile 5c (12.9% of the total) refers to a group of readers who manage complex processing of the written word in spite of significant deficiencies in the automatic processes involved in identifying words, by calling upon proven lexical skills. Finally, profile 5d concerns individuals who were successful all round, i.e. 65.5% of the total number. According to the test criteria, these young people have everything it takes to further develop their reading skills and cope with a multiplicity of texts.

Profile classification is closely linked to these young people's level of education: in profile 1, we find many young people who have been through a short, or even very short, cycle of education, while profile 5d is mainly made up of upper secondary level pupils from the general studies programme *(Graph 02)*.

Boys often have more problems than girls *(Table 01)*. They were less successful in the comprehension tests and most of them were to be found in profiles 1, 2, 3 and 4. They are also more likely to demonstrate deficiency in the basic language processing mechanisms, which is why there were more of them in profiles 1, 3, 5a and 5c *(Graph 04)*. From 2004 to 2008, the proportion of girls with reading problems remained 6 percentage points lower than that of boys *(Table 03)*. Between 2004 and 2008, the proportion of young people with reading problems at the *JAPD* increased from 11% to 11.8%. This difference may partially be explained by certain technical aspects, such as the quality of the marking process. However, this observation reflects other recent surveys indicating an increase in the number of young people with reading problems in the French education system (see results of the international PISA survey, *Indicator 26*).

The aim of the JAPD tests is to identify three main categories of difficulty of varying nature in poor readers:
– deficient automaticity of the mechanisms used to identify words: rather than focusing on constructing meaning, awkward readers need to focus on recognising words which should be done without having to think about it;
– inadequate language skills: mainly due to a lack of lexical knowledge;
– poor performance in the complex processing needed to understand a document: a number of young people are rather unsuccessful in processing texts, either through lack of ability or problems concentrating, etc., while neither their capacity to identify words nor their language skills are called into question.

Four levels of education have been defined depending on the courses on which the young people state they are or have been enrolled: Level 1 corresponds to education which has not gone beyond lower secondary; Level 2 corresponds to short vocational studies (CAP or BEP level); Level 3 corresponds to vocational and technical courses beyond the BEP and up to the vocational baccalauréat or brevet de technicien (technical diploma); and Level 4 corresponds to general studies programmes taken from the start of upper secondary level.

Source: JAPD – DEPP processing
Coverage: young French men and women who participated in the 2008 JAPD in Metropolitan France

01 Reader profiles (JAPD 2008)

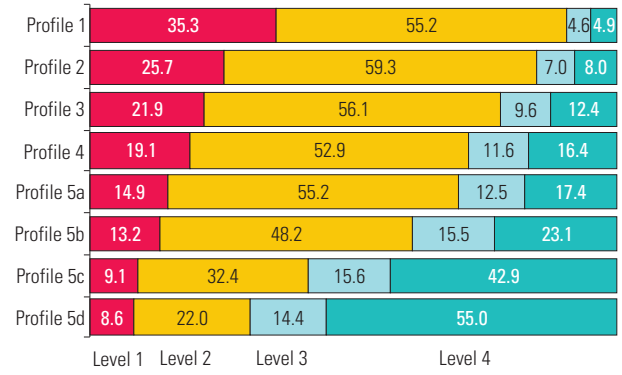
as a %

Profile	Complex processing	Reading automaticity	Lexical knowledge	Boys	Girls	Total	
5d	+	+	+	60.9	70.2	65.5	Efficient readers
5c	+	-	+	14.9	10.9	12.9	78.4
5b	+	+	-	6,8	8.2	7.5	Poor readers
5a	+	-	-	2.6	2.0	2.3	9.8
4	-	+	+	4.7	3.2	3.9	Very poor reading skills
3	-	-	+	4.1	1.8	3.0	6.9
2	-	+	-	2.8	2.0	2.4	Severe problems
1	-	-	-	3.2	1.7	2.5	4.9

Interpretation: combining the three aspects of the assessment produces 8 profile definitions. Profiles 1 – 4 concern individuals lacking the ability to accomplish complex processing (very poor understanding in extended reading, very ineffective in searching for information). They are below the accepted threshold of functional reading. Profiles 5a, 5b, 5c and 5d are above this threshold but their skills are more or less sound, which may require them to make quite a lot of effort to compensate.

Source: French Ministry of Defence - DSN, MEN-DEPP

02 Breakdown of each reader profile according to education level (2008 JAPD)



Interpretation: 35% of profile 1 young people have gone no further than *collège* with their education (Level 1) and 55% are or were enrolled on short vocational education course at *CAP* or *BEP* level (Level 2).

Source: French Ministry of Defence - DSN, MEN-DEPP

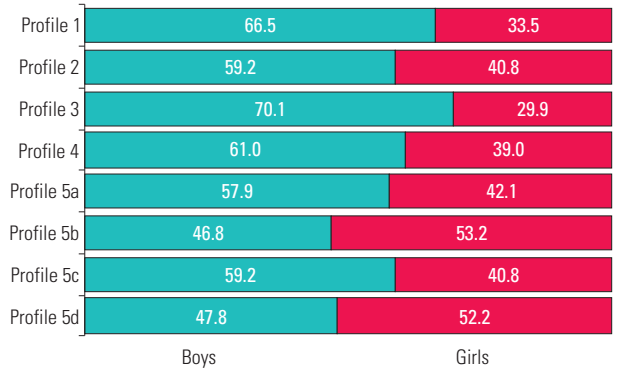
03 Breakdown of young people participating in the JAPD according to reading profile – change between 2004 and 2008

as a %

	2004	2006	2008
Total			
Efficient readers	79.5	78.7	78.4
Poor readers	9.5	9.6	9.8
Reading problems	11.0	11.7	11.8
incl. those with serious problems	*4.4*	*4.8*	*4.9*
Boys			
Efficient readers	76.7	76.0	75.8
Poor readers	9.2	9.2	9.4
Reading problems	14.2	14.8	14.8
incl. those with serious problems	*5.7*	*5.9*	*6.0*
Girls			
Efficient readers	82.5	81.5	81.1
Poor readers	9.7	10.0	10.2
Reading problems	7.8	8.5	8.7
incl. those with serious problems	*3.2*	*3.6*	*3.7*

Source: French Ministry of Defence - DSN, MEN-DEPP

04 Breakdown of each reader profile according to gender (2008 JAPD)



Source: French Ministry of Defence - DSN, MEN-DEPP

In spite of major improvements, the population aged 25 to 64, in France, still appears to be under-qualified compared with that of other developed countries. Among recent cohorts of school leavers, 81% hold upper secondary education qualifications and higher.

As in the other Latin countries, France's adult population in general is relatively under-qualified *(Graph 01)*. Compared with the United States and Northern European countries, secondary education and higher education were not well-developed at the time when the generations now in their 60s were at school. Successful completion of long secondary education programmes is, for the OECD and the EU alike, a prerequisite for the development of a knowledge economy and society.

The percentage of adults holding a qualification currently obtained under the upper secondary education system has increased by 30 points since 1981, mainly thanks to the impact of better-educated young generations *(Graph 01)*. Young generations have had the advantage of major improvements in the secondary and higher education systems up until the beginning of this decade. This has led to a marked rise in the education level attained by the adult population as a whole, which is similar to the level attained by young people aged 20 to 24.

There have also been qualitative improvements. Young generations have taken more advanced upper secondary courses which are more likely to be pursued in higher education. In 1991, upper secondary education resulted in attaining the *baccalauréat* often followed by long courses for 40% of young people (aged 20 to 24), while 20% attained a *Certificat d'aptitude professionnelle* (CAP), generally terminating their education at this point.

In 2008, almost two out of three young people attained a *baccalauréat* and 7.5% attained a CAP upon completing secondary education. The *Brevet d'études professionnelles* (BEP), now incorporated into the vocational *baccalauréat* system, remains the highest qualification attained by one in ten young people, showing no significant change since 1991 *(Table 02)*.

Among the three most recent cohorts that left education between 2005 and 2007, 41% have a higher education qualification and 40% have an upper secondary education qualification. The highest qualification attained by 15% of these young people is a general or technical *baccalauréat*, 8% attain the vocational *baccalauréat* or *brevet* and 9% and 8% respectively hold the *brevet d'études* or *Certificat d'aptitude professionnel*. According to the INSEE Employment Survey, there has been a slight drop in the number of young people awarded a secondary education qualification compared with previous cohorts that left education between 2002 and 2004 *(Table 03)*.

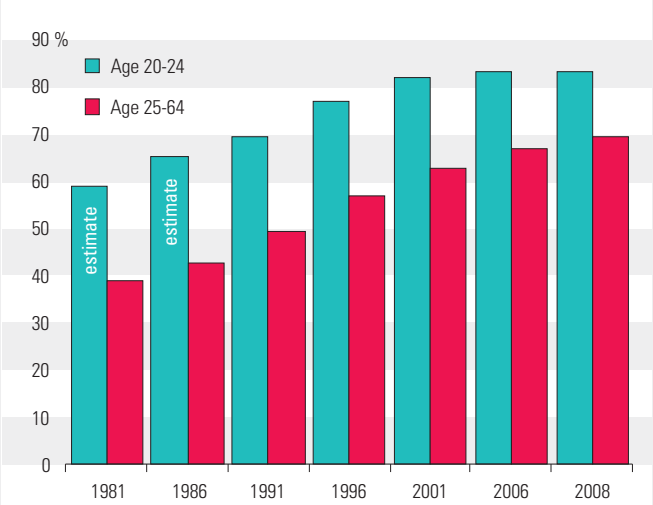
In addition, 19% of young people in the cohorts that left the education system for the first time between 2005 and 2007 have not attained a *baccalauréat*, BEP, nor a CAP: they have a lower and relatively poor level of education in light of economic and social challenges (*see Indicator 10*).

International comparisons are based on Labour Force surveys in different countries. In the case of France, this means the INSEE Employment Survey, also used as the source for Graph 01 and Tables 02 and 03. The former cover age groups (25-64 and 20-24) and Table 03 shows cohorts of "initial education leavers", i.e. young people who leave education for the first time (statistical definition).
The "education level" is assessed on the basis of the highest certificate or diploma declared by the individual. In France, a CAP (certificat d'aptitude professionnel) started after Year 8 is considered as the same level as a CAP started after Year 10: this tends to result in an under-assessment of the highest level of qualification attained in school. Insofar as regards comparisons over time, qualification data is gathered on population groups of the same age and having passed the same length of time since leaving education. Furthermore, the same age groups, age 20-24 (at the time of the survey) and age 25-64 are consistent across the different surveys (1981, 1986, et cetera). According to the same principle, statistics concerning the cohorts ending their education in year "n" are based on the following year's data ("n + 1").
To ensure consistent sampling, the data in Table 03 are averages across three cohorts.
2005-2007 data are thus averages for the 2007 (surveyed in 2008), 2006 (surveyed in 2007) and 2005 (surveyed in 2006) cohorts, having a specific profile with lower qualifications than other cohorts).

Source: INSEE Employment surveys
Coverage: OECD countries and Metropolitan France

Qualification levels among the population and young people 09

01 Proportions of young people and adults with an upper secondary qualification according to year



Interpretation: in 2008, 69% of people aged 25-64 (and over 83% of young people aged 20-24) declared having attained a higher education qualification or the *baccalauréat*, compared with 49% in 1991 and 39% in 1981.

Source: INSEE Employment surveys from 1981 to 2008 (annual average since 2006)

02 Percentage of young people aged 20 to 24 with an upper secondary education qualification

	1991	1996	2001	2006	2008
Baccalauréat or higher	39	55	62	66	65.7
BEP	10			10	10.1
CAP	20			8	7.5
BEP, CAP		22	19		
Total qualified	**69.4**	**77.0**	**81.8**	**83.2**	**83.3**
Brevet or no qualification	30.6	23.0	18.2	16.8	16.6
Total	100	100	100	100	100

Interpretation: in 2008, 66% of young people aged 20 to 24 declared having attained a higher education qualification or the *baccalauréat*, 10% attained a BEP and 7.5% a CAP or equivalent qualification. Over 83% of the age group thus attained an upper secondary level qualification, compared with under 70% for the same age group in 1991.

Source: INSEE Employment surveys from 1991 to 2008 (annual average since 2006)

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

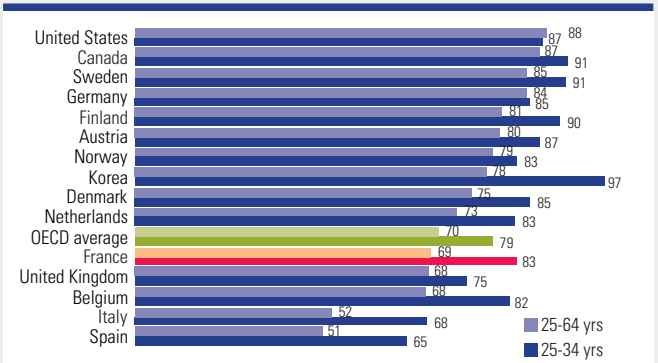
as a %

Highest qualification	ISCED*	2002-2004 cohorts (average)		2005-2007 cohorts (average)	
		in k	%	in k	%
PhD (except Medicine)	*6*	6	1	6	1
Master's (*baccalauréat* + 5 yrs in HE, PhD in Medicine)	*5A*	94	13	101	14
Degree level (*baccalauréat* + 3 yrs HE, *baccalauréat* + 4 yrs in HE)	*5A*	81	11	77	10
DEUG: *Diplôme d'études universitaires générales* – undergraduate diploma of general university studies.	*5A*	8	1	4	0
Subtotal courses possibly leading to research	***5A***	**189**	**26**	**188**	**25**
Subtotal courses completed (BTS, DUT, paramedical and social work)	***5B***	**127**	**17**	**116**	**16**
Total Higher Education qualifications	***5/6***	**316**	**43**	**304**	**41**
General and technological *baccalauréat*	*3A*	103	14	109	15
Vocational *baccalauréat* or *brevet*, technical *brevet*	*3B/C*	64	9	62	8
Subtotal *baccalauréat* or equivalent	***3A/C***	**167**	**23**	**171**	**23**
of which: have taken higher education courses	3A/C	71	10	74	10
Certificate of vocational education (BEP)	*3C*	74	10	69	9
Certificate of vocational aptitude (CAP) or equivalent	*3C*	53	8	57	8
Subtotal CAP, BEP and equivalent	***3C***	**127**	**18**	**126**	**17**
Total upper secondary graduates	***3A/C***	**294**	**41**	**297**	**40**
Total upper secondary and higher education graduates	***3/6***	**610**	**84**	**601**	**81**
Diplôme national du brevet (DNB)	*2*	43	6	64	9
No qualification	*0/2*	74	10	77	10
Total *brevet* or below	***0/2***	**117**	**16**	**141**	**19**
Total leavers		**727**	**100**	**742**	**100**

* UNESCO international classification of education categories (ISCED) serves to define comparable indicators in different countries.

Source: DEPP calculations based on INSEE Employment surveys 2003-2008 (annual average)

Proportion of the population aged 25 to 64 and 25 to 34 who have successfully completed upper secondary education courses (2007)



Source: OECD, 2009 edition of *Education at a Glance* (based on Labour Force Surveys)

The number of under-educated young people, reducing which is a major political issue, is tackled by means of a variety of approaches. For the European Community, 12% of 18-24 year-olds are under-qualified, failing to attain of a CAP, BEP or *baccalauréat* or to have been in education or training in the previous month. According to the French definition established back in the 1960s, 6% of young people left school with an education level below the CAP.

Reducing the number of people who are under-educated or under-trained is a major challenge for the wealth and cohesion of society. The issue is the target of indicators that differ in their definitions of "low education level" and in the population groups covered.

The education "level" of an individual is defined according to two statistical classification systems, applied using different criteria. The French classification of education levels defines the first qualification level as the CAP or Level V, corresponding to two years of a *certificat d'aptitude* or *brevet d'études professionnelles* (certificate of vocational aptitude or of vocational education. Level 3 of UNESCO's international standard classification of education (ISCED) groups upper secondary education programmes under the same heading. The criteria used to classify education levels helps to explain the differences between the two systems. Under the French system, people are classed at secondary level when they had access to the final year of a cycle, whereas under the international classification system, they are at secondary level when they have successfully completed a cycle, validated by a certificate or diploma. People who fail to satisfy these conditions are classed at the level below. Thus, a lower percentage of young people aged 20-24 have a "low level" of education according to the French statistical standard (7% in 2008) than under the international standard (17%), the main difference being due to the number of people who had access to a complete upper secondary education programme without attaining the relevant qualification (8%) *(Table 01)*.

The indicators are calculated on the basis of different population groups. The European Union's "early school leavers" indicator gives the proportion of young people aged 18 to 24 who have neither successfully completed upper secondary education (ISCED 0 to 2), nor undertaken any studies or training during the previous four weeks. As the European Commission benchmark *(Indicator 15)*, this figure stood at 12% in 2008, including 6% with a level below the CAP *(Table 02)*. Several national indicators assess the education level immediately upon leaving the education system, in order to compare assessments of policy application *(Graph 04, Indicator 09)*. Thus, according to estimates based on school statistics, which can be broken down according to district education authorities, 5.6% of people leaving secondary education in 2007 did so with a qualification level below that of the CAP *(Table 03)*.

Overall, there has been no significant rise in the percentage of young people aged 18 to 24 who have a low level of education *(Table 02)*. The performance of young people who have just left education nonetheless requires greater vigilance *(Table 03, Graph 04, Indicator 09)*.

The "levels" are groups of education and training programmes deemed comparable.. The International Standard Classification of Education defines comparable levels and cycles (and special options) between countries. It comes under the authority of UNESCO, has been ratified by the countries and is regularly revised; the current revision will be complete in 2011 and, in particular, will explain in detail the method used to assess education levels. The French classification system of education and training levels dates from 1969 and is applied in educational programme management and for job offers. The ambiguous expression "sortie sans qualification" (leaving school with no qualifications) is avoided here. In the texts, it generally means levels VI and Vbis of the French system for classifying education and training levels.
Tables 01 and 02 are based on data sourced from the INSEE Employment surveys (September 2009).
Table 03 is calculated according to surveys on students enrolled at secondary institutions (including apprenticeship training centres and agricultural schools). The flow of secondary school leavers in 2007 is estimated, excluding students from the year 2006-2007 broken down according to class, those from the year 2007-2008 broken down according to class and place of study of students in 2006-2007. In Graph 04, the student sample group and the Employment surveys define "leaving" the education system as the first time a student leaves an education path without returning for a period of one year.. For a single cohort, samples for the Employment surveys are small and subject to statistical contingencies.

Sources: MEN-DEPP and INSEE Employment surveys
Coverage: Metropolitan France

Leaving school with a low level of education 10

01 Different definitions of "low level" of education (2008) as a percentage of young people aged 20 to 24

		ISCED* International classification		Total
		Low level: Levels 0 to 2 (*brevet* or no qualification)	**Higher level: Levels 3 to 6 (CAP, BEP, *baccalauréat*, etc.)**	
French classification levels, NNF*	**Low levels: VI and Vbis** or "**below CAP**" (lower secondary class, Year 1 of CAP/BEP)	6.7	0	**6.7**
	Higher levels: Levels V to I, including:			
	. Year 11 or 12 in general technological or vocational path (V)	1.7	0	1.7
	. Final year of CAP or BEP (V)	4.1	14.7	18.8
	. Year 13 (*baccalauréat*) in general, technological, vocational paths and above (IV to I)	4.2	68.6	72.8
Total		**16.7**	**83.3**	**100.0**

*ISCED: International Standard Classification Of Education (1997 version);
NNF: *nomenclature des niveaux de formation* -French system for classifying education and training levels

Source: INSEE, 2008 Employment surveys (annual average)

02 EC "early school leavers" indicator as a percentage of young people aged 18 to 24

		2003	2004	2005	2006	2007	2008
Currently in education or training during the previous four weeks		55	56	57	57	56	57
With no recent education or training:	Graduates with CAP, *baccalauréat* or higher (ISCED 3-6)	33	32	31	31	31	32
	With none of these qualifications (ISCED 0-2), having studied up to…						
	Year 13 of general, technological or vocational *baccalauréat*	2	2	2	2	2	2
	Final year of CAP or BEP	4	4	4	3	4	3
	Year 11 or Year 12 of general or technological path	1	1	1	1	1	1
	Year 1 of CAP or BEP, lower secondary	5	5	5	6	6	6
	Total upper secondary school leavers with no qualifications	**12**	**12**	**12**	**12**	**13**	**12**
All young people aged 18 to-24		**100**	**100**	**100**	**100**	**100**	**100**

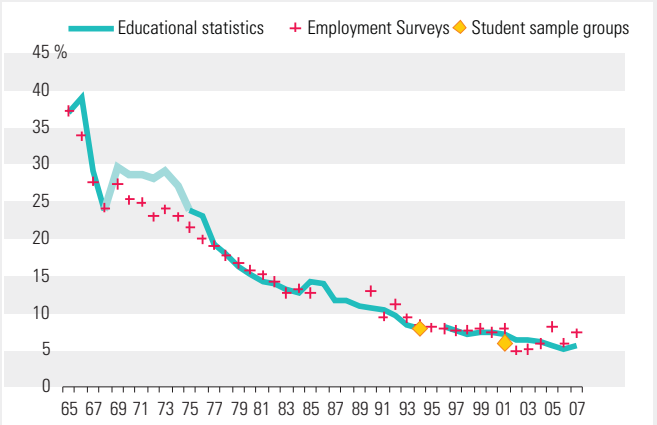
Source: INSEE, 2003 to 2008 Employment surveys (annual average)

03 Secondary school leavers by class and "education level" as a %

	1996	2001	2006	2007
Lower secondary, year 1 CAP/BEP (Vbis-VI)	8.4	6.9	5.1	5.6
Year 11 or Year 12 of general or technological path (V)	2.3	2.3	2.0	2.2
Total number of students that leave before tha final year of upper secondary education	**10.7**	**9.2**	**7.1**	**7.7**
Final year of CAP or BEP (V)	20.4	20.9	19.7	21.2
Year 1 of vocational *baccalauréat* and *brevet* (V)	1.8	2.6	2.9	1.0
Final year of vocational *baccalauréat* and *brevet* (IV)	10.7	13.5	14.7	15.8
Final year of general and technological *baccalauréat*. (IV)	56.4	53.8	55.5	54.3
Total number of students that leave secondary education	**100**	**100.0**	**100.0**	**100.0**

Source: MEN-DEPP, statistics regarding secondary education and training (including apprentices and students at agricultural school)

04 School leavers with level below CAP (VI and Vbis) from 1965 to 2007



Interpretation: in 1965, over 35% of school-leavers ended their education at below CAP level ("unqualified" in the terminology of that time). They left before the final year of a *CAP* or *BEP* or before Year 11, in other words, after primary education, lower secondary education or a few months of vocational training. In 2007, this was the case for six times fewer young people.

Sources: INSEE, Employment surveys and MEN-DEPP

Half the working-class children born in the early 1980s attain a *baccalauréat*. Upper secondary and higher education are now more accessible to different social categories but considerable inequalities continue to exist between general, technological and vocational pathways.

Increased capacities in secondary and then higher education mean that education has become accessible to a much broader section of the population. This widening of the spectrum and its limits may be understood by comparing over time the numbers of children from different social backgrounds who attain *baccalauréat* level, and the breakdown of these groups according to their highest qualification.

In the generations born in the 1940s, more than two out of three children with management-level parents attained the *baccalauréat* compared with only 6% of working-class children. Among recent generations, born in the early 1980s, half of working-class children attain the *baccalauréat (Graph 01)*. The increase was especially marked between the generations born between 1964 and 1968 and those born between 1974 and 1978. In this respect, the increase in terms of numbers at the end of the 1980s has helped to reduce social inequalities in education.

Out of 100 young people aged 20-24 in 2007 belonging to the 1982-1986 generation, 53 declare that they had access to higher education; of the remainder, 10 declare holding a technological or vocational *baccalauréat* as their highest qualification and 17 a certificate of vocational aptitude or study (CAP or BEP *(Graph 02)*. Children of employees and from working-class backgrounds more often hold technological and vocational secondary education qualifications (36%) than children of the self-employed, management and technicians (19%).

Compared to their predecessors from the 1972-1976 generations, aged 20-24 ten years earlier, fewer young people in 2007 were without any upper secondary education qualification at all. This situation still applies more often to the children of employees and workers (22%) than to children with parents who are self-employed or hold management-level, teaching and intermediate profession positions (9%).

The breakdown among the three main streams (general, technological and vocational) of *baccalauréat* holders of 2008 confirms the continuing influence of social background on education paths: while working-class children are to be found in more or less equal numbers in the three types of *baccalauréat*, the vast majority of children with management-level parents and, more particularly, the children of teachers, choose the general stream, the most conducive to long higher-education cycles *(Table 02)*.

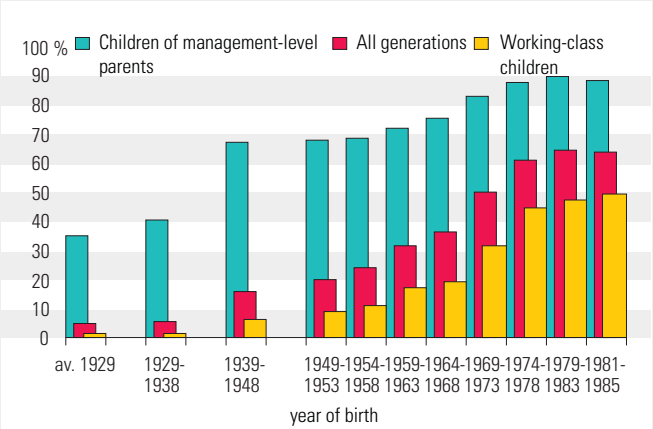
Increasing the proportion of general *baccalauréat* holders among children from "underprivileged" backgrounds is one of the Ministry's goals within the framework of the equal opportunities policy (Act of 31 March 2006). At an estimated 18.6% in 2008, the goal monitored by an LOLF indicator is to reach 20% in 2010.

The two graphs are based on INSEE surveys.
Graph 01 concerns generations i.e. young people born in the same year. These data are provided by FQP and INSEE Employment surveys (1990 survey for generations born between 1964-1968, 1995 survey for those born 1969-1973, 2006 survey for the 1980-1984 generations). In theory, qualifications equivalent to the baccalauréat are not taken into account.
Graph 02 concerns age groups (20 to 24 at the start of the year) (also) corresponding to generations. The data come from INSEE Employment surveys. The level of education is defined a) on the basis of whether the young people have completed higher education or not, and b) on the basis of their highest qualification. Thus, young people who have had access to higher education and, for the most part, are still studying, may be set apart from those who only exceptionally continue their education and whose current diploma is likely to be the highest they will ever attain.
"Social background" is determined on the traditional basis of parents' socio-professional category, the father's being given priority. The socio-professional category of a retired or unemployed person is usually that of the last job held. It is replaced by the mother's profession when the father is absent or deceased. Table 02 is based on processing of the social backgrounds declared by all students that attained the baccalauréat in the 2008 session, after correcting and eliminating unspecified backgrounds.

Sources: INSEE Employment, Education and Training and Vocational Qualification surveys
MEN-DEPP (OCEAN)

Level of education according to social background 11

01 *Baccalauréat* graduation rate according to generation and social background



Interpretation: among young people born between 1981 and 1985, 88% of those with management-level fathers attained their *baccalauréat* compared to 49% of children with working-class fathers. This is well above the figures for generations born in the 1930s, where 41% of children with management-level parents passed the *baccalauréat* compared to only 2% of working-class children.

Sources: calculations by the Centre Maurice Halbwachs based on Education, Training and Vocational qualifications surveys, and the DEPP based on INSEE Employment surveys

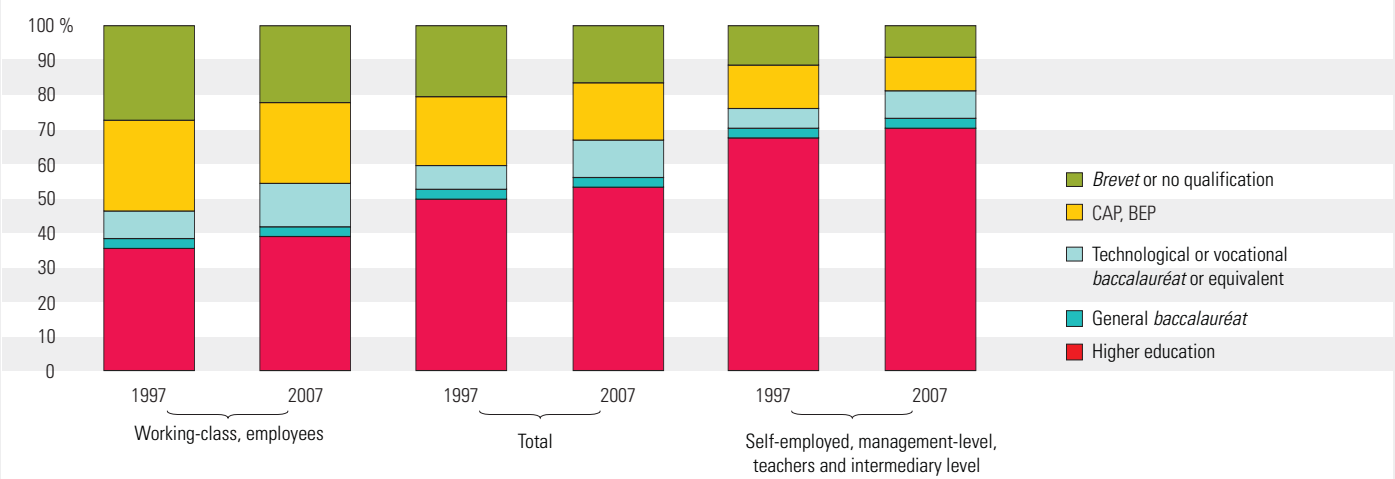
02 Breakdown by stream of 2008 *baccalauréat* graduates based on social background (%)

	General	Technological	Vocational
Farmers	54.8	25.1	20.1
Skilled craftsmen, retail and sales, businessmen	50.4	25.4	24.2
Managers, higher-level intellectual professions	75.7	16.3	8.1
incl. teachers and equivalent	83.2	13.1	3.7
Intermediary professions	58.3	27.4	14.3
including primary school teachers and equivalent	76.7	15.4	7.8
Employees	48.4	31.3	20.3
Working-class	34.0	31.4	34.6
Retired	39.0	26.8	34.2
Total	**53.9**	**26.2**	**19.9**

Interpretation: in 2008, 34.0% of working class children attained a general *baccalauréat*, 31.4% a technological *baccalauréat* and 34.6% a vocational *baccalauréat*.

Source: MEN-DEPP (OCEAN)

03 Qualifications of young people aged 20-24 according to social background (1997 and 2007)



Interpretation: in 2007, of 100 children of employees or working-class parents aged 20-24, 39 entered higher education. Among the remainder, 23 gave their highest diploma as a CAP or BEP, 13 a technological, vocational or equivalent *baccalauréat* and 3, a general *baccalauréat*. In all, 78% of these young people have at least an upper secondary education qualification compared with 91% of those with self-employed, management, teacher and intermediary-level parents.

Source: DEPP calculations based on INSEE 1997 and 2007 Employment surveys (annual average)

The risk of unemployment among individuals with the lowest qualifications is alarmingly high. Following a drop at the start of 2008, the risk of unemployment among young people and the labour force as a whole rose sharply at the start of 2009.

Unemployment of young people "over-reacts" to the economic climate. The risk of unemployment after leaving education is subject to considerable fluctuation, following a downward trend during times of economic boom (1988-1990, 1998-2000 and 2007-2008 in France) and upward during recession (1993-1994, 2002-2003 and 2009). The majority of young French people do seek employment after leaving education. The stronger economic growth and the demand for labour are, the sooner they find work. When the opposite is the case, young people are more likely to be unemployed than their elders during periods of a drop in recruitment. More than others, those with the lowest qualifications run the risk of seeking work in vain. Times of economic difficulty have a "cascading" impact on successively higher qualification levels. When few management-level jobs are available, people with the highest level qualifications accept less prestigious jobs, usually targeted by intermediate levels, thus pushing the latter to seek jobs requiring lower qualifications, which then become less accessible to young people with less attractive profiles due to their academic results, and for whom the unemployment rate rises *(Graph 01)*.

In the first quarter of 2009, the unemployment rate for young people aged 15 to 29 rose, in France as elsewhere in the European Union, up three 3 points in the space of a year *(Graph 02)*. Comparing EU Member States reveals that variations in unemployment among young people usually run parallel to those for the entire labour force, from the first quarter of 2008 to the first quarter of 2009 *(Graph 03)*. Mirroring unemployment among the entire labour force, that for young people has "rocketed" in Spain, Ireland and the Baltic States (not shown) and increased above the average rate in Iceland, the United Kingdom and Hungary. Contrary to this, unemployment did not rise, or rose only slightly, in Germany and Poland, in the first quarter of 2009; the unemployment rates for adults and young people alike are now lower than the EU average. Of the 23 EU Member States for which data is available, the unemployment rates in only Italy and Sweden, at the start of 2009, differ in comparison with EU average trends, which are lower than average for young people and higher than average for the entire labour force. The indicators converge to reveal growth in the labour market in the Netherlands, Austria and Denmark (in spite of the recent downward trend), where high proportions of young people have access to jobs as part of vocational training programmes, thanks to the close links between the worlds of education and labour *(Graph 04)*. Having a foot in the company door to complete training or study cushions the "shock" of the transition from school to work, although well-developed social relations, adapted education pathways and, most likely, growth in the labour market, are prerequisites.

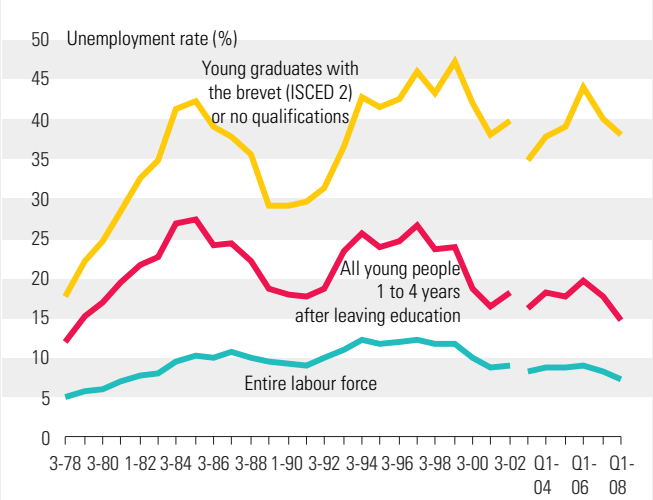
For further information:
L'emploi nouveaux enjeux, INSEE – *Références*, November 2008, INSEE
Sharp increase in unemployment in the EU, Statistics in focus, 53/2009, Eurostat
Emploi et chômage des 15-29 ans en 2008, Premières synthèses No.39.1, September 2009, DARES

A "rate" of unemployment's denominator is the entire labour force seeking or holding employment or performing military service.
In this report, the increased risk of unemployment among young people and people with the lowest qualification levels is assessed on the basis of cohorts that left education between one and four years ago (Graph 01). For comparisons between countries, the unemployment rates cover the age ranges from 15 (or 16) to 29, as preferred by the OECD and the DARES (see For further information below). Statistics regarding the risk of unemployment among 15- to 24-year olds are given in the Appendix.
Graph 01 is based on data from the INSEE Employment surveys: the break between 2002 and 2003 is due to extending data collection to six-monthly and the change in the definition of unemployment, which is now more in line with that used by France's neighbours (- 1.3 point in 2003). Graphs 02, 03 and 04 are sourced from EU Labour Force Surveys (the French component of which is based on the Employment survey), processed by Eurostat (02 and 03) and the OECD (04).

Source: Eurostat, OECD and the INSEE Employment surveys
Coverage: EU Member States and Metropolitan France

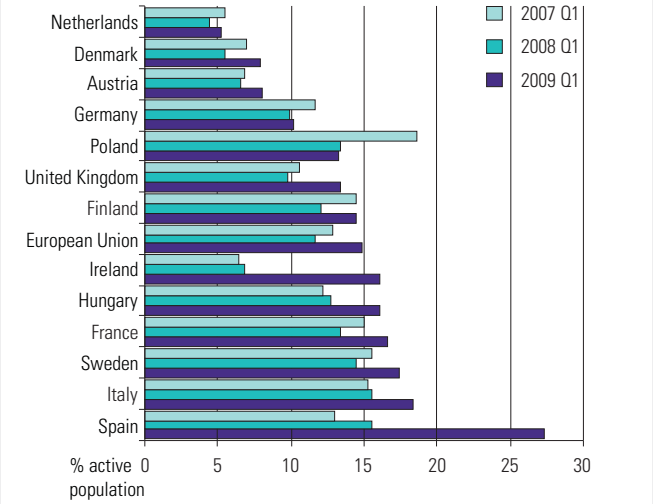
Qualifications and the risk of unemployment 12

01 Unemployment rates one to four years after leaving education (1978 to 2008)



Source: DEPP calculations based on INSEE Employment surveys (first and second quarters since 2003); break in data between 2002 and 2003

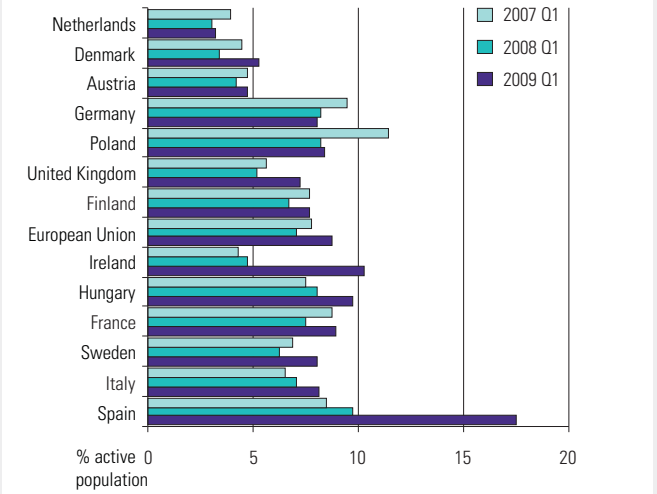
02 Unemployment rates among young people aged 15 to 29 (first quarter of 2007 to first quarter of 2009)



Countries ranked according to unemployment rate during first quarter of 2009

Source: Eurostat, based on EU Labour Force surveys (first quarter of 2007, 2008 and 2009)

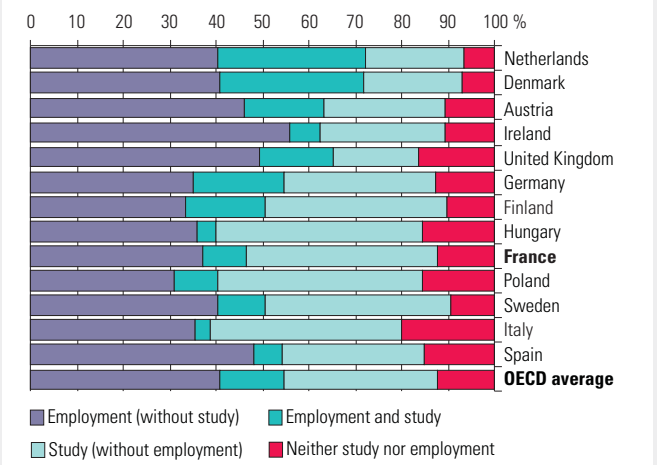
03 Unemployment rates among the population aged 15 to 64 (first quarter of 2007 to first quarter of 2009)



Countries ranked according to unemployment rate among young people aged 15-29 during first quarter of 2009.

Source: Eurostat, based on EU Labour Force Surveys (first quarter of 2007, 2008 and 2009)

04 Employment and study, age 15 to 29 (first quarter of 2007)



Countries ranked according to unemployment rate among young people aged 15-29 during first quarter of 2009.

Source: OECD – Education at a Glance – based on EU Labour Force surveys (first quarter of 2007)

At the outset of a career, socio-professional category depends on qualifications. Thanks to their higher qualifications, young working women are generally in more highly-qualified positions than men.
Higher education graduates have much higher salaries and better career prospects, but this is more the case for men.

The chances of working as a senior executive, teacher, doctor, lawyer, nurse, technician or sales representative depend mainly on level of qualification and less on social background. In 2007, at the outset of their careers, 79% of economically-active graduates who had completed long higher education courses worked in higher or intermediate professions. The proportion is over 59% for short-course graduates and over 23% for those whose highest qualification is the *baccalauréat (Graph 01).* Long-cycle higher education graduates therefore have a 20-percentage point advantage over short-cycle graduates concerning access to such professions, which is considerably higher than that of children with management-level parents over working-class children (8 percentage points) if they hold a higher education qualification of the same level.

Since 2002, a larger proportion of women on the labour market enter higher and intermediate professions than men shortly after completing their education; in 2007, 41% of these young economically-active women worked in such professions compared with 38% of their male counterparts. This result reflects the higher level of education of young women entering the labour market; with equivalent qualifications, however, they have more limited access to such professions than men.

Conditioned by the job and the level of responsibility, salary levels also depend on the level of education, more specifically in the case of men. While wage differences are not that significant among younger people, they increase as years in work pass and with age. Thus, around the age of 50, the average salary of higher education graduates is double that of unqualified employees, the ratio standing at 2.2/1 for men and 2.1/1 for women respectively *(Graph 02).*

These wage differences can be explained by several factors. More women than men work in the public sector; in their professional careers, they are less likely to be promoted to positions of responsibility with higher pay.

Graph 01 concerns young people who are "economically active" (have or are seeking a job) and Graph 02 concerns full-time employees.

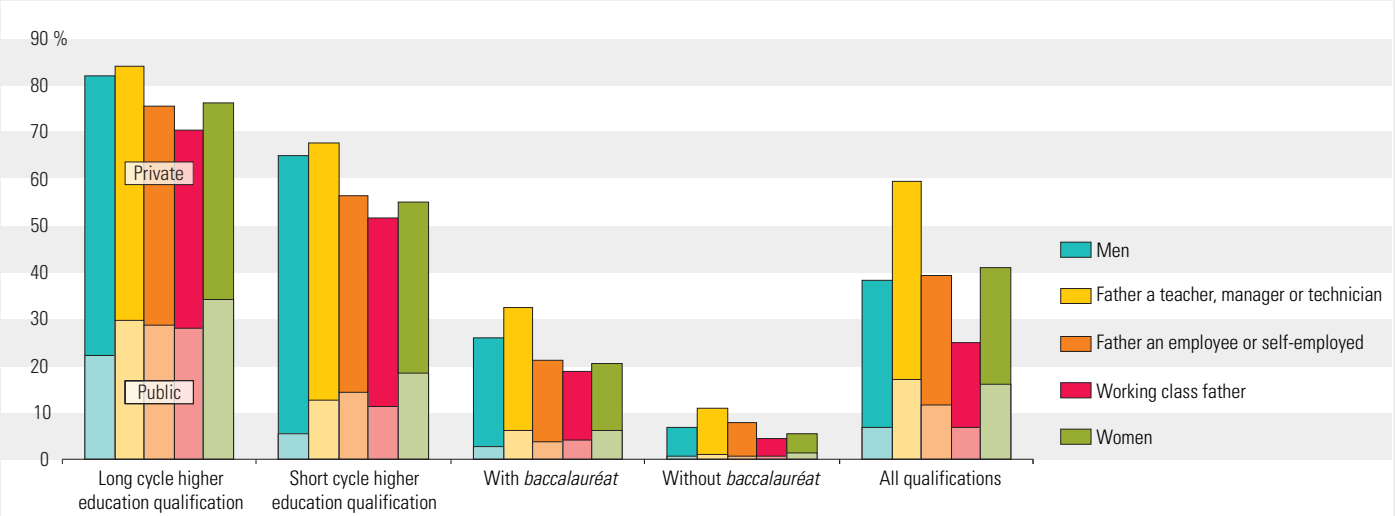
Socio-professional backgrounds (Graph 01) are divided into three categories:
– company directors, higher and intermediate professions;
– workers;
– employees, farmers, craftworkers and sales/retail.

The public sector (Graph 01) includes employment in the civil service, hospitals and regional and local authorities but excludes publicly-owned companies.

A salary or remuneration average divides the population into two equal groups: those who earn more and those who earn less than the average.
Graph 02 shows the average salaries for each of these categories.

Source: MEN-DEPP, based on INSEE Employment surveys
Coverage: Metropolitan France

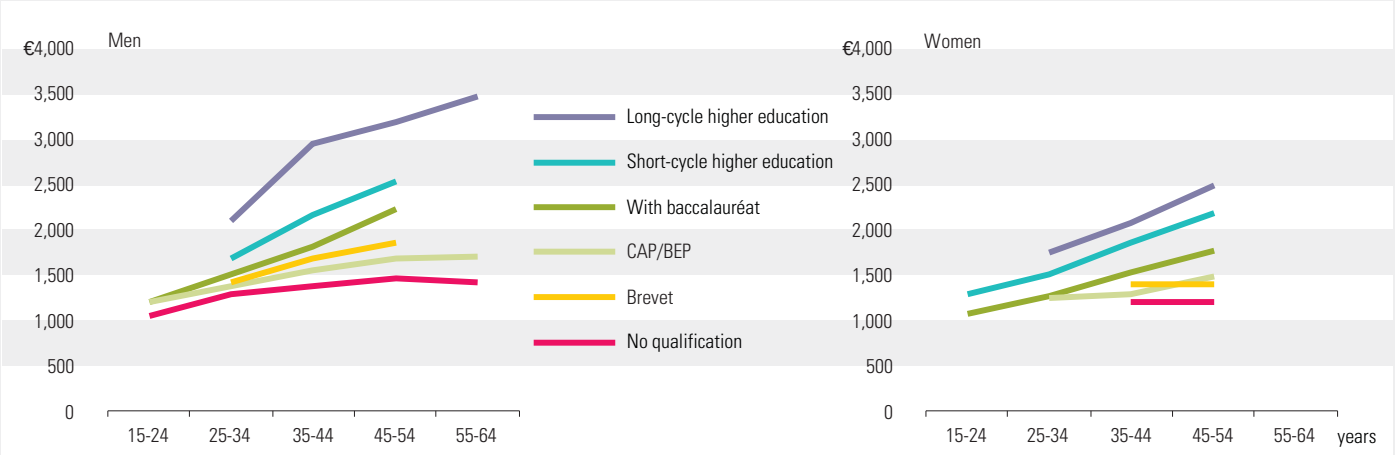
01 Access to higher or intermediate professions, according to qualifications, gender and social background (2007)



Interpretation: in 2007, 82% of long-cycle higher education male graduates (left-hand bars) have high- or intermediate-level professional status (including company directors), compared to 76% women, 71% young people with working class fathers and 84% with fathers in a management position. These same proportions vary between 52% and 68% for short-cycle higher-education graduates, between 19% and 33% for *baccalauréat* holders and between 5% and 11% below the *baccalauréat*.

Source: DEPP calculations based on INSEE Employment surveys (four quarters in 2007)

02 Monthly salaries declared in 2007 in relation to age and qualification, average salaries of full-time employees



Interpretation: in 2007, half of the male graduates from long-cycle, higher education programmes aged 45-54 declared a monthly net salary of at least €3,190 (inclusive of monthly bonuses) and half of the women, a salary of at least €2,480. Only full-time employees are taken into account, represented in sufficient numbers in the survey . Salaries are given in 2007 euros.

Source: DEPP calculations based on INSEE 2007 Employment surveys (four quarters)

Girls are more proficient in French language skills and their education paths are more successful than boys'.
While clearly in the majority among general *baccalauréat* graduates and university students, they are less numerous than boys in scientific and industrial training options.

While their mathematics and scientific literacy is similar to that of boys, girls have a distinct advantage over the latter in French and in written comprehension according to national and international assessments *(Indicators 16 and 20).* With the benefit of greater proficiency in these skills, girls' educational paths are, on average, easier and smoother than boys' but they continue to choose radically different streams, options and specialities.

Among adults aged 20 to 24 in 2007, young women appear to be more highly qualified than young men: among the latter, one in five has no upper secondary qualification (CAP, BEP or *baccalauréat*), compared with only 15% of young women, 70% of whom, on the contrary, declare holding a qualification equivalent to or higher than the *baccalauréat*, i.e. 10 percent more than young men *(Table 01)*.

For more than three decades, the majority of *baccalauréat* graduates have been girls: over 53% at the 2008 session and nearly 58% among graduates of a general *baccalauréat*. Even if these differences have narrowed over the past few years, the predominance of girls varies greatly depending on the option taken *(Graph 02)*. In the general stream, girls represent the vast majority in Arts and Humanities subjects (80% of successful candidates in 2008, 3 points less than the maximum recorded in 2002), and form the distinct majority in Economics and Social options (63%). In spite of some progress, girls are still in the minority in the Sciences (47% in the 2008 session, i.e. up 5 points in two decades). In the technological stream, girls prevail in tertiary sector options (59% of STG *baccalauréat* holders, a 7-point drop since 2000 and 95% in the SMS option) and boys dominate in industrial options (90% in STI). The proportion of girls in scientific streams (S, STI, STL), where the target within the framework of the *LOLF* is 45%, increased to 41% in 2008. Among holders of vocational *baccalauréats*, girls are generally still in the minority (43%).

The same differences are found in vocational training options leading to a *CAP* or *BEP*. Less numerous than boys overall, girls are still in the majority in tertiary sector options (over 70%) but conspicuously absent from fields related to production (less than 14%) *(Table 03)*.

Sources: INSEE, Employment surveys and MEN-DEPP
Coverage: Metropolitan France & Metropolitan France + DOM

01 Breakdown of young people aged 20-24 according to highest level of qualification and enrolment

Metropolitan France

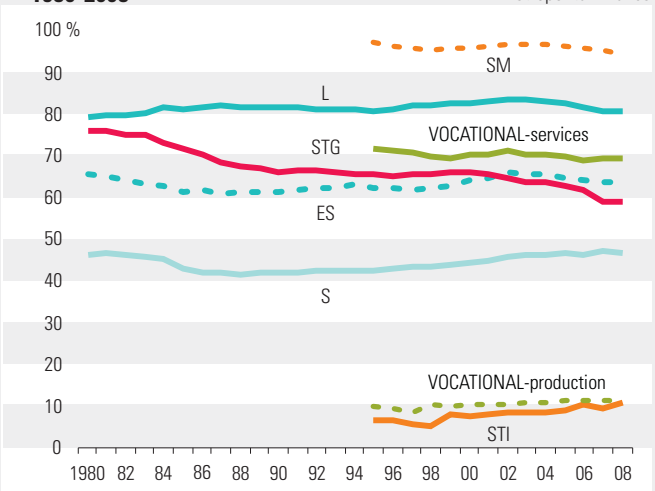
	Education level		1997			2002			2007			
	ISCED (1)	French classification (2)	Total	Men	Women	Total	Men	Women	Total (in thousands)	Total	Men	Women
Baccalauréat and higher education graduates	3 to 5	I to IV	57.9	53.5	62.3	62.3	57.7	67.0	481	65.5	60.5	70.6
CAP/BEP graduates	3C	V	20.4	23.3	17.4	19.7	23.3	16.0	124	16.8	19.3	14.4
Total upper secondary education graduates	**3 to 5**		**78.2**	**76.8**	**79.7**	**82.0**	**81.0**	**83.0**	**605**	**82.4**	**79.8**	**85.0**
General, technological or vocational in Year 13	2	IV	5.1	5.4	4.9	4.8	4.6	5.0	33	4.5	4.5	4.5
CAP or BEP in Year 13	2	V	7.0	8.4	5.6	6.0	7.3	4.7	33	4.5	6.0	3.0
G & T in Years 11 and 12	2	V	1.4	1.5	1.4	1.2	1.1	1.2	12	1.6	1.6	1.6
First year of CAP/BEP, lower secondary or lower	0 to 2	VI-Vbis	8.2	8.0	8.4	6.0	6.0	6.0	52	7.0	8.1	6.0
Total upper secondary education leavers with no qualification	**0 to 2**		**21.8**	**23.2**	**20.3**	**18.0**	**19.0**	**17.0**	**129**	**17.6**	**20.2**	**15.0**
Total			**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**734**	**100.0**	**100.0**	**100.0**

(1) International Standard Classification of Education (UNESCO).
(2) French classification system dating from 1969.
Interpretation: in 2007, 82.4% of young people aged 20-24 declared holding a higher education qualification, *baccalauréat*, *BEP* or *CAP*. On the other hand, 17.6% did not hold an upper secondary education qualification, i.e. an average of 129,000 young people per age group.

Source: INSEE, Employment surveys (annual average since 2003), data revised in light of demographic estimates for 2007; calculations by MEN-DEPP

02 Proportion of girl *baccalauréat* graduates per option 1980-2008

Metropolitan France



Source: MEN-DEPP

03 Boys and girls in final year of CAP or BEP course according to education/training option

Metropolitan France + DOM

Group of options	2000		2008	
	Total	*% of Girls*	Total	*% of Girls*
Processing	11,174	*24.1*	13,334	*28.1*
Civil engineering, construction, timber	18,244	*6.2*	21,313	*9.3*
Flexible materials	9 ,42	*95.3*	6,722	*93.6*
Mechanics, electricity, electronics	73 ,165	*2.1*	58,053	*2.6*
Production	**113,061**	***12.6***	**99,422**	***13.6***
Trade, sales	24,275	*65.6*	32,509	*58.5*
Accounting, administration	35,144	*58.4*	21,503	*55.8*
Secretarial, office automation	29,615	*95.6*	21,997	*93.8*
Health and social	18,764	*96.2*	23,083	*94.3*
Hotel industry and tourism	13,784	*51.3*	13,647	*51.7*
Hairdressing, beautician, care services	8,115	*96.5*	11,858	*96.9*
Local authority services	6,136	*78.4*	4,740	*70.6*
Services	**144,246**	***73.3***	**139,690**	***71.2***
All education/training options	**257,307**	***46.7***	**239,991**	***47.1***

Source: MEN-DEPP

Following the Lisbon Summit in Year 2000, the European Union set quantified objectives regarding education and vocational training to promote a dynamic knowledge-based society and economy.

At the Lisbon Summit in Year 2000, the European governments agreed to promote a society and an economy emphasising the increasingly important role of knowledge development. According to the EU definition, this means learning more and more effectively throughout a person's lifetime. This is an incentive-based approach, based on statistical monitoring and analysing any progress achieved. The shared priorities regarding education and vocational training as of 2000 are given shape in five objectives to be achieved by 2010: increased enrolment in upper secondary education, higher number of science and technology graduates, developing lifelong learning and knowledge sharing and reducing the number of early school leavers and poor reading skills.

To ensure that younger generations leave school with adequate skills, the shared goal for 2010 is for 85% of young people in the European Union to complete upper secondary education, validated by a diploma or certificate. In 2008, this was achieved for 78.5% of young people aged 20 to 24 (over 83% in France), compared with 77% in 2000. The EU also gives priority to substantial development in the sciences, achieved within 3 years, based on the number of higher education graduates in science and technology subjects.

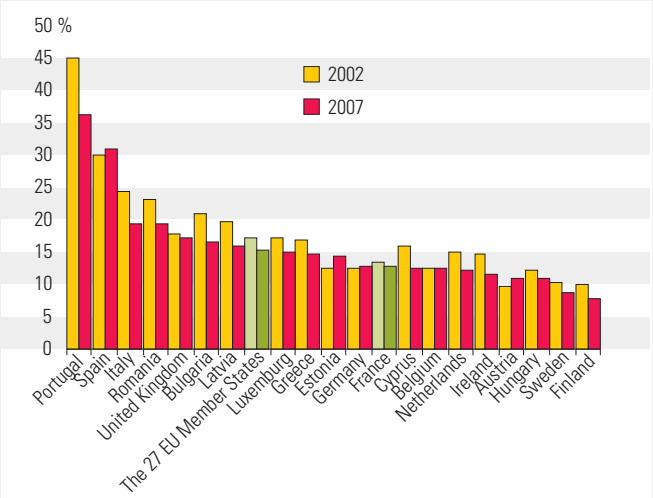
At the same time, the shared objectives aim to reduce the rate of academic failure, whatever the reason. It is hoped that 2010 will see a 20% decrease in the percentage of the poorest readers, i.e. 15.5% of young people aged 15 with the lowest scores in international tests. In Spain, Italy, the Czech Republic, Austria and France, the percentage of poor readers was higher in 2006 than in 2000, while the numbers had fallen in Poland. In addition, the percentage of "early school leavers" is expected to drop below 10% in 2010, compared with 15% in 2007 and 18% in 2000. While extended enrolment into upper secondary education is still a problem in Latin countries and, overall, high proportions of young people still leave school without adequate skills or qualifications, the figures have clearly improved over the last few years in Portugal, Italy and Romania *(Graph 01)*.

The opportunity to improve and update one's knowledge, without a break, throughout one's lifetime, is assessed on the basis of the proportion of people, aged 25 to 64, taking courses, seminars, vocational training or classes with no specific outcome. The EU objective is for 12.5% of the population in this age group to have taken part in a session during the last four weeks of 2010, compared with 9.6% in 2008. This proportion is much lower in the Latin countries and France (7.2%) than in the Scandinavian countries *(Graph 02)*.

The exact content of the five quantified objectives for 2000-2010 was defined by the Council on 5 and 6 May 2003. The new set of indicators, currently being developed, brings the themes covered up-to-date for the period 2010-2020.
The benchmark regarding access to secondary education is the percentage of young people aged 20-24 who attain ISCED Level 3 and above (see Indicator 09). In Northern Europe and Germany, this age range is too young (not retained for 2010-2020). The benchmark for scientific ability is the number if higher education science qualifications awarded by institutions (not retained for 2010-2020).
The benchmark for reading proficiency is the ability to relate a simple text to daily life. The "early school leavers" benchmark is the proportion of young people aged 18 to 24 who have a low education level (ISCED 2 or below: see Indicator 10) and who have not pursued study or training within the last four weeks.
The "apprenticeship" benchmark for adults is the percentage of 25 to 64 year olds who have taken part in a class, seminar, course or training session during the four weeks preceding the survey (Graph 03).
Graphs 01 and 03 are based on EU Labour Force Surveys (including the INSEE Employment survey on France), processed by Eurostat.
Graph 02 is based on the results of the Programme for International Student Assessment (PISA) survey regarding 15-year olds, processed by the OECD.

Source: Eurostat and the OECD

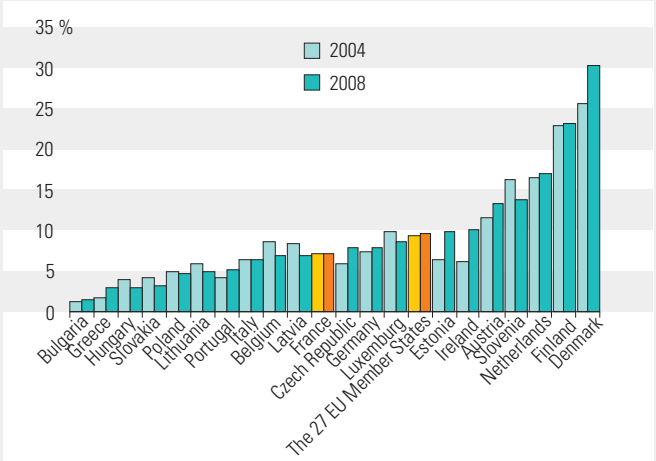
01 Early school leavers in 2002 and 2007



Interpretation: among the EU Member States, 15% of young people aged 18 to 24 were early school leavers in 2007 (no upper secondary qualification, no education or training during the previous four weeks) compared with 17% in 2002.
NB: some Member States are not included in this graph; break in data for the United Kingdom and Sweden and provisional 2007 data for Finland, Latvia and Portugal.

Source: Eurostat figures based on EU Labour Force Surveys (second quarter)

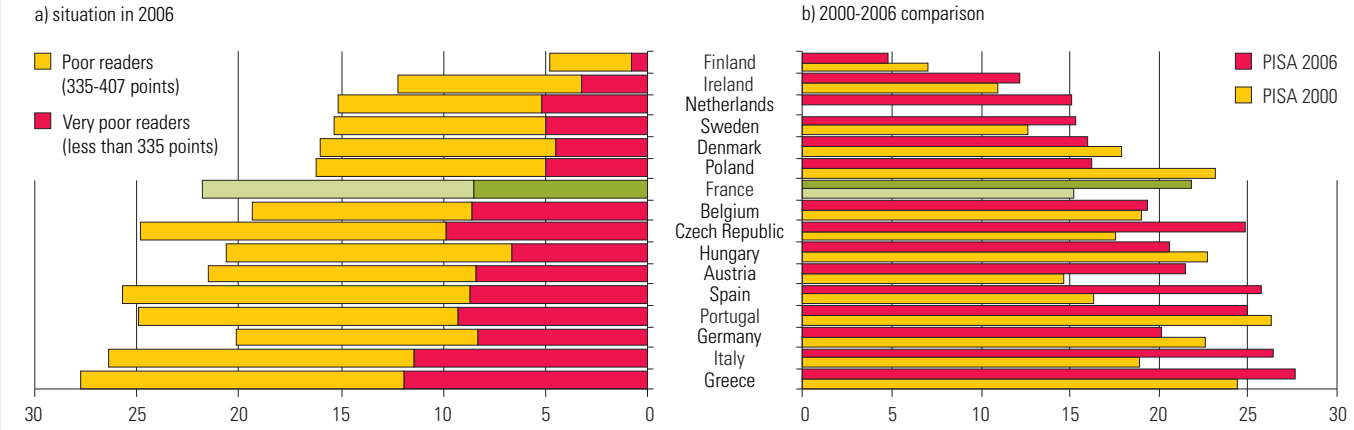
02 Population aged 25-64 having had access to education or training in the last month (2004 and 2008)



Interpretation: in the EU Member States, 9.6% of the population aged 25 to 64 had access to education or training during the four weeks preceding the survey in 2008, compared with 9.3% in 2004.
NB: some Member States are not included in this graph; provisional 2008 data for Estonia, Ireland, Portugal and the Czech Republic.

Source: Eurostat figures based on EU Labour Force Surveys (annual averages)

03 Proportion of young people aged 15 demonstrating poor reading skills (PISA)



Interpretation: according to the literacy tests in the 2006 survey , 8.5% young people aged 15 in France are very poor readers (less than 335 points) and 13.3% are poor readers (335 - 407 points), giving a total of 21.8% (less than 407 points) compared with 15% in 2000.

Source: OECD calculations based on data from the Programme of International Student Assessment (PISA)

The proportion of pupils proficient in the basic French and Mathematics skills required at the end of primary school and lower secondary school has been assessed for the last three years. In 2009, this proportion varied between 80% and 90% depending on different education levels and disciplines.

In 2009, for the third year running, pupils' proficiency in basic skills in French and Mathematics was assessed at the end of primary school and the end of lower secondary school. The definition of basic skills was determined in reference to the programmes consistent with the common core of knowledge and skills. A set of MCQ (multiple choice question) tests was developed and experimented by groups of experts in each discipline in collaboration with DEPP experts in assessment. The selected skills did not include those linked to oral and writing skills. After analysing the results of the experiment, a level of requirement was set, giving a threshold above which pupils are considered proficient in the basic skills **[1]**.

At the end of Year 6, 88.8% of pupils are proficient in basic skills in French and 91.3% are proficient in basic skills in Mathematics *(Graph 01)*. At the end of Year 10, 80.9% of pupils are proficient in basic skills in French and 89.4% are proficient in basic skills in Mathematics *(Graph 02)*.

At school, more girls are proficient in basic French skills than boys (85.6% of boys compared with 92% of girls). The difference is even greater at lower secondary level (76.2% of boys compared with 85.6% of girls). There is no significant gap between boys and girls in Mathematics in either primary (91.3% of boys compared with 91.1% of girls) or lower secondary school (90.2% of boys compared with 88.6% of girls).

14% of pupils in the sample at the end of Year 6 were behind, and 33% at the end of Year 10. At the end of both primary and lower secondary education, the proportion of pupils proficient in the basic French and Mathematics skills is considerably lower among pupils who are behind than among those who are "on schedule". This observation in itself is not enough to condemn repeating a year but reflects studies demonstrating its ineffectiveness **[2]**.

These indicators are also calculated for pupils in priority education zones. Indicator 05 provides the results of primary and lower secondary schools belonging to the "*réussite scolaire*" (educational success) and "*ambition réussite*" (targeting success) networks.

If the uncertainty margins inherent in this type of survey based on samples are taken into account, there is no significant difference between the 2007, 2008 and 2008 results.

[1] *Méthodologie de l'évaluation des compétences de base en français et en mathématiques en fin d 'école et en fin de collège* (Methodology used to assess basic skills in French and Mathematics at the end of primary and the end of lower secondary school), *Note d'Information* No.08.37, 2008, MEN-DEPP.
[2] "*Le redoublement au cours de la scolarité obligatoire: nouvelles analyses, mêmes constats*" (Repeating a year during compulsory education: new analyses, same findings), *Dossier No.*166, MEN-MESR-DEPP.

In March 2009, representative samples of around 8,000 Year 6 and 8,000 Year 10 pupils took one-hour tests in French and Mathematics. The indicators are shown with their confidence interval at 95% indicating the uncertainty margin linked to the sampling.

The tests differ at different levels and the chosen levels of requirement are specific to each subject and each educational level. This is why the results cannot be compared directly with each other.. Similarly, it would be inappropriate to compare these results with those of other assessments without taking into account the requirements of such assessments. For example, the JAPD tests (Indicator 08) are based on a less demanding concept of reading comprehension than that defined for the tests at the end of Year 10.

Source: MEN-DEPP
Coverage: Year 6 and Year 10 pupils attending school in Metropolitan France and DOM in March 2009

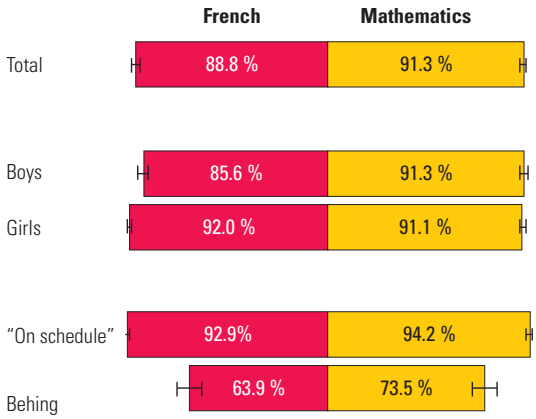
01 Proportion of Year 6 pupils proficient in basic skills in French and Mathematics (March 2009)

In French, around 89% of pupils at the end of Year 6 are capable of:

- *Reading*: seeking information by referring to a dictionary; understanding the overall meaning of a short literary or journalistic text and retrieving specific, detailed information;
- *Proficient use of language tools*: partially mastering automatic recognition of graphological-phonological connections; identifying the main indicative tenses for the most commonly used verbs; recognising the simplest rules governing lexical and grammatical spelling.

In Mathematics, around 91% of pupils at the end of Year 6 are capable of:

- *Processing numerical data*: identifying information in a table; solving simple addition and subtraction problems
- *Number and arithmetic skills*: switching from writing numbers in letters to numbers in digits (and vice versa), comparing, adding and subtracting natural whole numbers; recognising the double or the half of "familiar" whole numbers; switching from writing simple fractions in letters to writing them in fractional figures (and vice versa),
- *Space and geometry*: visually recognising a triangle, a right-angled triangle, a rectangle, a square; recognising the representation of a cube in perspective or a rectangular parallelepiped
- *Size and measurement*: measuring the length of a segment; using time measurement units (without calculating).



Interpretation: 80.9% of Year 10 pupils are proficient in basic French skills
The confidence interval for this indicator is 2.2%

Source: MEN-DEPP

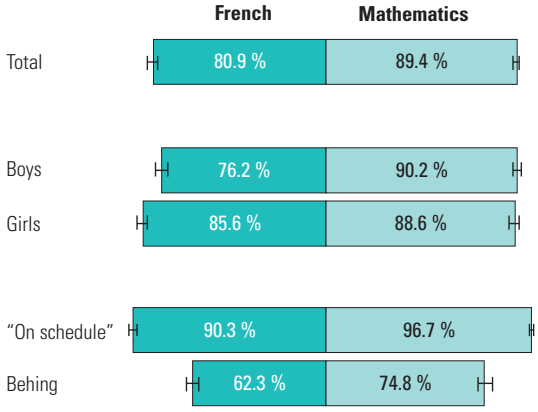
02 Proportion of Year 10 pupils proficient in basic skills in French and Mathematics (March 2009)

In French, around 81% of pupils at the end of Year 10 are capable of:

- *Understanding texts*: recognising a descriptive text; differentiating between the main types of text; retrieving detailed information and making simple inferences; giving an interpretation of a text with no difficulty in comprehension, based on simple information;
- *Proficient use of language tools*: identifying fundamental syntax structures; analysing key verb forms; using common everyday vocabulary appropriately; identifying different levels of language; recognising commonly used spelling and punctuation.

In Mathematics, around 90% of pupils at the end of Year 10 are capable of:

- *Organising and managing data, functions*: using a graph in simple cases (reading the coordinates of a point, linking to a numerical table in a proportional situation, determining data in a statistical series); calculating the average in a statistical series; processing simple percentage problems;
- *Numbers and arithmetic*: comparing relative decimal numbers written in the form of decimals; applying elementary operations in concrete situations;
- *Size and measurement*: applying a change of measurement units (hrs. into mins., km to m, l to cl) for sizes (time, length, volume); calculating the perimeter of a triangle where the lengths of the sides are given; calculating the surface area of a square, a rectangle where the lengths of the sides are given in the same units;
- *Geometry*: identifying simple figures based on a coded figure and use its characteristics (equilateral triangle, circle, rectangle); write out and use Thales' intercept theorem in a simple example; recognise the pattern for a cube or a rectangular parallelepiped.



Interpretation: 91.3% of Year 6 pupils are proficient in basic skills in Mathematics The confidence interval for this indicator is 1.6%

Source: MEN-DEPP

In 2008, nearly 30% of domestic expenditure on education, i.e. 37.8 billion euros, was spent on primary school education.
Since 1980, average expenditure per primary school pupil has increased by 75.1% at constant prices, reaching 5,620 euros in 2008.

In 2008, expenditure on primary education (nursery and primary school, special needs and education for disabled pupils and associated activities) amounted to 37.8 billion euros.

Around 40% of this expenditure was financed by the local authorities, mainly the municipalities responsible for paying the salaries of non-teaching staff (*agents territoriaux spécialisés des écoles maternelles – ATSEM* or specialised local authority pre-primary assistants) and running and investment costs for primary schools. Staff costs accounted for 76% of the total expenditure, with a little over 26% for non-teaching staff.

From 1980 to 1992, the share of education expenditure dedicated to primary education fell consistently from 28.9% to 26.4%, before steadily rising to 29.2% in 2008. While domestic expenditure on education, at constant prices, rose overall by 82% over 28 years, the increase for primary education over this period was 83%.

Between 1980 and 2008, average expenditure per primary school pupil at constant prices rose from 2,920 to 5,620 euros, i.e. a 75.1% rise, or a yearly average of 2.0% (taking into account the 1999 and 2006 breaks in series), taking place over a long period of time in a context of a reduction in the number of primary school pupils and restructuring of teaching careers (creation of the *professeurs des écoles*, or school teachers' corps).

International comparisons of average costs per pupil in primary education show that in 2006, France was still below the OECD average and well below countries like the United States and the United Kingdom. Among comparable European countries, only Germany shows lower costs.

Since 1980, the gap between annual average expenditure per pre-primary and primary pupil has been greatly reduced, reaching around 4,370 euros in 1997 thanks to growth in the average number of teachers per pupil and the high increase in staff expenditure by municipalities for pre-primary schooling. Since 1998, the cost per pupil in primary education has once again risen above the cost per pupil in pre-primary (by about 7% in 2008).

From 1990 to 2008, the cost of primary education, calculated taking into account the average number of years spent in pre-primary and primary education for each of these years, has risen by 56%.

Expenditure on primary education includes total expenditure on public and private-sector schools in Metropolitan France and the DOM linked to education and associated activities: canteens and boarding facilities, administration, guidance, school health structures, school supplies and transport, remuneration of education staff in training, etc., for the segment related to primary education.
This expenditure is assessed each year by the Compte de l'Éducation (French Education Account), a satellite account of the Comptabilité Nationale (French National Accounts). It underwent three key changes in 1999:
– DOM (French overseas departments) were included
– social security contributions linked to staff salaries were reassessed
– household spending was reassessed.
Since 2006, the Constitutional Bylaw on Budget Acts (LOLF) has modified State budget and accounting rules, especially regarding more effective evaluation of the social contributions allocated to the civil service payroll. Amounts for the most recent year's expenditure are provisional figures.

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

Source: MEN-DEPP
For international comparisons: OECD
Coverage: Metropolitan France + DOM, all

Expenditure on primary education

01 Expenditure on primary education

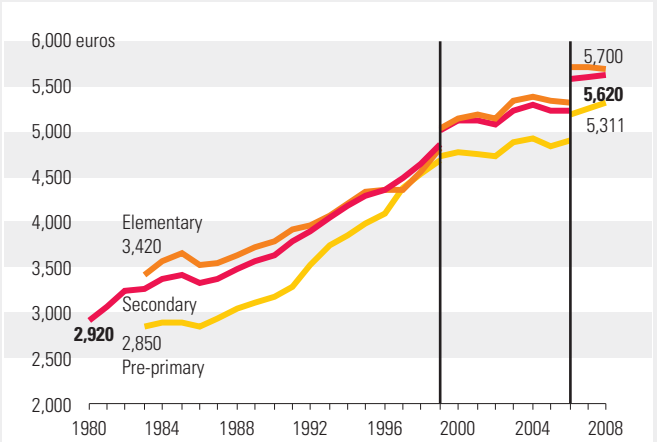
Metropolitan France + DOM

	1980	1990	2000	2007	2008
DEE for primary education *					
at current prices (billions of euros)	8.3	18.3	28.6	36.7	**37.8**
at 2008 prices (billions of euros)	20.6	25.0	34.0	37.6	**37.8**
Proportion of DEE (%)	28.9	26.9	27.2	29.1	**29.2**
Average expenditure per pupil*					
at 2008 prices (in euros)	2,920	3,650	5,115	5,600	**5,620**
Structure of initial funding (as a %)					
State				51.6	**52.1**
of which MEN				*51.3*	*51.9*
Local authorities				40.6	**40.1**
Other public administrations and the CAF				1.6	**1.6**
Business			0.0	0.0	**0.0**
Households			4.9	6.2	**6.1**

(*) The reassessment of the DEE (see methodology for Indicator 01) applies to the whole of the 1980-2008 period.
Average expenditure per pupil was reassessed only after 1999.

Source: MEN-DEPP

02 Trends in average expenditure per pupil at 2008 prices (1980-2008)



Interpretation: this graph shows two breaks in series: in 1999, a break due to the restructuring of the French Education Accounts (Metropolitan France + DOM) and, in 2006, a break due to changes in the State's budget and accounting rules (LOLF).

Source: MEN-DEPP

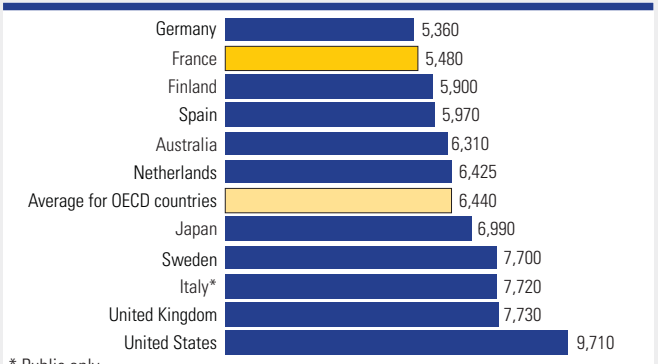
03 Expenditure on primary education (at 2008 prices) taking into account the average duration and costs of education in 1990 and 2008

	1990		2008	
	(in euros)	(as a %)	(in euros)	(as a %)
Pre-primary	9,530	33.4	15,940	35.9
Primary	19,000	66.6	28,490	64.1
Total	**28,530**	**100.0**	**44,430**	**100.0**

Source: MEN-DEPP

Expenditure per primary pupil

Public and private sector, in dollar-equivalents (2006)



* Public only

Source: OECD, 2009 edition of *Education at a Glance*

With the demographic decline, there has been a distinct improvement in enrolment conditions for children in nursery and primary schools.
However, primary education now has to deal with the consequences of a growth in birth rate since 2000.

Enrolment in primary education has undergone three major changes over the past three decades: the development of schooling prior to the age of 6, a drop in numbers due to demographic decline and a reduction in the number of pupils "behind schedule" and, third, an overall improvement in enrolment conditions for children in primary education.

At nursery level, enrolment of children at the age of 5, and then 4, steadily become more widespread during the 1960s and 1970s. At the age of 3, all children are now enrolled, although this is not the case for 2-year-olds, whose enrolment often depends on the number of places available and, therefore, on trends in the population group of children aged 2 to 5. After remaining stable at nearly a third since the 1980s, the rate of enrolment for 2-year-olds has been falling over the past few years *(Graph 01)* as a result of a distinct demographic recovery since 2000: it was 18.1% at the beginning of the 2008 academic year.

At primary and nursery school, in both the public and the private sector, pupils have had the benefit of a significant reduction in average class size. At nursery level, from nearly 40 pupils per class in the early 1970s, this has gradually improved to around 26 pupils per class. At primary level, there has been a slightly less significant change: around 30 per class in the 1960s and 26 at the start of the 1970s, the average class size is now under 23 pupils per class.

Moreover, this trend is concurrent with a reduction in the number of schools, from 68,000 in 1980 and 64,000 in 1990 to 55,000 at the start of the 2008 academic year due to the disappearance of multigrade rural schools (4,000 in 2008 compared with over 11,000 in 1980) and the grouping together or merger of nursery and primary schools. The tendency is thus toward a modification in the breakdown of schools according to the number of classes they comprise, "upgrading" them: fewer schools with 4 classes or less, and more schools with 5 classes or more *(Graph 02)*.

Maintaining or even increasing the numbers of teaching staff even though the number of pupils was falling had led to a continuous improvement of the ratio of teachers per 100 pupils, which came to an end as from the beginning of the 2003 academic year. After reaching a maximum of 5.37, this ratio fell back to 5.33 in 2006 before reaching 5.34 in 2008 *(Graph 03)*. In primary education, international comparisons are based on the reverse ratio, or the average number of pupils per teacher. Significantly different depending on the country, in 2007 this figure was close to 26 in Korea and 20 in France and the United Kingdom; it was much lower in Belgium, Sweden and Italy.

The rates of enrolment by age group show school populations by year of birth in relation to the numbers of the corresponding generations registered or estimated by the INSEE.

The estimated enrolment rate for 2-year-olds in 2008 was 18.1%. Since only children who turned 2 before the start of the academic year are eligible for enrolment, this means that only a little over 25% of all children born between 1/1/2006 and 31/8/2006 were actually enrolled at the start of the 2008 academic year.

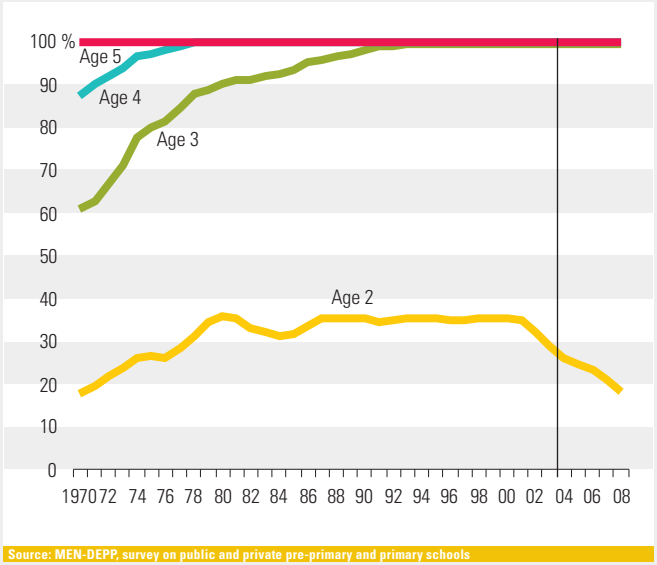
Due to the administrative strike by some primary school heads, data published have not been updated in detail since the start of the 2000 academic year. Data regarding enrolment numbers and rates may thus be somewhat inaccurate. In the last few years, with the help of district education inspectors, data for the "départements" have nonetheless been collected at the start of the academic year.

Source: MEN - DEPP, DGESCO
Coverage: Metropolitan France and Metropolitan France + DOM, public and public + private, MEN

Enrolment rates and conditions in primary education 18

01 Enrolment rate for children aged 2 to 5 (1970-2008)

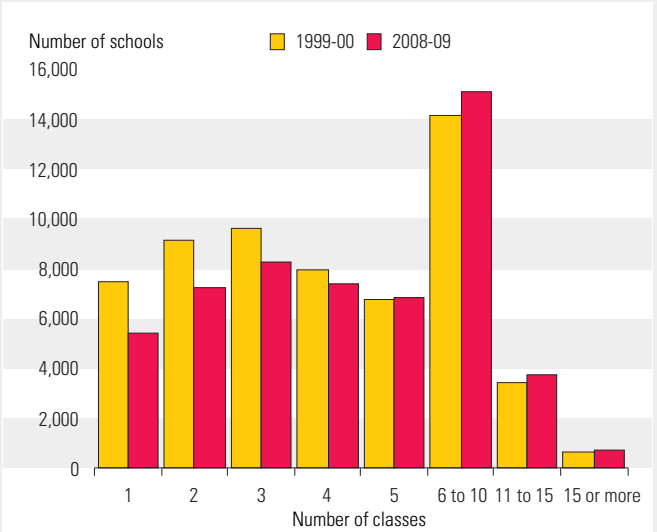
public and private, Metropolitan France (Metropolitan France + DOM since 2004)



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

02 Breakdown of schools according to number of classes

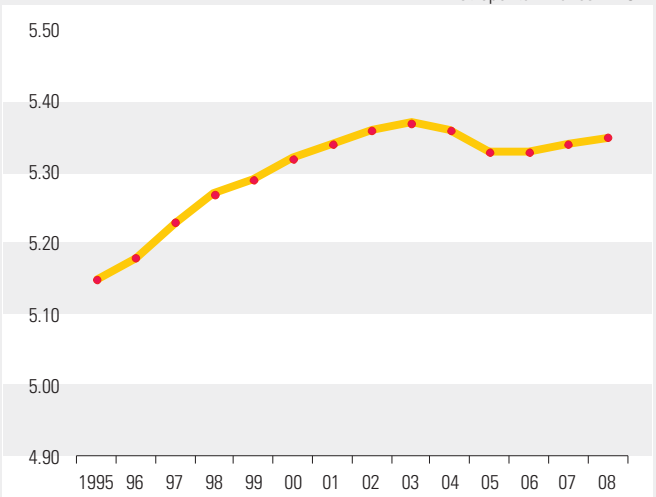
Metropolitan France + DOM, public and private



Source: MEN-DEPP

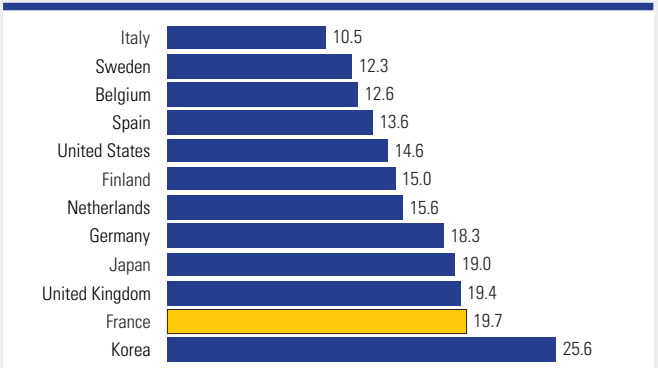
03 Trends in the "number of teachers per 100 pupils" ratio in public-sector primary education (1995-2008)

Metropolitan France + DOM



Source: MEN-DGESCO

Average number of pupils per teacher in primary education (2007) (public + private)



Source: OECD, 2009 edition of *Education at a Glance*

Nearly three out of five pupils are more or less proficient in the knowledge and skills required under the programme by the end of primary school. The others have difficulty using their skills and their knowledge is limited. Of these, 15% are in difficulty.

This assessment, carried out in June 2008, serves to identify the proficiency levels of primary school pupils with regard to the objectives set for Mathematics at the end of primary education (2002 programmes). It was based on five required skills: **identify** (recognise mathematical concepts and select a result); **apply** (perform mental arithmetic operations and write down the answers); **process** (analyse mathematical data and select an answer); **produce independently** (analyse, solve a sum or problem, plot a graph or write up a solution); **check and validate** (assess or check an answer).

Year 6 pupils were classified into six groups depending on their performance levels.

27.9% of the pupils (Groups 4 and 5) had developed skills considered as reflecting optimal proficiency in all the skills required under the primary school programmes. These pupils perform well in all areas of Mathematics and, for those in Group 5, are able to handle mathematical concepts learned in Cycle 3 with great ease.

30.7% of pupils (Group 3) are proficient in these skills to a satisfactory level. They demonstrate good knowledge of mathematical terminology and are able to apply their skill to solve problems in new situations. These pupils make connections between the knowledge acquired. They demonstrate an ability to analyse statements and can solve problems that entail a number of calculations.

Overall, nearly three out of five pupils have developed mathematical concepts that will enable them to continue with the lower secondary curriculum without any major difficulty.

At the other end of the scale, 15% of pupils (Groups 0 and 1) have problems. Of these, 11.8% have developed basic mathematical concepts, albeit based solely on perceptive aspects, which limits their performance in prototyped situations. The remaining 3.2% should be thought of as pupils with serious problems. They have not developed any of the skills required by the end of primary school (ISCED 1).

Pupils in Group 2 (26.4%) have developed automatic responses, but their performance is only manifest in the learning situations with which they are presented in the classroom. They have great difficulty in applying their skills in new situations.

Pupils' performances are subject to considerable variation depending on the school pathway taken: 80.6% of pupils follow a normal school pathway, 14.4% have repeated Cycle 1 or Cycle 2 and 5% have progressed through a cycle more quickly than normal. Pupils in Groups 0 and 1 form the majority of pupils kept down in Cycle 1 or Cycle 2, compared with the entire sample – 40.6% compared with 15% – and pupils in Groups 4 and 5 are in the minority – 3.2% compared with 27.9% for the entire sample.

Pupils' performance also varies according to their academic future: 97.4% will go on to Year 7, 1.2% will repeat Cycle 3 and 1.1% will be channelled into a SEGPA programme (Adapted general and vocational education programme). Of those pupils that repeat Year 6, 50.4% belong in Group 0 or 1 (compared with 15% for the entire sample).

A national sample representative of schools and Year 6 students was defined (public schools and private schools under contract in Metropolitan France). 3,809 pupils, 210 classes and 143 schools were assessed. The sample was taken from the statistics database regarding public and private-under-contract schools in Metropolitan France (1999-2000 database, together with data for 2004-2005, 2005-2006 or 2006-2007 where information was available, given that the 2006-2007 database was incomplete due to the administrative strike by school heads). The performance scale was developed using the item-response statistical model. The average score for comprehension, reflecting the average performance of pupils in the sample, was determined by construction at 250 and its standard deviation at 50.

This assessment was carried out based on a methodology complying with current "international standards" used in the PISA and PIRLS comparative surveys coordinated by the OECD and the IEA respectively.

Given that the skills assessed at the end of primary and the end of lower secondary school are different, that there is no common factor that can be used to compare the two assessments, and that young people not enrolled in Year 10 (probably with low skills levels) were not included in the assessment of students at the end of lower secondary education, it is not appropriate to compare this scale with that used for Indicator 25.

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

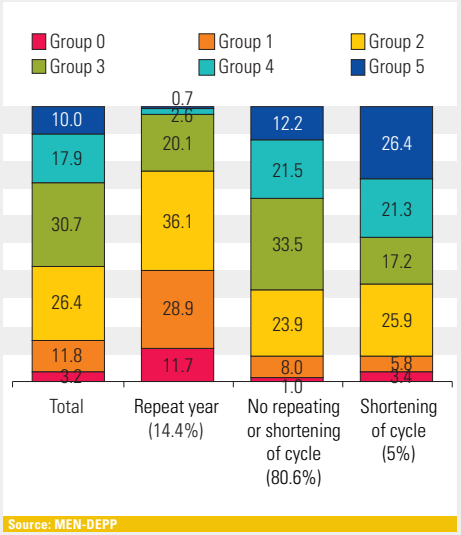
01 May 2008 assessment: breakdown of pupils according to performance in Mathematics at the end of primary education

% of pupils	Scale of scores from 60 to 433 points
Group 5 **10.0 %**	60 — 315 — 433 These pupils have attained a certain expertise in the different areas of Mathematics. They have no difficulty in making the relation between whole numbers and decimals and are able to use decimals and fractions. They are completely proficient in the four mental arithmetic operations. They are able to adapt the skills they have developed in forming strategies to deal with any situation they may encounter. Their abstract thinking ability means that they can solve complex problems, including problems related to proportionality.
Group 4 **17.9 %**	60 — 277 — 315 — 433 These pupils have well-developed spatial representation skills and are proficient in the terminology of geometry. They can plot lines and curves accurately and precisely. They can solve area problems regardless of the measurement unit used. They are familiar with whole numbers and decimals and can make the connection between fractions and decimals, decimal numbers and whole numbers. They can estimate the answer to a problem. These pupils can implement complex procedures to solve problems when combining mental and written calculations. They are proficient in the four operations relative to whole numbers and decimals and can divide a number by a two-digit number. These pupils can process information in detail and use it to construct inferences. They can graphically represent a situation on the basis of a statement. They can anticipate an answer, implement strategies to autonomously solve a broad variety of problems.
Group 3 **30.7 %**	60 — 239 — 277 — 433 These pupils can recognise and use the geometric properties of common shapes but have difficulties drawing them. They are familiar with the vocabulary used in geometry. In measuring, they have a better understanding of the concept of perimeter than that of area. These pupils have knowledge regarding whole numbers and decimals but as yet cannot make the connection between these two number systems. They can recognise fractions higher than 1. They are proficient in the four operations regarding whole numbers and decimals with a one-digit divisor in the case of division. They know about addition and multiplication structures: they can process specific language, make mental representations of operations and know their properties. These pupils can solve two-step problems. Their skills are operational, even in new situations. From this group upwards, words have mathematical meaning.
Group 2 **26.4 %**	60 — 200 — 239 — 433 These pupils can identify basic geometrical shapes and axes of symmetry only when they are presented in a stereotyped form. They deal with decimals by separating the whole and decimal parts, without perceiving the mathematical sense. They can identify some graphical representations of fractions. These pupils can implement simple procedures combining mental and written calculations. They have automatic reflexes that they implement to carry out addition, subtraction, multiplication and one-digit division, but only using whole numbers. They know how to use a calculator. They can solve addition and subtraction operations as long as they do not involve any intermediate steps. Pupils in this group have abilities that they use mechanically. They have difficulty in using their knowledge in new situations.
Group 1 **11.8 %**	60 — 162 — 200 — 433 These pupils have perceptive recognition of geometrical shapes, which limits their performance to prototyped situations. Their knowledge of numbers is limited to whole numbers when spoken aloud which enables them to easily identify classes (millions, thousands, etc.). They can carry out addition but have difficulty with subtraction and multiplication operations that have remainders. They can only solve problems when language and numerical data are very simple. Pupils in this group have a great deal of difficulty transferring their skills outside of a familiar framework. They find it difficult to deal with data and produce answers independently.
Group 0 **3.2 %**	60 — 162 — 433 These pupils have not mastered the skills or knowledge required by the end of primary school. Nonetheless, they are able to answer some simple points on occasion.

Interpretation: the horizontal bar represents the increasing range of skills mastered from Group 0 to Group 5. Pupils in Group 2 represent 26.4% of all pupils. They are able to perform the tasks given for Groups 0, 1, and 2. There is little likelihood that they can perform the specific tasks given for Groups 3, 4 and 5.The lowest score for a pupil in Group 2 is 200, while the highest is 239.

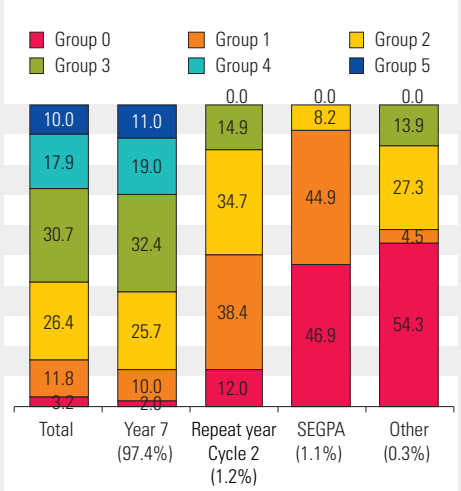
Source: MEN-DEPP

02 Breakdown of pupils per same-level group according to syllabus in primary school, in 2008



Source: MEN-DEPP

03 Breakdown of pupils per same-level group according to desired study option, in 2008



Source: MEN-DEPP

In 2007, Year 6 pupils generally attained lower scores in reading, arithmetic and spelling than they did in 1987. In reading, this decline occurred from 1997 to 2007 and affects the weakest pupils. In arithmetic, it applies to all pupils, especially between 1987 and 1999. In spelling, the number of mistakes made for a single dictation has increased.

In 1987, the "*Lire, écrire, compter*" (Reading, writing and counting) survey assessed the performance of a sample of pupils at the end of Year 6 (ISCED 1) in reading, arithmetic and spelling. The DEPP repeated the survey in 2007 on a new sample of pupils. This second survey serves to assess trends in learning outcomes among pupils at the end of Year 6 after an interval of twenty years, with intermediate surveys for comparison, in 1997 for reading and in 1999 for arithmetic **[1].**

In reading, the mean score obtained remained stable between 1987 and 1997, and then shows a significant decline between 1997 and 2007 *(Table 01)*. This decline is more evident in the case of pupils in the most difficulty. Twice as many pupils (21%) in 2007 have the same skill level as the 10% of pupils in the most difficulty in 1987 (1st decile). This trend applies less to those pupils that attain the highest scores: in 2007, 8% of such pupils have the same skill level as the top 10% in 1987 (9th decile). Under such conditions, the variability of the results – i.e. the extent of deviation between pupils – is greater in 2007 than ten or twenty years ago (standard deviation of 1.2 in 2007 compared with 1 in 1987 and 1997).

The situation is different insofar as regards arithmetic. The scores attained dropped between 1987 and 1999 *(Table 02)*. This drop affects all skills levels and has gone hand in hand with an increase in the variability of scores (standard deviation rose from 1 to 1.2). From 1999 to 2007, the results have levelled off: the mean score is slightly lower, but not to any significant extent, given the uncertainty margins inherent in this type of survey based on samples. The same dictation was given to pupils in 1987 and 2007, based on a text of around ten lines (85 words and punctuation). On average, the number of mistakes – i.e. the number of misspelled words or incorrect punctuation marks – increased: from 10.7 in 1987 to 14.7 in 2007 *(Table 02)*. The percentage of pupils that made more than 15 mistakes increased from 26% to 46%. The main increase was in the number of grammatical mistakes: from an average of 7 in 1987 to 11 in 2007.

Data regarding the parents' professions can be used to identify and compare differences related to social background *(Graph 03)*. In reading, the tendency is for these differences to become wider: the decline seen between 1997 and 2007 does not affect children from more comfortable backgrounds (management and higher intellectual professions). This result is consistent with the fact that the decline in performance primarily involves the most disadvantaged children. In arithmetic, all social categories attained lower results in 1999 compared with 1987.

Reflecting the results of the recent PIRLS and PISA international assessments (cf. Indicator 26), these results signal an increase in the number of students in difficulty in the French education system.

[1] *Lire, écrire, compter : les performances des élèves de CM2 à vingt ans d'intervalle 1987-2007*, *Note d'Information* No.08.38, MEN-DEPP, 2008.

The tests

The 1987 tests consisted of 40 items – i.e. questions – on reading (comprehension of a varied selection of short texts), 33 items on arithmetic (simple operations and problems), and dictation of around ten lines. The 2007 tests were identical, as were the test and correction procedures, except for certain arithmetic items that are no longer included in the curriculum. Data is available from intermediate surveys (between 1987 and 2007) for comparison of reading skills (1997) and arithmetic skills (1999).

The students

The target population in 1987 was Year 6 pupils attending public sector schools in Metropolitan France. The comparisons therefore involve students in the public sector, although the 1999 and 2007 surveys also covered private sector students. The representative samples included 2,500 to 4,500 students, depending on the period in question.

Comparability of the results

Certain items may prove more difficult or easier than twenty years ago, for a number of reasons that may have nothing to do with the students' skills levels (degree of familiarity with certain kinds of tasks, learning outcomes that are no longer required under the curriculum, etc.). Adapted statistical models (item-response models) were used to identify such "biased" items, i.e. items of a level of difficulty that has changed between 1987 and 2007, for students at the same skills level.

Source: MEN-DEPP
Coverage: Year 6 students at public sector schools in Metropolitan France

01 Trends in the skills of Year 6 school pupils

Metropolitan France, public sector

Reading

	1987	1997	2007
Average	0.00	- 0.03	- 0.37
Standard deviation	1.00	1.02	1.22
≤ 1st decile 1987	10 %	11 %	21 %
≤ 1st quartile 1987	25 %	26 %	37 %
≤ Median 1987	50 %	51 %	61 %
≥ 3rd quartile 1987	25 %	23 %	18 %
≥ 9th decile 1987	10 %	10 %	8 %
Boys	- 0.01	- 0.08	- 0.39
Girls	0.01	0.02	- 0.31

Arithmetic

	1987	1999	2007
Average	0.00	- 0.65	- 0.84
Standard deviation	1.00	1.19	1.15
≤ 1st decile 1987	10 %	28 %	32 %
≤ 1st quartile 1987	25 %	51 %	57 %
≤ Median 1987	50 %	75 %	80 %
≥ 3rd quartile 1987	25 %	13 %	10 %
≥ 9th decile 1987	10 %	8 %	4 %
Boys	0.01	- 0.59	- 0.76
Girls	- 0.02	- 0.71	- 0.87

Note: 1987 is taken as the reference year for comparisons: the average score is 0 with standard deviation of 1 in 1987. A negative average value means a value below the average scores in 1987.

Source: MEN-DEPP

02 Comparison of Year 6 pupils' skills in dictation according to number and type of mistake in 1987 and 2007

Metropolitan France, public sector

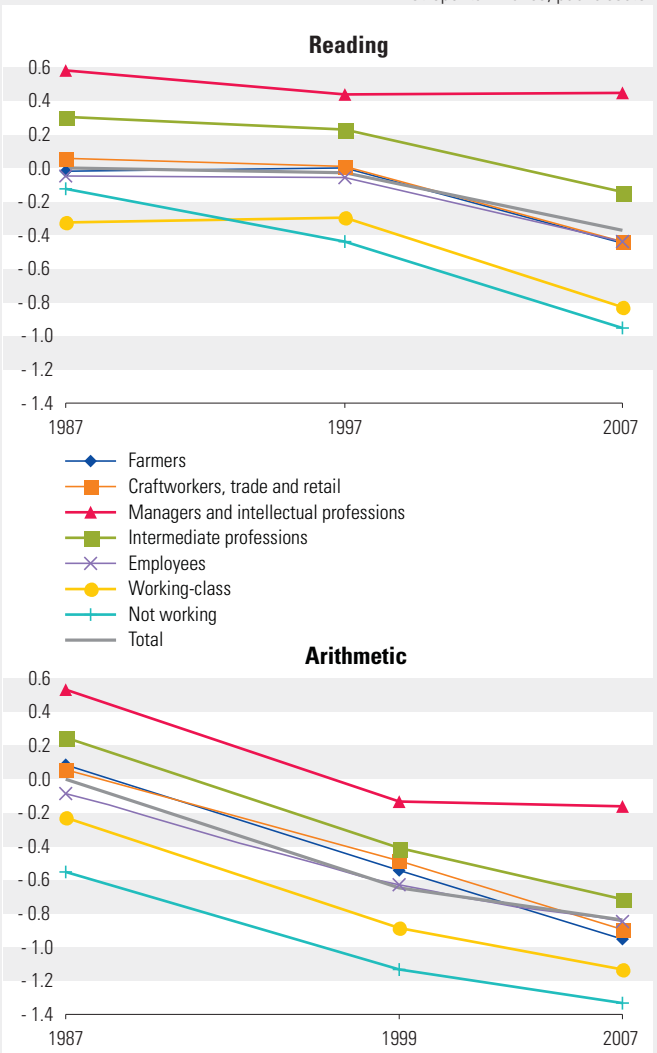
	1987	2007
Number of mistakes	10.7	14.7
≤ 2 mistakes	*13 %*	*6 %*
≥ 25 mistakes	*6 %*	*12 %*
Lexical mistakes	2.1	2.6
Grammatical mistakes	7.1	10.8
Punctuation mistakes	1.1	0.9

Interpretation: in 1987, pupils made 10.7 mistakes on average, including 7.1 grammatical mistakes. 13% of these pupils made 2 or less than 2 mistakes.

Source: MEN-DEPP

03 Comparison of Year 6 school pupils' reading and arithmetic skills depending on social background

Metropolitan France, public sector



Interpretation: points are the average scores attained depending on the year of the test, for each pupil category (reading above, arithmetic below). 1987 is taken as the reference year for comparisons: the average score is 0 with standard deviation of 1 in 1987. Categories are based of the head of the household 's social and professional category, as defined by the INSEE.

Source: MEN-DEPP

In 2008, France spent 54.3 billion euros on secondary education, i.e. 41.9% of domestic expenditure on education. Since 1980, average expenditure per student has increased by 60.4% at constant prices to reach 9,110 euros in 2008.

In 2008, France spent 54.3 billion euros on secondary education (teaching and associated activities), i.e. 41.9% of domestic expenditure on education compared with 44.9% in 1980. After remaining stable in the early 1990s, this percentage rose slightly between 1995 and 1998, before decreasing over the last few years.

Total expenditure on secondary education at constant prices rose by 69.9% between 1980 and 2008, i.e. 1.9% per year. The rise in expenditure per student can be estimated at 60.4% (taking into account the 1999 and 2006 breaks in series). This rise, which is less substantial than in primary education, was the outcome, especially in the 1990s, of both an improvement in teachers' careers, where the number of *agrégés* (teachers holding the *agrégation*) and *certifiés* (other qualified teachers) significantly increased (cf. Indicator 03) and the decentralisation laws. The *département* and regional authorities participated massively in secondary education expenditure following transfer of the budgets for apprenticeships, school transport (since 1984), running lower and upper secondary schools (1986) and equipment supplies for these schools (gradually, since 1986).

Since 2006, a new wave of decentralisation was carried out with the transfer of public-sector lower and upper secondary *TOS* (technical, manual and service) staff to the regions and *départements*, in addition to the corresponding share of boarding costs for private secondary schools under contract. The local authorities fund these new responsibilities through taxation (allocation of a proportion of *TIPP** and *TSCA**). In 2008, they contributed 21.1% of initial funding. The State now funds only 67.2% of the DEE for secondary education. It covers practically all staff casts (with the exception of *TOS*).

International comparisons of the average expenditure per student show that the cost of secondary education in France remains relatively high at about 9,300 dollar-equivalents in 2006 compared with 8,010 on average for the OECD countries.

In 2008, a lower secondary school student cost 8,000 euros, an upper secondary school student in the general or technological stream cost 10,710 euros and a student in vocational education cost 11,230 euros.

The cost of schooling, which begins at the age of three and, 15 years later, without repeating a year, leads to a general or technological *baccalauréat,* was evaluated at 108,570 euros in 2008 compared with 75,930 euros in 1990 (at 2008 prices), i.e. an increase of 43%. Schooling leading to a vocational *baccalauréat* in 16 years was evaluated at 121,330 euros, i.e. an increase of 38% since 1990.

*TIPP *taxe intérieure sur les produits pétroliers* - domestic tax on petroleum products,
TSCA: *taxe spéciale sur les contrats d'assurance* - special tax on insurance contracts.

Expenditure on secondary education includes total expenditure on public and private-sector schools in Metropolitan France and the DOM for education and associated activities: canteens and boarding facilities, administration, guidance, school health structures, school supplies and transport, remuneration of education staff in training, etc., for the segment related to secondary education. This expenditure is assessed each year by the Compte de l'Éducation (French Education Account), a satellite account of the Comptabilité Nationale (French National Accounts). It underwent three key changes in 1999:
– DOM (French overseas departments) were included
– social security contributions linked to staff salaries were reassessed
– household expenditure was reassessed.

Since 2006, the Constitutional Bylaw on Budget Acts (LOLF) has modified State budget and accounting rules, especially regarding more effective evaluation of the social security contributions allocated to the civil service payroll. Amounts for the most recent year's expenditure are provisional figures.

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

Source: MEN-DEPP
For international comparisons: OECD
Coverage: Metropolitan France + DOM, all

Expenditure on secondary education 21

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

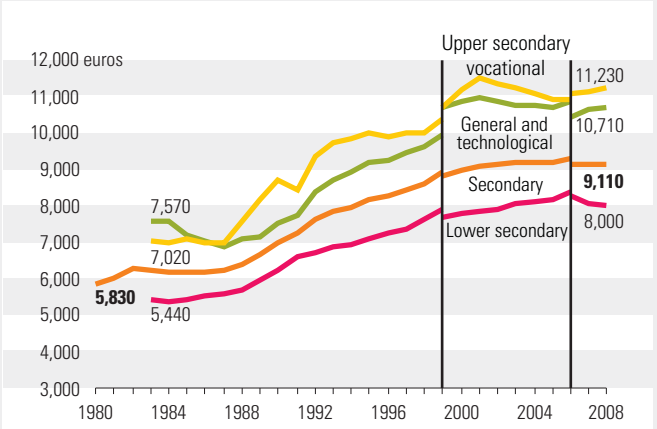
Metropolitan France + DOM

	1980	1990	2000	2007	2008
DEE for secondary education*					
at current prices (billions of euros)	12.8	30.7	46.8	53.4	**54.3**
at 2008 prices (billions of euros)	32.0	42.0	55.5	54.8	**54.3**
Proportion of DEE (%)	44.9	45.2	44.7	42.3	**41.9**
Average expenditure per student* at 2008 prices (in euros)	5,830	7,000	8,990	9,140	**9,110**
Structure of initial funding (as a %)					
State			74.1	68.9	**67.2**
of which MEN and MESR			*68.7*	*63.9*	*62.4*
Local authorities			14.0	19.4	**21.1**
Other public administrations and the CAF			2.4	2.4	**2.4**
Business			1.6	1.8	**1.9**
Households			7.9	7.6	**7.5**

(*) The reassessment of the DEE (see methodology for Indicator 01) applies to the whole of the 1980-2008 period.
Average expenditure per student was reassessed only after 1999.

Source: MEN-DEPP

02 Trends in average expenditure per secondary* student at 2008 prices (1980-2008)



Interpretation: this graph shows two breaks in series: in 1999, a break due to the restructuring of the French Education Accounts (Metropolitan France + DOM) and, in 2006, a break due to changes in the State's budget and accounting rules (LOLF).

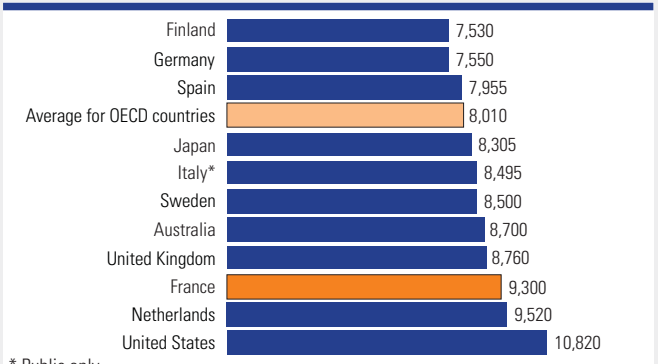
Source: MEN-DEPP

03 Theoretical expenditure on a few standard school cycles without repeats (at 2008 prices, in euros)

Standard school cycle	Total duration	Total expenditure (at 2008 prices)	
		1990	2008
BEP 2 yrs	14 yrs	70,790	98,880
General and technological *baccalauréat*	15 yrs	75,930	108,570
Vocational *baccalauréat*	16 yrs	88,170	121,330

Source: MEN-DEPP

Average expenditure on a secondary student
Public and private sector, in dollar-equivalents (2006)



* Public only

Source: OECD, 2009 edition of *Education at a Glance*

Since 1994, numbers in secondary education have fallen by a little over 350,000 students due to a reduction in the numbers of students repeating a year and to generation size. Half the students enrolled in Year 13 study for a general *baccalauréat*.

Data for this indicator concern secondary education in general and include training at MEN institutions, agricultural lycées and apprenticeship training centres. The most recently available detailed data regarding all these options are for the 2007-08 academic year.

Between 1994 and 2007, secondary education in general lost a little over 350,000 young people, a drop of 6% involving school students only, not apprentices. This trend was especially striking at the start of the 2000 academic year, with a drop of over 50,000 students. Following less significant drops over the next few years, the downturn has again been significant since autumn 2004, mainly for demographic reasons *(Graph 01)*.

The fall in secondary education numbers is also a result of the sharp drop in repeat years at all levels *(Indicator 04)*: students beginning secondary education at a younger age complete it sooner. This does not, however, mean that there are fewer students that pursue lower secondary and then upper secondary education. For nearly all those entering Year 7 continue to Year 10 and 70% – 72% at the start of the 2008 academic year – attain *baccalauréat* level *(Indicator 24)*.

Around 750,000 students each year leave lower secondary school at the end of Year 10: showing little change over the last decade, six out of ten go on to general or technological upper secondary education the following academic year and four out of ten go on to a vocational upper secondary option. Among those who continue with an upper secondary vocational option, only a little over half enrol in a public-sector vocational *lycée,* with the others opting for courses with education or apprenticeship status at private or agricultural vocational schools *(Table 02)*. Current restructuring of this pathway is aimed at bringing more young people up to the level of the vocational *baccalauréat*, in three years" training.

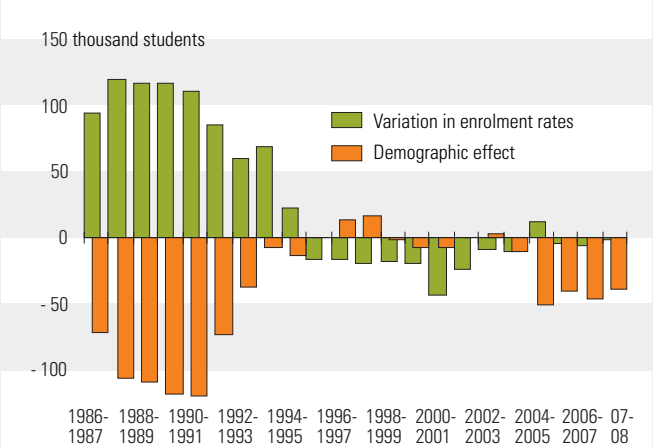
At the end of these courses, leading to the CAP or BEP in two years, it appears that 50% of young people leave education or training. In 2007, only 46% of the 320,000 young people that left the final year of a CAP or BEP (Year 13) continued their education the following academic year, i.e. 3 percent less than in previous years: 2 percent less for *baccalauréat* or *brevet professionnel* courses and 1 percent less for Year 12 foundation courses (*première d'adaptation*) to take a technological *baccalauréat (Table 03)*.

Half the students that complete their secondary education in Year 13 (ISCED 3) take a general *baccalauréat*, 28% a technological and 20% a vocational *baccalauréat*. Since 1997, the proportion of general-stream Year 13 classes, particularly the Literature options, shows a tendency to decrease to the advantage of vocational streams where there is a growing number of students enrolling at agricultural *lycées* and apprenticeship centres, especially in the production sector *(Table 04)*.

Source: MEN-DEPP
Coverage: Metropolitan France, all initial education programmes

Enrolment in secondary education 22

01 Variations in overall secondary numbers due to demography and school enrolment



Interpretation: secondary enrolment (including apprentices and agricultural school students) fell by 40,000 students at the start of the 2008 academic year compared with 2007. The variation in enrolment rates led to a drop of 1,000 students, while smaller generation size explains the drop of 39,000 students.

Sources: French Ministry of Education (school population) and INSEE (estimated number of inhabitants)

02 Trends in study options at end of general, technological, integration, special needs or agricultural school Year 10

	96-97	02-03	04-05	06-07	07-08
Complete Year 10 (in thousands)	747	746	748	751	740
Probability of entering Year 10 after entering Year 7	96	98	100	100	100
Vocational upper secondary option	**40.6**	**40.6**	**40.7**	**40.5**	**41.2**
at public vocational *lycée*	24	23	23	23	23
at private vocational *lycée*	6	6	6	6	6
at agricultural *lycée*	3	3	4	4	4
at apprenticeship training centre	7	8	8	8	9
General or technological upper secondary option	**58.2**	**58.6**	**58.7**	**58.4**	**58.4**
at public *lycée*	45	46	46	46	45
at private *lycée*	12	11	12	12	12
at agricultural *lycée*	1	1	1	1	1
Leave school at end of Year 10	**1.2**	**0.7**	**0.6**	**1.1**	**0.4**
Total	**100**	**100**	**100**	**100**	**100**

Interpretation: of the 740,000 students enrolled in Year 10 in June 2007 but no longer enrolled in Year 10 in September 2007), 58.4% continued in general or technological upper secondary education in Autumn 2007 and 41.2% continued in vocational upper secondary education; less than 1% left school altogether.

Source: MEN-DEPP

03 Trends in study options after a CAP or BEP

	96-97	02-03	04-05	06-07	07-08
Number of students that finish their final year of CAP or BEP (in thousands)	314	324	322	319	322
Percentage that continue with a vocational *baccalauréat* or *brevet* as either student or apprentice	35	38	40	41	39
Percentage that continue on a general or technological upper secondary option	14	11	11	8	7
Percentage that leave school at CAP or BEP level	51	51	49	51	54

Interpretation: of the 322,000 students enrolled in the final year of a CAP or BEP in June 2007, but not in the following academic year, 54% started work. The remainder pursued their studies in Autumn 2007: 7% in the first year (Year 12) of a foundation course and 39% on a vocational *baccalauréat* or *brevet* course.

Source: MEN-DEPP

04 Trends in the number of students enrolled in Year 13 in relation to *baccalauréat* type

	1997		2002		2007	
	Numbers	%	Numbers	%	Numbers	%
General *baccalauréat* options	**339,211**	**55.2**	**315,019**	**52.0**	**314,877**	**52.0**
- S (including agricultural)	163,463	48	157,631	50	161,054	51
- L	81,628	24	59,828	19	55,746	18
- ES	94,120	28	97,560	31	98,077	31
Technological *baccalauréat* options	**178,836**	**29.1**	**184,650**	**30.5**	**167,452**	**27.6**
- STG (formerly STT)	91,727	51	98,068	53	85,571	51
- STI	46,604	26	46,490	25	39,485	24
- SMS	21,506	12	22,419	12	25,439	15
- STL	7,630	4	7,179	4	7,875	5
- Other MEN technology options	4,827	3	3,102	2	2,951	2
- Agricultural technological options	6,542	4	7,392	4	6,131	4
Vocational *baccalauréat* options	**96,402**	**15.7**	**105,990**	**17.5**	**123,325**	**20.4**
- Production:	45,280	47	51,524	49	62,215	50
incl. apprenticeships	*6,274*	*7*	*10,726*	*10*	*13,978*	*11*
incl. agricultural	*6,013*	*6*	*8,140*	*8*	*13,257*	*11*
- Services:	51,122	53	54,466	51	61,110	50
incl. apprenticeships	*4,315*	*4*	*6,028*	*6*	*7,564*	*6*
Total	**614,449**	**100**	**605,659**	**100**	**605,654**	**100**

Interpretation: the percentages in bold type indicate a given line 's share in the overall total; the other percentages show a given line's share in the overall numbers for the type of *baccalauréat* in question (general, technological or vocational). Thus, at the start of the 2007 academic year, students in vocational Year 13 formed 20.4% of the total. Of these, 50% specialise in production, regardless of their status or situation, 11% of whom are on apprenticeship programmes.

Source: MEN-DEPP

French secondary education enjoys good student-to-teacher ratios, which have tended to improve during periods of demographic decline. There are 24 students per class on average in lower secondary education. At upper secondary level, where classes following the general options tend to be larger, half the teaching hours take place with smaller groups of pupils.

Students at French secondary schools enjoy student-to-teacher ratios which are rather better than those in comparable countries. In 2007, the overall student-to-teacher ratio was 11.9 in France compared with 15 or over in Germany, the Netherlands, the United States and Korea, but around 10 in Belgium, Spain and Italy. The ratio has tended to decrease with the drop in numbers of students enrolled in lower and upper secondary education due to demographic decline.

However, this indicator only gives a rough idea of the actual conditions in which students attend school, which is usually evaluated in secondary education on the basis of the average number of students per class or division (E/D). Average class size varies considerably between levels and between upper and lower secondary education cycles. Over the past two decades, there have been somewhat contrasting trends, less positive than in primary education. For instance, the large influx of students born during the high-birth rate generations resulted in increased numbers in primary school classes and, to an even greater extent, in upper secondary general and technological education at the end of the 1980s: around 1990, upper secondary classes comprised an average of nearly 30 students compared with just over 24 in lower secondary school and just under 23 in vocational upper secondary classes (public- and private-sector). While the situation then remained relatively stable at lower secondary level, there was a distinct improvement at upper secondary level due to demographic decline. In upper secondary general and technological education, the average class size is now back to less than 28 students and 19 in upper secondary vocational education *(Graph 01)*.

However, these data do not provide a true picture of actual teaching conditions given that about a third of teaching hours are currently dedicated to teaching in groups and not in whole classes: just under 20% in public-sector lower secondary schools and almost half in upper secondary schools, including post-*baccalauréat* classes *(Table 02)*.

The E/S indicator of the "average number of students under a teacher's responsibility for one hour on average" takes into account all teaching hours whether they are delivered to entire classes or to groups. In 2008, this was 21.1 students on average throughout public-sector secondary education: 23.0 in lower secondary, 15.8 in vocational upper secondary and 22.9 in general or technological upper secondary education. These values are considerably lower than class sizes, especially in upper secondary education and, more particularly, in vocational education where nearly 20% of teaching hours take place with groups of 10 students or less *(Graph 03)*.

Three basic variables can be identified in secondary education – students, teachers and classes – the numbers of each being over 4 million, around 400,000 and 200,000 respectively in public-sector education. This means that there are around twice as many teachers as classes, and the student-to-teacher ratio differs radically from the student per class ratio (class size). In secondary education, the class, also called a "division" is the teaching structure within which every student is taught.
A "group" is a sub-group of students in a division that take a class which is the result of splitting the division into groups, although it may also include students from other divisions taking the same option.
E/D: average number of students per division.
E/S: Average number of students per structure (group or division). This indicator measures the average number of students seen by a teacher during a one hour lesson. It is given by:

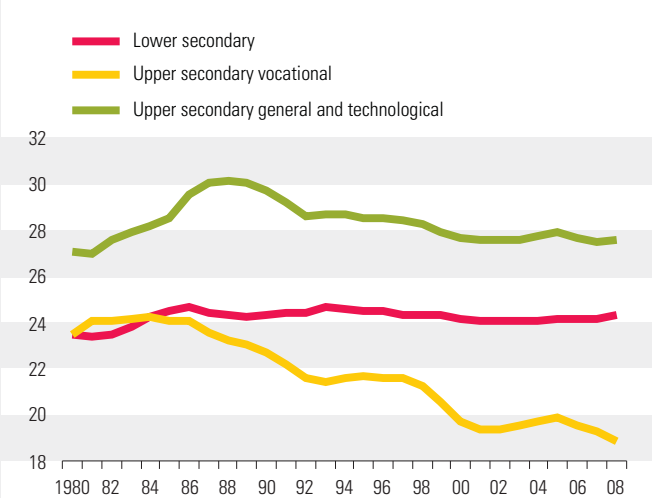
$$E/S = \frac{\sum h_i x_i}{\sum h_i},$$

where hi is the number of teaching hours with one structure (whole class or group) and xi is the number of students in the structure.

Sources: the numbers of students per class and the number of classes are provided by the "Education" information system. Other data presented here comes from processing files sourced from '*bases-relais*' (satellite databases), which interrelate data on students and teachers.
Coverage: Metropolitan France + DOM, public and private sectors and public sector only

01 Trends in the average number of students per class (1980-2008)

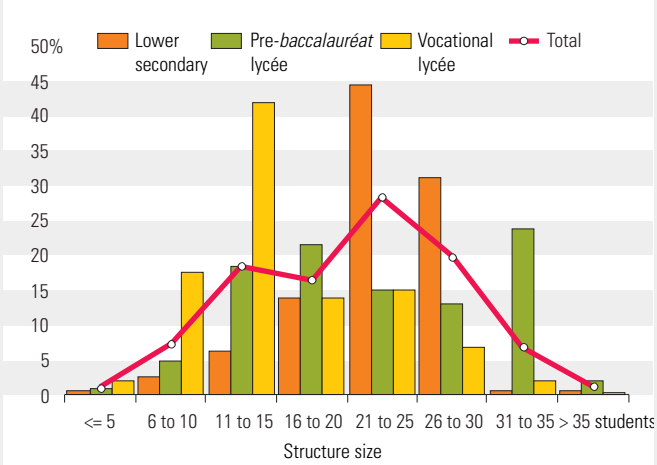
Metropolitan France + DOM, public + private



Source: MEN-DEPP

03 Breakdown of teaching hours according to structure size and education type (2008)

Metropolitan France + DOM, public



Interpretation: 42.0% of hours in vocational upper secondary schools (*lycées*) are taught in structures numbering 11-15 students.

Source: MEN-DEPP, satellite databases – start 2008 school year

02 Structure size per type of education, start of 2008 school year

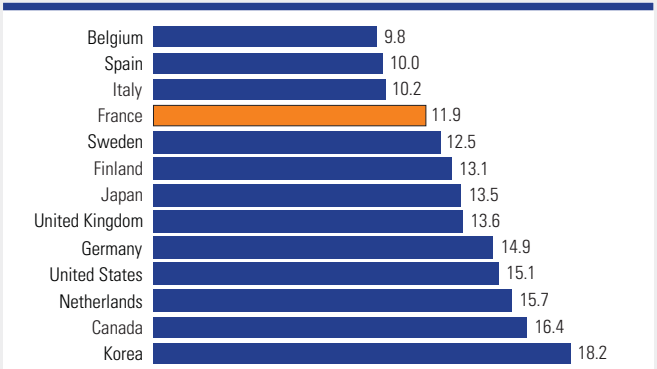
Metropolitan France + DOM, public

Type of education	Number of students per division (E/D)	Average structure size (E/S)	% of hours in structures with <= 10 students	% of hours spent in structure > 35 students	% hours in groups
Lower secondary	24.1	23.0	3.2	0.5	18.8
SEGPA	13.3	12.6	30.8	0.0	25.0
Vocational upper secondary	19.0	15.8	19.6	0.3	47.0
Pre-*baccalauréat* lycée(*)	28.4	22.9	6.0	2.1	49.2
CPGE(**)	36.2	28.2	7.8	33.2	46.8
STS(***)	22.3	18.2	14.0	1.6	43.7
Total	**23.9**	**21.1**	**8.5**	**1.3**	**33.3**

(*) upper secondary general and technological school
(**) CPGE - *Grande Ecole* preparatory classes
(***) STS - higher technician section

Source: MEN-DEPP, education and satellite databases – start 2008 school year

Average number of pupils per teacher in secondary education (2007) (public + private)



Source: OECD *"Education at a Glance"*

In 2008, 72% of young people had access to Level IV education: 17% of young people now take vocational study options.
Student access to Level V education was 94% in 2008, including 9% through the apprenticeship system.

With an increase of more than 4 percent per year at the end of the 1980s, the rate of access to *baccalauréat* level rose from 34% in 1980 to 71% in 1994 (including all education and training pathways). After this peak, linked to a sharp fall in Year 12 repeats giving rise to a significant influx of students in Year 13, the rate then stabilised at around 70% (70.6% at the start of the 2007 academic year throughout Metropolitan France and the DOM). At the start of the 2008 academic year, it rose rather significantly (71.7%)

Insofar as regards schools that come under Ministry of Education authority only, the access rate peaked at close to 68% in 1994 before varying between 63 and 65% (64.5% in 2008). The proportion of young people reaching Level IV by other means (agricultural school and apprenticeship) rose steadily during the 1990s and has slowed down slightly since: just over 7% of young people now have access to Level IV through apprenticeship or by taking agricultural school options.

After exceeding 40% at the start of the 1994 academic year, the access rate at general *baccalauréat* level stabilised at around 34% from 1997 up until 2003. At the start of the subsequent academic years, it rose slightly, reaching 35.5% in 2007 and 36.4% in 2008. At the same time, the technological stream, which increased to nearly 22% until 2000, has since steadily declined: 18.8% in 2006, 18.6% in 2007 and 18.3% in 2008. Last, the upturn in the vocational stream which was strong until 1998 but slowed down considerably in subsequent years, has picked up again over the past few years: it currently attracts 17.0% of young people compared with just 5.0% in 1990, mainly thanks to the development of apprenticeships preparing for vocational *baccalauréat* and *brevet*.

Girls enter *baccalauréat* level more often than boys. In spite of a slight levelling off in recent years, their lead remained significant in 2008, at nearly 10 percent, especially in general streams in Year 13 (12% more). The difference is only 1.8% in technological streams. As for vocational streams, boys have a lead of nearly 4 percent.

Exceeding 90% at the end of the 1980s, the access rate to Level V education then remained steady at around 92%. After a brief upturn in 1997 and 1998, as a result of the *collège* (lower secondary) reform, it has since hovered in the region of 93%. Figures for 2008 are slightly above this trend (94.3%).

(For explanation of Level IV and V, see Appendix: Education level)

Education levels group together education options deemed to be of a comparable level of qualification. A student who has enrolled at least once in an option of this type is said to have reached the corresponding level.

Access to Level V takes into consideration students enrolled on general and technological streams in Year 11 or in the final year of a CAP or BEP at the beginning of the academic year. Access to Level IV includes all students entering Year 13 in general, technological (including classes preparing for technical diplomas) or vocational streams, together with apprentices in their final year of preparation for the vocational baccalauréat or brevet.

The annual access rates at education Level V and IV show the numbers of students reaching the corresponding level for the first time, broken down by year of birth, in relation to the total numbers of the generations they belong to. The indicator shown here, known as the annual or transverse rate, is the sum of these basic rates per age for the same academic year. It is therefore different from the percentage of a generation that had access to the level in question, which is the sum of the same basic rates for all school years for that generation.
Rates of access to baccalauréat level should not be confused with rates of attaining the qualification, nor with the percentage of baccalauréat graduates, which is given in Indicator 27.

Source: MEN-DEPP
Coverage: Metropolitan France, Metropolitan France + DOM

Access to education levels IV and V

01 Access rate to education level V

(including all initial education options)

as a %

	Metropolitan France		Metropolitan France + DOM			
	1980-81	1990-91	2000-01	2006-07	2007-08	2008-09
Upper secondary general and technological	39.5	56.0	56.3	56.9	57.2	58.3
CAP-BEP	40.9	36.5	36.6	36.0	35.9	36.0*
Total	**80.4**	**92.5**	**93.1**	**92.8**	**93.1**	**94.3***
MEN	67.0	80.4	80.9	80.0	80.1	80.9
Agriculture	3.4	3.1	3.3	3.9	4.0	4.0
Apprenticeship	10.0	9.0	8.9	8.9	9.0	9.4*

* Figures based on an estimate concerning education through apprenticeship

Source: MEN-DEPP

02 Access rate to education level IV

(including all initial education options)

as a %

	Metropolitan France		Metropolitan France + DOM			
	1980-81	1990-91	2000-01	2006-07	2007-08	2008-09
General *baccalauréat*	22.1	33.4	34.0	35.1	35.5	36.4
Technological *baccalauréat*	11.9	17.6	21.6	18.8	18.6	18.3
Vocational *baccalauréat*	0.0	5.0	14.0	16.3	16.5	17.0*
Total	**34.0**	**56.0**	**69.6**	**70.2**	**70.6**	**71.7***
MEN	33.0	54.0	63.2	63.2	63.5	64.5
Agriculture	1.0	1.4	2.7	2.6	2.5	2.5
Apprenticeship	0.0	0.6	3.7	4.4	4.5	4.7*

* Figures based on an estimate concerning education through apprenticeship

Source: MEN-DEPP

03 Access rate to education level IV, according to stream and gender

Metropolitan France + DOM, start of 2008 academic year

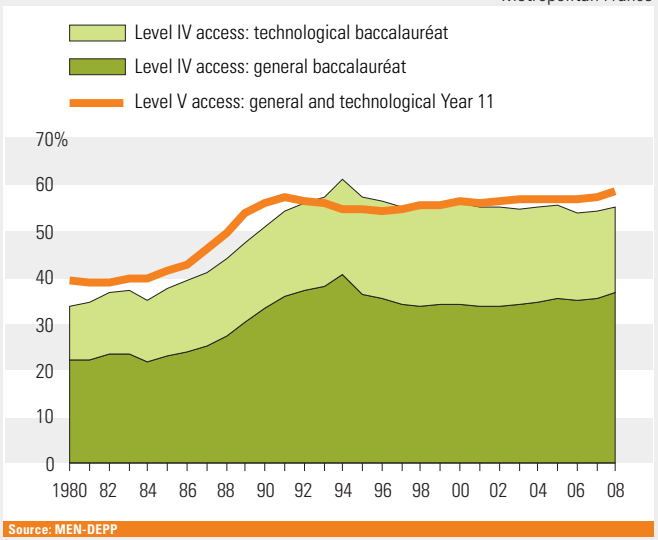
	Girls	Boys	Total
General	42.5 %	30.5 %	36.4 %
Technological	19.2 %	17.4 %	18.3 %
Vocational*	15.0 %	18.8 %	17.0 %
Total*	**76.8 %**	**66.8 %**	**71.7 %**

* Figures based on an estimate concerning education through apprenticeship

Source: MEN-DEPP

04 Trends in education level V and IV access rates, general and technological streams (1980-2008)

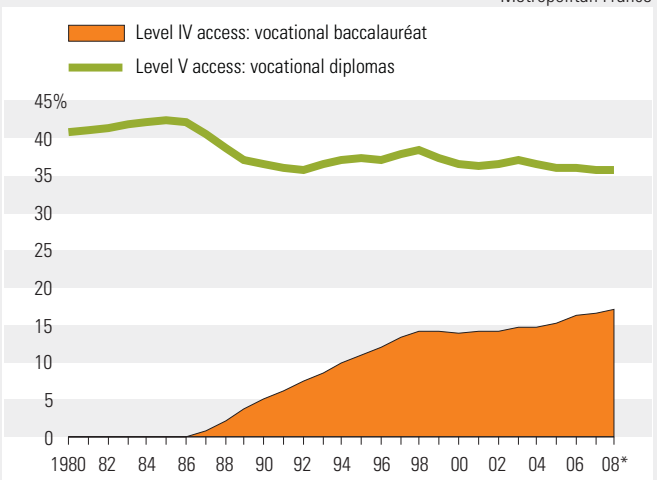
Metropolitan France



Source: MEN-DEPP

05 Trends in education level V and IV access rates, vocational stream (1980-2008)

Metropolitan France



* Figures based on an estimate concerning education through apprenticeship

Source: MEN-DEPP

Nearly one third of students are proficient or very proficient in the knowledge and skills required in Mathematics at the end of lower secondary education. However, the level of knowledge of 15% of students is basically that attained in primary school programmes. Of these, 2.5% are in great difficulty.

The assessment of Mathematics skills carried out in May 2008 aimed to assess the skills acquired by students by the end of lower secondary education and to serve as a guideline in developing education policy. The skills defined for the assessment were aligned with programme content. They were related to four main areas: "geometry", "numbers and calculation", "organising and managing data – functions" and 'size and measurement".

Year 10 pupils were classified into six groups depending on their performance levels.

28.0% of the students (Groups 4 and 5) have operational skills in all four areas of Mathematics.
Able to develop multi-step deductive reasoning, they can demonstrate this information in writing. In a situation where they must solve a problem, they are able to translate it into algebraic language and perform calculations, without error, to produce a solution.
Of these students, 10.0% (Group 5) are distinguished for their expertise in algebra, their demonstration of critical thinking and their ability to cite an exception to invalidate an over-generalised statement.

On the other hand, it seems that 15% of students (Groups 0 and 1) have reaped no benefit from the Mathematics lessons in lower secondary school. Most of what they know was learned in primary school.

Of these, 2.8% are in very great difficulty: they are occasionally able to answer questions but are not proficient in any of the required skills.

Between these two extremes, students in Group 2 (29.3%) can provide the meaning of the concept of a fraction of an amount, have developed skills in calculations involving negative numbers, have an idea of proportionality and can perform a series of calculations through to a solution. Students in Group 3 (27.7%) have partially developed lower secondary level skills. They are able to perform one-step deductive reasoning, evaluate an algebraic expression or equation, in accordance with the rules of priority and can calculate a fourth proportional number. Only above this level do students display knowledge in certain areas taught in lower secondary school in the area "size and measurement".

Groups 3 and, in particular, Groups 4 and 5, are over-represented in the category of students who want to continue in a general or technological Year 11. At the other end of the scale, Groups 1 and 2 are over-represented in the category choosing a vocational option in Year 11. Students thinking of repeating a year are to be found mostly in Groups 2 and 3: this may be because they feel their level is insufficient to move up to *lycée* or because they intend to attain the level required for a future option more in line with their desires.

A representative sample of students enrolled in a general option in Year 10 in public-sector and private-under-contract lower secondary education in Metropolitan France was set up. The sample was organised according to the size of collèges and the type of school attended. 30 students were then selected at random from each school in the sample.
All together, 4,381 students at 163 collèges participated in the survey.

The performance scale was developed using the item-response statistical model. The average score for comprehension, reflecting the average performance of students in the sample, was determined by construction at 250 and its standard deviation at 50. This average does not represent a threshold relative to the minimum skills required.

The assessment was carried out based on a methodology complying with current "international standards", as used in the PISA and PIRLS comparative surveys coordinated by the OECD and the IEA respectively.

Given that the skills assessed at the end of primary and the end of lower secondary education are different, there is no common factor that can be used to compare the two assessments and it is not appropriate to compare this scale with that used for Indicator 19.

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

01 Breakdown of students according to performance in Mathematics at the end of lower secondary school

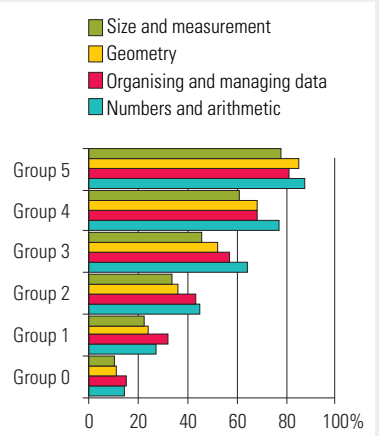
Metropolitan France, public and private-under-contract sectors

% of students	Scale of scores from 63 to 437 points
Group 5 **10.0 %**	Students in this group can perform deductive reasoning that may involve several steps, sometimes in succession and sometimes at the same time. In addition, they can use examples that counter the rule. In geometry, they can demonstrate their knowledge in written form without mistakes, are familiar with a broad spectrum of definitions and properties learned in lower secondary school and can correctly interpret the representation of a sphere shown in central perspective. They are proficient in the terminology of algebra and can use it to describe a situation with a view to solving an equation. They can solve product equations, as well as systems of two equations with two unknowns. They can perform calculations in which division by a fraction is required. They can calculate the percentage of difference between two sizes, convert area and volume from one measurement unit to another and calculate the scale factor of enlargement/reduction for volumes.
Group 4 **19.7 %**	These students have developed sound knowledge during their time at lower secondary school. They can go through two-step deductive reasoning processes, applied to items with various alternative solutions. Such reasoning may sometimes be demonstrated in well-structured written form. In geometry, they can identify appropriate subfigures in a complex figure to correctly deduce and interpret the representation of an object in cavalier perspective. They are able to apply Pythagoras' theorem to calculate length or decide if a triangle has a right angle or not. In a 'triangle configuration", they can apply Thales' intercept theorem to calculate length. Sound skills in algebra can be identified among these students: ability to convert a situation into algebraic terms, use remarkable identities, reduce expressions containing radical numbers, handle numbers to the power of ten and apply techniques to solve equations and inequations of the first degree. They are familiar with linear functions, which they can represent in graphic form, and understand the meaning of the formalism f(a)=b. They can more or less understand the concepts of position and dispersion indicators. In the area of size and measurement, they are able to use non-standard/exotic area units, can use a percentage of enlargement to calculate a new scale value or divide/assemble a figure to deduce surface areas. They do not confuse the surface area of a figure with the perimeter.
Group 3 **29.3 %**	When answering MCQs, these students are capable of one-step deductive reasoning. Much of what these students can do in geometry is related to calculating angles, including in trigonometry. In algebra, they are familiar with the rules of priority, which they can apply to evaluate an equation for certain given values. Their knowledge of numbers and operations extends to fractions, for all operations except division. In addition, they are able to develop and reduce algebraic expressions. Able to compare information in two diagrams or graphs, they can calculate a fourth proportional number in a proportionality situation, a percentage or an average. When two quotient sizes are given in different units, they can compare them. Group 3 is the first group in which students successfully answer questions on size and measurement. They can identify geometric objects with equivalent perimeters, using the procedures of dividing into parts and re-assembling, can convert units of length and calculate the area of a rectangle, a triangle and the volume of a rectangular parallelepiped thanks to their knowledge of the relevant equation.
Group 2 **26.0 %**	These students can apply calculation schemes involving the addition and multiplication of relative decimals. They can also calculate a fraction of size. When given a table of values or a graph, they can recognise a proportionality situation.
Group 1 **12.5 %**	Most of what the students in this group know was learned in primary school. They succeed in situations that require them to recognise or identify an object, and can retrieve information from simple materials. They tend to make use of an arithmetic approach to tackle problems involving simple calculations and whole numbers. Many of them have progressed no further than the stages of perceptive geometry and/or the use of geometrical instruments: they think that a property is true because it can be seen to be so or because it can be checked using an instrument.
Group 0 **2.5 %**	These students are not proficient in any of the knowledge or skills required at the end of secondary school, although they are occasionally able to answer a few questions.

Interpretation: students in Group 3 account for 29.3% of the students. They are able to perform the tasks achieved by Groups 0, 1, and 2. There is little likelihood that they can perform the specific tasks achieved by Groups 4 and 5.The lowest score for a student in Group 3 is 237, while the highest is 275.

Source: MEN-DEPP

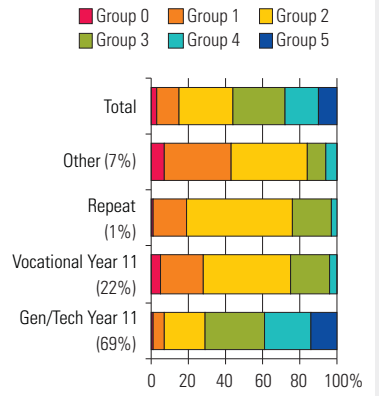
02 Percentage of success per skill and per subject area for students in each group



Interpretation: Group 3 attains a score of 57% in the area "Organising and managing data".

Source: MEN-DEPP

03 Breakdown of students per same-level group according to desired study option



Interpretation: 24.5% of students wanting to move up into general and technological Year 11 belong to Group 4, comprising 18% of the total number of students.

Source: MEN-DEPP

Between 2000 and 2006, the scores attained by French students in written comprehension show a stronger decline than the average for OECD countries.

The PISA assessment measures and compares the knowledge and skills of 15-year-old students in written comprehension, mathematical and scientific literacy. PISA provides an objective and independent view of French students' skills, thus identifying their strengths and weaknesses.

Written comprehension, or Reading Literacy, was a minor test subject during the PISA 2006 assessment, which involved 57 countries (including 30 OECD countries). The exercises were identical to those used in the PISA assessments in 2000 and 2003. This assessment focuses much more on skills that draw on knowledge than on actual knowledge itself. This means that it does not directly assess the level to which students achieve the objectives of teaching programmes.

Since 2000, average scores in OECD countries have shown a downward trend. In France, the decline is by 17 points, from 505 to 488, while the OECD countries average is 6 points down, from 498 to 492. As in 2000 and 2003, France is in the group of countries with OECD average scores. The scores achieved by French students in the "retrieving information" and "interpretation" skills are significantly lower, although there has been no noteworthy change in the "response" skill, in which the students' performance is the poorest of these three skills.

In 2006, French students' scores were more widely distributed across the six skills levels. This distribution over the different levels reveals a slight drop at the highest levels and an increase at the lowest levels. The students displaying the poorest performance – below Level 1 – represent 8.5% of French students, compared with 4.2% in 2000. These students probably can read, technically-speaking, but have serious difficulty in using reading as a tool to extend and improve their knowledge and skills in other areas. The scores attained by the weakest students are significantly lower than they were in 2000 and 2003, while the top performing students – Level 5 – achieve the same results.

In all the countries, girls achieved higher scores than boys. In France, the difference has increased by 6 points since 2000. It was 35 points in 2006, although this is still below the OECD average of 38. The average score attained by girls was at Level 3, and Level 2 for boys.

The results of the PISA 2009 assessment, in which written comprehension is again a major test subject, will be published at the end of 2010,. For the first time under the PISA programme, this will make it possible to compare a major test subject over time and analyse each skill in much greater detail.

In March 2006, France and 56 other countries (including 30 OECD countries) participated in the third PISA (Programme for International Student Assessment) survey coordinated by the OECD and carried out at three year intervals. The assessment is implemented in line with standard procedures to ensure the comparability of results. The questions are translated into twenty different languages and submitted to students in each country.

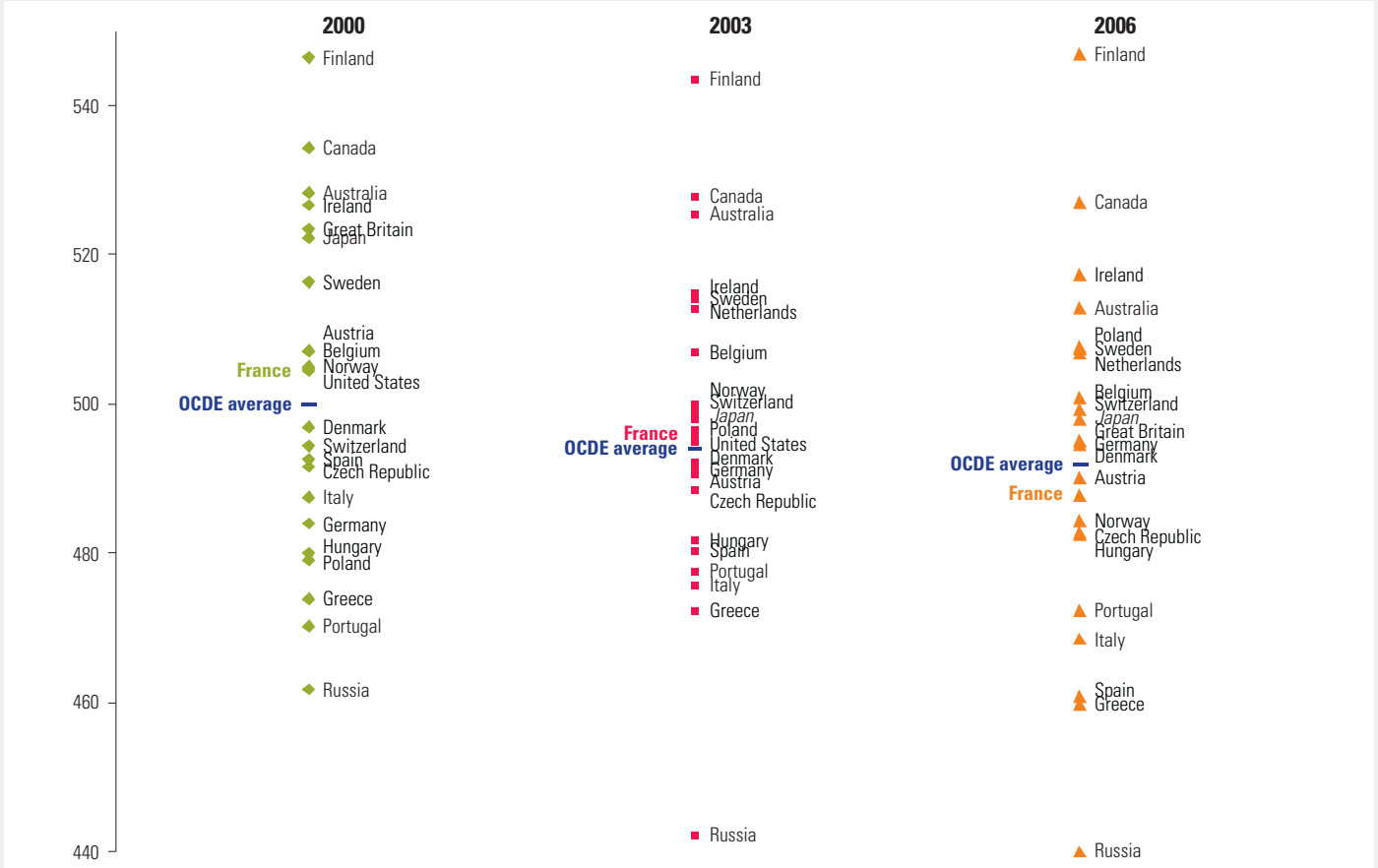
In France, the survey covered all the 15-year-old students (born in 1990) enrolled at schools under the authority of the Ministry of Education (except EREA) and the Ministry of Agriculture. The targeted population therefore covered 95% of the 15-year-old generation enrolled in lower or upper secondary education.

In France, the survey involved a sample of 187 schools. A maximum thirty students were then randomly selected in each school.

Source: PISA-OECD/MEN-DEPP
Coverage: Metropolitan France + DOM except Réunion and COM (French Overseas Collectivities)

PISA: written comprehension skills of 15-year old students

01 Comparison of countries' written comprehension results



Interpretation: Countries whose names appear in italics have results that are not significantly different from France 's.

Source: PISA-OECD, MEN-DEPP

02 Percentage of students for each level of written comprehension skills

	Below Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
France in 2000	**4.2**	**11**	**22**	**30.6**	**23.7**	**8.5**
OECD average in 2000	6	11.9	21.7	28.7	22.3	9.5
France in 2003	**6.3**	**11.2**	**22.8**	**29.7**	**22.5**	**7.4**
OECD average in 2003	6.7	12.4	22.8	28.7	21.3	8.3
France in 2006	**8.5**	**13.3**	**21.3**	**27.9**	**21.8**	**7.3**
OECD average in 2006	7.4	12.7	22.7	27.8	20.7	8.6

Source: PISA-OECD, MEN-DEPP

For the 2008 exam session, 64% of a generation are *baccalauréat* graduates. Since 1995, the proportion of general stream *baccalauréat* graduates has decreased in favour of vocational streams. The number of *baccalauréat* graduates, especially high in recent years, still varies depending on the candidate's social background.

Between 1980 and 2008, the *baccalauréat* underwent a profound change: the annual number of *baccalauréat* graduates more than doubled and their proportion in a given generation rose significantly from a quarter in 1980 to around 64% in recent years *(Graph 01)*. This increase was especially sharp from the mid-1980s, when the vocational *baccalauréat* was introduced, up until the mid-1990s. Since 1995, the proportion of *baccalauréat* graduates in a given generation tended to stagnate at around 62%, then rising to 64% since the 2006 exam session, with an especially high pass rate.

Since 1995, when *baccalaureat* candidates could enter the new series set up at upper secondary level, the distribution of graduates has changed in favour of vocational streams: the percentage has increased by more than 6 percent over this period, reaching 20% in 2008. The technological *baccalauréat*, on the other hand, is 2 percent down and general streams are over 4 percent down, mainly due to a fall in the numbers taking literature options, down to less than one in ten *baccalauréat* graduates in the 2008 session *(Table 02)*. Given these conditions, the 63.8% of young people in a generation who graduated with a *baccalauréat* in 2008 was distributed as follows: 34.6% in a general stream, 16.6% in a technological stream and 12.6% in a vocational stream.

As for other exams, *baccalauréat* pass rates have also tended to rise regularly, with the marked increase over several decades continuing in recent years. For all types of *baccalauréat*, the pass rate was over 83% in the 2007 and 2008 sessions, compared with 75% in 1995. This increase is especially marked in the general *baccalauréat*, which, once again, has been distinguished in the last few years by a higher pass rate than the other streams: 87.9% in the 2008 session, compared with 75.1% in 1995 *(Graph 03)*.

While candidates' social background has a strong influence on their distribution over general, technological and vocational streams *(Indicator 11)*, it also impacts on their chances of success in each stream. Thus, in 2008, over 90% of children with parents in a management or teaching professions passed the general *baccalauréat* i.e. 10 percent more than children with working-class parents. This gap, albeit less significant, is also found in the technological and vocational streams, where it is farmers' children that achieve the highest pass rates *(Table 04)*.

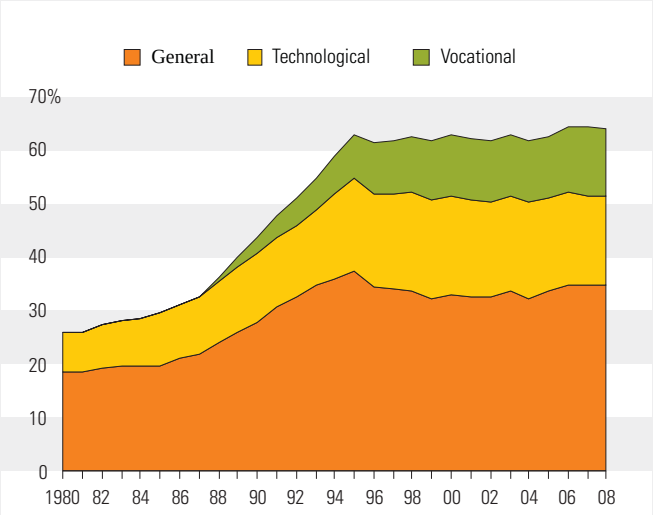
Proportion of baccalauréat graduates in a generation: *This is the proportion of baccalauréat graduates in an imaginary generation of individuals where each age group would comply with the rates of sitting and passing the exam observed for the year under consideration. This number is obtained by calculating, for each age group, the ratio of the number of successful graduates to this age group's total population and the total of these rates per age group. The age groups taken into consideration in this calculation are not the same for the general and technological as for the vocational streams, given that the syllabus of the latter is a year longer and enjoys a rather different distribution by age, particularly among the older age groups.*
The calculations were based on the INSEE demographic series integrating the results of annual population censuses (set up in 2004) contained in the database in force at the end of March 2008.

Pass rate: *This is obtained by calculating the ratio of successful candidates to the number sitting the exams. All candidates that take at least one exam paper are considered to have sat the exams.*

Coverage: Metropolitan France or Metropolitan France + DOM
Source: MEN-DEPP

01 Proportions of *baccalauréat* graduates per generation (1980-2008)

Metropolitan France



Source: MEN-DEPP

02 Breakdown per stream of *baccalauréat* graduates in the 1995 and 2008 sessions

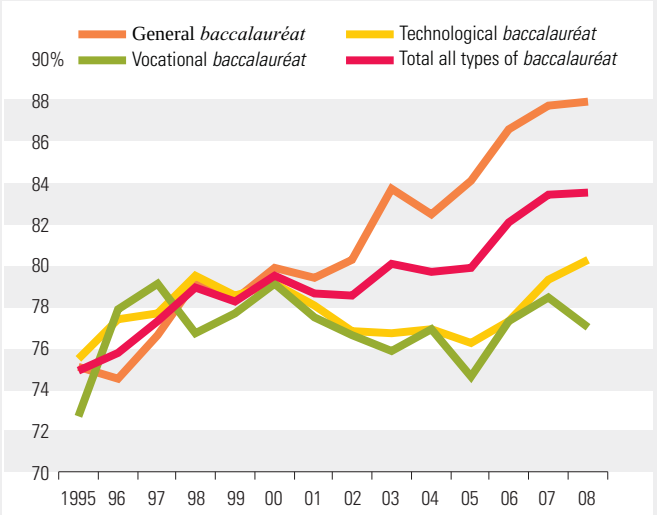
Metropolitan France + DOM

	1995 session		2008 session	
	Graduates	%	Graduates	%
General *baccalauréats*				
ES	76,555	15.5	86,050	16.6
L	71,460	14.5	48,810	9.4
S	139,031	28.2	144,838	27.9
Total general streams	**287,046**	**58.3**	**279,698**	**53.9**
Technological *baccalauréats*				
STI	35,217	7.2	30,790	5.9
STG (formerly STT)	78,894	16.0	69,399	13.4
SMS	13,337	2.7	21,731	4.2
Other technological streams	10,819	2.2	13,966	2.7
Total technological streams	**138,267**	**28.1**	**135,886**	**26.2**
Vocational *baccalauréats*				
Production	26,218	5.3	46,561	9.0
Services	40,878	8.3	56,750	10.9
Total vocational streams	**67,096**	**13.6**	**103,311**	**19.9**
Total all types of *baccalauréat*	**492,409**	**100**	**518,895**	**100**

Source: MEN-DEPP

03 Trends in *baccalauréat* pass rates from 1995 to 2008

Metropolitan France + DOM



Source: MEN-DEPP (OCEAN)

04 2008 pass rates according to social background

Metropolitan France + DOM

	General *baccalauréat*	Technological *baccalauréat*	Vocational *baccalauréat*	Total
Farmers	92.3	89.1	83.3	89.9
Skilled craftsmen, sales/retail, company directors	88.1	83.4	79.6	85.0
Management and higher-level intellectual professions	92.7	85.3	80.7	90.6
incl. teachers and equivalent	*93.6*	*85.2*	*78.9*	*91.9*
Intermediate professions	89.1	83.0	79.7	86.2
including primary school teachers and equivalent	*93.0*	*85.6*	*82.9*	*91.2*
Employees	86.0	80.9	78.2	83.0
Working-class	82.9	79.0	76.7	79.7
Retired	85.5	76.4	72.9	78.9
Others with no professional activity	79.5	73.5	68.5	75.1
Total	**87.9**	**80.3**	**77.0**	**83.5**

Source: MEN-DEPP

Approximately five years after completing their initial education, 82% of young people whose highest qualification is a *baccalauréat* were in work in 2007, compared with 76% of CAP and BEP graduates and only 52% of those with no qualification. Since 2007, the economic recession has entailed even greater problems for young people in entering the job market.

Smooth transition from school to work for young school leavers depends on labour market vitality, in France as in most European countries. Two hundred and twenty thousand paid jobs were created between the first quarters of 2007 and 2008 in the "mainly sales" sectors *(Graph 01)*. As in the previous year, this job growth (up 1.4%) gave rise to conflicting trends. The building (up 4%), services and trade (up 2%) sectors, took on more employees, while there was a drop in new jobs in industry (down 1%), especially the automotive industry, and consumer goods (with the exception of pharmacy and perfumery products).

Moreover, at the beginning of 2008, young people who successfully graduated from upper secondary education in 2007 were seeking jobs on a job market with higher growth than the year before, whether they were looking for work in production and industry or in sales and services *(Graph 02)*.

This impact of the job market on young people's transition from school to work implies a need to look ahead to the repercussions that the current recession is liable to produce. According to statistics estimated by the DARES (the Directorate for Research, Studies, and Statistics), the INSEE and the *Pôle-Emploi* (French employment office), paid jobs in the "mainly sales" sector fell by 2.3% (down 375,000 jobs) between the first quarters of 2008 and 2009, and by 3% in industry. In such a situation, young people will encounter greater difficulty in 2009 in entering the job market.

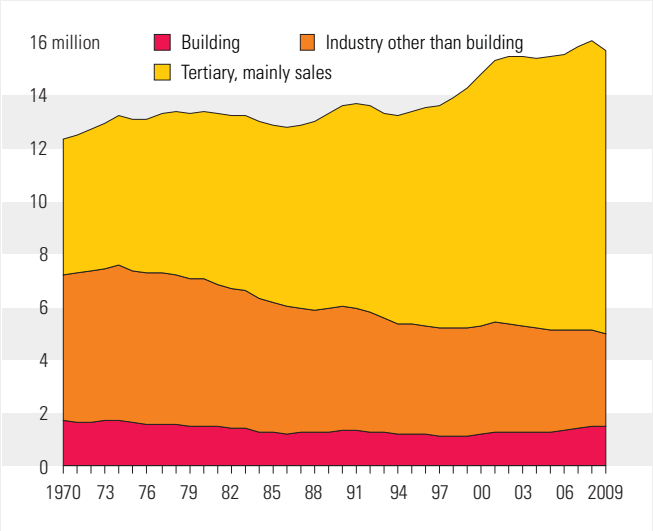
Education or training validated by a qualification is an advantage insofar as concerns work conditions and professional status. In 2007, approximately five years after leaving education, 76% of young graduates with a CAP or BEP and 84% of technological and vocational *baccalauréat* graduates had a job, compared with 52% of young people with no recognised qualifications *(Graph 03)*. By this same end-of-education milestone, vocational *baccalauréat* graduates enjoy the best conditions in secondary education in light of the total percentage of jobs held. One in four *baccalauréat* graduates found jobs in an intermediate profession or were self-employed and more than one in three held skilled jobs as employees or manual workers. *CAP*- and *BEP*-graduates held more skilled jobs than those with the lowest qualifications, were less often unemployed and above all, nearly all had work experience. Former apprentices held more positions as skilled workers than former *lycée* students with the same qualifications and were less likely to be unemployed.

Graph 01 is based on numbers of employees in the sectors known as "mainly sales" reported by the DARES and jointly estimated by the INSEE, DARES and the Pôle-Emploi; it covers situations at the end of March (as do the rates mentioned in the text). For more details, read, "L'emploi salarié au premier trimestre 2009", No.24.1 in the DARES' "Premières synthèses" collection (June 2009) and the INSEE's "Informations rapides" No.159, "INSEE Conjoncture" collection (June 2009). These jobs, subject to trends in reaction to the economic climate, accounted for 63% of total employment at the end of 2007.

Graph 02 is taken from the survey on upper secondary school leavers' transition to working life (TWL), which is carried out in February, roughly 7 months after they have left education. The indicator concerns the proportion of young people holding employment (subsidised or not).
Graph 03 and Table 04 are based on INSEE Employment surveys (throughout 2007) and concern young people who finished their initial education 3 to 7 years earlier i.e. between 2000 and 2004. Graph 03 concerns all cohorts and Table 04, only those in employment.
In Graph 03, the "intermediate" professions refer to people in charge who do not have managerial or executive status. Non-skilled employees are those working in trade and retail jobs, support services for individuals, civil service support staff and ambulance staff in addition to security staff.

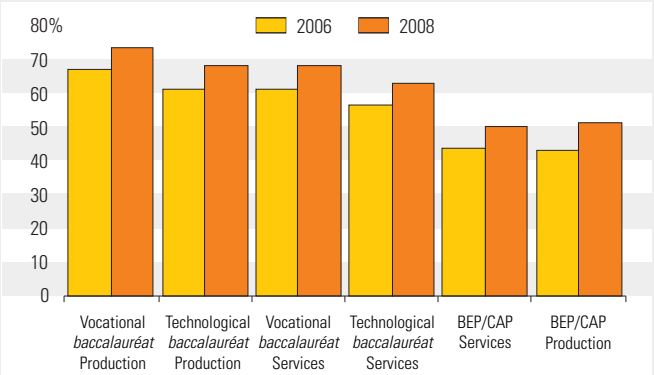
Source: MEN-DEPP, INSEE Employment surveys and INSEE, DARES and *Pôle Emploi* estimates
Coverage: Metropolitan France

01 Trends in non-sales jobs per key sector from 1970 to 2009 (on 30 March)



Source: MEN-DEPP

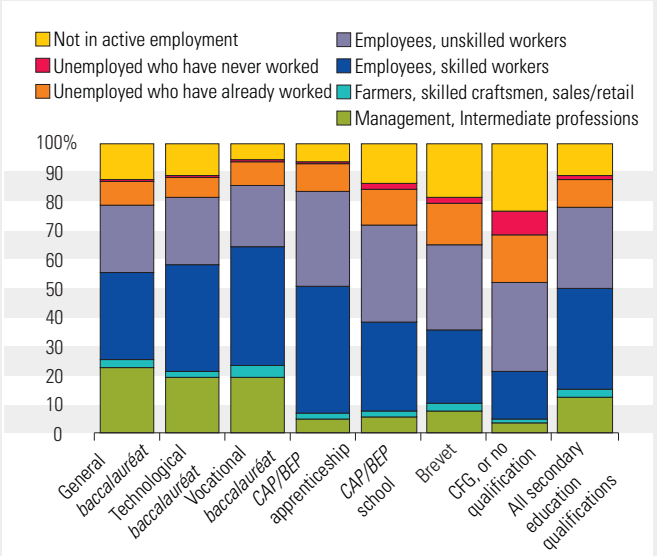
02 Employment rates at beginning February of upper secondary school leavers according to their highest qualification



Interpretation: in February 2008, 74% of young people holding a vocational *baccalauréat* geared to production who had completed their education in 2007 were in employment, either "subsidised" or not (out of the option subsets questioned).
NB: these data concern part of the area covered by TWL surveys: qualified graduates only in the study options surveyed in 2006 and who completed the final year of study leading to the qualification (but excluding, for instance, *BEP* graduates from the first year of vocational *baccalauréat* courses).

Source: TWL surveys of February 2006 and 2008, MEN-DEPP

03 Work status of young people 5 years after completing initial education, according to highest qualification attained (2007)



Interpretation: in 2007, approximately 5 years after completing their initial education, 78% of "secondary graduates" (brevet, CAP, BEP and *baccalauréats*) had a job, compared with 52% of young people with a *Certificat de Formation Générale* (ISCED 2) or with no qualifications.

Source: MEN-DEPP calculations based on INSEE 2007 Employment surveys (annual average)

04 Proportions of higher- and intermediate-level professions among jobs (2007)

as a %

Qualification	Approx. 5 years after completing education	Total population in employment
Higher education graduates	75	78
General *baccalauréat*	29	47
Technological *baccalauréat*	24	39
Vocational *baccalauréat*	22	27
CAP/BEP school	8	24
CAP/BEP apprentices	6	16
Total *baccalauréat*- and *CAP/BEP* graduates	**17**	**28**
Brevet	12	25
No qualification	7	10
Total (incl. higher education qualifications)	**45**	**40**

Source: MEN-DEPP calculations based on INSEE 2007 Employment surveys (annual average)

In 2008, national expenditure on higher education was 24.9 billion euros. This is 2.4 times more than in 1980 (at constant prices).
In 2008, average expenditure per student was 10,790 euros i.e. 35.5% more than in 1980.

National expenditure on higher education was 24.9 billion euros in 2007, representing an increase of 1.3% compared with 2007 (at constant prices). Since 1980, expenditure on higher education has increased substantially, by an average of nearly 3.1% per year. Its weight in domestic education expenditure rose from 14.6% in 1980 to 19.2% in 2008 *(Table 01)*.

This increased rate of growth, particularly manifest since 2006, is partly due to taking into account a broader scope of all university research activities and partly due to the cost review of health and social training programmes, which now come under the responsibility of the Regional authorities.
Over the whole of this period, the DEE for higher education rose by a factor of 2.4 but, in light of more or less double the enrolment numbers, average expenditure per student has only increased by 35.5% (taking into consideration breaks in series in 1999 and 2006), reaching 10,790 euros in 2008. At the same time, average expenditure per secondary education student rose by 60%.

International comparisons (based on national data which are not always homogeneous) show that the average annual expenditure per student in France (11,570 dollar-equivalents in 2006, including research and development activities) is lower than the average in OECD countries (12,340 dollar-equivalents). As for the cumulative average cost per student estimated by the OECD over the entire length of time spent in higher education, France is also below average (although a certain number of countries, such as the United States, do not participate in this indicator).

The average cost per student varies a great deal depending on different education options *(Graph 02)*. It ranges from 9,400 euros a year for a student at a public-sector university to 13,220 euros for an STS student, and as much as 14,510 euros for a student in a CPGE (*Classe Préparatoire aux Grandes Ecoles* – preparatory classes for the competitive entrance exam to French *Grandes Ecoles*). Average cost per student at an IUT (University Institute of Technology) cannot be quantified on the basis of the LOLF, because university allocations (including other attached institutes) are lumped together.

The theoretical cost of 18 years of education without repeating a year up to degree level was an estimated 136,760 euros in 2008, while 17 years in education leading to a BTS (higher technician's certificate) costs the nation 135,010 euros.

The State's bears most of this cost in its DEE funding of higher education (around 73%). The local authorities' now pay a larger share, nearly 10% in 2008, and households fund 9.6% of the cost. Some direct or indirect subsidies funded by the French State for the benefit of students or their families are not taken into account in the DEE for higher education: they concern tax benefits (increase in dependents' allowance set against tax) or expenditure not directly linked to student status (housing benefit). Taking these into account (except for social security payments) would increase the nation's average cost per student in 2008 from 10,790 to 11,980 euros.

Education expenditure on higher education includes total expenditure on public and private-sector institutions in Metropolitan France and the DOM linked to education and associated activities: student aid organisations, administration, supplies, university libraries, remuneration of education staff in training, etc. It includes neither continuous training programmes nor, before 2006, university research operating and investment costs (but it did include the salaries of research teaching staff).

Since 2006, due to the new budget act presentation within the LOLF framework, all university research costs have been included (staff, operating and investment costs) in addition to all costs entailed by the libraries.

Amounts for the most recent year's expenditure are provisional figures.

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

Source: MEN-DEPP and MESR-DGSIP-DGRI-SIES
For international comparisons: OECD
Coverage: Metropolitan France + DOM, all

Expenditure on higher education

01 Expenditure on higher education

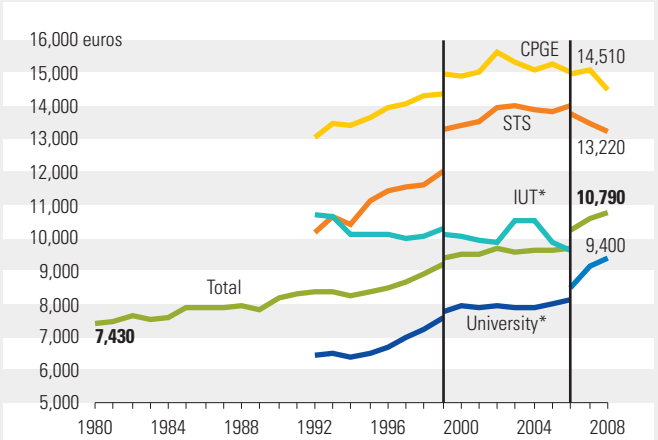
Metropolitan France + DOM

	1980	1990	2000	2007	2008
DEE for higher education*					
at current prices (billions of euros)	4.2	11.2	17.5	23.9	**24.9**
at 2008 prices (billions of euros)	10.4	15.2	20.7	24.5	**24.9**
Proportion of DEE (%)	14.6	16.4	16.7	19.0	**19.2**
Average expenditure per student* at 2008 prices (in euros)	7,430	8,180	9,490	10,610	**10,790**
Structure of initial funding (as a %)					
State			78.5	72.9	**72.9**
of which MEN and MESR			*68.2*	*64.7*	*64.6*
Local authorities			5.2	9.8	**9.9**
Other public administrations**			1.3	0.9	**0.9**
Business			5.8	6.8	**6.7**
Households			9.2	9.6	**9.6**

* The DEE was reassessed (see methodology for Indicator 01) for the whole of the 1980-2008 period.
Average expenditure per student was reassessed only after 1999.
** Including chambers of commerce, trade and industry and agriculture (*CCI, CM, CA,* etc.)

Source: MEN-DEPP and MESR-DGSIP-DGRI-SIES

02 Trends in average expenditure per student at 2008 prices (1980-2008)

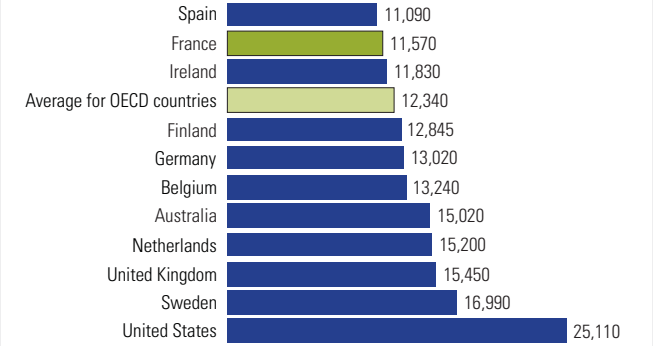


Interpretation: this graph shows two breaks in series: in 1999, a break due to the restructuring of the French Education Accounts (Metropolitan France + DOM) and, in 2006, a break due to changes in the State's budget and accounting rules (LOLF).
* Due to the LOLF reform, it is no longer possible to identify expenditure on IUT s, which, since 2006, have been included in university expenditure.

Source: MEN-DEPP and MESR-DGSIP-DGRI-SIES

Average yearly expenditure per student, including research and development activities

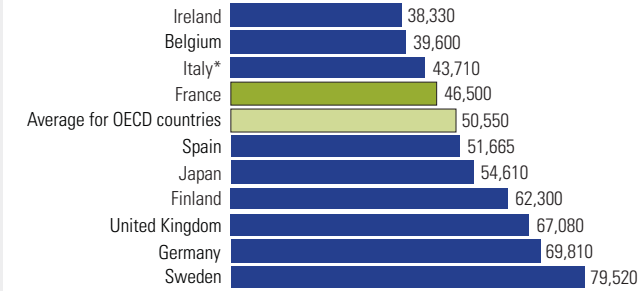
in 2006 dollar-equivalents



Source: OECD, 2009 edition of *Education at a Glance*

Cumulative costs per student for average duration of study (including research)

in 2006 dollar-equivalents



* Public-sector institutions only
NB: data on the average duration of study in the United States are not available

Source: OECD, 2009 edition of *Education at a Glance*

In 2008, nearly 10 billion euros was spent on continuing education programmes, and 2.6 billion on non-formal education and training, i.e. 9.7% of education expenditure in all. While it is still the most highly-qualified employees that form the majority of people who take advantage of continuing education, qualifications from CAP to Masters can be totally or partially obtained through the Accreditation of Prior and Experiential Learning scheme.

Expenditure on continuing education amounted to 9.9 billion euros in 2008 (according to the *Compte de l'éducation* or Education Accounts, where the approach is different from the *Compte de la formation professionnelle*, or Vocational Training Accounts, see Methodology). From 1980 to 2008, this expenditure increased by 33.8% at constant euros *(Table 01)*.

Over the same period, expenditure on non-formal education and training tripled, notably following a transfer of arts education expenditure in 1999 (municipal-run academies) which up until then had come under the secondary education budget.

Overall, the share of continuing education and non-formal education and training in the DEE has fallen from 11.6% to 9.7%. In initial funding, i.e. before transfers, this expenditure is mainly borne by companies (45.5%) and the State (26.8%). In particular, the State funds training for its own staff and for the unemployed: the French Ministry of Labour, Social Relations, the Family, Solidarity and the City is thus the main public source of funds. The French Ministry of Education and the Ministry of Higher Education and Research fund 15.3% of the State contribution (i.e. 4.1% of total funding).

Although continuing education is still sometimes thought of as "second chance schooling", which should primarily be taken up by the lowest qualified people, among employees and the self-employed, it seems to be people in management (60%) and the liberal professions (59%) who make the most use of it *(Table 02)*. In 2006, 64% of employees who have attained a qualification higher than "2 years' higher education" had access to continuing education, compared with only 24% of unqualified employees. Education and training are most commonly taken up at the time of entering active employment: nearly six out of ten employees who have started work within the preceding five years have taken one or more courses, whereas only three out of ten have done so after thirty years in employment. The unemployed are less likely to take a course (around one third in 2006).

Accreditation of prior and experiential learning is another way of obtaining a qualification, by obtaining official recognition of work experience. The number of APEL applications submitted to the French Ministry of Education to obtain a national vocational or technological qualification has remained stable for the last two years. In 2008, two-thirds of the accreditations awarded were full accreditations (14,120, up 3% compared with 2007). The BTS (higher vocational diploma) is the most popular qualification applied for (34% of applications). To be more precise, the two most highly-sought after qualifications are in the area of home care and support services: the "*CAP petite enfance*" (early childhood assistant) and the "*diplôme d'État d'éducateur spécialisé*" (specialised educator) account for 15 and 11% of applications respectively.

Since 2002, this system has also developed in higher education (universities and *CNAM*, a public scientific, cultural and professional institution). In 2008, around 4,080 qualifications were partially or totally accredited, with 2,016 full diplomas being awarded.

Expenditure on continuing education programmes includes the expenditure incurred by all the economic players (State, regional authority administrations and others, companies and households) in organising continuing education courses, including in-house training organised by companies and administrations.

The main differences between the National Education Accounts used in this case and the Vocational Training Accounts set up by the Ministry of Labour, Social Relations, the Family, Solidarity and the City, amounting to 27.1 billion euros in 2006, are as follows: the latter covers apprenticeships, trainees' pay and social security contribution exemptions related to work/study and apprenticeship contracts.

Non-formal education and training include evening classes and CNAM programmes, etc. They are included in education expenditure, the total amount (129.4 billion euros) of which is thus divided between primary (37.8 billion euros), secondary (54.3) and higher education (24.9 billion euros) and all courses covered by this Indicator (9.9 and 2.6 billion euros).

Coverage: Metropolitan France & Metropolitan France + DOM
Sources : MEN-MESR-DEPP, MTRSS (DARES)

Expenditure on continuing training 30

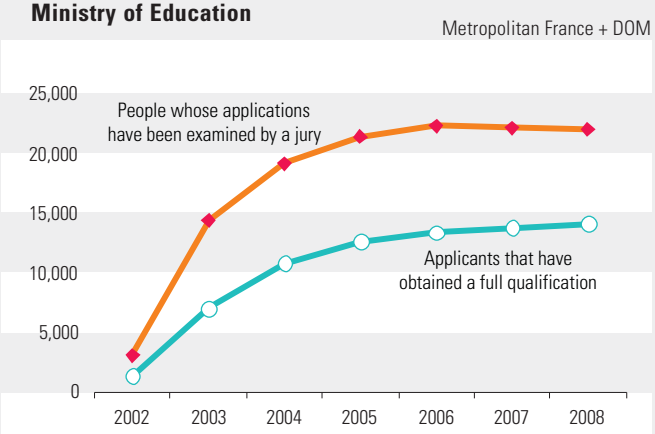
01 Expenditure on continuing vocational training and non-formal education

	1980	1990	2000	2007	2008
DEE for continuing education					
at current prices (billions of euros)	3.0	7.0	10.2	9.8	**9.9**
at 2008 prices (billions of euros)	7.4	9.6	12.1	10.0	**9.9**
DEE for non-formal education (1)					
at current prices (billions of euros)	0.3	0.8	1.8	2.4	**2.6**
at 2008 prices (billions of euros)	0.8	1.1	2.1	2.5	**2.6**
Proportion of DEE (%)	11.6	11.5	11.4	9.6	**9.7**
Structure of initial funding (as %) (*)					
State			*nc (2)*	27.3	**26.8**
*incl. MEN-MESR***			*nc (2)*	*4.4*	*4.1*
Local authorities			*nc (2)*	14.4	**14.2**
Other public administrations and the CAF			*nc (2)*	0.2	**0.2**
Business			*nc (2)*	46.4	**45.5**
Households			*nc (2)*	11.7	**11.2**

(1) "Non-formal" education means CNAM programmes, art training (budgets transferred from secondary education since 2003)
(2) Given the transfer of art training allocations in 2003, the breakdown for Y ear 2000 is non-comparable (nc).
(*) This breakdown has only been possible since 1999.
(**) Since 2003, a proportion of State expenditure has no longer been accounted for as IUFM (teacher training) but has been reassigned to initial education activities at primary and secondary school.

Source: MEN-MESR-DEPP

03 Accreditation of prior and experiential learning (APEL) in vocational and technological education run by the French Ministry of Education



Source: MEN-MESR-DEPP

02 Employees and the self-employed that took a course within the last 12 months (as a %)

	Employees	Self-employed
Total	**44**	**28**
Company profile		
Number of staff*		
0	–	26
1 to 9	29	29
10 to 19	32	45
20 to 49	37	34
50 to 500	43	
500 to 1,000	47	
1,000 or more	53	
Individual's profile		
Work experience		
Less than 5 years	58	51
5 to 10 years	50	34
10 to 20 years	50	34
20 to 30 years	41	33
Over 30 years	34	19
Socio-professional category		
Farmers	–	21
Skilled craftsmen, sales/retail, businessmen	–	21
Managers, high-level intellectual professions	60	59
Intermediate professions	58	46
Employees	38	–
Working-class	28	–
Qualification		
Higher than 2 years' HE	64	53
Two years' HE	61	43
Baccalauréat or equivalent	51	28
CAP/BEP	36	20
BEPC	37	13
No qualification or school certificate	24	13
Sex		
Male	45	27
Female	43	31
Age		
18-24	49	23
25-34	51	32
35-49	43	31
50-64	34	23

–: n/a
Interpretation: among employees in paid work at the time of the survey (2006), and with less than 5 years' seniority in the company, 58% declared having taken a course in 2006.
* Private sector only
Coverage: employees and self-employed persons at the time of the survey , Metropolitan France

Source: supplementary survey to the INSEE Employment survey on Continuing Education, 2006

Appendix

An overall decline in pupil and student enrolment numbers in recent years

In 2008-2009, the total number of pupils, apprentices and students enrolled in public- and private-sector education in Metropolitan France and the French Overseas Departments (DOM) amounted to nearly 14.9 million, with 550,000 in the DOM. Following an increase over the period 2001 to 2005, numbers fell by over 140,000 at the start of the last three academic years.

Different trends can be seen at each different level of education. In light of current demographic growth and the higher number of births since Year 2000, primary education has seen an end to the drop in enrolment since the start of the 2003/04 academic year. Following a rise of over 100,000 pupils at the start of the subsequent three academic years, enrolment figures have stabilised since 2006, and growth at primary level has been offset by an equivalent decrease at nursery level.

In secondary education, the school population at institutions under French Ministry of Education authority has continued to decrease, at a slightly less sustained pace: 32,000 fewer students at the start of the 2008/09 academic year, i.e. down 0.6%, compared with 47,000 and 77,000 fewer students in 2007/08 and 2006/07. Unlike previous years, enrolment at lower secondary level has increased slightly, due to the upturn in demographic growth. After a slight recovery between 2001 and 2005, numbers have dropped by just over 20,000 students in vocational secondary education for the past three academic years. The drop is even more pronounced in upper secondary general and technological education, which has lost 66,000 students since 2005.

There has, on the other hand, been sustained growth in the number of apprenticeships, which now form part of vocational qualification at all levels. The increase in the number of apprentices, which was high throughout the 1990s, slackened at the beginning of the decade 2000-2010, before picking up again since 2004, especially in higher education where there are now nearly 100,000 apprentices enrolled (out of a total of nearly 440,000 at the start of the academic year 2008/09). Finally, numbers enrolled on secondary agricultural and "healthcare" education programmes have been relatively stable for the past few years, standing at roughly 150,000 and 75,000 respectively.

Since 1980, the student population has practically doubled (inclusive of all programmes). For more than ten years, the growth trend has given way to slower growth or a downturn: stagnation and even a decline in numbers toward the end of the 1990s, an increase of 120,000 between 2000 and 2005, followed by a drop of 50,000 in the next two years, and then stabilising overall in 2008, while university courses in general academic disciplines continue to lose students.

Number of school and higher education students. *Total of primary and secondary education students (including special needs education), apprentices, university and non-university students, in the public and private sectors in Metropolitan France and the French Overseas Departments (including school students, apprentices and students under the authority of the Ministry of Agriculture). It should be noted that censuses regarding higher education count enrolments, not students.*

Trends in school and higher education student numbers

Metropolitan France + DOM, public + private

Numbers in thousands	1980-1981	1990-1991	2000-2001	2006-2007	2007-2008	2008-2009
Primary (1)						
Pre-primary	2,456.5	2,644.2	2,540.3	2,578.4	2,551.1	2,535.4
Year 2 - Year 6	4,810.0	4,218.0	3,953.0	4,016.9	4,047.3	4,062.3
Special needs	129.8	91.2	58.7	48.7	46.8	46.0
Total primary	**7,396.3**	**6,953.4**	**6,552.0**	**6,644.1**	**6,645.1**	**6,643.6**
Secondary (2)						
Lower secondary	3,261.9	3,253.5	3,290.9	3,100.6	3,084.0	3,088.5
Upper secondary vocational	807.9	750.0	705.4	719.7	713.4	703.1
Upper secondary general and technological	1,124.4	1,607.6	1,501.5	1,491.2	1,470.0	1,446.9
Adapted secondary education programme (SEGPA)	114.9	114.6	116.6	106.6	104.0	101.3
Total Min. Ed. secondary education	**5,309.2**	**5,725.8**	**5,614.4**	**5,418.0**	**5,371.4**	**5,339.7**
Secondary Agriculture (3)	117.1	116.2	151.3	155.0	153.5	151.6
Apprenticeship training centres (CFA)	244.1	226.9	376.1	417.7	433.7	435.9
Healthcare “school enrolled"	96.2	88.2	81.4	77.0	76.4	75.5
Higher education						
Total higher education	**1,184.1**	**1,717.1**	**2,160.3**	**2,253.8**	**2,231.5**	**2,231.7**
Overall total	**14,346.9**	**14,827.5**	**14,935.4**	**14,965.7**	**14,911.6**	**14,878.1**

(1) As of Year 2000: estimates for all primary education.
(2) Regional special needs schools (EREA) numbers are distributed according to the programme followed by the students.
(3) Excluding double-counting with Ministry of Education figures.

Sources: MEN-DEPP and MESR-DGSIP-DGRI-SIES

Schools

In comparison with the trends in school numbers, that regarding the number of schools reveals a downward tendency in primary education (just under 55,000 schools, including nursery and primary, in 2008 compared with nearly 69,000 in 1980) and relative stability in secondary education (just over 11,000 *collèges*, vocational *lycées* (LP) and *lycées*, both public and private).
The recent renewal and reorganisation of the priority education policy has led to classifying a little over 8,000 schools in either the *réseaux ambition réussite* (targeting success networks) or the *réseaux de réussite scolaire* (educational success networks) categories. At the start of the 2008/09 academic year, the former included 254 lower secondary schools (*collèges*) and 1,710 primary schools.

Trends in the number of schools

Metropolitan France + DOM – public and private

Primary schools	1980-1981	1990-1991	2006-2007	2007-2008	2008-2009
Public					
Nursery schools	15,996	18,829	17,250	17,000	16,748
Primary schools	45,664	39,009	33,040	32,928	32,750
Total	**61,660**	**57,838**	**50,290**	**49,928**	**49,498**
Private					
Nursery schools	363	419	160	213	194
Primary schools	6,663	5,966	5,217	5,188	5,183
Total	**7,026**	**6,385**	**5,377**	**5,401**	**5,377**
Total public + private	**68,686**	**64,223**	**55,667**	**55,329**	**54,875**

Secondary schools	1980-1981	1990-1991	2006-2007	2007-2008	2008-2009
Public					
Collèges (CES, CEG)	4,891	5,019	5,238	5,247	5,260
LP (LEP, CET)	1,353	1,362	1,043	1,027	1,012
Lycées (LEGT)	1,134	1,294	1,554	1,563	1,567
EREA (ENP)	n/a	82	80	80	80
Total	**7,378**	**7,757**	**7,915**	**7,917**	**7,919**
Private					
Collèges (ESC, CC)	1,757	1,814	1,773	1,778	1,771
LP (LEP, ETC)	978	809	653	660	660
Lycées (EST, ET, ES)	1,194	1,290	1,069	1,063	1,063
Total	**3,929**	**3,913**	**3,495**	**3,501**	**3,494**
Total public + private	**11,307**	**11,670**	**11,410**	**11,418**	**11,413**

Priority education schools at the start of 2008 (public)

	"Ambition réussite" network	*"Réussite scolaire"* network
Primary schools	**1,710**	**5,259**
nursery	796	2,235
primary	914	3,024
Lower secondary	**254**	**851**

Qualifications awarded

In 2008, the French Ministry of Education awarded nearly 1.5 million certificates to lower and upper secondary school students: just over 600,000 national *brevet* diplomas (ISCED 2) to Year 10 students, just over 500,000 *baccalauréat*s (ISCED 3) in the three general, technological and vocational streams and over 300,000 level V vocational diplomas (*CAP* and *BEP*) (ISCED 3).

Much lower than during the 1970s and 1980s, the number of qualifications recorded since 1990, which varies according to the level, can be explained firstly by the general shift upward in education levels: while the number that passed the *CAP* has practically halved (a trend that has come to a halt and even turned upwards in the last two sessions), the vocational *baccalauréat* pass rate has improved consistently since it was introduced in the mid-1980s and now has over 100,000 graduates (compared with 25,000 in 1990). The number of students that pass the different exams has also been affected by demographic trends, currently downward, in secondary education.

On the other hand, the increase in the number of successful candidates is supported, or even accentuated, by the general tendency toward an increase in examination pass rates: since 1990, the vocational *baccalauréat* has enjoyed a 3% rise, the *BEP* a rise of 6%, 9% for the *brevet*, a little over 12% for general and technological *baccalauréat*s and, finally, nearly 15% for the *CAP*.

Trends in qualifications awarded

Metropolitan France + DOM

	1990	1995	2000	2006	2007	2008
Brevet						
present	803,156	805,317	771,589	788,148	776,341	749,014
passes	584,453	592,153	601,110	620,168	634,369	614,872
% % of passes	*72.8*	*73.5*	*77.9*	*78.7*	*81.7*	*82.1*
CAP						
present	415,825	363,355	287,945	170,869	173,302	177,724
passes	269,798	260,673	215,623	132,192	137,972	143,155
% of passes	*64.9*	*71.7*	*74.9*	*77.4*	*79.6*	*80.5*
BEP						
present	230,625	284,770	285,799	247,095	241,808	237,555
passes	161,811	188,224	208,559	182,131	181,436	180,382
% of passes	*70.2*	*66.1*	*73.0*	*73.7*	*75.0*	*75.9*
General *baccalauréat*						
present	332,638	382,310	339,380	326,674	321,233	318,137
passes	250,864	287,046	271,155	282,788	281,733	279,698
% of passes	*75.4*	*75.1*	*79.9*	*86.6*	*87.7*	*87.9*
Technological *baccalauréat*						
present	169,406	183,154	193,107	181,950	173,545	169,159
passes	115,808	138,267	152,778	140,707	137,605	135,886
% of passes	*68.4*	*75.5*	*79.1*	*77.3*	*79.3*	*80.3*
Vocational *baccalauréat*						
present	33,095	90,716	117,019	130,037	133,748	134,225
passes	24,602	65,936	92,617	100,562	104,975	103,311
% of passes	*74.3*	*72.7*	*79.1*	*77.3*	*78.5*	*77.0*

Unemployment among young people and the labour force

Out of a concern not to conceal a key statistical series, here in the Appendix, we provide data on unemployment among young people aged 15 to 24, which previously came under Indicator 12. This year's modification makes it simpler to make comparisons between countries and to assess the benefits of study.

The risk of unemployment among young people aged 15-24 raises interpretation problems, when compared according to different qualification levels and between different countries. The advantages of holding a high-level qualification are underestimated, due to the effects, which cannot be ignored and have the inverse effect, of the amount of time that has passed since leaving education. Comparisons between countries also pose problems, apprenticeships under contract taken by the youngest students (aged 15-19) give rise to differences in school-to-work transition, a source of discrepancies between unemployment "rates", compared against the labour force, and "proportions", compared against the entire population.

Unemployment among young people aged 15-24 and the entire labour force

as a %

	Young people aged 15-24		Total labour force Unemployment rate		
	Unemployment rate	% of unemployed	Total	*Brevet* at the most	CAP, BEP, *baccalauréat* and higher
March 1980	13.9	7.7	6.1	6.9	5.0
March 1985	23.7	12.3	10.2	12.3	8.0
January 1990	18.1	8.0	9.2	12.5	6.6
March 1995	24.0	9.2	11.6	15.6	9.1
March 2000*	19.3	7.2	10.0	15.5	7.5
2005*	20.3	7.8	8.9	13.0	7.2
2006	21.4	8.2	8.8	13.3	7.1
2007	18.9	7.3	8.0	12.4	6.4
2008	**18.3**	**7.2**	**7.4**	**11.9**	**5.9**

* break in series from 2000 to 2005

Source: MEN-DEPP calculations based on INSEE Employment surveys (annual average since 2005)

Education level

French classification of education levels established by the *Commission statistique nationale de la formation professionnelle et de la promotion sociale* (Office for National Statistics on Vocational Training and Social Development)

Level VI: left school at the end of lower secondary education (Years 7-9) and one-year pre-vocational courses (CEP, CPPN and CPA).

Level Vbis: left school at the end of general Year 10, technological Year 9 & 10 and short upper secondary cycle classes before the final year.

Level V: left school after short-cycle, vocational course final year or dropped out of long-cycle secondary education before Year 13.

Level IV: left school at the end of long-cycle secondary education Year 13 or dropped out of post-*baccalauréat* courses before reaching Level III.

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

Levels II and I: left education with a second- or third-cycle university qualification, or a qualification from a *Grande Ecole*.

International Standard Classification of Education (ISCED)

ISCED 1: primary education

ISCED 2: lower secondary education

ISCED 3: upper secondary education

ISCED 4: post-secondary education not included in higher education (practically non-existent in France)

ISCED 5: first- and second-cycle higher education

ISCED 6: third-cycle higher education (PhD research)

Developed by UNESCO at the beginning of the 1970s, this classification system was revised and approved in 1997 following broad international consultation. It is a tool designed to produce comparable education and training statistics for all nations and to break down student numbers, flows of graduates and human and financial resources according to a common scale of education levels. It also serves to classify the population by education level. The level of education taken into account is defined as successful study recognised by a qualification: thus, in France, individuals with an ISCED 3 level qualification have attained at least a CAP, BEP or *baccalauréat*.

Equivalence of school years

French system	English system (used in this document)	American system	Explanation
CM1	Year 5	Fourth Grade	Penultimate year of primary school
CM2	Year 6	Fifth Grade	Last year of primary school
Sixième	Year 7	Sixth Grade	First year of lower secondary school
Troisième	Year 10	Ninth Grade	Last year of lower secondary school
Troisième	Year 13	Twelfth Grade	Final year of upper secondary school

Publications produced by the DEPP

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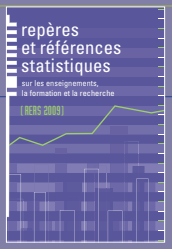

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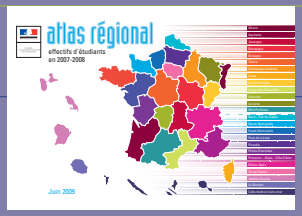

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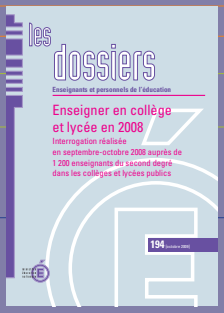

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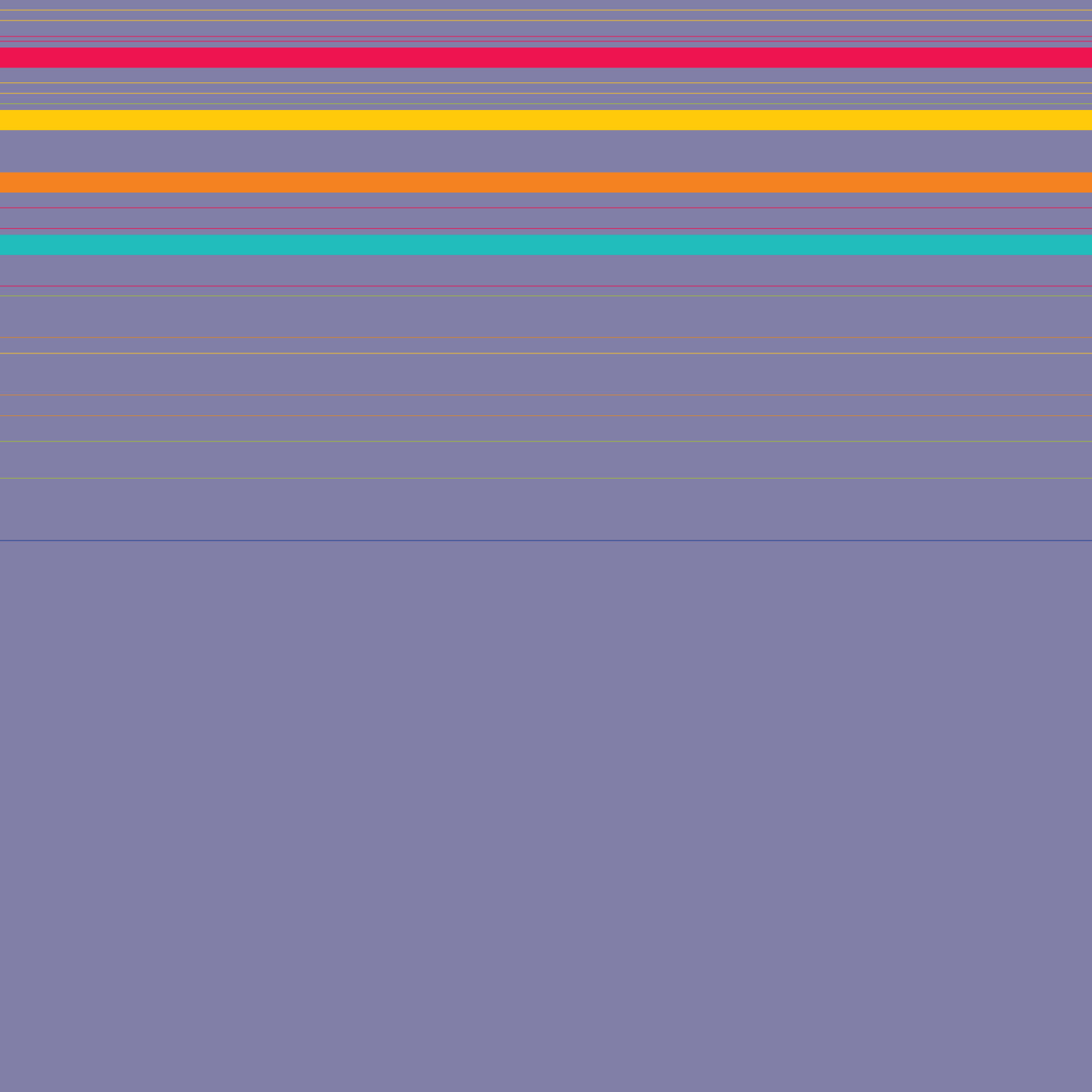

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