



Files on School Education

2010

School Education in France

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nationale



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What's new in 2010-2011?

A reform of upper secondary schools is being carried out to take action on several key aspects of schooling:

- more gradual career paths for secondary school pupils;
- tailored support for all pupils;
- each pupil to learn and be proficient in at least two modern languages.

It will be implemented in *seconde* (first year of upper secondary) at the beginning of the 2010-2011 academic year, in *première* (second year of upper secondary) at the beginning of the 2011-2012 school year and in *terminale* (last year of upper secondary) in September 2012.

Find out more: «Upper Secondary School: *le lycée*» page 11

The recruitment of teachers is changing. Every year in France, the State recruits several thousand teachers through competitive exam. From 2011 a two-year masters degree (5 years of Higher Education) will be a prerequisite for applying.

Find out more: «Teachers» page 6

General Principles

The French constitution states that it is the duty of the state to “provide free, compulsory, secular education at all levels”. The French school system was founded on general principles that were inspired by the 1789 revolution, built on and perfected by a set of legislative texts from the 19th century to the present day.

FREEDOM OF CHOICE

State schools and private schools that have a contract with the state coexist within the state system. In exchange for signing a public contract, private schools benefit from state support but are subject to regulation and must respect the national curriculum. The state alone awards diplomas. Exams are set at the national level. 83% of pupils are schooled in the state system and 17% in private schools. A small number of pupils are taught in private schools that have not signed a public contract.

FREE PROVISION

Provision of schooling at level 1 (*premier degré*: nursery and elementary schools), level 2 (*second degré*: lower secondary *collèges* and upper secondary general, technological and vocational *lycées*) is free in state schools. At primary level, local authorities at towns level (*les communes*) pay for textbooks in almost all cases. The State also provides free textbooks in *collèges* (lower secondary). Theoretically in *lycées* (upper secondary) textbooks are paid for by parents but in practice the *conseils régionaux* (regional authorities) cover this cost.

NEUTRALITY

State schooling is neutral: teachers and pupils are required to show philosophical and political neutrality.

LAÏCITÉ (SECULARISM)

The French school system has been based on the principle of secularism since the end of the 19th century. State schooling has been secular since the Jules Ferry * Education Act of 28 March 1882. Staff have been secular since 30 October 1886. Respect for the beliefs of pupils and their parents means an absence of religious education in the curriculum, the prohibition of proselytising and the secularism of staff. The principle of religious freedom led to the introduction of one day off every week to allow for religious teaching outside school.

* after the Minister for State Schools from 1879 to 1883

The Structure of the School System

THE STRUCTURE OF THE SCHOOL SYSTEM				
Primary <i>(école primaire)</i> 3 - 11 years old	Nursery school <i>(école maternelle)</i> 3 - 6 years old	<i>Petite section</i>	cycle 1	
		<i>Moyenne section</i>		
		<i>Grande section</i>		
	Elementary school <i>(école élémentaire)</i> 6 - 11 years old		<i>Cours préparatoire (CP)</i>	cycle 2
			<i>Cours élémentaire 1^{ère} année (CE 1)</i>	
			<i>Cours élémentaire 2^e année (CE 2)</i>	
			<i>Cours moyen 1^{ère} année (CM 1)</i>	cycle 3
			<i>Cours moyen 2^e année (CM 2)</i>	
Secondary <i>(secondaire)</i> 11 - 18 years old	Lower secondary <i>(collège)</i> 11 - 15 years old	6 ^e		
		5 ^e		
		4 ^e		
		3 ^e		
	Upper secondary <i>(lycée)</i> 15 - 18 years old (*)	Generale route Technological route <i>Seconde</i> <i>Première</i> <i>Terminale</i> <i>Baccalauréat général et technologique</i>	Vocational route <i>Seconde</i> <i>Première</i> <i>Terminale</i> <i>Baccalauréat professionnel</i>	

(*) This age range does not apply to the *lycées professionnels* as a CAP (vocational training qualification) can be followed by a vocational *baccalauréat professionnel* from *première* (year 11).

Devolved Powers

Since the 1980s the State has been devolving powers in order to strengthen the role of local authorities in the management of the school system.

Overview of competencies	Nursery and primary	Low secondary secondary (<i>Collège</i>)	Upper secondary (<i>Lycée</i>)
Investment (construction, reconstruction, equipment, functioning)	Municipality	<i>Département</i>	<i>Région</i>
Teaching materials	Municipality	State	State
Teaching staff (recruitment, training, postings, pay)	State	State	State
Curriculum	State	State	State
Awarding diplomas	—	State	State

NB. France has 26 *régions* (30 *académies* responsible for the local administration of education), 100 *départements* and 36 851 towns (*communes*).

The Mission of the School System

The state school system contributes to equality of opportunity and must enable each pupil to develop his or her personality, raise his or her standard of initial and continuing education, integrate socially and professionally, exercise his or her citizenship. School education facilitates the development of the child by allowing him or her to become cultured, preparing him or her for the workplace and exercising his or her responsibilities as a citizen. It is the basis of lifelong education.

According to the 2005 Education Act (*loi d'orientation et de programme pour l'avenir de l'école*) the main mission of schools, aside from the transmission of knowledge, is to communicate the values of the French Republic. Compulsory schooling must guarantee that pupils have the «necessary means to acquire a common core of knowledge and skills the possession of which is crucial for the successful completion of schooling and the development of a personal and professional identity.»

Teachers

As of 2009 there are 857 260 teachers in France. Recruited by competitive exam, they become State civil servants.

From 2011, candidates must have a two-year master diploma in order to apply and no longer only a bachelors degree. Objective: raising the standard of qualification of teachers. Whilst preparing for the competitive exam at university, students can have work experience in class, either through observing or teaching, with the support of another teacher either with sole responsibility for a class. Afterwards successful candidates become trainee teachers: they are assigned to a school for a year. They are awarded permanent status at the end of their first year of teaching and training, if their assessment is positive.

SEVERAL COMPETITIVE EXAMS

In order to teach at primary level, candidates take the primary teacher recruitment competition (CRPE) organised by the regional *académie* (France has 30 *académies*). There are several national competitive exams for teaching in the public sector at secondary level:

- The Certificate of Aptitude in Secondary Teaching (*Certificat d'aptitude au professorat de l'enseignement du second degré, CAPES*);
- The Certificate of Aptitude in Physical and Sporting Education teaching (*Certificat d'aptitude au professorat d'éducation physique et sportive, CAPEPS*);
- The Certificate of Aptitude in Vocational Teaching (*Certificat d'aptitude au professorat de lycée professionnel, CAPLP*);
- The *Agrégation* (more selective than the *CAPES* and awarding different working conditions).

KEY FIGURES

321 739 teachers in the state sector *premier degré* (primary).

46 140 teachers in the private sector *premier degré* (primary).

393 860 teachers in the state sector *second degré* (secondary).

95 521 teachers in the private sector *second degré* (secondary).

Source: *Repères et références statistiques 2009 – L'état de l'École 2009 - Direction de l'évaluation, de la prospective et de la performance* (Assessment, Forward-Planning and Performance Directorate), - Ministry of National Education, Ministry for Higher Education and Research)

The Acquisition of the Common Core of Knowledge and Skills

Nursery, elementary and lower secondary education must allow pupils to acquire the Common Core of Knowledge and Skills. This sets out seven key competences in which pupils must be proficient at the end of compulsory schooling. The Core is the flagship measure of the Education Act of 23 April 2005. It is based on the recommendation of the European Parliament and the European Council in terms of «key competences for education and lifelong learning».

A REFERENCE DOCUMENT FOR DRAWING UP THE SYLLABUS

The Common Core of Knowledge and Skills is the reference document for drawing up the syllabuses of primary and lower secondary education. The text lays out the set of values, knowledge, languages and practices that need to be mastered in order for each pupil to successfully complete his or her schooling, continue his or her education, build his or her personal and professional future and be a successful member of society. It sets out the minimum standards to be attained by all at the end of compulsory schooling.

THE SEVEN KEY COMPETENCES OF THE COMMON CORE OF KNOWLEDGE AND SKILLS

The Common Core of Knowledge and Skills is organised around seven key competences:

- command of the French language;
- proficiency in a modern foreign language;
- key elements of mathematics, science and technology;
- proficiency in information, technology and communication;
- humanist culture;
- social and civic skills;
- autonomy and initiative.

Each of these key competences is devised as a combination of knowledge, skills and attitudes appropriate to the context and that are essential throughout life.

THE THREE STAGES OF ASSESSMENT

The first stage of assessment, at the end of *CE1* (year 2 at primary school), involves the acquisition of fluent reading and writing as well as the first elements of mathematics.

The second, in *CM2* (last year of primary), allows the consolidation of parts of the seven key skills learned through primary education.

A third and final assessment of the command of the seven competences is organised in *troisième* (year 9) by schools.

Competences are acquired progressively throughout compulsory schooling. Pupils who have difficulty acquiring the common core of knowledge and skills are offered a tailored programme of support.



Primary School

A NATIONAL STRUCTURE

Since 1990, the skills that are expected of pupils have been set by stage (*cycle*) (see table, page 5 «The Structure of Schooling»). Teachers are provided with assessment tools. As such they have access to national benchmarks in order to measure the attainment of all pupils and better identify those who are experiencing difficulties. The current syllabuses contain suggested annual targets in French and mathematics.

As of the 2008-2009 academic year, pupils are taught for twenty four hours a week, spread over eight or nine half days, from Monday to Friday. Those with learning difficulties can, among other things, benefit from tailored support for two hours a week.

NURSERY SCHOOLS

The specificity of the French school system is that pupils have access to nursery education before the age of six, when compulsory schooling begins. It is often divided into three levels, *petite*, *moyenne* and *grande*, according to the age of the children. A quarter of two year-olds and almost all three to five year-olds attend nursery school. It is where the majority of children are first educated outside the family.

Although it is optional, nine out of ten children attend nursery school and it is now part of regular schooling.

The curriculum of nursery education is divided into five areas:

- appropriating language and discovering writing;
- becoming a pupil;
- corporal movement and expression;
- discovering the world;
- seeing, feeling, imagining, creating.

The acquisition of language and its development, the discovery of the world of writing and that of numbers, learning to «live together» are prioritised. The main purpose of nursery education is to allow pupils to develop their full potential and to have an initial successful experience of school.

ELEMENTARY SCHOOL

The main priority of elementary education during the cycle of basic skills (*CP* and *CE1*: years 1 and 2), is learning the French language and mathematics. In addition to these key subjects there are foreign languages, activities for discovering the world, artistic practices (visual arts and musical education), the history of art, physical education and, in some schools, a regional language.

During the further skills stage (*CE2*, *CM1* and *CM2*), literature, history, geography, experimental science and technology are firmed up. Information and communication technology are tools used to support a range of school activities and proficiency in it leads to the first level of the Information technology and internet brevet qualification (*B2i*).

Schools take into account the different aptitudes of each pupil. In addition to reasoning and intellectual thought, a taste for experimentation, awareness, motor skills and creative imagination are developed.

SUPPORT FOR PUPILS WITH DIFFICULTIES

«Tailored» responses are offered to the pupil depending on his or her age and the nature of his or her difficulties:

- two hours help is provided by teachers every week;
- support provided by the staff of the networks of specialised help for pupils in difficulty (*RASED*).

Refresher classes aimed at pupils in the last two years of primary school (*CM1*-*CM2*) who show serious shortcomings in French and maths are provided in addition to the tailored support. These courses are spread over three periods: one week over the spring holidays and the first and last week of the summer holidays. They take place over five days with three hours of daily teaching tailored to the needs of the pupil.

Pupils attending elementary schools in Education Action Zones can also benefit from educational support. (See table page 12)

The priority education policy aims to correct the effects of social and economic inequality on educational attainment. Since 2006 the central objectives have been:

- command of the Common Core of knowledge and skills by all pupils at the end of compulsory schooling;
- a reduction in the attainment gap between pupils attending schools in deprived areas and those attending other schools.

Priority education is structured around networks that unite a school or several schools around a shared project. The *ambition réussite* (*RAR*) schools are attended by a very high number of pupils in social and academic difficulty. Schools that make up the network *réseaux de réussite scolaire* (*RRS*) are attended by more socially heterogeneous groups.

At the beginning of the 2008 academic year

254 RAR made up of **254** public sector lower secondary schools (*collèges*) and **1 710** primary schools

118 000 lower secondary pupils, that is **1 on 20**

The **RRS 5 259** public sector primary schools and **851** (lower secondary schools (*collèges*)

393 500 lower secondary pupils, that is **16%** of the overall figure

Source : *Repères et références statistiques 2009 - L'état de l'École 2009 - Direction de l'évaluation, de la prospective et de la performance* (Assessment, Forward-Planning and Performance Directorate), - Ministry of National Education, Ministry for Higher Education and Research



Lower Secondary School: *le collège*

Lower secondary schools take all pupils from elementary school without an entrance exam. It provides schooling for all pupils. Its primary objective is to help all to master the Common Core of Knowledge and Skills.

TEACHING

Teaching in the lower secondary is organised by subject: French, mathematics, history-geography (taught together), civic education, life and earth sciences, technology, art, musical education, physical education, physics-chemistry (taught together), two modern languages as well as the teaching of the history of art. The objectives are set through a national curriculum.

ORGANISATION

The four years (*sixième - cinquième - quatrième - troisième*: years 6 to 9) of compulsory schooling are organised in three stages or *cycles*.

***Sixième* (year 6): the adaptation cycle**

The objective is to consolidate the achievements of primary school and initiate pupils in the working methods of lower secondary education. Particular attention is paid to integrating pupils and helping them with their work. In *sixième*, pupils learn a first modern foreign language or two if they are in a bilingual class.

***Cinquième* and *quatrième* (years 7 and 8): the central cycle**

The objective is to enable pupils to deepen their “knowledge and skills”. This cycle is characterised by its consistency over two years and the gradual enrichment of the syllabus through the introduction of optional subjects. Particular attention is paid to those experiencing academic difficulties over the two years. Pupils are offered the opportunity to discover trades and vocational training (eg. through work experience).

In *cinquième* physics and chemistry are taught for the first time. Pupils can take one of the classics (Latin) as an option.

In *quatrième* pupils choose a second modern foreign or regional language.

***Troisième* (year 9) : the orientation cycle**

The orientation cycle allows pupils to build on what they have learned in lower secondary and to work towards general, technological and vocational study at the next level.

In this year, pupils continue their learning of modern languages begun in previous year. They can also choose an ancient language (Greek) or a three hour weekly module of vocational familiarisation. Those who choose this option are dispensed from the second modern language.

At the end of this year, pupils sit an exam to obtain the ***diplôme national du brevet (DNB)*** which assesses the Knowledge and Skills learned in lower secondary and certifies the command of the Common Core of Knowledge and Skills. It takes coursework into account and includes three written tests in French, mathematics, history-geography-civic education and, from 2011, a paper in art history.

Educational support

Families whose children attend elementary schools in education priority zones (schools faced with a high degree of academic difficulty) and lower secondary school can opt for this additional support which is available for two hours a day, four days a week, all year long. Four additional areas are offered: help with homework and classes, sporting activities, artistic and cultural activities and English (at *collège*).



Upper Secondary School: *le lycée*

At the end of lower secondary pupils can take one of two routes.

The General and Technological route which leads to higher education. Pupils join *seconde* class in General and Technological Upper Secondary School. This is the «*initiation*» cycle. It is shared by all pupils who are following general or technological studies. At the end of *seconde* (year 10), pupils enter the “*cycle terminal*” (sixth form) which includes *première* (lower sixth form: year 11) and *terminale* (upper sixth: year 12) working towards general or technological baccalaureates.

The vocational route which allows entry into the world of work or further study.

With an academic status, in the vocational school (*lycée professionnel*) pupils enter *seconde* to study for the vocational baccalaureate (*baccalauréat professionnel*) over three years or a certificate of vocational aptitude (*CAP*) over two years. Through apprenticeships, young people work towards a vocational diploma in an apprentice training centre (*centre de formation des apprentis, CFA*) and with an employer.

At the lycée the syllabuses are national.

THE GENERAL AND TECHNOLOGICAL ROUTES

At the beginning of the 2010 academic year, the new general and technological *seconde* class will be introduced in the context of the reform of upper secondary schools. This reform will affect *première* classes at the beginning of the 2011 academic year and the *terminale* classes at the beginning of the 2012 academic year.

One of the key objectives is to make the career choices of pupils less irreversible and to allow trajectories to be corrected.

To achieve this objective, the specialisation of the different routes takes place gradually with a high proportion of teaching time allocated to core courses for all pupils of *seconde* and *première*.

Seconde (Year 10): The Initiation Cycle

Seconde represents a first step on the academic route of the general and technological upper secondary school. As an initiation class, it provides general culture for all pupils which allows them to discover new literature, artistic, scientific or technological subjects or work towards further study.

Core classes make up 23h30, that is 80% of the pupil's overall timetable. The second modern language is integrated into these classes and becomes compulsory for all pupils.

Familiarisation classes allow familiarisation with new disciplines. Upper secondary school pupils choose two compulsory familiarisation disciplines, one of which is in the field of economics. The second familiarisation subject is to be chosen from a list which includes :

- scientific and technological courses (scientific methods and practices, engineering science, science and laboratories...);
- literary courses (literature and society, languages and cultures of Antiquity, that is Latin or Greek, Modern Language 3);
- artistic courses (artistic creation and activities).

These choices do not determine the access to a particular specialism for the last two years of upper secondary.

Tailored Support

A major innovation of secondary reform, tailored support is offered to all pupils. It forms part of their timetable and does not create an additional burden.

In the first year, tailored support allows pupils to adapt to the demands of work in upper secondary school, to develop methods that help them to work towards higher education and to develop their career plans. It includes:

- support for pupils in difficulty;
- developing more in-depth knowledge of, or another approach to, the disciplines studied;
- methodological help;
- careers advice.

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In each discipline the pupils' study hours continue to be set at national level. Nevertheless, schools have greater flexibility in their organisation. A proportion of their allocated teaching hours is set aside for them to organise tailored support and small groups within the disciplines. Each school council, in which teachers participate, is consulted on the use of this part of the allocation.

Specialised «second classes» leading to *brevets de technicien (BT)* and *baccalauréats technologiques* (catering and techniques of music and dance, TMD) have been kept.

Last two years of upper secondary school

Pupils specialise gradually : they chose a general or technological route. This cycle leads them to the baccalauréat.

The General Route leads holders of the *baccalauréat* towards long study. It includes 3 specialisations:

- social and economic science (*ES*);
- literary (*L*);
- scientific (*S*).

The technological route favours further study, particularly for those working towards becoming an engineer or senior technician, over two years and more. It includes 7 specialisations:

- *STL* (sciences and technology of the laboratory);
- *STI* (industrial science and technology);

- *STG* (science and technology of management) ;
- *ST2S* (science and technology of health and social care) ;
- *TMD* (techniques of music and dance) ;
- Catering ;
- *STAV* (science and technology of agriculture and life), in *lycées* run by the Ministry of Agriculture.

At the end of the last year, pupils sit the *baccalauréat* exam, the first higher education diploma. As such, it gives access to the first year of university study. Some parts of the exam are taken at the previous year (for example French).

This reform will affect *première* classes from the beginning of the 2011 academic year and the *terminale* classes from the beginning of the 2012 academic year.

The framework of the existing specialisations has been maintained but their internal organisation and content have been reformed. In *première*, the proportion of culture that is taught to all pupils has been increased. In *terminale*, the specialism is more marked with a view to further study in higher education. Three specialisations are undergoing substantial transformation.

In the general route, the literary specialisation (*série L*) is becoming a path of excellence for learning modern languages and international awareness.

In the technological route, the specialisations with an industrial technological purpose («sciences and technologies of industry and sustainable development» and «sciences and technologies of the laboratory») have been revised: they are more versatile and offer broader opportunities and better preparation for higher education.

THE VOCATIONAL ROUTE

The vocational route offers practical schooling related to business and trades. It enables pupils to acquire vocational skills as well as the knowledge and skills of a particular vocational sector. All vocational diplomas can be taken at school, in a vocational *lycée* (*lycée professionnel*) or through an apprenticeship, in an Apprentice Training Centre (*CFA*).

At the beginning of the 2009 school year, the vocational route was reformed. The aim of this reform was to help raise the qualification level of young people in the vocational route, to improve their transition into employment and to facilitate their access to further education.

The main measure changed the length of the period of study for the vocational baccalaureate to bring it into line with that of the general and technical baccalaureates. The period of study is now three years after lower secondary instead of four previously.

At the end of last year of upper secondary, pupils sit the vocational baccalaureate, a national exam that, like other baccalaureates, gives a level IV end of secondary schooling certificate (French classification, see inset on page 17) and the first higher education diploma. A level V intermediary qualification (*CAP* or *BEP*) is taken in the course of the three year period of study to ensure that each young person obtains a qualification.

Qualifications:

- *le certificat d'aptitude professionnelle (CAP)*: Certificate of professional aptitude): level V, 2 years of study, more than 200 specialisms;
- *le baccalauréat professionnel* (vocational baccalaureat): level IV, 3 years of study, 70 specialisms;
- *le brevet professionnel (BP)*: level IV, (only through apprenticeship) 2 years of training after a *CAP*, 68 specialisms;
- *la mention complémentaire (MC)*: optional qualification): level V or IV, one year after the *CAP* or *baccalauréat professionnel*, 57 specialisms;
- *le brevet des métiers d'art (BMA)*: arts vocational qualification): level IV, 2 years after a *CAP* in the vocational arts, 26 specialisms.

VOCATIONAL UPPER SECONDARY (LYCÉES PROFESSIONNELS)

In the *lycées* vocational and technological education takes up 40 to 60% of a pupil's timetable. It is taught in class and, depending on the specialism, in workshops, laboratories or on building sites. On the job training is also offered over 22 weeks in three years for the vocational baccalaureate and over 12 to 16 weeks for the two years of the *CAP*. The skills learned during these periods, as defined by the guidelines for each diploma, are assessed by an exam.

Academic subjects (French, mathematics, history-geography, science, modern language) take up around 50%.

APPRENTICESHIPS

Apprenticeships are available from the age of sixteen and combine practical training with an employer and lessons in a Apprentice Training Centre. Apprentices have a work contract under the responsibility of the apprenticeship master. They can also train in public services.

The different levels of training

French classification	Education level	ISCED* classification
Level VI	No education beyond the end of compulsory schooling	0
Level V bis	Education of no more than a year (leaving before last year of cycle)	2
Level V	Education equivalent to <i>BEP</i> or <i>CAP</i>	3c
Level IV	Qualification equivalent to the baccalaureate or <i>brevet professionnel</i>	3
Level III	<i>BTS</i> , <i>DUT</i> or end of the 1 ^{er} cycle of higher education	5b
Level II et I	Level comparable or above that of the 2 nd cycle of higher education	6

* UNESCO's international standard classification of education (ISCED) used for international comparison (classification according to the diploma obtained).

French Schooling Abroad

The French curriculum is followed in 475 schools accredited by the French Education Ministry in association with the French Ministry of Foreign Affairs in 133 countries. The majority of these schools are private and fee-paying. A little over 250 000 pupils around the world follow the French curriculum.

Most of these schools belong to two networks. The *Agence pour l'enseignement français à l'étranger* (AEFE: The Agency for French Schooling Abroad), a public body under the Ministry of Foreign Affairs, is responsible for monitoring and developing 253 schools and 174 000 pupils in 130 countries that follow the French curriculum. *La Mission laïque française* (The French Secular Mission) brings together 87 schools in 35 countries attended by more than 30 000 pupils.

Some Key Figures (2008/2009)

Pupils in primary schools **6 643 600**

Of which 46 000 in schools that are specially adapted for disability (ASH)	
– In nursery schools	2 535 400
– In elementary schools	4 062 200
– Percentage of public sector	86.45

Pupils in secondary schools **5 339 700**

Of which 101 300 in schools which are specially adapted for disability	
– In lower secondary schools	3 088 500
– In general and technological upper secondary schools	1 446 900
– In vocational upper secondary schools	703 100
– Percentage of public sector	78,9

Teachers **857 260**

– Primary school teachers in the state sector	321 739
– Secondary school teachers in the state sector	393 860
– Primary school teachers in the private sector	46 140
– Secondary school teachers in the private sector	95 521
– Percentage of public sector	83,47

Schools

– Number of primary schools, lower and upper secondary schools	66 288
– Number of primary schools	54 875
– Number of lower secondary schools	7 031
– Number of general and technical upper secondaries	2 630
– Number of vocational upper secondary schools	1 672
– Number of regional special learning schools	80
– Percentage of public sector	86,6

Budget

Expenditure for education in 2008 in billions of Euros, (total spending of French society on education: State, local authorities, business, households etc)	129.4
Education Ministry budget in 2009 in billions of Euros	60

Source: *Repères et références statistiques 2009 – L'état de l'École 2009* - Direction de l'évaluation, de la prospective et de la performance (Assessment, Forward-Planning and Performance Directorate), - Ministry of National Education, Ministry for Higher Education and Research)

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Editor

Directorate General for Schools

Contact

International Relations Unit
international@education.gouv.fr

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