

COUNTRY NOTE



Education at a Glance 2012: OECD Indicators

FRANCE

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Visit our website: www.oecd.org/edu/eag2012 <http://dx.doi.org/10.1787/eag-2012-en>

Key findings

- Pre-primary education is provided to a high proportion of children in France, despite lower investment per pupil compared with the OECD average. This lower investment is reflected in a higher pupil to teaching staff ratio than in the majority of OECD countries.
- On average, primary and secondary teachers are younger in France than in many European and OECD countries, and fewer of them will be retiring in the coming years compared to the OECD average.
- In France, young adults whose parents do not have an upper secondary education have fewer opportunities to access higher education, given the percentage of this type of household in the general population. Nevertheless, those who do undertake tertiary studies and whose parents have less education compensate for this initial handicap by being more likely to complete successfully their tertiary studies.
- Although France has now caught up with other OECD countries in the level of education attained by its population, the proportion of graduates at the doctorate level (or Ph.D.) is smaller than the OECD average.
- The enrolment rate among 15-19 year-olds in France has been declining over the past 15 years. This trend is a cause for concern, as the employability of 15-19 year-olds who are not in education is a particularly sensitive issue in France.
- France spends more than 6% of its GDP on education, but there is an unequal distribution of its expenditure on primary and secondary education. Expenditure on tertiary education has increased in recent years, despite the fact that tuition fees are still moderate compared with other OECD countries.

Other findings

- People with tertiary (higher) education earn substantially more than those with lower levels of education. In OECD countries, tertiary graduates can expect to earn an average of 55% more (**compared with 47% more in France**) than upper secondary graduates (see Table A8.1).

- In 2009, in the majority of OECD countries, expenditure on education had not yet been affected by the economic crisis. **Between 2008 and 2009, expenditure on all levels of education increased in France and in 23 of the 31 other countries for which data are available, while GDP declined in 26 of those countries, including France** (see Box B2.1).
- During the past 30 years, there has been a substantial increase in the number of students enrolled in tertiary education outside of their country of citizenship, from 0.8 million students in 1975 to 4.1 million in 2010, i.e. a more than fivefold increase. **“Foreign” students make up a significant percentage (11.6%) of tertiary students in France** (see Table C4.1).
- **In France, statutory salaries of primary and secondary teachers are lower than the OECD average**, both for beginning teachers and for those with 10 to 15 years of professional experience. The majority of countries where teachers' starting statutory salaries are lower than the OECD average are also those where the maximum statutory salaries are lower than the average. Exceptions to this trend are **France**, Japan, Korea and Mexico, where the starting salary is at least 5% lower than the OECD average, but where the maximum salary is higher than the OECD average (see Table D3.1 and Table D3.4, available on line).
- In most countries, teachers spend more time teaching per year in primary schools than in secondary schools. **In the Czech Republic, France, Greece and Israel, primary school teachers spend at least 30% more time teaching than lower secondary school teachers** (see Table D4.1).

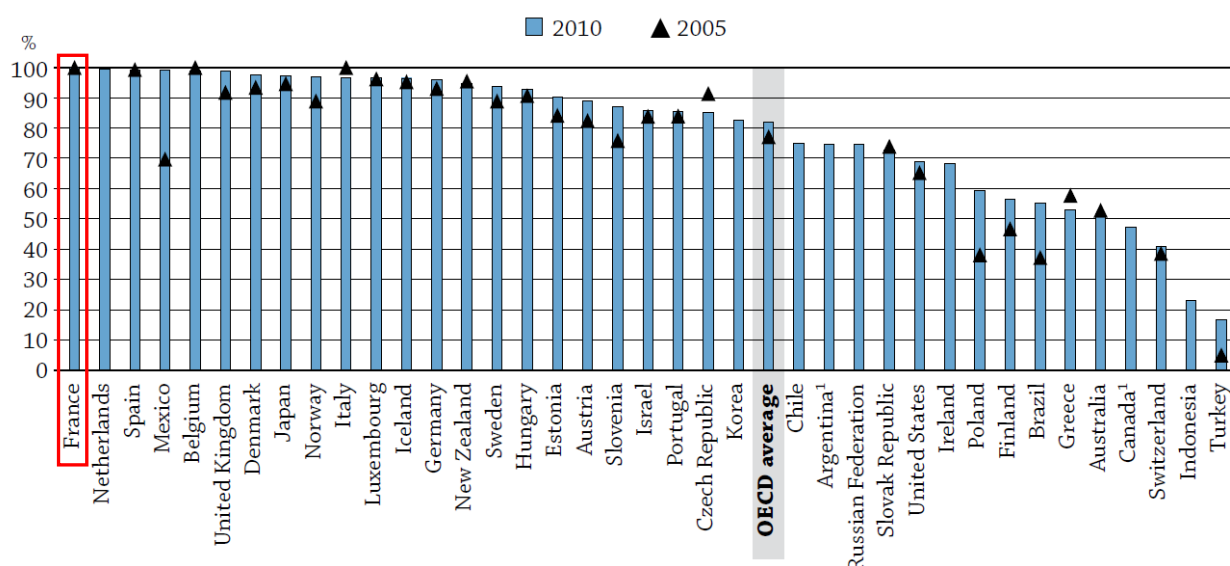
New elements in Education at a Glance 2012

- **In what way are early childhood education and care systems different around the world?**

France provides pre-primary education to one of the largest proportions of children among OECD countries...

For the first time, *Education at a Glance 2012* is devoting a full indicator to pre-primary education. Subsidised early childhood education and care systems tend to be more developed in European OECD countries than in non-European OECD countries. In Europe, generalised pre-primary education between the ages of three and six is widely agreed on. In the majority of OECD countries, most children start school well before the age of five. **Belgium, France, Iceland, Italy, Norway, Spain and Sweden have the highest enrolment rates in pre-primary education among three-year-olds: in these countries, more than 90% of children of this age are enrolled in pre-primary education** (see Table C2.1).

Similarly, more than three-quarters of four-year-olds (79%) are enrolled in pre-primary education on average across all OECD countries; in OECD countries that are members of the European Union, 83% of four-year-olds are enrolled in pre-primary education. Pre-primary enrolment rates among four-year-olds exceed 95% in Belgium, **France**, Germany, Iceland, Italy, Japan, Luxembourg, Mexico, Norway, the Netherlands, New Zealand, Spain and the United Kingdom, but are under 60% in Australia, Brazil, Canada, Finland, Greece, Indonesia, Poland, Switzerland and Turkey (see Table C2.1 and Chart C2.1).

Chart C2.1. Enrolment rates in early childhood and primary education at age 4 (2005 and 2010)*Full-time and part-time pupils in public and private institutions*

1. Year of reference 2009.

Countries are ranked in descending order of the enrolment rates of 4-year-olds in 2010.

Source: OECD. Argentina and Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Table C2.1.

See Annex 3 for notes (www.oecd.org/edu/eag2012).StatLink <http://dx.doi.org/10.1787/888932663055>*... despite lower-than-OECD-average expenditure per student, mainly funded by public sources.*

Annual expenditure per pre-primary pupil, in both public and private schools, amounts to USD 6 670, on average across OECD countries (compared with USD 6 185 in France), but it varies considerably across countries. Expenditure per pre-primary pupil is no more than USD 2 500 in Argentina, Brazil, Indonesia, Mexico and South Africa, but exceeds USD 10 000 in Luxembourg and New Zealand (see Table C2.2).

When compared with primary, secondary and post-secondary non-tertiary education, the share of private funding is highest in pre-primary education (**18% on average, compared with 6% in France**). Nevertheless, this percentage varies widely across countries, ranging from 5% or less in Belgium, Estonia, Luxembourg, the Netherlands and Sweden, to 25% or more in Argentina, Austria and Germany, and even to more than 48% in Australia, Japan and Korea (see Table C2.2 and OECD, 2011).

The ratio of students to teaching staff (teachers and teachers' aides combined) is higher in France than in most OECD countries.

The ratio of students to teaching staff is a good indicator of the resources invested in pre-primary education. The pupils to teacher ratio (excluding non-teaching staff, e.g. teachers' aides) ranges from more than 20 pupils per teacher in China, **France**, Israel, Mexico and Turkey, to fewer than 10 pupils per teacher in Chile, Iceland, New Zealand, Slovenia and Sweden. The average among all OECD countries is 14 pupils per teacher.

Some countries make extensive use of teachers' aides in pre-primary education. Fifteen countries reported better pupils to teacher ratios when teachers' aides were taken into account. The ratio of pupils to contact staff (teachers and teachers' aides) is substantially lower than the ratio of pupils to teachers (by at least two fewer pupils) in Austria, Brazil, China, **France**, Germany, Ireland, Israel and the United States (see Table C2.2).

- **How is the age distribution changing for primary and secondary teachers?**

On average, primary and secondary teachers are younger in France than in many European and OECD countries...

In some OECD countries where a large number of teachers will retire in the next ten years and/or where the number of students is likely to increase, governments will have to train and recruit new teachers. Since the quality of teachers obviously is the main factor influencing students' performance, concerted efforts should be made to encourage the most academically talented students to become teachers.

On average in OECD countries, **42% of primary school teachers are younger than 40 (compared with 49% in France)**. However, in seven OECD countries or other G20 countries, namely Belgium, Brazil, Ireland, Israel, Korea, Luxembourg and the United Kingdom, more than half of primary teachers are younger than 40 (see Table D5.2 and Chart D5.1).

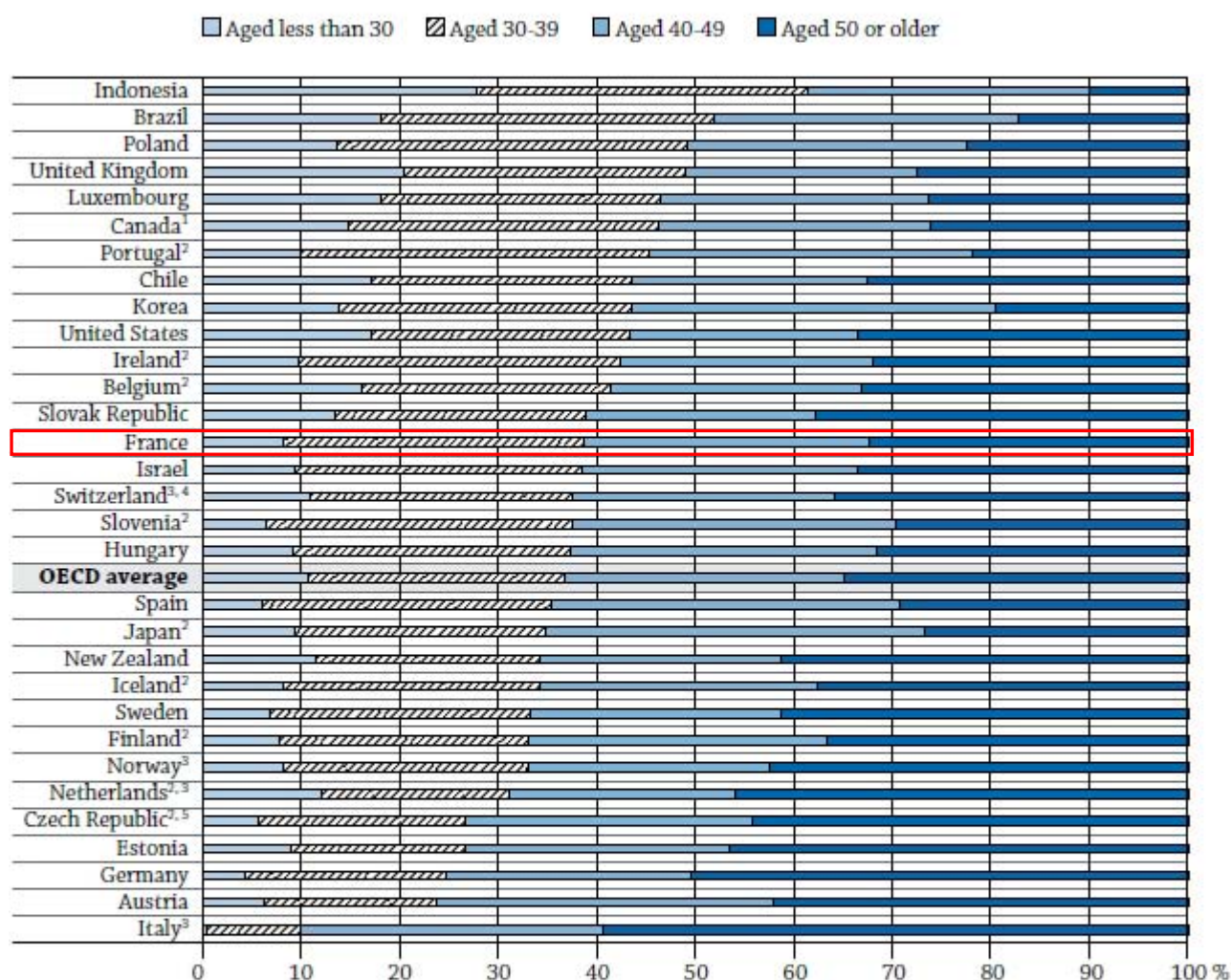
In France and in only 13 of the other 32 OECD countries and other G20 countries, at least 39% of secondary school teachers are younger than 40, according to 2010 data. Meanwhile, fewer than 30% of secondary school teachers are under 40 in Austria, the Czech Republic, Estonia, Germany and Italy.

... and a smaller proportion of them will retire in the coming years, compared to the average across OECD countries.

According to 2010 data, an average of 35% of secondary school teachers are over 50 (compared with 32% in France); more than 40% are over 50 in Austria, the Czech Republic, Estonia, Germany, Italy, the Netherlands, New Zealand, Norway and Sweden (see Table D5.2 and Chart D5.1).

What's more, **between 1998 and 2010, the percentage of secondary school teachers who were 50 or older increased from 28.8% to 34.2% on average (from 30% to 32% in France)** in countries for which data are available. This proportion increased significantly, by eight percentage points or more, in Austria, Germany, Ireland, Japan, Norway, Switzerland and the United Kingdom.

On the other hand, the percentage of teachers below the age of 40 increased only slightly, from 36.2% to 37.5%, on average in countries for which data are available. It decreased in seven countries, most notably in Austria, Japan and Korea, where it dropped by 14 percentage points or more.

Chart D5.1. Age distribution of teachers in secondary education (2010)*Distribution of teachers in educational institutions, by age group*

1. Year of reference 2009.

2. Secondary education includes post-secondary non-tertiary education.

3. Public institutions only.

4. Upper secondary education includes general programmes only.

5. Upper secondary education includes tertiary-type B education.

Countries are ranked in ascending order of the percentage of teachers aged 40 or older at the secondary level.

Source: OECD. Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Table D5.2. See Annex 3 for notes (www.oecd.org/edu/eag2012).StatLink  <http://dx.doi.org/10.1787/888932663796>

However, in France, secondary education is more affected than primary education by the ageing of its teaching force.

The percentage of teachers older than 50 is greater in upper secondary education than in primary education. The difference is over 10 percentage points in Belgium, the Czech Republic, Estonia, Finland, France, Israel, Italy, the Netherlands, Norway, Poland and the Slovak Republic (see Table D5.1 and Chart D5.1).

In France, teachers are recruited by a central authority, as is the case in one-third of OECD countries.

In approximately one-third of OECD countries for which data are available, authority over recruiting, dismissing and assigning teachers is highly centralised. In Australia, Austria, Belgium (French Community), **France**, Luxembourg, Mexico, Spain and Turkey, the central executive body or state entity has such authority, either exclusively or after consultation with schools. In contrast, in Belgium (Flemish Community), Canada, Chile, the Czech Republic, Denmark, England, Estonia, Finland, Hungary, Iceland, Ireland, the Netherlands, Norway, Poland, Scotland, the Slovak Republic, Slovenia, Sweden and the United States, only local executive bodies and schools have the authority to recruit, dismiss and assign teachers (see Table D5.6, available on line).

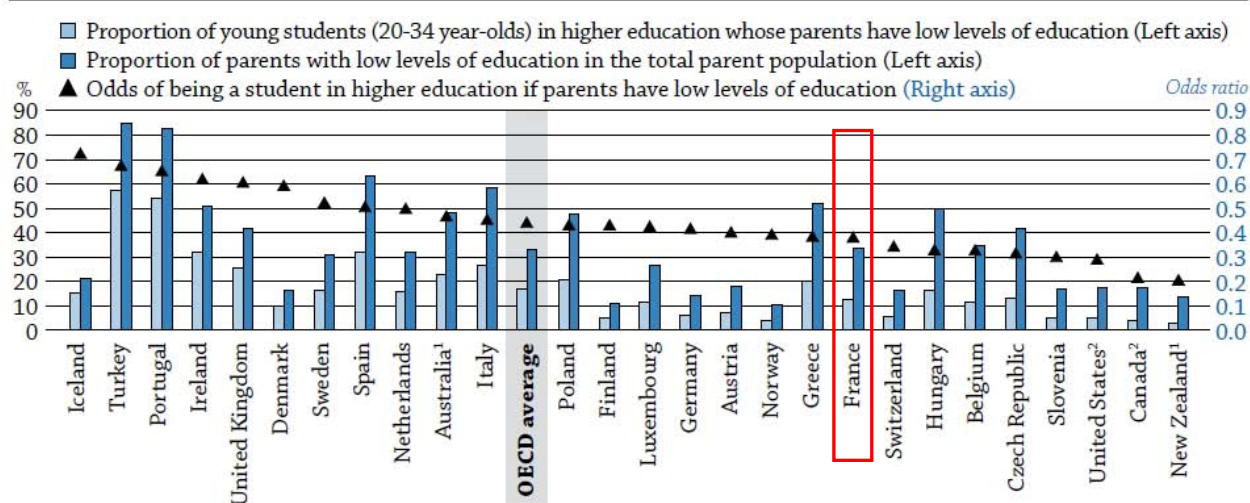
- **To what extent does parents' educational attainment influence access to tertiary education?**

In France, young adults whose parents have not completed upper secondary education are less likely to pursue higher education, compared with the percentage of this type of household in the population.

Education at a Glance 2011 highlighted the substantial impact of social inequality on the average performance of 15-year-old students in France. *Education at a Glance 2012* analyses the extent to which parents' educational attainment has an influence on enrolment in tertiary education. It should be noted that the cohort studied (20-34 year-olds) limits, as far as France is concerned, the possibilities to take into account BTS and DUT programmes.

To assess inequalities in access to tertiary education, the percentage of people who undertake studies at this level is linked to the percentage of parents at each educational level out of the total number of parents.

The likelihood that an adult aged 20 to 34 pursues tertiary education decreases if his or her parents have not completed upper secondary education. **In OECD countries, young adults whose parents have low levels of education are less than half as likely to pursue a tertiary education, compared with the percentage of this type of household in the population (odds of 0.44).** The likelihood that these young people will pursue tertiary education is **38% in France** and is over 50% only in nine countries, namely Denmark, Iceland, Ireland, the Netherlands, Portugal, Spain, Sweden, Turkey and the United Kingdom. In Canada, New Zealand and the United States, the likelihood of participating in tertiary education is less than 30% for 20-34 year-olds whose parents have low levels of education (see Table A6.1).

Chart A6.1. Participation in higher education of students whose parents have low levels of education (2009)

Note: The number of students attending higher education are under-reported for Australia, Canada, New Zealand and the United States compared to the other countries as they only include students who attained ISCED 5A, while the other countries include students who attained ISCED 5A and/or 5B. Therefore, the omission of data on 5B qualifications may understate intergenerational mobility in these countries.

1. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2006.

2. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2003.

Countries are ranked in descending order of the odds of attending higher education.

Source: OECD, Table A6.1. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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Overall, individuals whose parents have attained tertiary education are more likely to pursue tertiary studies. **On average, adults aged 20 to 34 whose parents are highly educated are almost twice as likely (odds of 1.9 on average, compared with 2 in France) to pursue tertiary studies** when compared with the percentage of this type of household in the population. The highest odds can be found in Portugal and Turkey, where they are greater than 3. In Austria, the Czech Republic, Greece, Hungary, Italy, the Slovak Republic and Spain, young adults are more than twice as likely to pursue tertiary studies if their parents have attained this level of education, compared with the percentage of this type of household in the population (see Table A6.1).

But in France, tertiary students whose parents have the lowest levels of education are more likely to complete successfully their studies.

Graduating from tertiary education is a source of substantial advantages, both for the graduates themselves and for society (see Indicators A8 and A9). Accordingly, it makes good economic sense to ensure that those who undertake tertiary studies, particularly disadvantaged students, complete them successfully.

Table A6.2 shows the educational attainment of 25-34 year-olds who are not in education according to their parents' educational attainment. In OECD countries, an average of 66% of people (**73% in France**) who have at least one highly educated parent successfully complete their tertiary studies, compared with only 37% of people (**43% in France**) whose parents did not go beyond upper secondary or post-secondary non-tertiary education.

Only 20% of 25-34 year-olds who are not education and whose parents have low levels of education graduate from tertiary education, compared with 25% in France. Furthermore, in Australia, Canada, Denmark, Finland, **France**, Iceland, Ireland, the Netherlands, Spain and Sweden, 25-34 year-olds who are

not in education and whose parents have low levels of education have more learning opportunities: at least 25% of them graduate from tertiary education and fewer than 30% do not complete upper secondary education.

A look at the French education system in comparison with that of other countries

- *Educational attainment of the population*

France has caught up with other OECD countries in educational attainment.

France had been lagging behind in educational attainment, with only 56% of its 55-64 year-olds who had attained at least upper secondary education – a level equivalent to the baccalaureate, CAP or BEP – compared with an average of 62% in OECD countries. But there has been significant **progress, with 84% of French 25-34 year-olds now attaining this level of education – more than the OECD average of 82%. However, in some countries, notably Canada, the Czech Republic, Finland, Korea, Poland, the Russian Federation, the Slovak Republic, Slovenia and Sweden, this proportion exceeds 90%** (see Table A1.2a).

The percentage of tertiary graduates has also significantly increased over the past 30 years. On average in OECD countries, 38% of 25-34 year-olds (43% in France) are tertiary graduates, compared with 23% of 55-64 year-olds (18% in France). Canada, Japan, Korea and the Russian Federation have the highest percentages of tertiary graduates among 25-34 year-olds, with more than 55% of young adults successfully completing this level of education (see Chart A1.1).

But in France, the proportion of graduates at doctorate level (or Ph.D.) is smaller than the OECD average.

Graduates with degrees equivalent to a Ph.D. are those who have attained the highest level of education. Researchers with a doctorate or Ph.D., who participate in creating and disseminating knowledge in society, fall within this category. Based on 2010 graduation rates, it is estimated that an average of 1.6% young people across OECD countries (compared with 1.5% in France) will successfully complete an advanced research programme. This proportion exceeds 2% in Austria, China, Finland, Germany, the Slovak Republic, Sweden, Switzerland and the United Kingdom.

- *School enrolment rates and integration of young people into the labour market*

The enrolment rate among 15-19 year-olds in France has been declining over the past 15 years, which is a cause for concern...

The enrolment rate among 15-19 year-olds is an indicator of the number of students in upper secondary education. **In 25 out of 33 OECD countries, including France, at least 80% of 15-19 year-olds are in education;** in Belgium, the Czech Republic, Hungary, Ireland, the Netherlands, Poland and Slovenia, this proportion exceeds 90%. **The enrolment rate among this age group increased by an average of 10.4 percentage points between 1995 and 2010 in OECD countries.** It increased steadily in almost all OECD countries between 1995 and 2005, rising from 73% in 1995 to 81% in 2005, but grew at a slower pace over the subsequent five years, reaching 83% in 2010.

Between 1995 and 2010, enrolment rates among 15-19 year-olds increased by more than 20 percentage points in the Czech Republic, Greece, Hungary and Turkey (despite the biggest population increase in this age group among all OECD countries), and by some 15 percentage points or more in Ireland, Mexico, Poland and Portugal. Conversely, these rates remained almost unchanged in Belgium, Canada (up to 2009),

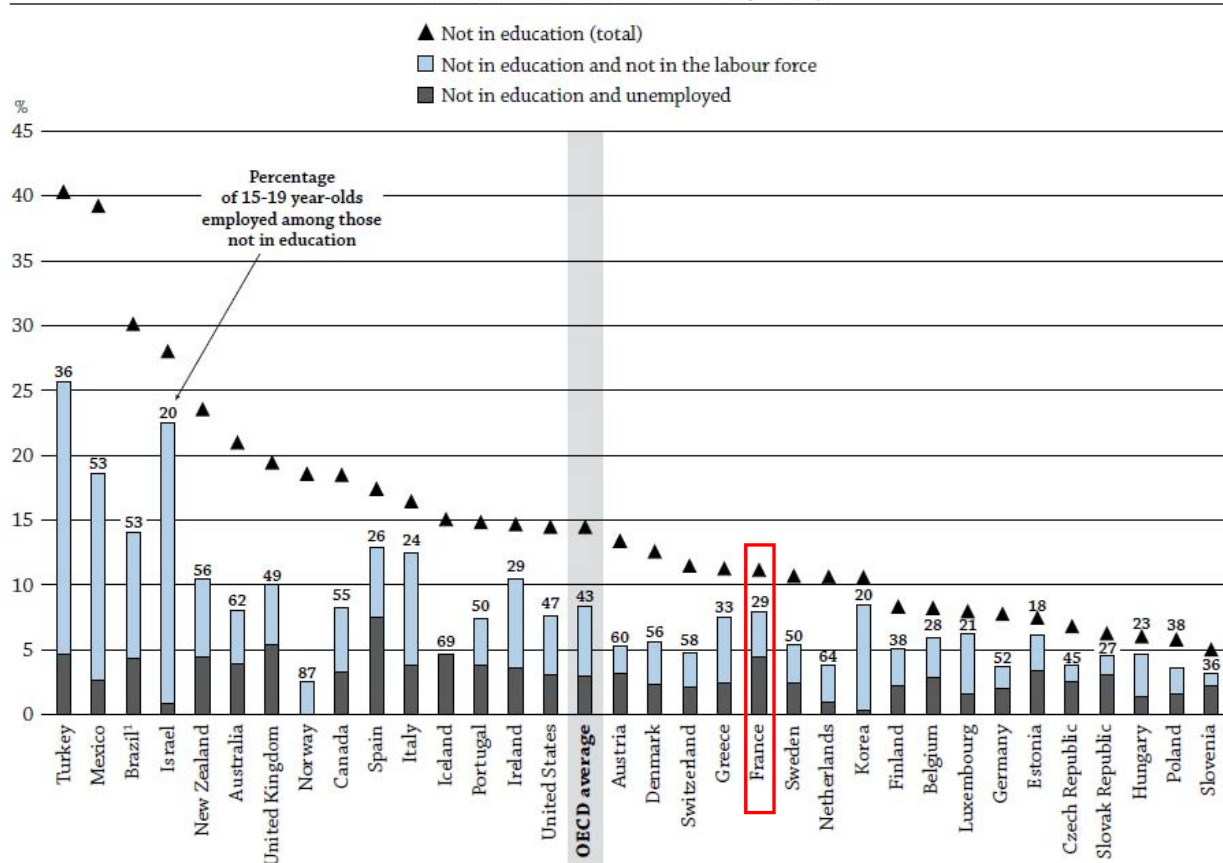
Germany, Israel and the Netherlands. In France, enrolment rates among 15-19 year-olds decreased from 89% in 1995 to 84% in 2010 (see Table C1.2).

... as employability of 15-19 year-olds who are not in education is a particularly sensitive issue in France...

In the majority of OECD countries, education policies encourage young people to complete at least upper secondary education. The efficiency of these policies is reflected in the high enrolment rates beyond compulsory education (see Table C5.4a).

In 2010, an average of 86% of 15-19 year-olds across OECD countries (compared with 89% in France) were in education (see Table C5.4a). In Belgium, the Czech Republic, Estonia, Finland, Germany, Hungary, Luxembourg, Poland, the Slovak Republic and Slovenia, more than 90% of 15-19 year-olds were still in education that year. In contrast, fewer than 61% of 15-19 year-olds in Mexico and Turkey were still in education. However, these high enrolment rates should not obscure the fact that among the 15-19 year-olds who are not in education, 57% on average (compared with 71% in France) are unemployed or entirely out of the labour force (see Table C5.4a and Chart C5.3).

Chart C5.3. Percentage of 15-19 year-olds not in education and unemployed or not in the labour force (2010)



Note: Missing bars refer to cells below reliability thresholds.

1. Year of reference 2009.

Countries are ranked in descending order of the percentage of 15-19 year-olds not in education.

Source: OECD, Table C5.2a. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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... which persists over time, as shown by the difficulty in integrating into the labour market the 20-24 and 25-29 year-olds who have not completed upper secondary education.

While the unemployment rate among **French** 25-64 year-olds who have not completed upper secondary education is nearly the same as the average among all OECD countries (12.9% in 2010 compared with the OECD average of 12.5%; see Table A7.4a), **the proportion of 20-24 year-olds neither in education nor employed who had not completed upper secondary education was 16% on average across OECD countries in 2010, but at least 25% in Estonia, France, Ireland, the Slovak Republic and Spain.** In contrast, this proportion varied between 4.9% and 6.8% in Denmark, Korea, Mexico and the Netherlands (see Table C5.3).

Youth unemployment persists in France, even if the difference with the OECD average is narrowing. On average, 15% of those unemployed across OECD countries (compared with 22% in France) are 25-29 year-olds who are not in education and have not completed upper secondary education (see Table C5.3).

There are fewer individuals in education after the age of 25 in France compared with the OECD average.

The proportion of young adults over 25 in education is relatively low in France compared with the OECD average. Some 16% of 25-29 year-olds are in education, on average across OECD countries, compared with only 4% in France. This proportion exceeds 20% in Denmark, Finland, Israel, the Netherlands, Slovenia and Sweden.

- **Funding the education system**

France spends more than 6% of its GDP on education...

In 2009, OECD countries devoted an average of 6.2% of their GDP (compared with 6.3% for France) to fund their educational institutions. More than 7% of GDP was devoted to education in Denmark, Iceland, Israel, Korea, New Zealand and the United States. Out of the 37 countries for which data are available, only 7 countries devoted 5% or less of their GDP to education, namely the Czech Republic, Hungary, India, Indonesia, Italy, the Slovak Republic and South Africa (see Table B2.1).

... but shows imbalanced expenditure on primary and secondary education...

Expenditure per secondary student is 15% higher in France than the OECD average (USD 10 696 in France compared with the OECD average of USD 9 312), while spending per primary student is 17% lower than the OECD average (USD 6 373 compared with the OECD average of USD 7 719).

... and no significant change in these levels of expenditure between 2000 and 2009.

On average, OECD countries spend USD 8 617 per year per student in primary and secondary education; **France** spends USD 8 861. Between 2000 and 2009, expenditure per student in primary, secondary and post-secondary non-tertiary educational institutions increased by an average of 36%, and by at least 16% in 24 of the 29 countries for which data are available. Only **in France, Israel and Italy** was the increase in expenditure per student at these levels of education less than 10% (see Tables B1.1a and B1.5a).

Expenditure was much greater in higher education in recent years...

On average, OECD countries spend USD 13 728 (compared with USD 14 642 in France) per year per tertiary student. Annual expenditure per tertiary student is no more than USD 7 000 in Argentina, Chile, Estonia, Indonesia, the Slovak Republic and South Africa, but exceeds USD 19 000 in Canada, Norway, Sweden, Switzerland and the United States (see Table B1.1a and Chart B1.2).

Between 2000 and 2009, annual expenditure per tertiary student increased by 19% in France, compared with an average increase of 15% in OECD countries (see Table B1.5b and Chart B1.6).

... despite the fact that tuition fees are still moderate compared with some other OECD countries.

A comparison of educational levels shows that the share of private funding is highest for tertiary education: **the share of private funding in expenditure on educational institutions amounts to 30% on average among OECD countries, compared with 17% in France** (see Table B3.2b).

The average tuition fees charged by university-level (tertiary-type A) public institutions vary widely across countries. In the five Nordic countries (Denmark, Finland, Iceland, Norway and Sweden), that have a more progressive tax system, and in the Czech Republic and Mexico, public institutions do not charge tuition fees. On the other hand, in one-third of the countries for which data are available, public institutions charge national students with tuition fees of more than USD 1 500; tuition fees even exceed USD 5 000 in Korea and the United States. **Meanwhile, in Austria, Belgium, France, Ireland, Italy, Portugal, Spain and Switzerland, students pay low tuition fees for tertiary-type A education.** Among the EU21 countries for which data are available, only the Netherlands and the United Kingdom have annual tuition fees that exceed USD 1 500 per full-time national student (see Table B5.1 and Chart B5.2).

KEY FACTS

Indicator	France	OECD average	France rank*
Educational Access and Output			
Enrolment rates			
3-year-olds (in early childhood education)	100%	66%	1 of 36 countries
4-year-olds (in early childhood and primary education)	101%	81%	1 of 38 countries
5-14 year-olds (all levels)	100%	96%	12 of 39 countries
Percentage of population that has attained pre-primary or primary levels of education only			
25-64 year-olds	11%	m	16 of 37 countries
Percentage of population that has attained at least upper secondary education			
25-64 year-olds	71%	74%	26 of 40 countries
25-34 year-olds	84%	82%	21 of 36 countries
55-64 year-olds	56%	62%	23 of 36 countries
Percentage of population that has attained tertiary education			
25-64 year-olds	29%	31%	22 of 41 countries
25-34 year-olds	43%	38%	13 of 37 countries
55-64 year-olds	18%	23%	22 of 37 countries
Entry rates into tertiary education			
Vocational programmes (Tertiary-type B)	m	17%	m
University programmes (Tertiary-type A)	m	62%	m
Graduation rates			
Percentage of today's young people expected to complete upper secondary education in their lifetime	m	84%	m
Percentage of today's young people expected to complete university education (tertiary-type A) in their lifetime	m	39%	m
Economic and Labour Market Outcomes			
Unemployment rate of 25-64 year-olds			
Below upper secondary	12.9%	12.5%	11 of 33 countries
Upper secondary and post-secondary non-tertiary	7.2%	7.6%	13 of 34 countries
Tertiary	4.9%	4.7%	12 of 34 countries
Average earnings premium for 25-64 year-olds with tertiary education (compared to people with upper secondary education; upper secondary = 100)			
Men and women	147	155	23 of 32 countries
Men	153	160	17 of 32 countries
Women	151	157	21 of 32 countries
Average earnings penalty for 25-64 year-olds who have not attained upper secondary education (compared to people with upper secondary education; upper secondary = 100)			
Men and women	79	77	13 of 32 countries
Men	84	78	7 of 32 countries
Women	75	74	15 of 32 countries
Percentage of people not in employment, education or training			
15-29 year-olds (2005 data)	14.5%	15.0%	13 of 32 countries
15-29 year-olds (2010 data)	16.7%	15.8%	12 of 32 countries

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Financial Investment in Education			
Annual expenditure per student (in equivalent USD, using PPPs)			
Pre-primary education	6 185	6 670	16 of 34 countries
Primary education	6 373	7 719	22 of 35 countries
Secondary education	10 696	9 312	10 of 37 countries
Tertiary education	14 642	13 728	16 of 37 countries
Total public and private expenditure on education			
As a percentage of GDP	6.3%	6.2%	13 of 37 countries
Total public expenditure on education			
As a percentage of total public expenditure	10.4%	13.0%	27 of 32 countries
Share of private expenditure on educational institutions			
Primary, secondary and post-secondary non-tertiary education	7.8%	8.8%	17 of 32 countries
Tertiary education	16.9%	30%	21 of 31 countries
All levels of education	9.8%	16%	20 of 30 countries
Schools and Teachers			
Ratio of students to teaching staff			
Pre-primary education	21.5	14.4	5 of 32 countries
Primary education	18.7	15.8	10 of 36 countries
Secondary education	12.3	13.8	22 of 38 countries
Number of hours of compulsory instruction time per year			
7-8 year-olds	847	774 hours	12 of 33 countries
9-11 year-olds	847	821 hours	13 of 34 countries
12-14 year-olds	971	899 hours	8 of 34 countries
Number of hours of teaching time per year (for teachers in public institutions)			
Primary education	918	782 hours	5 of 35 countries
Lower secondary education	646	704 hours	20 of 34 countries
Upper secondary education	632	658 hours	18 of 35 countries
Ratio of teachers' salaries to earnings for full-time, full-year adult workers with tertiary education			
Primary school teachers	0.73	0.82	17 of 27 countries
Lower secondary school teachers	0.79	0.85	17 of 27 countries
Upper secondary school teachers	0.80	0.90	17 of 27 countries

* Countries are ranked in descending order of values.

See: *Education at a Glance 2012: OECD Indicators*

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