01

The nation spent €26.3bn on higher education in 2009. This expenditure has multiplied by 2.5 since 1980 (at constant prices).
In 2009, the average expenditure per student was €11,260 — 41% more than in 1980 (at constant prices).

In 2009, the nation (State, regional authorities, other public administrations, households and companies) spent €26.3bn on higher education, an increase of 3.4% over 2008 (at constant prices) Since 1980, expenditure on higher education has increased sharply, by around 3.2% per year on average. Its share in domestic education expenditure rose from 14.6% in 1980 to 19.9% in 2009 (*Table 01*).

This increased rate of growth, particularly manifest since 2006, is partly due to a larger budget allocation, and partly to the broadening of scope to include all university research activities, a reassessment of social security contributions disbursed and, lastly, to a cost review of medical and social services training programmes which now come under the aegis of regional authorities.

Over the entire period, gross domestic expenditure on higher education multiplied by 2.5 at constant prices (*Graph 02*). Despite this substantial increase, average expenditure per student increased by only 41.1% (allowing for breaks in the sequence in 1999 and 2006) because of the near-doubling of student numbers. At the same time, average expenditure per secondary education student increased by 64.6%.

Average expenditure per student reached €11,260 in 2009 (*Graph 04*). The average cost per student varies a great deal across the various education options (*Graph 02*). It ranges from €10,220 per year for a student in a public sector university to €14,850 for a student in CPGE. The average cost per student studying at an IUT can no longer be quantified since application of the LOLF (French Constitutional by-law on budget acts), because university allocations are now lumped together. This also applies to other affiliated institutes

The theoretical cost of 18 years of education without repeating a year up to Bachelor's degree level was an estimated €141,900 in 2009, while 17 years in education leading to a BTS costs the nation €138,700. Total expenditure comprises 70% on personnel, particularly teaching personnel (49%) (*Graph 03*).

The State plays the majority role in funding higher education (around 72.4%); the share allocated by regional authorities is rising — currently 9.8%, while that of households stands at.9.0% (*Table 01*). Certain direct or indirect subsidies funded by the French State for the benefit of students or their families are not taken into account in DEE on 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 social security payments) would increase the nation's average cost per student in 2009 from €11,260 to €12,520.

Figures for the most recent year's expenditure are provisional.
Domestic education expenditure for higher education includes all expenditure on metropolitan French and DOM private and public institutions for education and related activities: academic works, administration, supplies, academic libraries, pay for education staff training, etc. It does not include continuing education or, until 2006, the execution and funding of university research (it nevertheless funded the salaries of teaching-researchers).
Since 2006, due to the new form of the budget act within the LOLF framework, all university research costs have been included (staff, operating and investment costs) in addition to all costs incurred by libraries. There was therefore a break in the sequence in 2006, in addition to another in 1999 due to the reform of education expenditure..

Source: MEN-MESR-DEPP.
Scope: Metropolitan France +DOM

01 Expenditure on higher education

Metropolitan France +DOM

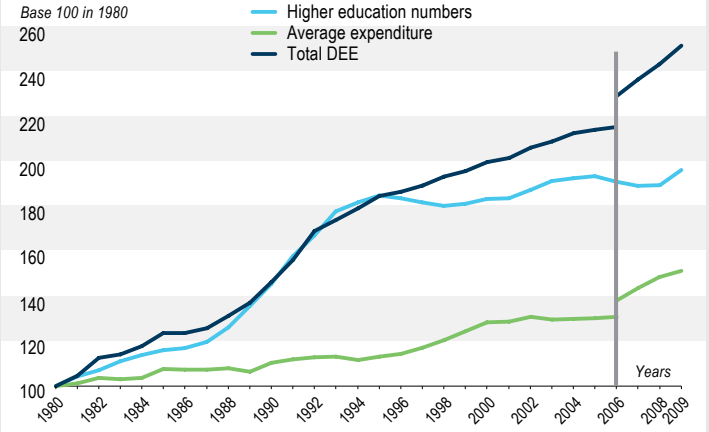
	1980	1990	2000	2008	2009
DEE on higher education (1)					
at current prices (€ billions)	4.2	11.2	17.5	25.3	26.3
at 2009 prices (€ billions)	10.5	15.3	20.9	25.4	26.3
Percentage of DEE (%)	14.6%	16.4%	16.7%	19.5%	19.9%
Average expenditure per student (1) at 2009 prices (in euros)	7,450	8,190	9,540	11,060	11,260
Average expenditure per student including social and fiscal measures (2) at 2009 prices (in euros)				12,270	12,520
Structure of initial funding (%) (3)					
State			78.5%	72.1%	72.4%
of which MEN and MESR			*68.2%*	*64.0%*	*64.2%*
Local authorities			5.2%	10.1%	9.8%
Other public administrations (4)			1.3%	0.8%	0.8%
Business			5.8%	8.5%	8.2%
Households			9.2%	8.5%	8.8%

(1) DEE was reassessed (see explanatory note opposite) for the whole of the period.
Average expenditures per student were reassessed only after 1999.
(2) That includes the allocation de logement social (ALS or special accommodation benefit), the state share of aide personnalisée au logement (APL or personalised housing benefit), increase in dependents' allowance sett against tax and reductions in taxes on tuition fees.
(3) The structure of initial funding for higher education was reassessed as of 2003.
(4) Including consular chambers (CCI, chambers of trade, chambers of agriculture)

Source: MEN-MESR-DEPP

02 Comparison of evolution in DEE, average expenditure and higher education numbers (base index 100 in 1980, 2009 prices)

Metropolitan France +DOM

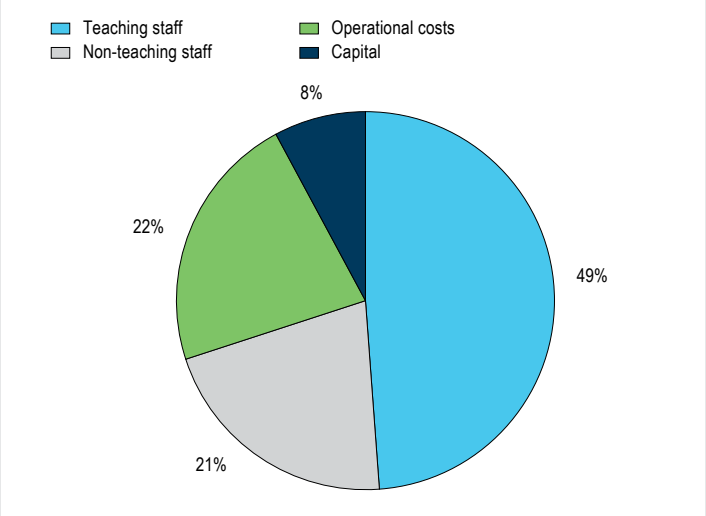


Sequence interrupted in 2006, see explanatory note opposite

Source: MEN-MESR-DEPP

03 Nature of expenditure on higher education in 2009 (%)

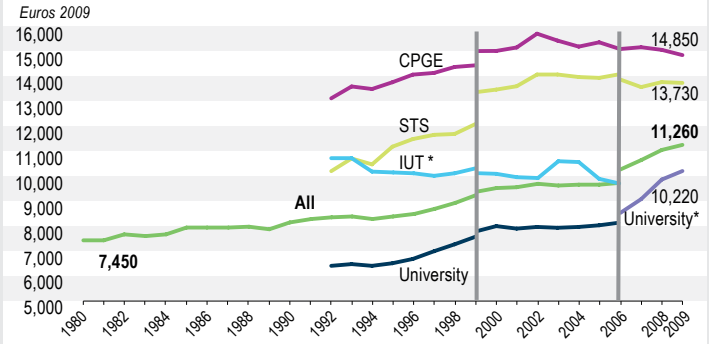
Metropolitan France +DOM



Source: MEN-MESR-DEPP.

04 Trends in average expenditure per student at 2009 prices (1980-2009)

Metropolitan France +DOM



The graph shows two breaks in the series: in 1999, a break due to the restructuring of education expenditure (Metropolitan France +DOM); and in 2006, due to modifications in the State's budgetary and accounting rules (LOLF).
* Following the LOLF reform, it is no longer possible to identify expenditure on IUTs, which, since 2006, have been integrated under university expenditure

Source: MEN-MESR-DEPP

02

In 2007, at 12,773 dollar equivalents per student and 1.4% of PIB, French expenditure on higher education was situated around the OECD average.

It is not easy to make international comparisons concerning education expenditure due to the demographic and socio-economic diversity of the various countries and the specific nature of national education systems. In higher education, such difficulties are compounded by the heterogeneous nature of educational systems at this level. However, it is possible to appraise the situation in France by way of a few general indicators.

The indicator detailing education expenditure as a percentage of gross domestic product (GDP) provides the most global evaluation of the effort national authorities actually dedicate to their education system. In 2007, France devoted 1.4% of GDP to higher education, earmarked for educational institutions, placing it 13th among the 28 OECD countries to provide this indicator (*Graph 01*). Investments by practically all European countries in higher education amount to between 0.9% (Italy and Slovakia) and 1.7% (Finland and Denmark) of GDP. Only three countries clearly go well beyond this limit: South Korea with 2.4%, Canada with 2.6% and the United States with 3.1%. France is positioned slightly above the average for OECD countries (1.5%), ahead of European countries such as Italy (0.9%), Germany (1.1%) or Ireland (1.2%) but below the Netherlands (1.5%), Portugal (1.6%), and three Northern European countries: Sweden, Finland (1.6%) and Denmark (1.7%).

If we now compare annual expenditure per student in the different countries, a change in country rankings takes place with respect to the previous indicator (*Graph 02*). In 2007, the United States stood out clearly in terms of their high level of expenditure (27,010 $PPP), followed by Switzerland (20,883 $PPP), Canada (20,278 $PPP),and three Nordic countries (Sweden, Norway and Denmark) which spend between 16,400 and 18,400 $PPP per student.
France ranks 14th out of 28 OECD countries providing data for this indicator with an expenditure of 12,773 SPPP, marginally below the OECD average (12,907 $PPP). This expenditure is higher than that of Italy, Spain and Portugal but below that of Finland, Germany, Belgium, Austria and the Netherlands.

In higher education, with an OECD average of 69.1% against 30.9%, the relative share of public funding (State, regions, departments, municipalities and other public administrations) is higher than that of private funding (households and private sources of funding such as companies). Moreover, nearly two thirds of the countries supplying data for this indicator reveal a relative share of public funding higher than the OECD average (*Graph 03*). In six countries – including Denmark, Finland and Austria – public funding amounts to over 90%. In contrast, only six countries (Australia, United Kingdom, Japan, the United States, South Korea and Chile) are over 50% funded from private sources. France, with public funding to the tune of 84.5% (15.4 percentage points higher than the OECD average) and private funding at 15.5%, is located in the mid zone of the 26 OECD countries to have provided this indicator.

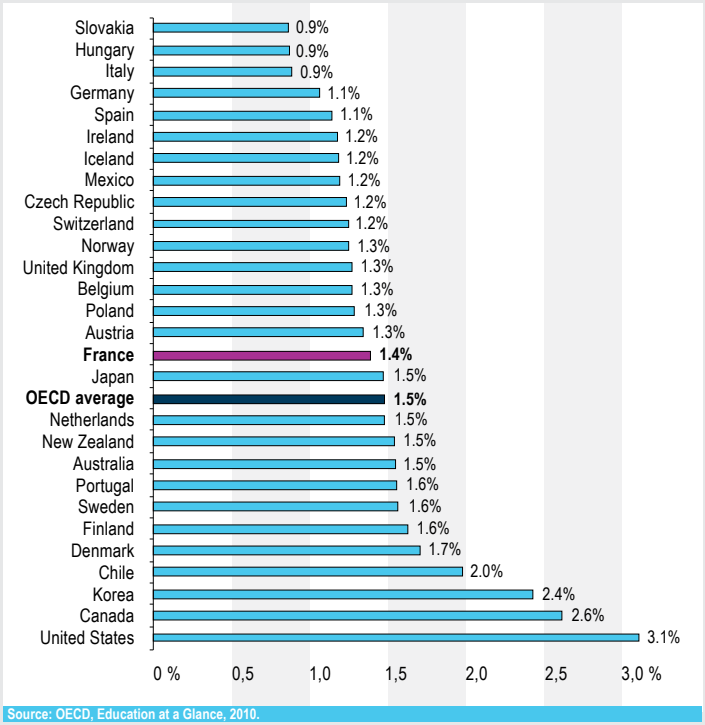
The indicator of expenditure on education, *published by the OECD is slightly different from the indicator of domestic education expenditure used in France in the education satellite account (factsheet 01): it measures "education expenditure on educational institutions" and includes neither training nor education expenditure by households outside institutions, even where such private expenditures involving goods and services related to education and/or living expenses are subsidised by state aid.*
In addition, for higher education activity, the OECD focuses on a wider research area than that used by the education accounting system as it includes all research spending earmarked for education as calculated for the OECD Directorate for Science, Technology and Industry, i.e. including research organisations.
(Eg, CNRS, INSERM...).
This indicator is shown in $PPP i.e. in United States dollar equivalents converted using purchasing power parities, which are currency exchange rates used as a common reference for expressing the purchasing power of different currencies.

Source: OECD, Education at a Glance, 2010.
Education expenditure for France, as published by OECD, is based on data from the 2007 final Education Account.

Higher education expenditure in OECD countries

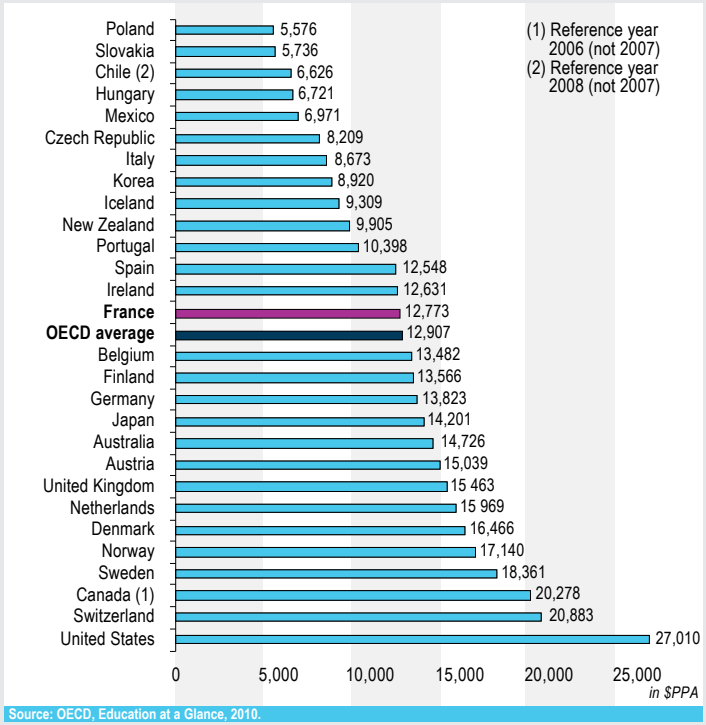
02

01 Annual expenditure on higher education institutions as a percentage of GDP (2007)



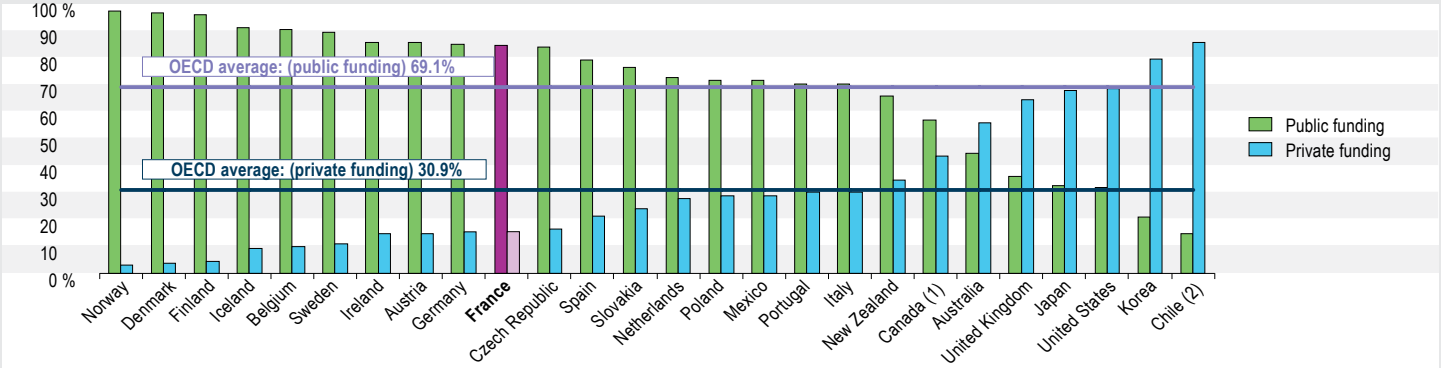
Source: OECD, Education at a Glance, 2010.

02 Annual expenditures per student on higher education institutions in $PPA (2007)



Source: OECD, Education at a Glance, 2010.

03 Relative share of public and private funding allocated to educational institutions, in terms of final funding*, in higher education (2007)



* Final funding: funding after transfers between the various economic players are taken into account. Public subsidies for households are therefore included in household expenditure and subtracted from that of public bodies.

(1) Reference year 2006 (not 2007) - (2) Reference year 2008 (not 2007)

Source: OECD, Education at a Glance, 2010.

03

At the start of the 2009 academic year, just over 626,000 students i.e. 36% of the population concerned, were benefiting from direct financial aid in the form of grants. Altogether, financial aid and social benefits in their favour amounted to nearly €5.4bn compared to €3.5bn in 1995.

Différent types of financial aid help families provide for their children's education. Grants and loans constitute the most direct forms of aid, representing an annual budget of around €1.5bn for higher education.

In higher education, 626,382 students were benefiting from financial aid at the start of the 2009 academic year (*Table 02*). The proportion of students receiving assistance increased sharply for the second consecutive year: +3.1 points in 2009, with an additional 75,250 students receiving grants. Over a third of students (35.8%) enrolled in training eligible for grants (see explanatory note) are supported, an unprecedented level. This increase is explained by that of students receiving grants on social grounds — 90% of those supported: the income ceilings for scholarships changed in 2008 leading to an increased number of beneficiaries. This increase was echoed in 2009: the allocation scales were revised very late and not all grant-holders were necessarily declared in 2008-2009. In fact, their numbers grew by 11.4% in 2008 and 7.8% in 2009. The proportion of students receiving grants on social criteria increased across all courses: +1.5 point in 2009 at the university to reach 32.5% +3.1 points in CPGE (25%) and +0.6 in STS (42.6%) where the proportion was highest (*Graph 03*). Ces données, consacrées au supérieur, ne couvrent cependant pas l'ensemble du champ des aides financières, sociales et fiscales, directes et indirectes, dont peuvent bénéficier les étudiants.

However, these data do not cover the whole range of financial aid provisions including direct and indirect social subsidies available to students. In addition to grants, loans and allowances awarded by the Ministry of Higher Education and Research, direct subsidies include the ALS and APL paid by the CNAF (*Caisse Nationale des Allocations Familiales* - National Family Allowance Fund), along with various tax benefits (tax reduction for supporting a student financially, granting of an additional half part as a household dependent for tax purposes). Indirect subsidies include CROUS (French student support agency) social benefits, subsidies for associations, exemption from registration fees for grant-holders, subsidies for university medical staff and social workers, in addition to the contributions due to the student welfare deficit. In 2009, the total of these various subsidies for students amounted to over €5.4bn, as against €3.5bn in 1995, representing an increase of nearly 55% at current prices and more than 23% at constant prices (*Table 01*).

In respect of France, international comparisons related to student subsidies published by OECD only take into account grants and interest-free loans awarded by the State, i.e. nearly €1.5bn, and therefore underestimate the student subsidy system. Accommodation (ALS and APL) and tax benefits representing some €2.9bn are not taken into account in the OECD indicators when estimating student benefits. If these benefits were included in public subsidies in the same way as grants, the share of State subsidies would rise from 7% to 21.3% of total public expenditure (*Graph 04*).

Grants based on social criteria: *allocated according to family resources and expenses. This aid ranges from straight exemption from university fees and "student social security" contributions (level 0) to the allocation of moneys amounting to €1,445 for a 9-month grant at level 1 to €4,140 for a scholarship at level 6 (academic year 2009-2010).*

Merit-based aid: *This has replaced scholarships based on academic criteria and merit grants since 2008-2009. It represents an additional grant for students receiving a grant based on social criteria (€200 per month over 9 months) and is given at the start of higher education for honours baccalauréat holders and at the start of Master's courses to the best Bachelor's degree holders.*

Allocation of social housing (ALS) and individual housing (APL): *The ALS assists categories of persons, other than families, characterised by modest levels of resources. Students are thus the main beneficiaries. As for the APL, it applies to a specific housing category, regardless of the family characteristics of occupants. Students are therefore also concerned. They received €0.2bn from the state in 2009. Since 2006, the APL and ALS have been funded by a single fund, following the merger of FNH (Fonds national de l'habitation: National Habitat Fund. and FNAL (Fonds national d'aide au logement: National Housing Aid Fund).*

Proportion of assisted students: *refers to the population concerned i.e. enrolled at university in a programme entitling students to subsidies (mainly national L (Bachelor's degree) and M (Master's) diplomas and up to the sixth year of medical studies), in the first year of IUFM, STS, CPGE or engineering schools under Ministry authority and business schools accredited by the State.*

Sources: MEN-MESR, CNAF, MEFI, OCDE.
Scope: Metropolitan France +DOM (01 to 03); various countries (04).

01 Student subsidies in millions of euros (€m)

Metropolitan France +DOM

Aid type	1995	2009	Difference 2009/1995 at constant €	Difference 2009/1995 at constant €
I - FOUNDATIONS OF THE ORGANISATION				
A - Budgetary benefits				
a - Direct benefits				
- Grants and loans (231 programme, action 1)*	927.7	1 544.1	66.4%	32.8%
- Social housing allocation (ALS)	672.6	1 113.3	65.5%	32.1%
- Personalised housing assistance (APL) State share	187.5	193.3	3.1%	- 17.7%
SUB-TOTAL a	**1,787.8**	**2,850.7**	**59.5%**	**27.2%**
b - Indirect benefits				
- Academic works	253.4	380.1	50.0%	19.7%
- Subsidies for associations and univ. medical services	12.8	22.3	74.2%	39.0%
- Compensation for grant-holders' exemption from registration fees	8.4	77.5	822.6%	636.2%
SUB-TOTAL b	**274.6**	**479.9**	**74.8%**	**39.4%**
Total A (budgetary benefits)	**2,062.4**	**3,330.6**	**61.5%**	**28.9%**
B - Tax benefits **				
- Increase in dependents' allowance set against tax for student children affiliated to their parents' household for tax purposes	942.1	1,374.0	45.8%	16.4%
- Reduction of tax on tuition fees for students pursuing higher education	125.0	190.0	52.0%	21.3%
Total B (tax benefits)	**1,067.1**	**1,564.0**	**46.6%**	**16.9%**
TOTAL STATE SUBSIDIES	3,129.5	4,894.6	56.4%	24.8%
II - OTHER AID				
c - Welfare system contributions				
- Contributions made by the different systems to funding social insurances	375.1	527.5	40.6%	12.2%
d - University contributions				
- *Fonds de solidarité et de développement des initiatives étudiantes* (FSDIE – solidarity and development fund for student initiatives)	6.1	13.2	116.4%	72.7%
TOTAL of other help c + d	381.2	540.7	41.8%	13.2%
OVERALL TOTAL	**3,510.7**	**5,435.3**	**54.8%**	**23.5%**

* Including the FNAU (Fonds national d'aide d'urgence - National Fund for Emergency Aid and the allocation d'installation étudiante (ALINE national student settlement allocation).
** 2008 Data including tax credits and loans and student salary exemptions.

Source: MEN-MESR-DEPP, MESR-DGESIP, CNAF, MEFI-DGFIP.

02 Evolution in number of students benefiting from financial aid

Metropolitan France +DOM

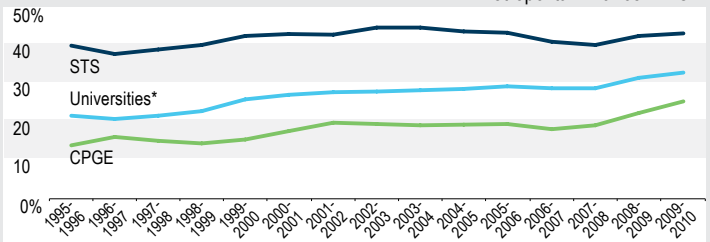
	1990-91	1995-96	2000-01	2005-06	2008-09	2009-10
Total aid (1)	**272,088**	**414,105**	**478,600**	**522,242**	**551,132**	**626,382**
% students concerned (4)	***19.7***	***24.1***	***28.6***	***30.2***	***32.7***	***35.8***
of which universities excluding IUFM (2)	185,526	280,176	335,187	369,365	375,595 (3)	407,445 (3)
% students concerned (4)	*17.5*	*21.2*	*26.6*	*28.8*	*31.0*	*32.5*
of which CPGE and STS (2):	63,251	85,269	97,989	100,925	104,491	110,849
% students concerned (4)	*25.5*	*32.3*	*35.7*	*36.5*	*36.5*	*37.8*
of which CGPE (2)		9,745	12,361	13,685	17,125	19,813
% students concerned (4)		*13.5*	*17.1*	*19.0*	*21.9*	*25.0*
of which STS (2)		75,524	85,628	87,240	87,366	91,036
% students concerned (4)		*39.4*	*42.4*	*42.8*	*42.0*	*42.6*
Grants based on social criteria	254,809	363,075	452,616	496,427	524,618	565,798
Grants based on university criteria	10,151	13,126	14,539	12,529	0	0
Merit grants	0	0	497	842	981	728
Ad hoc national fund for emergency assistance aid					19,640	53,829
Annual national fund for emergency assistance aid					6,540	7,521
Study allowances	0	0	8,090	10,461	0	0
Total grant-holders	**264,960**	**396,692**	**475,742**	**520,259**	**550,479**	**626,382**
Interest-free loans	3,825	2,788	2,858	1,983	653	0
IUFM allowances	3 303	14 625	0	0	0	0
Average aid available to students receiving grants on social criteria (in euros)		2,283	2,320	2,501	2,602	2,500

(1) Scope: Grants based on social criteria (including AIE until 1999), grants based on academic criteria (abolished in 2008), merit scholarships, study grants (abolished in 2008), interest-free loans (repealed in 2009), IUFM allowances (abolished in 1998), National Fund for emergency aid whereby 1,494 students receive ad hoc and annual allowances.
(2) Excluding study grants, interest-free loans, IUFM allowances, national fund for emergency aid.
(3) In 2008 and 2009, students enrolled in IUFMs affiliated to a university were not counted. There were 13,422 students receiving grants in the IUFMs affiliated to universities in 2009-2010.
(4) Estimated data for 1990-1991.

Sources: MESR-DGESIP/DGRI-SIES, MEN-MESR-DEPP and data taken from the AGLAE information system (dated 15 March 2010).

03 Evolution in the proportion of students holding grants per pathway

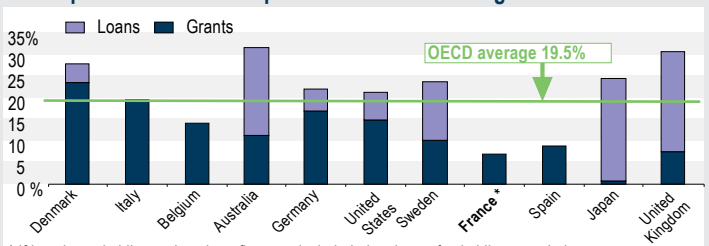
Metropolitan France + DOM



* In 2009, students enrolled at IUFMs affiliated to a university were not counted. There were 13,422 recipients in the teacher training institutes affiliated to a university in 2009-2010.

Sources: MESR-DGESIP/DGRI-SIES, MEN-MESR-DEPP and extracts from the AGLAE information system (dated 15 March 2010).

04 Public assistance for higher education (2007) as a % of public education expenditure devoted to higher education



* If housing subsidies and tax benefits were included, the share of subsidies awarded by the French State would rise to 21.3%.

Source: OECD, Education at a Glance, 2010.

04

In 2009-2010, about 150,000 persons were employed in public institutions of the Ministry of Higher Education and Research (excluding EPSTs [*Établissement public à caractère scientifique et technologique*: public scientific and technological research agency]) with 56,600 non-teachers performing administrative, technical or managerial roles.

In January 2010, 56,600 persons were engaged in administrative, technical or management roles in public higher education institutions, including independent institutions. This also included personnel engaged in training institutions and in central government service paid from the "Training Graduate and academic research" budget programme.
They represent less than a quarter of the non-teaching staff involved in the entire education system. Among these, research and training engineers and technicians (ITRF) and library and museum personnel are virtually all deployed in higher education.
Over half of these non-teaching staff (33,740 persons, or 59.6%) are ITRF (*Graph 02*), almost one in three (18,320 persons or 32.3%) is an administrative officer, technical assistant or a member of social and medical services personnel, (ATSS), while 4,450 persons (7.9%) are library and museum personnel.

Almost all of these personnel have tenure (96.2%) and among those, nearly one in two belongs to class C: 49%, or 10 points higher than the proportion this category represents in school education (*Table 01*), 55.8% of ATSS holders are administrative assistants, 45.9% of the ITRF are technical assistants and 41.9% of library staff are storekeepers. Over one agent in four is in group A (26.3%) of which seven-tenths are engineers or research and training assistants. Less than one in five is in administration and less than one in ten is a library registrar or librarians.

The average age of non-teaching staff is 44.7. The average age of management and senior management staff in central administration, general university secretaries, administrators of National Education and Higher Education is 50, while that of assistant engineers is ten years younger. Unqualified personnel are on average eight years younger than tenured staff.
In higher education, women are less prevalent than in school education: 62.1% as against 75.9%. They occupy half of Class A posts and over two thirds of category C posts (*Graph 03*). They clearly constitute the majority of administrative assistants (88.9%), nurses (97.5%) and social workers (97.4%). They are less prevalent among research engineers (32.6%) and ITRF personnel as a whole, where they represent no more than one agent in two. 69.4% of library staff, but 82.4% of specialised library assistants are women.
The rate of part-time work (11%) for non-teaching staff in higher education is generally twice as high as in the school sector. The tenured staff concerned are mostly medical personnel and social workers, administrative assistants and administrative secretaries.

The non-teaching staff identified in the payroll and management directory represent active staff, paid from the "Higher Education and Academic Research" and "Student Life" budget programmes, in higher education institutions and training institutions, but also in central government (contrary to file 9.17 of the RERS 2010).

Contrary to the previous edition, non-teaching staff based in institutions which became autonomous following the implementation of the "LRU" Law on "Freedom and responsibility of universities" have also been counted. These institutions were identified by their institution code, Staff details were extracted from management databases, the Agora directory for ATSS staff, the ITRF staff yearbook and staff directories of libraries and museums. Personnel in the "Youth and Sports" and "Research" sectors and personnel in the private sector were not counted

Source: MEN-MESR-DEPP (use in January 2010 of the payroll and in February 2010 of the management yearbooks).
Scope: Metropolitan France +DOM, public sector.

01 Administrative, technical and management staff with salaries charged to "Higher education and university" and "Student life" budgets in january 2010 *

Metropolitan France +DOM

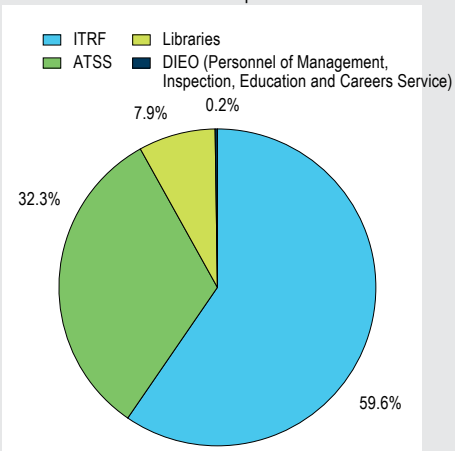
			Students	Average Age	% of women	% part-time
Research and Training Engineers and Technicians (ITRF)	**Category A**	Research engineers	1,890	45.4	32.6%	3.9%
		Design engineers	5,623	43.9	49.0%	6.7%
		Assistant engineers	2,840	40.5	44.8%	4.7%
		Total	***10,353***	***43.3***	***44.9%***	***5.7%***
	Category B	**Research engineers**	**7,879**	**44.8**	**48.8%**	**6.7%**
	Category C	Technical assistants	15,473	45.5	55.7%	7.9%
		Total (including admin. assist.)	***15,489***	***45.5***	***55.7%***	***7.9%***
	Non-tenured	Contract	24	56.0	66.7%	4.2%
Total ITRF			**33,745**	**44.7**	**50.8%**	**6.9%**
Administrative, technical, medical and social (ATSS)	**Category A**	Civil administrators	9	ns	ns	ns
		Directors and senior central administration managers	20	54.8	20.0%	0.0%
		University general secretaries	120	51.6	38.3%	0.0%
		ENES Administrators	79	50.1	59.5%	0.0%
		Attachés (ASU, ADAENES)	2,068	47.6	67.7%	9.2%
		ASU advisers	86	46.3	47.7%	5.8%
		Design & research engineers (CNRS)	202	48.5	35.6%	4.0%
		Assistant engineers (CNRS)	5	ns	ns	ns
		Social service assistants	15	56.5	100.0%	0.0%
		Total	***2,604***	***47.9***	***62.7%***	***7.4%***
	Category B	Administrative secretaries	3,957	45.9	83.8%	20.0%
		Nurses	285	50.7	97.5%	34.0%
		Social service assistants	76	47.7	97.4%	34.2%
		Technicians EN	2	ns	ns	ns
		Total	***4,320***	***46.3***	***84.9%***	***21.2%***
	Category C	Administrative assistants	9,099	45.2	88.9%	23.9%
		Technical assistants	254	48.0	40.9%	9.8%
		Lab tech. assistants	9	ns	ns	ns
		Total	***9,362***	***45.3***	***87.6%***	***23.5%***
	Non-tenured	Contract	2,007	37.1	66.4%	16.8%
		Office auxiliaries	28	34.0	85.7%	17.9%
		Total	***2,035***	***36.6***	***66.2%***	***16.2%***
Total ATSS			**18,321**	**45.0**	**81.1%**	**20.0%**
Libraries & museums	**Category A**	Library registrars	869	46.2	70.2%	3.9%
		Librarians	478	45.2	79.7%	3.8%
		Total	***1,347***	***45.8***	***73.6%***	***3.9%***
	Category B	Specialist assistant librarians	952	42.6	82.4%	6.8%
		Library registrars	285	43.0	61.8%	5.3%
		Total	***1,237***	***42.7***	***77.6%***	***6.5%***
	Category C	Warehouseman	1,863	44.3	61.0%	6.4%
Total libraries & museums			**4,447**	**44.3**	**69.4%**	**5.6%**
Management, inspection, education, guidance (DIEQ)			**131**	**37.8**	**70.2%**	**2.3%**
Total staff			**56,644**	**44.7**	**62.1%**	**11.0%**
		of which total tenured staff	54,499	45.0	61.9%	10.8%
		of which total non-tenured staff	2,145	37.1	67.0%	16.0%

* Payroll, January 2010 for non-teachers paid by state credit, yearbooks for all library staff and for ATSS and ITRF staff in autonomous institutions, February 2010.

Source: MEN-MESR-DEPP.

02 Breakdown by personnel categories

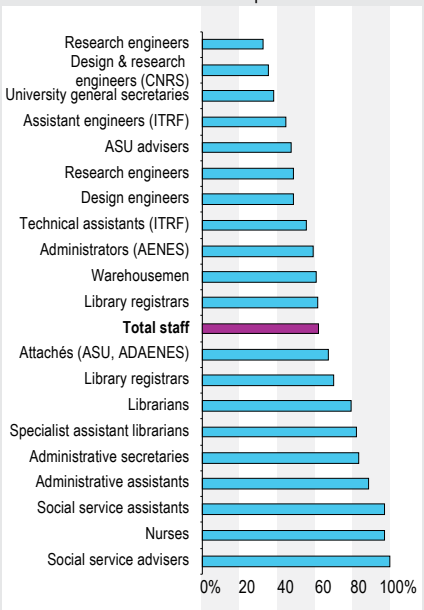
Metropolitan France + DOM



Source: MEN-MESR-DEPP.

03 Proportion of women in non-teaching staff in 2010 (%)

Metropolitan France +DOM



Source: MEN-MESR-DEPP.

05

In 2009-2010, 93,000 teachers were employed in public institutions under the Ministry of Higher Education and Research, out of a total of around 150 000 staff. Teaching staff can be divided into three categories: teachers, researchers and related personnel, secondary school teachers and non-permanent teachers. A quarter of these staff is employed in the Île-de-France area.

As of September 2009, the teaching and research force in public higher education under the supervision of Ministry for Higher Education and Research counted 93,000 teachers including 56,000 researchers and similar workers: 60.2% of the total personnel (*Graph 01a*). Secondary school teachers and non-permanent teachers represent 14% and 25.8% of this force respectively. In ten years the number of teachers in tertiary education has increased by 9.4%. Overall, 90% of personnel are assigned to universities (*Graph 01b*).
Science subjects account for around 41% of these overall personnel numbers; humanities for 30%, and law and medicine for around 14% each (*Graph 02*). In ten years the number of teachers in tertiary education has increased by 9.4%. This increase conceals disparities between disciplines: +19.6% in legal sciences, economics and management, 12.8% in the arts (including 14.9% for humanities), and +6.7% in all scientific disciplines (+10.8% for engineering science and +12.8% for mathematics and computer science). Physics is decreasing (- 9.6%).

The average ages of tenured university professors and tenured lecturers or trainees are respectively 52 years 6 months and 44 years 3 months (*Graph 03*). However, this gap is linked to the career structure: university professors are mainly recruited from among the lecturers. Over the past decade, the percentage of women has risen slowly to 19.9% among teachers and 41.5% for lecturers, an increase of about 5 points. This level is higher in the arts and pharmacy than in sciences, law and medicine. Moreover, among lecturers in the 30-39 age group, women have constituted the majority for some years, in law, the arts and health-related subjects.

Secondary school personnel serving in the higher education sector represent 14% (*Graph 01a*) or 13,000 persons. Among them, 55.7% are qualified. 75.1% of these teachers are assigned to universities, 32.2% are in IUTs, 16% in IUFMs and 8.9% in engineering schools. They mainly teach economics and management, languages and literature, history and geography, mathematics, mechanical engineering and physical education and sports science and techniques (STAPS).

A quarter of the teaching force in higher education is deployed in the three education authorities located in Ile-de-France. Over half (53.7%) of this staff works in the five major regions (Ile-de-France, Rhone-Alpes, Provence-Alpes-Cote d'Azur, Nord-Pas-de-Calais Midi-Pyrenees). This geographical distribution is almost identical to that of students.

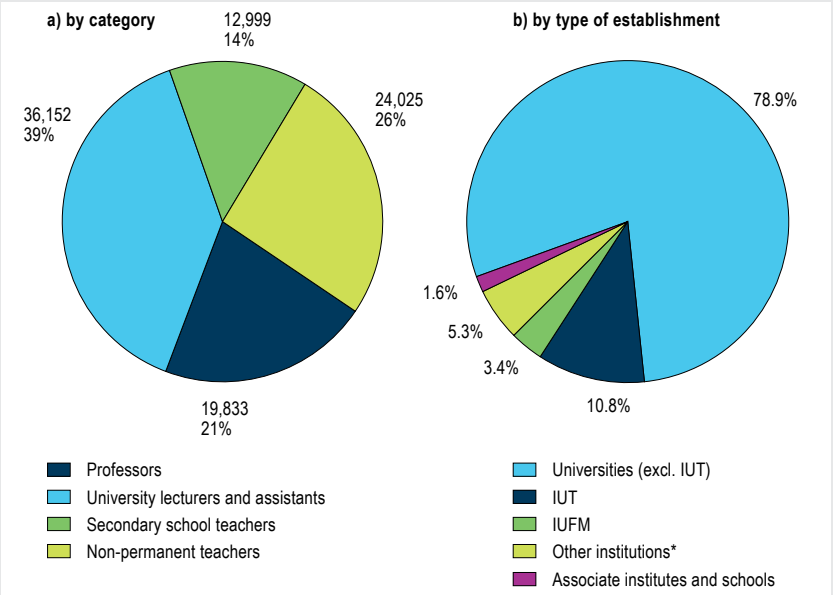
With an average of 16.2 students per teacher in higher education (*Graph 04*), France is fairly close in terms of teacher-student ratio to the OECD average (15.8). Only four countries have a much better position with fewer than 12 students per teacher: Germany, Spain, Japan and Sweden, which drops to 8.5. .

Graphs 01, 02 and 03: in May 2010, the GESUP2 management file for teachers in higher education and the survey of non-permanent teachers, conducted among higher education institutions in the public sector (HRB - Studies Office management planning) The faculty and teaching staff assessed in this way corresponds to staff in active employment, whether tenured or not, those who are posted outside their institution of employment, currently available or on leave are excluded.

Sources: MEN-MESR-DGRH et OCDE.
Scope: All of France (Metropolitan France +DOM +COM +New Caledonia), public sector (01 to 03), different countries (04).

01 Breakdown of higher education teaching personnel into categories and type of institution in 2009-2010

All of France

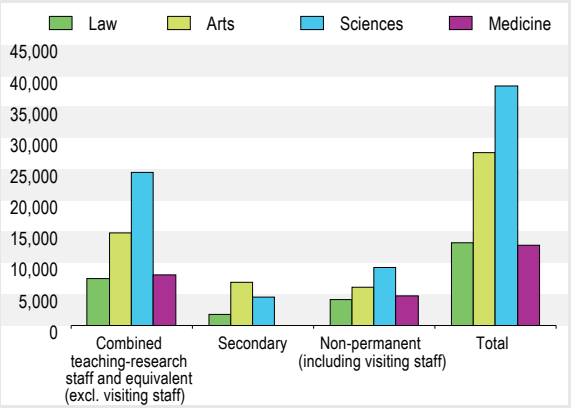


* ENI, INSA, ENS, grands établissements (public research & higher education institutions), French schools abroad, IUFM.

Source: MEN-MESR-DGRH.

02 Distribution of teaching staff active in higher education per key discipline – 2009-2010 academic year

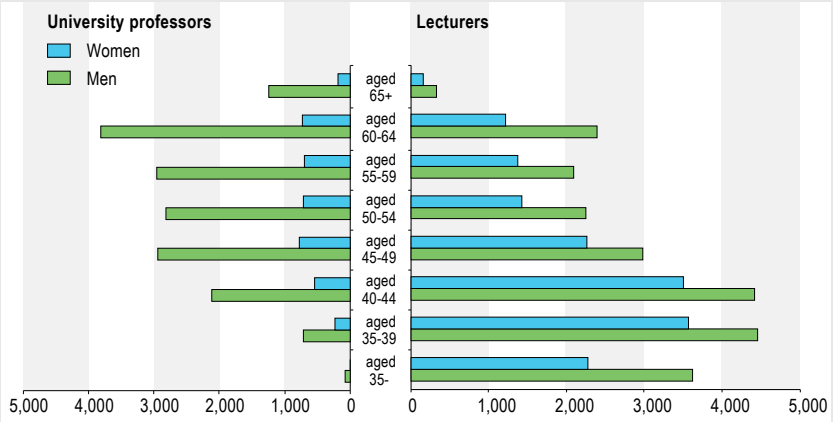
All of France



Source: MEN-MESR-DGRH.

03 Pyramid of ages of tenured faculty members active* in 2009-2010 - Breakdown by profession, sex and age group

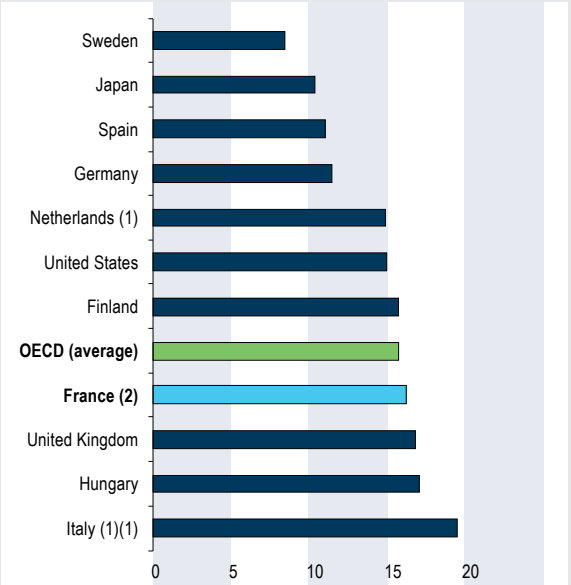
All of France



* Except for associate teachers and surplus teachers.

Source: MEN-MESR-DGRH.

04 Average number of students per higher education teacher* in 2008



(1) Public institutions only.
(2) Public institutions and contracted private institutions.
* In FTE (full-time equivalent)..

Source: OECD, Education at a Glance, 2010, based on statistics of student and teacher numbers (UOE).

06

2009 saw the recruitment of 2,659 combined teaching-research staff. Half of them qualified during the 2009 campaign i.e. just prior to this recruitment campaign. This "qualification" phase – a university competence credential valid for four years' – develops the pool of potential candidates for combined research-teaching, university professor and university lecturer positions.

Qualifying as a *professeur des universités* (PR - university professor) or a *maître de conférences* (MCF – university lecturer) is a prerequisite for candidates to the competitive exam for recruiting combined teaching-research staff. Once the Conseil national des universités (CNU – National University Council) has awarded the qualification, it is valid for four years. In 2009, the qualification campaign organised by the Ministry received 25,140 applications, whereby one person could apply for several qualifications in different disciplines (in reality, separate CNU sections) or for both the teaching and research staff bodies, but separately. The overall result in 2009 was that CNU members examined 18,956 individual applications and delivered 11,005 qualifications to 8,169 different people, i.e. 60% of the 14,603 candidates to have submitted 25,140 applications (*Graph 01*).

Only a fraction of these newly qualified people sat the competitive examination for teaching and research: in 2009, more than half of qualified PR and 40% of qualified MCF did not sit for the competition in the year following their qualification. They may do so during future recruitment campaigns according to qualitative choices regarding available positions or 'use' the qualifications for other career needs.

3,533 job vacancies to be filled by 1st September 2009 were published in the Official Journal with the aim of recruiting university lecturers and professors for higher education institutions. Between 2006 and 2009, university professor positions increased by 10.6% and those of lecturers decreased by 4.4% (but nevertheless increased by 7.6% between 2008 and 2009): an overall increase in jobs of 0.7% (*Graph 02*).

These positions were first filled through secondment or transfer. But the number of secondments is low. 5 lecturers and professors from four universities or 0.1% of the jobs offered. Although very few, transfers increased by 4.2% compared to 2008 but still only accounted for 9.9% of vacancies.

On the basis of jobs remaining unfilled after the transfer, secondment, higher aggregation and recruitment of individuals, 2,659 positions have been filled: a total of 89.9%.

Among the 744 university professors recruited, 91.5% were selected from among lecturers (*Graph 03*). The university professors recruited had an average age of 43 years and 10 months: the average age of lecturers is 33. Women made up 38.3% of the numbers (30.3% of PR and 41.4% of MCF).

As for the origins of the lecturers recruited, it is clear that the majority 32.8% were temporary lecturers, instructors or reader and 38.6% were active in research outside of higher education (*Graph 04*).

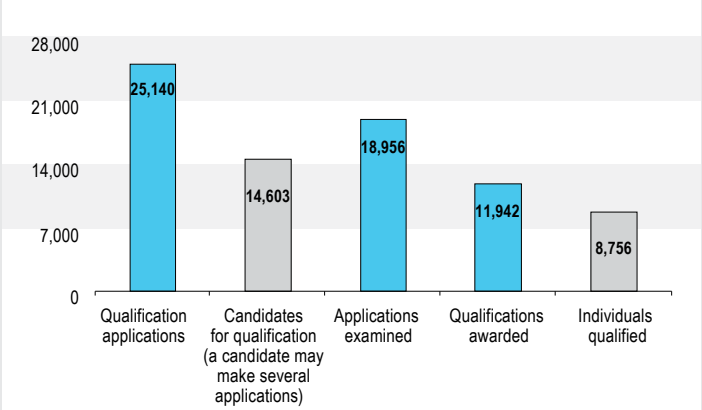
Legislation concerning the recruitment of tenured faculty specifically allows for openings to individuals of foreign nationality: 7.9% of lecturers come from European Union countries, about one point more than in 2008, with 8% from the rest of the world. The "Freedoms and Responsibilities of Universities (LRU) law, in the context of multi-year institutional contracts, requires each institution to outline the objectives it sets for recruitment of MCF who have not obtained their university Bachelor's degree in the institution, as well as the recruitment of PR who were not active immediately before their promotion to the faculty, in the role of a lecturer in their institutions. The investigation into the origin of faculty members recruited in 2009 confirmed an external recruitment rate of 76% for MCF and 43.6% for PR at national level.

The renewal of faculty members takes place in two phases: a qualification accrediting set of scientific skills in order to perform the roles of a teaching-researcher and a recruitment process allowing access to these same duties in higher education institutions.
The results of the qualifying stages and recruitment were analysed using data produced by the ANTARES application. This national application process enables links to be made between the procedures related to these operations and stakeholders and, as such, provides all the information necessary for a thorough study of each annual recruitment campaign. The data analysed here concern the 2009 campaign.

Source: MEN-MESR-DGRH ANTARES application).
Scope: All of France

01 Qualification and recruitment of combined teaching-research staff
Overview of 2009 qualifications

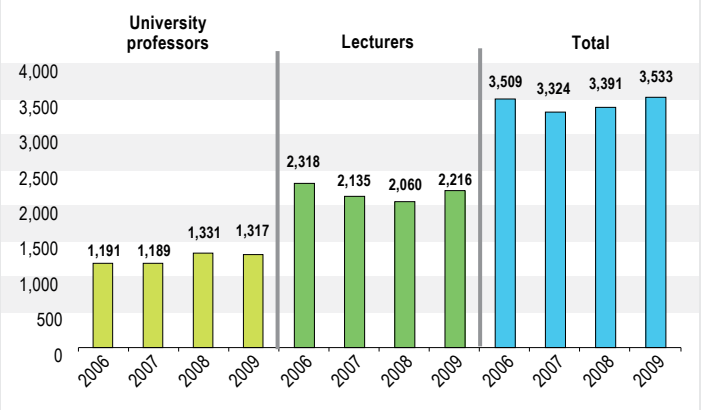
All of France



Source: MEN-MESR-DGRH.

02 Recruitment of combined teaching-research staff
2006-2009 campaigns: positions vacant

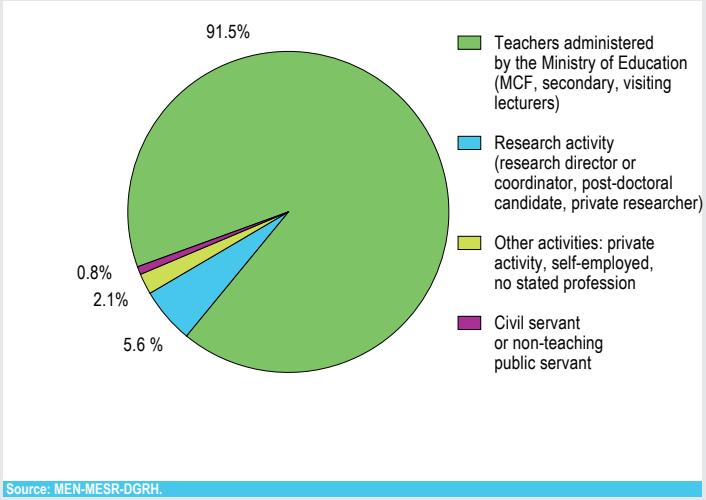
All of France



Source: MEN-MESR-DGRH.

03 Distribution of university professors recruited in 2009 by source category (%)

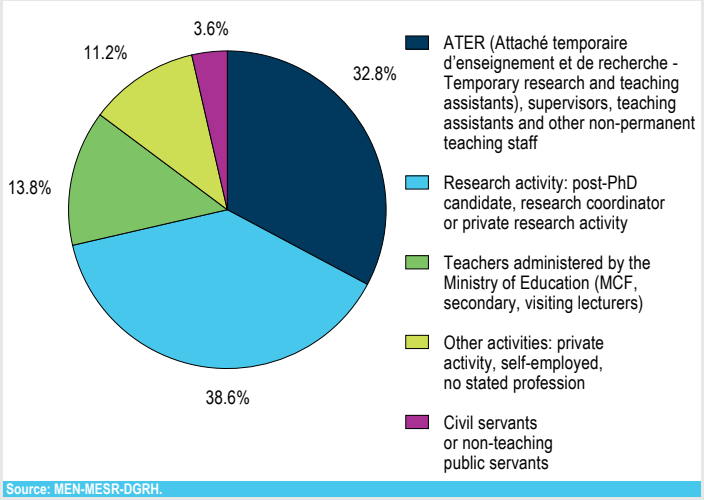
All of France



Source: MEN-MESR-DGRH.

04 Distribution of lecturers recruited in 2009 by source category (%)

All of France



Source: MEN-MESR-DGRH.