



# When Education Has Finished

THE 2013 COHORT IN THE EARLY  
STAGES OF THEIR WORKING LIVES  
RESULTS OF THE 2016 SURVEY

This new edition of *When Education Has Finished* is based on analyses of data from Céreq's *Génération* survey carried out by the Transition to Work and Occupational Trajectories Department (DEEVA). The results reveal the key elements of the 2013 cohort's trajectories during the early years of their working lives (survey carried out in 2016) and they have been keenly awaited by political decision-makers, the academic community and the whole of French society for several reasons.

Firstly, the education-to-work transition of young people in France is a particular indicator of the state of the economy, a gauge of its dynamism or decline. It is a major item on the public policy agenda at national and regional level in France, as well as at European level. For more than 20 years, The *Génération* surveys, which track all young people leaving initial education or training at the same time, have confirmed that the economic situation exerts considerable influence on young people's entry into the labour market.

The previous edition of *When Education Has Finished* (2014) demonstrated the effects of the economic and financial crisis of 2008 on young people's access to employment. In a difficult economic situation, young people with only lower secondary qualifications remained far removed from stable employment in a society in which social integration is to a large extent dependent on access to jobs. Without stable employment, it is indeed very difficult for this segment of the young population to leave the family home, to move into their own house or apartment, to be geographically mobile, to plan for the future or to contemplate taking advantage of 'second chance' opportunities, such as returning to some form of education or training. Young people leaving upper secondary (high) school were also severely affected; they entered the labour market under conditions that had significantly deteriorated, with an increase in both unemployment and fixed-term contracts. For higher education graduates, the situation was more contrasted. While unemployment among economically active young people from all levels of higher education taken together was higher than in previous cohorts, the share of those on open-ended (i.e. permanent) contracts was stable, as was that in management jobs and intermediate occupations.

Secondly, this edition of *When Education Has Finished* is important because the analyses it contains measure the first effects of the tentative economic recovery that is emerging on the young people's transition from education to work. The most significant effect is the fall in the unemployment rate three years after leaving education compared with the 2010 cohort. However, it is still considerably higher than that of the 2004 cohort. This finding, which is particularly marked among leavers with upper secondary leaving qualifications, is a strong indication that the economy is emerging from the crisis. However, pre-recession employment levels have not yet been reached.

While increasing numbers of young people are being recruited, their terms and conditions of employment tend to reflect the structural changes taking place in the economy (cf. *20 ans d'insertion des jeunes: entre permanences et évolutions* – link). Thus compared with the results of previous surveys, the share of young people obtaining quick and lasting access to permanent employment has fallen, even for the most highly qualified. At the same time, the share of those gaining access to employment by means of fixed-term contracts continues to increase.

Despite the long-term upward trend in initial education levels, the norm for young people entering the labour market today is changing, leading to education-to-work transitions that are considerably longer and characterised by more unstable employment relationships; above all, however, these transitions are extremely diverse in nature.

Not all the young people, after all, have benefited from this beginning of a recovery. The trajectories of those with lower secondary qualifications only remain characterised by a higher degree of precarity, with the periods of unemployment often lasting longer in total than the periods of temporary and part-time employment. It is true that these situations are characteristic only of the first three years of their working lives in careers that are tending to get longer. Might a more solid economic recovery, voluntarist public policies encouraging people to return to education and forms of support adapted to these young people's trajectories and preferences help to build more effective bridges into employment?

Nevertheless, as other analyses have shown with regard to housing, culture or even consumption, this divide between those with tertiary level education, those with vocational upper secondary leaving qualifications and those with lower secondary qualifications only is an indicator of a social segmentation that is not diminishing – and may even be getting stronger – between young people who are integrated into the labour market and those on the margins of the labour market, some of whom find themselves excluded from employment and education or training (NEETs). Such exclusion constitutes a major challenge for public policymakers, both nationally and at the European level.

This sixth edition of *When Education Has Finished* is also significant because its appearance provides an occasion to celebrate [20 years of the Génération surveys](#) (link) as celebrated by Céreq's fifth biennial conference on training and employment, which took place on 7 December 2017 (link). We should also mention the publication of the book [Sept ans de vie professionnelle des jeunes: entre opportunités et contraintes](#) (link).

Finally, this preface gives me an opportunity to express my deep gratitude to the some 23,000 young people who responded to the Céreq questionnaire and to congratulate the teams who have put so much effort into all the stages of the surveys and of the production of this book.

Florence Lefresne  
Director of Céreq

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Every three years for the past 20 years, Céreq has conducted a series of surveys among a representative sample of all the young people who left the education system in a given year. These are the *Génération* surveys, whose main objective is to facilitate a regular evaluation of the education-to-work transition over the first three years of the young people's working lives.

The 2016 survey to which this sixth edition of *When Education Has Finished* is devoted uses a battery of indicators to offer a diagnosis of the situation of the young people who completed their education in 2013. The publication's 23 double pages provide multidimensional data on their access to their first jobs, their progress in the labour market, their mobility and their situation three years after leaving initial education, all in the light of the disparities in terms of educational pathway, socio-cultural background, family situation, geographical location, gender etc.

The 2013 cohort's education-to-work transition faced a relatively less gloomy economic situation than that experienced by the previous cohort and an expected turnabout in employment. But what do the figures tell us today? Observation of the modes of labour market integration reveals a threefold tendency: (1) an initial decline in the unemployment rate at 3 years since the survey of the 2004 cohort, (2) increasingly precarious jobs and (3) increasing inequalities for the most vulnerable groups.

The first observation is that the employment level among young people in the 2013 cohort is significantly better than that of the 2010 cohort. They found their first jobs slightly more quickly and three years after the end of their initial education the unemployment rate had fallen to 20%. Nevertheless, there is a big caveat: the reduction is very small and unemployment is still considerably higher than the pre-crisis level, which was of the order of 15% for the 2004 cohort.

In addition to this observation, the increased job instability is also of concern. Despite the increase in education levels, hiring conditions for the young people in the 2013 cohort have been deteriorated compared with those their elders experienced. Over the course of successive *Génération* surveys, an increasing number of them have found themselves in precarious forms of employment, including fixed-term contracts, temporary agency work and subsidised jobs. Three years after completing their education, four young people in employment out of every ten were in temporary jobs. The precariousness of these employment forms is also reflected in greater job instability, with 29% of the young people in this cohort having had more than three jobs over the three years. As a result, there were increasing levels of dissatisfaction with the job held three years after their entry into the labour market.

However, not all the young people leaving the education system were affected the same way. The vast majority of graduates of higher education institutions continued to enjoy access to stable employment, while this applied to half of those with upper secondary leaving qualifications and to only 21% of those with nothing more than lower secondary qualifications. This latter group clearly stands apart from the rest of the cohort: during the three years following completion of their initial education, 77% of them had experienced at least one spell of unemployment, while 22% had been unemployed for the whole period.

While qualifications offer protection against unemployment, they also guarantee better employment conditions. Those with only lower secondary qualifications are more likely to be in involuntary part-time work or temporary employment. Thus the 2016 survey reveals a gulf between the most highly qualified and those with lower secondary qualifications only that has widened over the course of the surveys, particularly for young people living in priority neighbourhoods. The major risk is that this leads to long-term unemployment and the marginalisation of the most vulnerable groups in the labour market.

There is no doubt that these developments affecting the quality of the 2013 cohort's trajectories seem to be aggravating the tendencies observed during the previous surveys. The proliferation of precarious employment forms and the increase in inequalities are obviously explained by the deterioration in the general labour market situation. However, the developments observed might reflect both a strengthening of segmentation in the labour market and a gradual transformation of employment norms, for which the most vulnerable young people are the vectors. This transformation also raises the question of the place these young people occupy in the society now under construction.

■ Josiane Vero,  
■ Jean-Claude Sigot  
Céreq



# The **Génération 2013** survey

# THE 2016 SURVEY OF THE 2013 GÉNÉRATION COHORT

Between April and July 2016, Céreq questioned a national sample of young people who left the education system during or at the end of the academic year 2012-2013 about the early stages of their working lives. The 23,000 young people who replied are representative of the 639,000 who left the French education system for the first time that year, at whatever level. They were questioned in particular about their educational histories and their employment situation month by month during the three years immediately following their departure from the education system. The Main purpose of this survey is to investigate young people's access to employment and their occupational trajectories in the light of their initial education and other individual characteristics (gender, socio-cultural background, etc.).

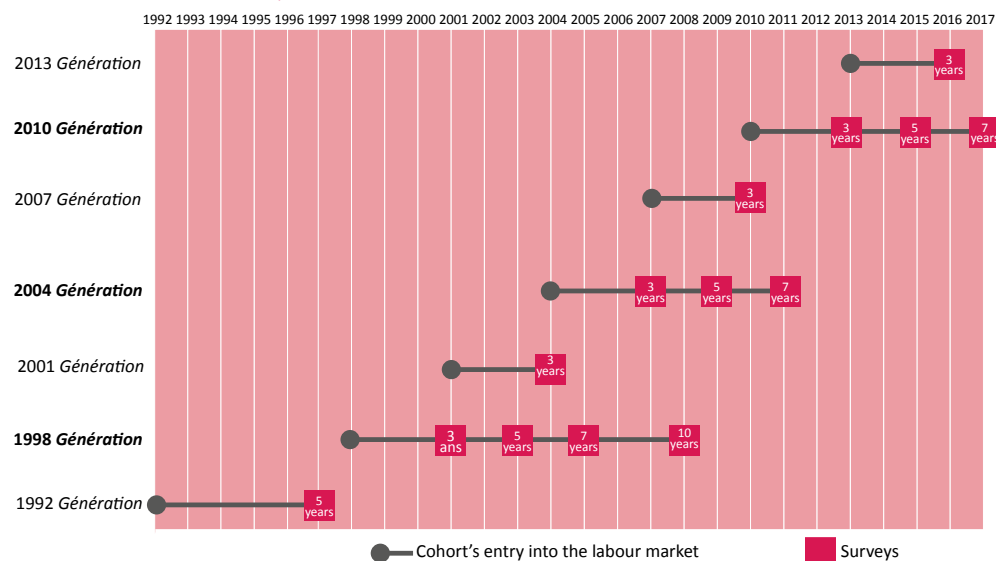
## THE ROLE OF THE GÉNÉRATION SURVEYS

The *Génération* surveys help to improve our understanding of the diversity of individual trajectories at the beginning of the working life. Regardless of the pathways they followed through the education system, the young people are all questioned in the same way. The characteristic they all share is that they entered the labour market in the same year, which eliminates any differences linked to variations in the economic situation. This makes it possible to produce indicators of the education-to-work transition (employment rate, unemployment rate, share of the cohort employed on permanent contracts, etc.) that are comparable across educational levels, pathways and specialisms.

## A REGULAR MONITORING SYSTEM THAT IS UNIQUE IN FRANCE

The first *Génération* survey was conducted in 1997 among young people who had left the education system in 1992. Since 2001, a regular system of surveys has been in place, with a new cohort of leavers being questioned every three years. The questioning in each survey focuses on the first three years following their departure from the education system; this look backwards in time is necessary in order to investigate individuals' trajectories in the early stages of their working lives. Every other cohort is subsequently questioned again at regular intervals: five, seven and up to ten years into their working lives in the case of the 1998 cohort (see schedule below).

## SCHEDULE FOR CÉREQ'S GÉNÉRATION SURVEYS



## THE SCOPE OF THE 2013 GÉNÉRATION SURVEY

The survey population comprises young people who left the education system for the first time during or at the end of the academic year 2012-2013. More specifically, it comprises the young people under 35 years of age who were enrolled in an educational establishment in France in 2012-2013, who did not resume their education the following year and who had never interrupted their education one year or more before that date. The young people surveyed were resident in metropolitan France or in the overseas departments and regions at the time of the survey. The survey encompasses all levels and areas of education.

## THE CONDUCT OF THE SURVEY

### ► Preparing for the survey

The sampling frame was constructed by gathering the necessary information from each of the educational establishments attended by the young people comprising the population survey. This sampling frame was constituted by means of an *ad hoc* data gathering exercise, since there is no centralised database of all the pupils and students enrolled in an educational establishment in France. The cooperation of all educational establishments and the support of the Ministries of Education and Higher Education and Research were therefore essential to the conduct of this exercise. A total of 1,300,000 individuals presumed to have left the education system during the academic year 2012-2013 were identified in this way, 693,000 of whom had actually finished their education.

This sampling frame was used to select a random sample of 160,000 young people to respond to the survey. Further research was conducted on each individual in the sample in order to confirm or supplement the information provided by his or her educational establishment. A letter of information was also sent to the young people, either electronically or by post, before the interview phase.

### ► Gathering the data

An average of 55 interviewers were deployed for four months in order to conduct telephone interviews with the young people in the sample, with the responses being recorded simultaneously on a computer by means of the CATI system (Computer Assisted Telephone Interview). The interviews lasted 30 minutes on average. The questions related to individuals' educational histories, their opinions on their jobs and their career prospects as well as to individual characteristics, particularly their age, gender, social background and nationality. For each individual, there was also an activity diary, by means of which the young people's work situation following the end of their initial education (employment, unemployment, inactivity or education) could be tracked month by month. The first job and that held on the survey date are described in detail (occupation, type of employer, sector, type of employment contract, pay etc.).

### ► A survey open to extension partnerships

The *Génération* surveys can also be used to respond to requests for national or regional extensions relating to particular educational levels or specialisms. These extensions of the sample or the interviews can be used to refine the analyses in order to meet specific needs for information.

In the case of the 2016 survey, extension interviews were conducted on the competitive entrance examination for the French civil service, handicaps, individuals' relationship to work, entrepreneurship, support arrangements and time spent abroad. Extension samples were produced for those leaving courses in environmental studies, sport and health and social work, for PhDs and higher education programmes, as well as for those living in urban policy priority neighbourhoods.

### ► Analysis by highest qualification obtained

The questionnaire can be used to identify all the qualifications obtained during an individual's educational career. In the tables, the primary entry is the highest level of qualification obtained, as in previous editions of this publication.

### ► An official statistical survey

The *Génération* surveys are official statistical surveys, conducted under the provisions of Act no. 51-711 of 7 June 1951 on legal obligation, coordination and confidentiality in the field of statistics. The National Council for Statistical Information (CNIS) validates the appropriateness of these surveys: its quality label committee verifies their methodological quality. This protective framework for survey respondents guarantees the confidentiality of the information gathered and ensures that it will be used for research purposes only.

### ► A survey system that is being overhauled

Experiments were conducted on the surveys of the 2010 and 2013 cohorts as part of the system's overhaul programme. The aim of these experiments was to investigate the impact of adding a self-administered, web-based data gathering tool on the quality of the responses. The survey of the 2017 cohort, which will be the next one to be interviewed in 2020, will be the first survey using the overhauled system.

# The *Génération* 2013 Survey

**They completed their education in 2013**

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# They completed their education in 2013

# 1 Highest qualification and demographic profile

Of the 693,000 young people who left initial education in 2013, 44% were higher education graduates, while 14% left the education system with lower secondary qualifications only.

In 2013, 693,000 young people left the education system: 672,000 in metropolitan France and 21,000 in the overseas departments and regions. 14% of the cohort left with no qualifications higher than the lower-secondary certificate; this share is lower than that for the previous survey of the 2010 cohort. Holders of the CAP-BEP accounted for 13% of leavers in 2013, a share that has fallen to the benefit of holders of the various vocational *baccalauréats* (17%); this shift is linked to the reform of the vocational pathway introduced at the beginning of the academic year 2009-2010. The share of those holding the general *baccalauréat*, at 7%, is 2 percentage points lower than that of the previous cohort, while the share of higher education graduates continues to rise and now accounts for 44% of the cohort.

As far as gender differences are concerned, young women continue to maintain their advantage over their male counterparts in terms of level of education: 49% are higher education graduates compared with 39% of the young men in the cohort. Moreover, just 12% of the young women have no qualifications other than the lower-secondary certificate, compared with 16% of young men.

Regardless of the level of qualification, specialisms are still highly gendered. In secondary education, girls are massively concentrated in service-sector specialisms. Among holders of a CAP or BEP in a service-sector specialism, 73% are girls, compared with only 15% of holders of a qualification in an industrial specialism. Similarly, young women account for the greater share of those with university degrees in arts, humanities and social sciences, in management and in law.

On average, the young men in the 2013 cohort finished their education at the age of 22, while the average leaving age for young women was 22,5 with relatively large numbers of them completing longer courses of study. The average age of exit from the education system rises with level of qualification; it ranges from 18 for those with just lower-secondary qualifications to 29 for PhDs.

Among the reasons given for leaving education, the young leavers in the 2013 cohort were most likely to declare that they intended to seek employment (75%), that they had reached their desired level of education (52%), that they had found a job (41%) or that they had grown tired of education (35%). At all levels of qualification, more than six out of ten young people expressed a desire to start their working lives. Three quarters of higher education graduates stated that they had reached their desired level of education, while those with only lower-secondary qualifications were the most likely to state they had grown tired of education (55%).

The early stages of the 2013 cohort's working lives were analysed in the light of the highest qualification obtained by the young people during their initial education, whether in school or at university (see the list of qualifications on p. 71).

The highest qualification obtained was determined from the following information:

The class they were in 2012-2013, the information gathered from the educational establishments and validated or amended by the young person at the time of the survey.

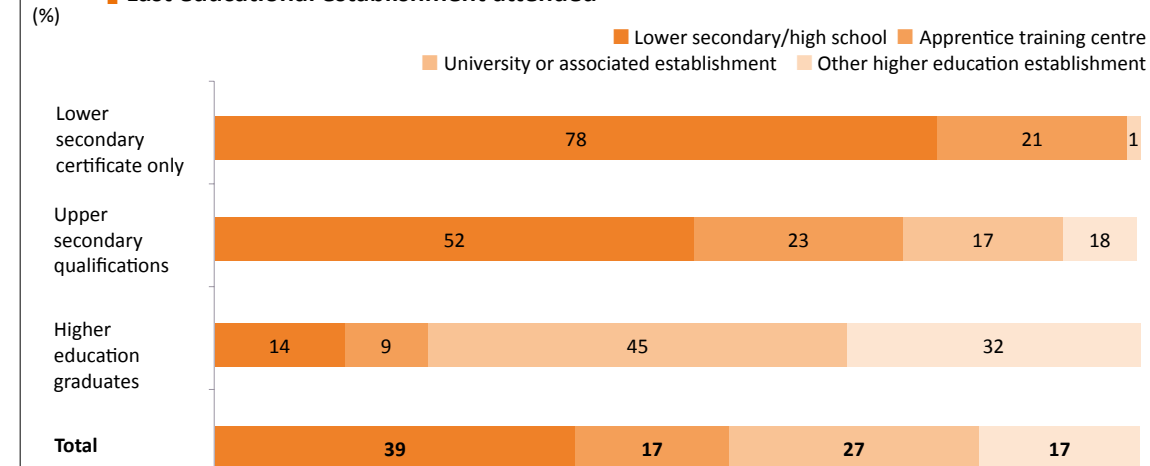
- Award of the qualification for the class from which they left.
- The supplementary information on the other qualifications obtained in the course of their education.
- The specialisms defined by Céreq on the basis of the list of school specialisms (NSF) and the SISE list of university course.

## Highest qualification obtained on leaving the education system

	Numbers	Distribution (in %)	Average age in 2013 (in years)	Share of women (in %)
<b>Lower secondary only</b>	<b>96 000</b>	<b>14</b>	<b>18</b>	<b>42</b>
<b>CAP-BEP</b>	<b>89 000</b>	<b>13</b>	<b>19</b>	<b>42</b>
CAP-BEP (service-sector specialism)	42 000	6	20	73
CAP-BEP (industrial specialism)	47 000	7	19	15
<b>Baccalauréat</b>	<b>203 000</b>	<b>29</b>	<b>20</b>	<b>49</b>
Vocational <i>baccalauréat</i> (service-sector specialism)	63 000	9	20	69
Vocational <i>baccalauréat</i> (industrial specialism)	53 000	8	20	13
Technological <i>baccalauréat</i> (service-sector specialism)	28 000	4	20	65
Technological <i>baccalauréat</i> (industrial specialism)	7 000	1	21	25
General <i>baccalauréat</i>	52 000	7	21	54
<b>Bac+2 excl. qualifications in health and social work</b>	<b>77 000</b>	<b>11</b>	<b>22</b>	<b>43</b>
Bac+2 (service-sector specialism)	47 000	7	22	57
Bac+2 (industrial specialism)	30 000	4	22	22
<b>Bac+2/3 in health and social work</b>	<b>30 000</b>	<b>4</b>	<b>23</b>	<b>81</b>
<b>Bac+3/4 excl. qualifications in health and social work (bachelor's, 1-year master's)</b>	<b>65 000</b>	<b>10</b>	<b>23</b>	<b>53</b>
Vocational bachelor's (service-sector specialism)	14 000	2	22	63
Vocational bachelor's (industrial specialism)	14 000	2	22	33
Bac+3/4 in arts, humanities, management, law	31 000	5	24	61
Bac+3/4 in maths, science and technology, sports sciences	6 000	1	24	37
<b>Bac+5</b>	<b>118 000</b>	<b>17</b>	<b>25</b>	<b>60</b>
Bac+5 in arts, humanities, management, law	55 000	8	25	74
Bac+5 in maths, science and technology and sports sciences	21 000	3	25	50
Business and engineering schools	42 000	6	24	47
<b>PhD</b>	<b>15 000</b>	<b>2</b>	<b>29</b>	<b>59</b>
<b>Total</b>	<b>693 000</b>	<b>100</b>	<b>21</b>	<b>50</b>

Scope: entire cohort (693,000 individuals).

## Last educational establishment attended



Scope: entire cohort (693,000 individuals).



Educational trajectories are strongly influenced by the careers advice and guidance on courses given to pupils at the end of lower secondary school and the type of *baccalauréat* obtained. The reform of the vocational pathway, which saw the introduction of the three-year vocational *baccalauréat*, has significantly increased the share of level IV qualifications in vocational courses.

Of the 96,000 young people in the 2013 cohort leaving the education system with lower secondary qualifications only, fewer and fewer left at the end of lower secondary school; this group numbered only about 15,000 in the 2013 cohort. Of these, 44% had repeated a year during their primary education, compared with 32% of the others who left education with lower secondary qualifications only. Thus this repeating of a year at an early stage of an individual's education seems to be a predictor of the level that will be achieved on exit from the education system.

Of the young people leaving secondary education, 42% went on to work towards a CAP after the end of lower secondary school, 30% entered high school via the vocational pathway and 28% embarked on the general or technological pathways through high school. The introduction of the three-year vocational *baccalauréat* has significantly increased the share of level IV qualifications within the vocational pathway.

The applications made when the young people were taking the *baccalauréat* characterised subsequent trajectories fairly clearly. Those who left without a higher education qualification were more likely to have applied for a BTS only; conversely, the young people who left at the bac+5 level, or at least the bac+3/4 level, were more likely to have applied for university and the preparatory classes for the *grandes écoles* or, to a lesser extent, university and university institute of technology.

The majority of those with bac+2 qualifications (excluding health and social work specialisms) took the technological or vocational *baccalauréat* and opted for short (2-year) courses of higher education in either the advanced technician section (STS) of a *lycée* or in a university institute of technology (IUT). On the other hand, nine out of ten young people with bac+5 qualifications took the general *baccalauréat* and two thirds of them attended university or a preparatory class for entry to the elite *grandes écoles*.

More than half of the young people in the 2013 cohort (approximately 383,000) continued their education beyond the *baccalauréat*. Of these, 83,000 dropped out of higher education. Nevertheless, the completion rate was close to 80%, which represents an improvement over earlier cohorts. Of the young people who left higher education without having obtained a qualification, the share of those with a vocational *baccalauréat* rose significantly, firstly because there were more young people in the vocational streams and secondly because they were more likely to continue their education after the *baccalauréat*.

Apprenticeships remained the favoured route for most of the young people taking level V qualifications in industrial specialisms. The apprenticeship pathway was also the route favoured by a significant share of those taking the vocational baccalaureate or a vocational bachelor's in these specialisms. Apprenticeships also maintained their position in the *grandes écoles*, with almost one student in every five opting for that pathway.

One abiding feature is that educational destinies are still strongly influenced by the pathway into which young people are channelled at the end of lower secondary school (general or vocational *baccalauréat*) and, in the case of those leaving higher education, by the type of *baccalauréat* obtained.

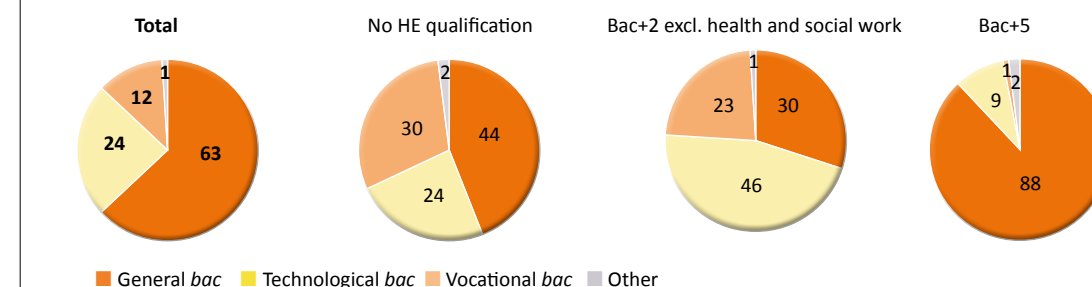
### Educational trajectories of young people leaving secondary education by highest qualification

	After completing lower secondary school, they went on to:					Total (%)
	the first year of high school in the general or technological stream	the first year of an apprenticeship-based CAP	the first year of a school-based CAP	the first year of an apprenticeship-based vocational bac	the first year of a school-based vocational bac	
Lower secondary certificate only	32	16	21	2	29	100
CAP-BEP	8	30	42	2	18	100
CAP-BEP (service-sector specialism)	9	18	54	1	18	100
CAP-BEP (industrial specialism)	8	39	32	3	18	100
<b>Baccalauréat</b>	<b>40</b>	<b>6</b>	<b>19</b>	<b>2</b>	<b>33</b>	<b>100</b>
Vocational bac (service-sector specialism)	27	4	28	1	40	100
Vocational bac (industrial specialism)	17	11	19	5	48	100
Technological bac (service-sector specialism)	88	0	11	0	1	100
Technological bac (industrial specialism)	80	0	19	1	0	100
General bac	99	0	1	0	0	100
<b>Total</b>	<b>28</b>	<b>16</b>	<b>26</b>	<b>2</b>	<b>28</b>	<b>100</b>

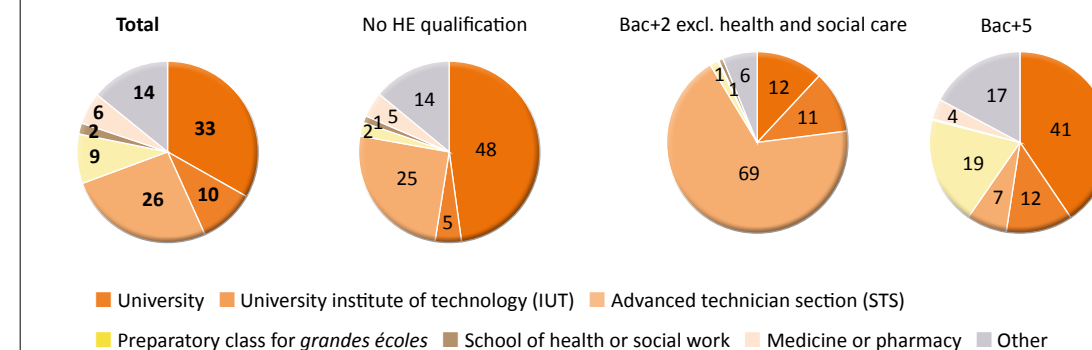
Scope: young people leaving secondary education having continued their education after the end of lower secondary school (281,000 individuals).

### A closer look at some of the educational trajectories of young people leaving higher education

#### Baccalauréat obtained



#### First educational destination after high school by highest qualification obtained



Scope: young people leaving higher education and having obtained the baccalauréat (383,000 individuals).

# They finished their education in 2013

## 3 Socio-cultural background

The educational trajectories of the young people in the 2013 cohort were very significantly influenced by their socio-cultural backgrounds. A quarter of the children of blue-collar workers have higher education qualifications, compared with three quarters of those whose fathers have *cadre* status.

► The **parents' socio-occupational category** is that associated with their job (or the last job held if they were unemployed or retired) at the time their child left the education system.

► **Urban priority neighbourhoods** are a product of the 2014 reform of priority neighbourhood boundaries. The boundaries in question here are those that applied to the place in which the young person was living at the time of his or her departure from the education system.

► Young people are defined here as **coming from immigrant backgrounds** if both their parents were born abroad, regardless of nationality.

■ The proportion of young people whose father has *cadre* status rises with qualificational level, while that of young people from families in which the father is a blue-collar worker declines. Thus 5% of those with lower-secondary qualifications only have a father with *cadre* status and 27% a father who is a blue-collar worker; at the other end of the hierarchy of qualifications, more than half of PhDs have a father with *cadre* status and just 7% a father who is a blue-collar worker.

The level of qualification attained is also linked to the mother's education. Thus one third of those with lower secondary qualifications only have a mother with the same (lack of) qualifications. For their part, 42% of PhDs have a mother with qualifications requiring at least 3 years' post-secondary education, compared with just 3% of those with lower secondary qualifications only.

The chances of obtaining high-level qualifications vary significantly with social background. 40% of young people whose parents are both blue-collar workers hold a CAP or BEP at most. Only 4 per cent of those whose parents both have *cadre* status are in that position. Moreover, there are virtually no children of blue-collarworkers at the highest levels of qualification. Only 6% of them have bac+5 qualifications or higher, while half of young people whose parents both have *cadre* status hold such qualifications.

Educational trajectories also seem linked to the place of residence while in education, since only 30% of young people who were living in an urban priority neighbourhood as they completed their education are higher education graduates, compared with 44% of the cohort as a whole. Overall, 14% of the cohort left the education system with nothing more than the lower secondary leaving certificate; however, for young people living in an urban priority neighbourhood as their education was coming to an end the figure is 26%.

Young people from migrant backgrounds are more likely than the others to leave the education system with nothing more than the lower secondary leaving certificate. Thus 17% of the children of parents born abroad left school with no other qualification than the lower secondary certificate, compared with 14% of all young people. Nevertheless, they are not underrepresented at the highest levels: almost 20% of young people from immigrant backgrounds obtained at least bac+5 qualifications, which is line with the average for the cohort as a whole.

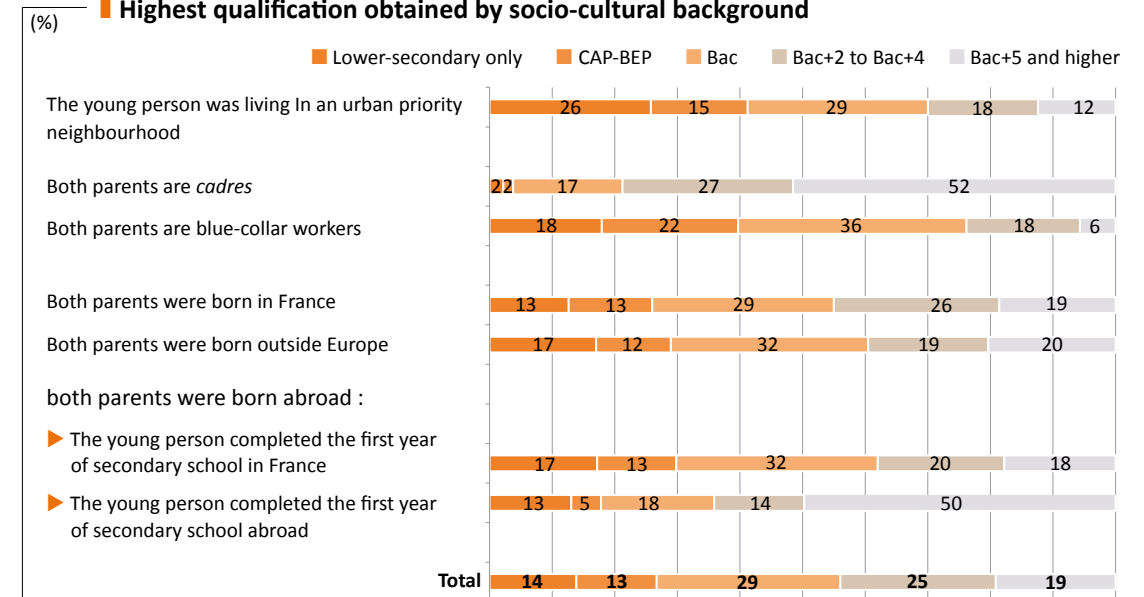
The educational trajectories of the young people from immigrant backgrounds differed depending on their place of birth and their date of arrival in France. After all, 88% of them were born in France or were already living in France at the beginning of secondary school (around the age of 11) and their educational trajectories were shorter than average for the cohort as a whole. Those who arrived in France after the age of 11 had significantly longer trajectories. Almost half of them have a higher education qualification or one requiring 5 years' post-secondary education, compared with a scant 19% of the young people in the 2013 cohort as a whole. They are mainly young people who came to France to go to university.

### Socio-cultural background by highest qualification

	When the young person left the education system					Both his/her parents were born in France	Both his/her parents were born abroad
	his/her father was		his/her mother		he/she was living in an urban priority neighbourhood		
	blue-collar worker	<i>cadre</i>	had only lower secondary certificate	had a bac+3 qualification or higher			
(in %)							
<b>Lower secondary only</b>	27	5	35	3	19	68	17
<b>CAP-BEP</b>	33	7	29	2	12	77	13
CAP-BEP (service sector specialism)	32	6	31	3	16	76	14
CAP-BEP (industrial specialism)	35	7	27	2	9	79	13
<b>Baccalauréat</b>	27	15	25	10	10	73	15
Vocational <i>baccalauréat</i> (service-sector specialism)	31	9	30	6	11	72	17
Vocational <i>baccalauréat</i> (industrial specialism)	34	11	23	5	9	78	12
Technological <i>baccalauréat</i> (service-sector specialism)	24	11	26	8	11	69	18
Technological <i>baccalauréat</i> (industrial specialism)	28	17	28	13	10	74	15
General <i>baccalauréat</i>	17	27	19	20	9	73	13
<b>Bac+2 health and social work</b>	24	20	24	13	9	77	13
Bac+2 (service-sector specialism)	23	20	25	13	8	73	15
Bac+2 (industrial specialism)	26	20	22	12	9	82	11
<b>Bac+2/3 in health and social work</b>	19	30	19	23	5	86	4
<b>Bac+3/4 excl. qualifications in health and social work (bachelor's, 1-year master's)</b>	16	33	20	24	7	78	12
Vocational bachelor's	19	32	19	18	5	82	10
Other bac+3/4	14	33	21	29	8	75	13
<b>Bac+5 (2-year master's)</b>	12	44	18	34	7	72	16
Bac+5 excl. business and engineering schools	15	41	19	31	8	73	15
Business and engineering schools	8	51	15	40	5	71	16
<b>PhD</b>	7	54	16	42	5	71	18
<b>Total</b>	<b>23</b>	<b>21</b>	<b>25</b>	<b>15</b>	<b>10</b>	<b>74</b>	<b>14</b>

Scope: the entire cohort (693,000 individuals).

### Highest qualification obtained by socio-cultural background



Scope: the entire cohort (693,000 individuals)

## They finished their education in 2013

Spending time abroad is more common among the more highly qualified. Graduates with bac+5 qualifications, who spent the longest periods of time abroad, often did so as part of their courses.

47% of the young people in the 2013 cohort, 324,000 individuals in all, spent time abroad during their studies; the chances of having done so rise with the level of qualification. Those with lower secondary qualifications only and holders of the CAP or BEP are the least likely to have spent time abroad (23%), in contrast to graduates of the elite business and engineering schools (86%), for whom periods of study and/or work abroad were an integral part of their courses.

Overall, stays abroad tended to be short, with more than half lasting less than a month. These short stays were mainly holidays (48%) or study visits (21%). Those with bac+5 qualifications and PhDs stand out from the rest, since their stays abroad were relatively long (53% spent 3 months or more abroad), the main purposes being either study (35%) or work placements (24%).

Regardless of the level of qualification, Europe was the main destination for foreign visits (65%). However, Africa is relatively well represented among those with lower secondary qualifications only (23%), as are America (19%) and Asia-Oceania (11%) among higher education graduates.

There are various sources of funding for stays abroad directly linked to an education programme (work placements and study visits). Families contributed in 69% of cases, while 38% of stays were funded in part by grants and other forms of financial assistance from the public purse.

More than half of the young people who went abroad to study or on a work placement believe that their time abroad improved their chances of finding a job when they finished their education. This applied in particular to work placements (65%) and longer stays of more than three months (76%). Improving language skills, discovering new methods of working or ways of learning and progress in developing career plans were the main benefits cited by interviewees.

### Notes

The module of questions on stays abroad was updated for the 2013 cohort. The results presented here cannot therefore be compared to those for the 2010 cohort.

When an individual went abroad several times, only the most significant stay was described. Priority was given to study visits and work placements, and then to the longest stay.

## 4 Time spent abroad while in education

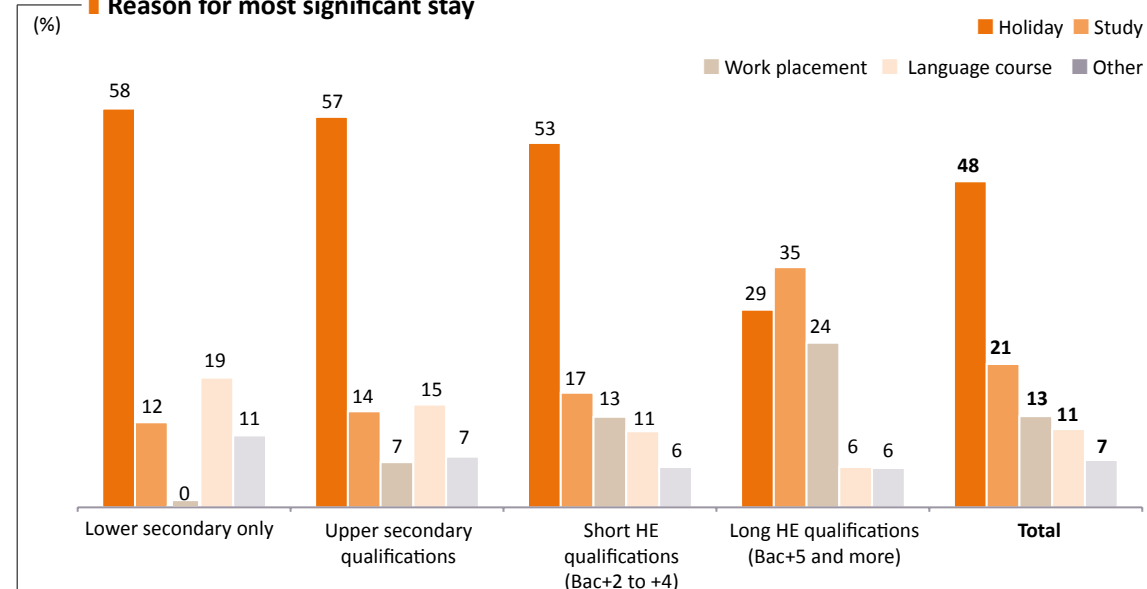
### Time spent abroad while in education

	(in %)	They spent at least one period of time abroad	Length of most significant stay abroad*			
			Less than 1 month	Between 1 and 2 months	Between 3 and 5 months	More than 6 months
Lower secondary only		24	64	24	2	10
CAP-BEP		23	78	19	2	1
Baccalauréat		43	71	23	2	4
Vocational baccalauréat		39	74	23	2	1
Technological baccalauréat		41	71	23	2	4
General baccalauréat		54	65	23	4	8
Bac+2 excl. qualifications in health and social work		54	64	28	5	3
Bac+2/3 in health and social work		56	71	24	3	2
Bac+3/4 excl. qualifications in health and social work (bachelor's, 1-year master's)		59	54	23	11	12
Vocational bachelor's		53	66	22	9	3
Other bac+3/4		63	45	24	13	18
Bac+5 (2-year master's)		73	27	20	18	35
Bac+5 excl. business and engineering schools		65	39	22	11	28
Business and engineering schools		86	11	18	27	44
PhD		73	41	24	13	22
<b>Total</b>		<b>47</b>	<b>55</b>	<b>23</b>	<b>8</b>	<b>14</b>

Scope: entire cohort (693,000 individuals).

\*Only those having spent at least one period abroad (324,000 individuals).

### Reason for most significant stay



Scope: young people having spent at least one period of time abroad (324,000 individuals).

# The *Génération* 2013 Survey

**The pathway into work:  
events and timings**

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**Eight out of ten young people obtained their first job in under 6 months. For 70% of them, their first job was a temporary one.**

► An individual's **first job** is defined as the first job held (excluding holiday jobs) after leaving the education system in 2013.

92% of the young people in the 2013 cohort had at least one job during the three years immediately following their departure from the education system. Almost half of them (47%) obtained a job in their first month in the labour market. After six months, 79% had held at least one job.

► **Non-waged workers** include individuals working on their own account (self-employed) and family workers.

However, this rapid access to employment was accompanied by considerable instability, with most first jobs (70%) being fixed-term. Thus 15% involved temporary agency work, 13% were state subsidised and 42% were seasonal or fixed-term for some other reason. Furthermore, only 5% of these first jobs were non-waged jobs.

► The principal **state-subsidised employment contracts** are upskilling/reskilling contracts, apprenticeship contracts, single integration and employment initiative contracts (CUI-CAE and CUI-CIE) and 'jobs for tomorrow'.

The share of permanent jobs among the first jobs rises with level of qualification. 43% of those graduating with a 2-year master's began their working lives with a permanent waged job, 23 percentage points more than for young holders of a CAP/BEP. For those with lower secondary leaving certificates only or a CAP/BEP at most, temporary agency work and subsidised jobs accounted for around 40% of first jobs.

► **Permanent jobs** include non-wage jobs, jobs on open-ended contracts in the public or private sector and jobs in the public service with the status of 'fonctionnaire', which guarantees life-long tenure.

For a quarter of the young people who started out in waged work, their first job was a part-time one. This was more the case for women, for whom the figure reached 30% if all levels of education are taken into account, compared with only 18% for men. There are considerable disparities among women, depending on whether or not they continued on to higher education. Almost half of the women with lower secondary leaving certificates only were working part-time, compared with 16% of those who had completed a 2-year master's. Moreover, this gap between men and women, which is greatest (around 20 percentage points) at the lower levels of qualification (lower than or equal to *baccalauréat*), narrows as the level of qualification rises. More than half of the young people (59%) working part-time would have liked to be working full-time.

► **Income** from work is the net monthly pay, including bonuses, for full-time or part-time jobs.

Higher education graduates, particularly those from the elite business and engineering schools and holders of PhDs, enjoy the highest earnings. Holders of a bac+2/3 qualification in health and social work are better paid than holders of other qualifications requiring 3 or 4 years' post-secondary study. Those young people whose qualifications are in service-sector specialisms are less well paid, notably because they are often employed in occupations in which part-time working is widespread.

## First jobs in a few indicators

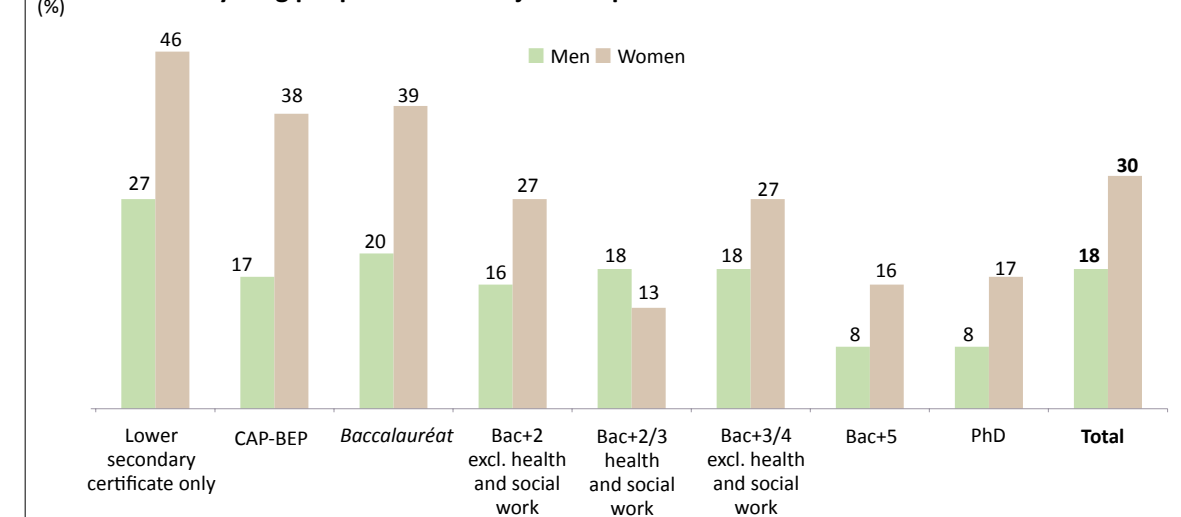
	Main contract types at start of first job					Median net monthly starting wage*	Part-time <sup>1</sup>
	(%)	Non-waged	Other permanent job	Temp agency	Subsidised contract		
<b>Lower secondary only</b>	8	12	22	20	38	1120	35
<b>CAP-BEP</b>	3	20	18	19	40	1200	26
CAP-BEP (service sector specialism)	1	19	13	20	47	1120	37
CAP-BEP (industrial specialism)	4	21	23	18	34	1230	17
<b>Baccalauréat</b>	3	21	19	16	41	1155	30
Technological <i>baccalauréat</i> (service-sector specialism)	2	21	16	17	44	1120	36
Technological <i>baccalauréat</i> (industrial specialism)	3	24	27	13	33	1255	16
General <i>baccalauréat</i>	4	19	14	17	46	1130	34
<b>Bac+2 excl. qualifications in health and social work</b>	4	25	17	13	41	1260	21
Bac+2 (service-sector specialism)	3	24	13	16	44	1200	25
Bac+2 (industrial specialism)	5	25	23	10	37	1350	13
<b>Bac+2/3 qualifications in health and social work</b>	8	24	7	1	60	1550	14
<b>Bac+3/4 excl. qualifications in health and social work (bachelor's, 1-year master's)</b>	5	23	14	12	46	1275	23
Bac+2/3 in arts, humanities, management, law	7	23	11	14	45	1200	27
Bac+2/3 in maths, science and technology, sports sciences	3	25	21	8	43	1410	15
<b>Bac+5 (2-year master's)</b>	5	43	7	5	40	1670	13
Bac+5 in arts, humanities, management, law	5	36	6	7	46	1470	20
Bac+5 in maths, science and technology, sports sciences	9	43	7	3	38	1700	11
Business and engineering schools	3	51	8	4	34	2000	5
<b>PhD</b>	16	29	2	1	52	2000	14
<b>Total</b>	5	25	15	13	42	1260	24

Scope: all young people who held a job during the first three years of their working lives (636,000 individuals)

<sup>1</sup> Scope: young waged workers at the beginning of their first job (607,000 individuals)

\* The median wage is the wage above which half of the young people are paid regardless of their working time.

## Share of young people whose first job was part-time



Scope: all young waged workers at the start of their first job (607,000 individuals).

**48% of the young people who began their working lives in the manufacturing sector were higher education graduates, compared with 28% of entrants in the construction industry.**

► **Specialised scientific and technical activities** include in particular legal and accountancy services, architecture and engineering, scientific research and development, advertising and market research.

► **Other service activities** include in particular sporting, recreational and leisure activities, the activities of non-profit organisations and personal services.

► For **young temp agency workers**, the sector included in our analyses is that of the company in which they completed their first agency placement.

Half of the young people who had worked during the first three years of their working lives started out in one of four main sectors: the distributive trades, health and social action, manufacturing and hotels and catering. Men and women tended not to start out in the same sectors. Women were very much in the majority in health and social action and education but were underrepresented in traditionally male sectors such as manufacturing, construction, transport and agriculture. There was parity between men and women in hotels-catering, specialist scientific and technical activities, public administration and administrative and support services, as well as in the distributive trades.

The sectors in which the young people found employment also varied depending on their level of qualification and area of specialism. Those with lower secondary certificates only and those holding a CAP-BEP were most likely to obtain their first jobs in manufacturing, construction (in the case of those with industrial specialisms), the distributive trades and hotels-catering. Almost half of those with vocational *baccalauréats* in service-sector specialisms found jobs in the distributive trades, motor vehicle repairs and health and social care. More than one third of holders of bac+5 and higher qualifications found employment in the sector linked to specialist scientific and technical activities or in education.

New entrants were not recruited at the same level of qualification in all sectors. Hotels-catering and transport favoured young people with the *baccalauréat*. Conversely, those obtaining their first jobs in specialised scientific and technical activities, communications and information and education tended to be young graduates with at least a bac+5 qualification.

The 2013 leavers tended to be hired for their first jobs on fixed-term contracts. In public administration and transport, this share was in excess of 80%. However, three sectors turn out to be exceptions to this general rule, with around half of the new entrants having been offered permanent contracts. They are communications and information (56%), scientific and technical activities (50%) and hotels-catering (43%), although in the last-named sector contracts were terminated more frequently. In manufacturing and transport, about 40% of first hires were temp agency jobs. Block-release contracts, which accounted for some 7% of first hires, were relatively more common in real estate and the finance and insurance sector.

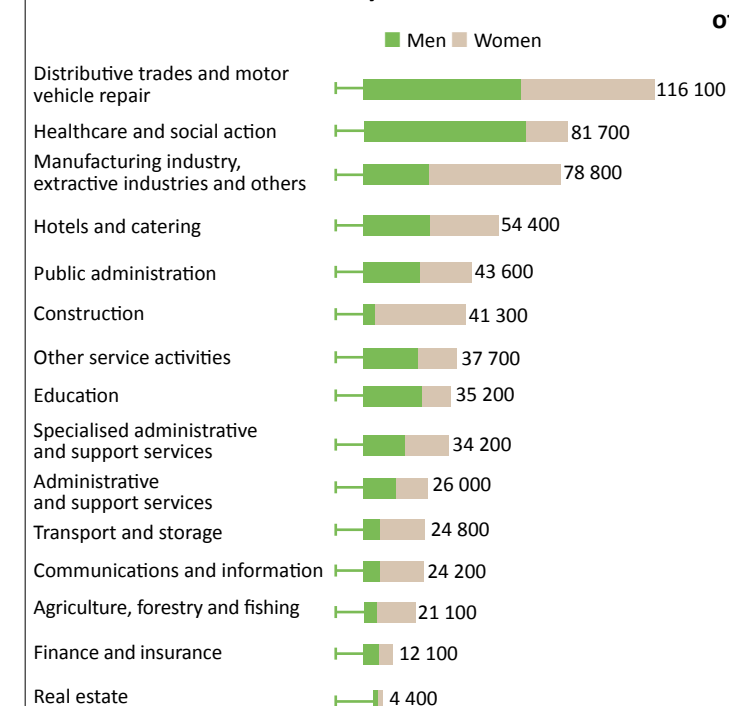
Part-time first jobs were more common in hotels-catering and education (at least 40%). Conversely, manufacturing industry and construction, which are both male-dominated sectors, made less use of part-time jobs.

### Sector of first employer

	Total	Share of women	Share of hires			
			Perma- nent job	Temp agency	Other temporary job	Part-time*
(%)						
Agriculture, forestry and fishing	3	28	22	10	68	15
Manufacturing industry, extractive industries and others	12	34	23	41	36	8
Construction	6	13	31	26	42	6
Distributive trades - motor vehicle repair	18	54	28	17	54	29
Transport and storage	4	28	18	39	42	15
Hotels and catering	9	50	43	6	51	44
Communications and information	4	29	56	8	36	14
Finance and insurance	2	56	29	11	58	10
Real estate	1	61	35	5	59	4
Specialist scientific and technical activities	5	50	50	6	43	10
Administrative and support services	4	52	22	18	58	26
Public administration	7	53	16	5	78	28
Education	6	68	35	1	63	41
Healthcare and social action	13	80	27	4	67	25
Other service activities	6	59	25	6	68	37
<b>Total</b>	<b>100</b>	<b>50</b>	<b>29</b>	<b>16</b>	<b>55</b>	<b>24</b>

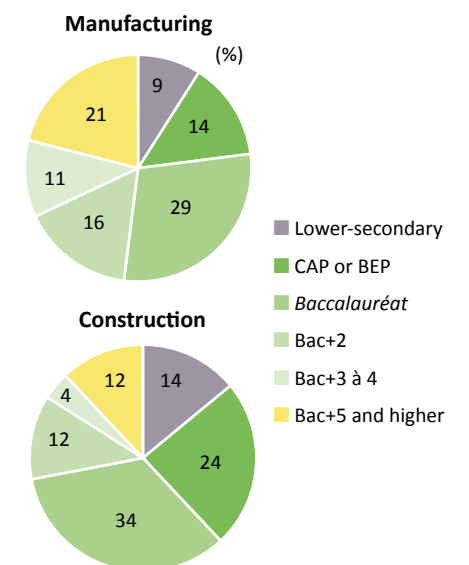
Scope: young people having held at least one job during the first three years of their working lives (636,000 individuals).  
\* for waged jobs only (607,000 individuals).

### Number of entrants by sector



Scope: young people having held at least one job during the first three years of their working lives (636,000 individuals)

### Distribution of young people by level of qualification in two sectors



Scope: young people having held their first job in the manufacturing (79,000 individuals) or construction sectors (41,000 individuals)

Unemployment often rears its head at an early stage in young people's trajectories: 37% of the 2013 cohort were confronted with it even before they had held a job. 22% of those with lower secondary qualifications only experienced nothing but unemployment for the first three years of their working lives.

**► Early spell of unemployment:** this refers to the first episode of unemployment that precedes the first job.

59% of the young people in the 2013 cohort had had to face at least one spell of unemployment during the first three years of their working lives. 39% had even spent at least six months in that situation. While few differences can be observed between men and women, the proportions vary considerably with the level of qualification. Thus 77% of those with lower secondary qualifications only had experienced at least one spell of unemployment during the period. However, the trajectories of the most highly qualified young people turned out not to be immune either, since 27% of holders of a bachelor's or one-year master's had been unemployed for a total of at least six months over the three years.

The unemployment often occurred very early in the transition process: 66% of the young people who had experienced unemployment had been confronted with it before they had had any experience of employment. This share rises to 78% in the case of young people with lower secondary certificates only. The length of this early spell of unemployment varied with the level of qualification. The group of young people with lower secondary qualifications only stands out from the rest of the cohort, with 53% of them having spent more than a year looking for a job after leaving school, compared with 31% of those with upper secondary qualifications and 16% of higher education graduates.

For some young people, this early unemployment is reflected in the difficulties they experienced in finding their place in the labour market. Thus only 78% of those who began their working lives with a period of unemployment saw this episode end with a transition into employment over the observation period. Leaving an early period of unemployment behind in order to take a job proved to be particularly difficult for those with lower secondary certificates only, of whom only 52% experienced this type of transition, compared with 80% of those with upper secondary qualifications and 90% of higher education graduates. The various training opportunities offered by labour market intermediaries provided an alternative for 17% of the group with lower secondary qualifications only, while 4% returned to education. 5% withdrew from the labour market into inactivity. At the survey date, however, 22% had not yet found a way out of this early period of unemployment and had not been able to find their first job at the end of the first three years of their working lives.

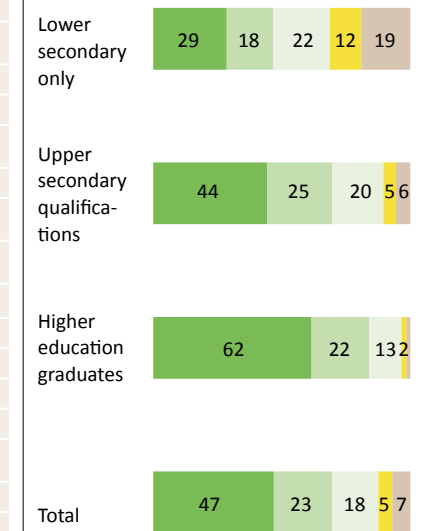
Finding one's first job after a period of unemployment rather than immediately on departure from initial education also changes the type of job obtained. Thus those individuals who found work after an early period of unemployment were likely to find themselves employed on temporary contracts or as temporary agency workers, whereas those who found a job without an initial spell of unemployment were more likely to find themselves in non-waged jobs or on permanent contracts (open-ended contract, job in public service with fonctionnaire status). The relatively precarious nature of the first jobs obtained after an early period of unemployment applies to all levels of qualification.

### Total time spent unemployed during the first three years of the working life

	0 month	1 to 5 months	6 to 11 months	More than a year	Total
Lower secondary leaving certificate only	23	13	11	53	100
CAP-BEP	29	15	17	39	100
CAP-BEP (service-sector specialism)	29	16	18	37	100
CAP-BEP (industrial specialism)	29	15	16	40	100
Baccalauréat	40	21	16	23	100
Vocational bac (service-sector specialism)	36	19	18	27	100
Vocational bac (industrial specialism)	41	20	15	24	100
Technological bac (service-sector specialism)	38	21	18	23	100
Technological bac (industrial specialism)	34	21	14	31	100
General bac	45	22	14	19	100
Bac+2 excl. health and social work	42	25	15	18	100
Bac+2 (service-sector specialism)	39	28	15	18	100
Bac+2 (industrial specialism)	47	20	15	18	100
Bac+2/3 health and social work	71	23	4	2	100
Bac+3/4 excl. health and social work	48	25	14	13	100
Vocational bachelor's	46	27	17	10	100
Other bac+3/4 in arts, humanities, management and law	47	24	13	16	100
Other bac+3/4 in maths, science and technology, sports sciences	60	15	11	14	100
Bac+5 (2-year master's)	52	21	15	12	100
Bac+5 in arts, humanities, management and law	52	20	16	12	100
Bac+5 in maths, science and technology, sports sciences	51	18	14	17	100
Business and engineering schools	52	25	15	8	100
PhD	68	14	9	9	100
<b>Total</b>	<b>41</b>	<b>20</b>	<b>14</b>	<b>25</b>	<b>100</b>

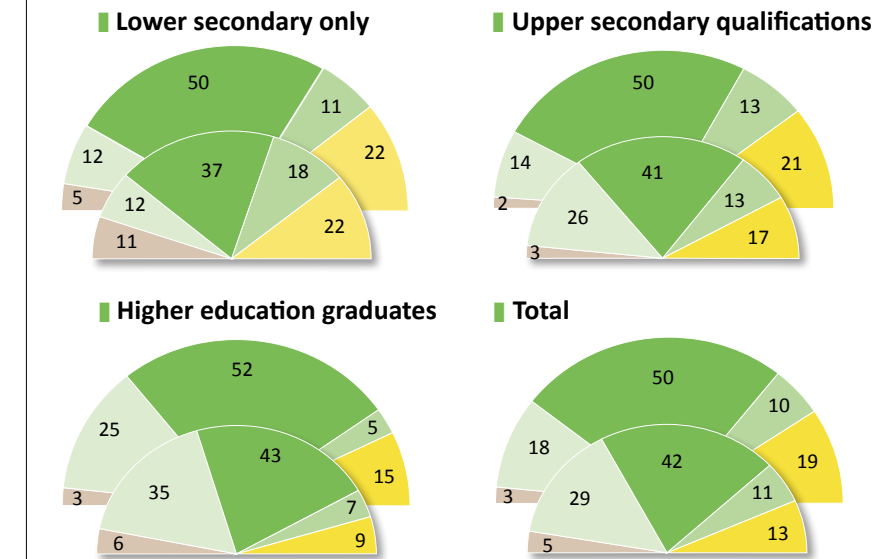
Scope: all young people in the cohort (693,000 individuals)

### Duration of episode of unemployment before first job (%)

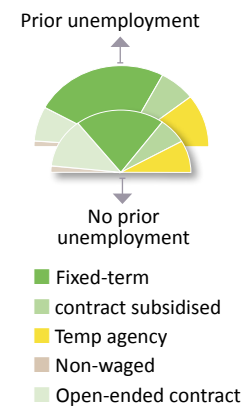


Scope: young people having experienced an early episode of unemployment (270,000 individuals).

### Duration of episode of unemployment before first job (%)



Scope: young people who had had at least one job during the first three years of their working lives (636,000 individuals).



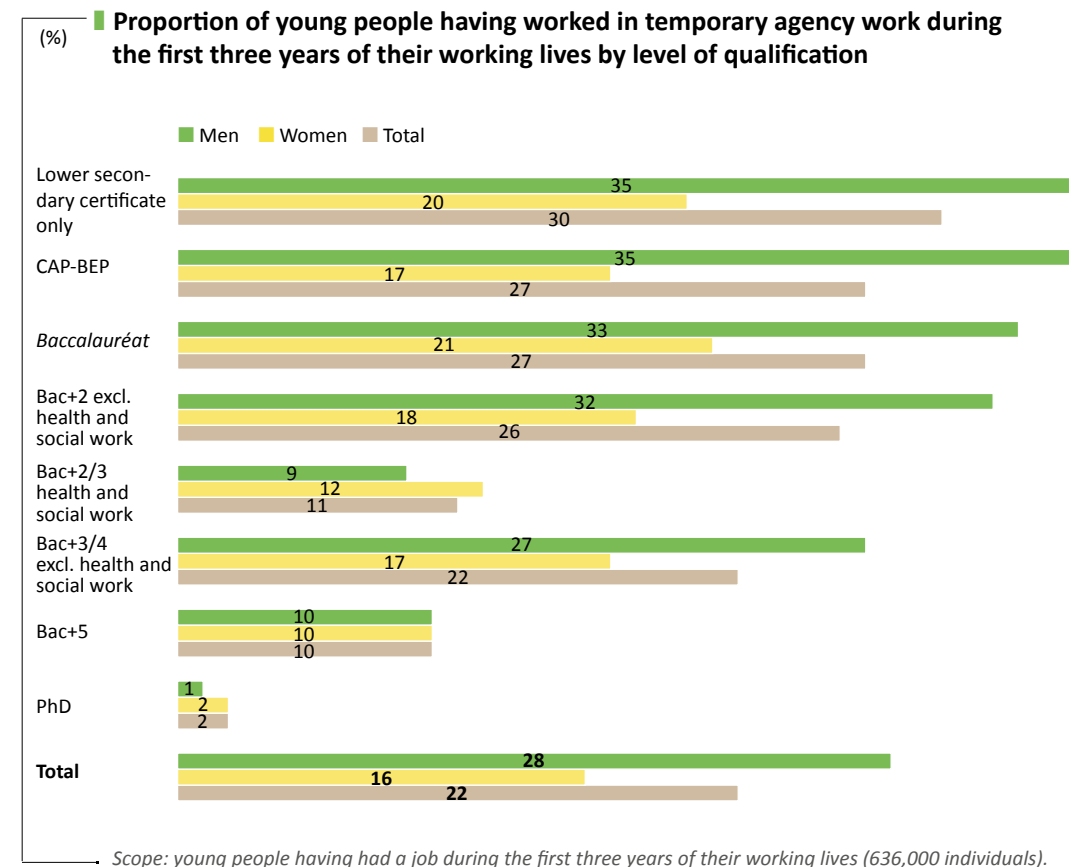
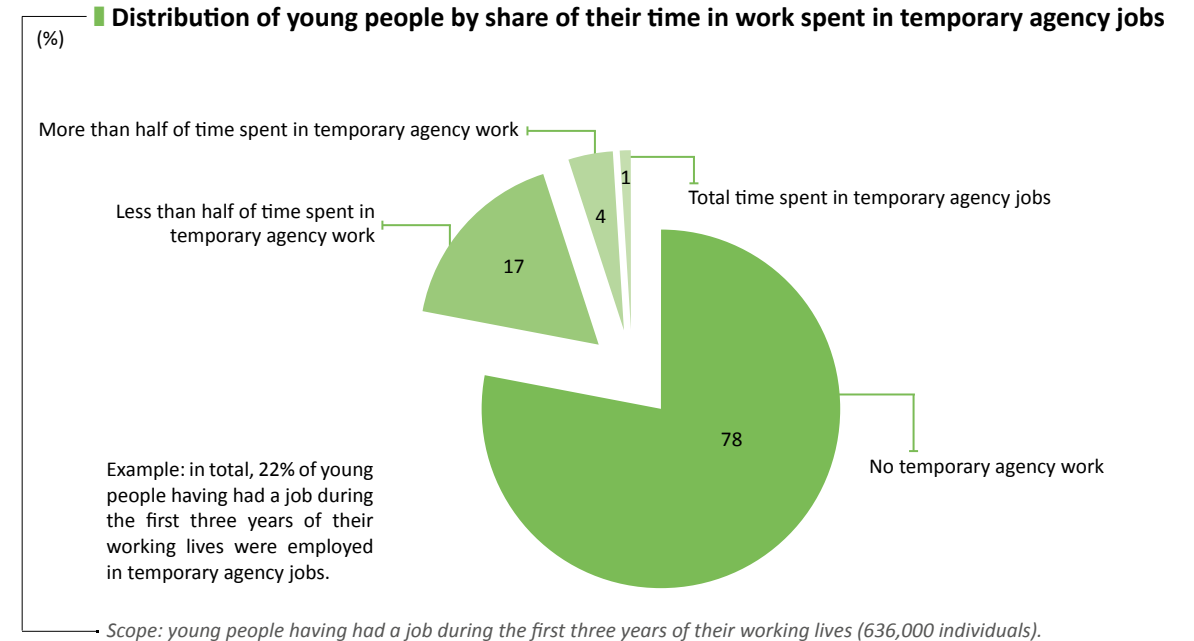
**Example:** 52% of higher education graduates who experienced a spell of unemployment on leaving education were hired initially on fixed-term contracts; this was the case for 43% of those who found a job straight away.

**22% of the young people who had worked during the first three years of their working lives had been employed as temp agency workers. This type of contract is common at the beginning of the transition period and is more widespread among young people who left the education system at a level lower than or equivalent to two years' post-secondary education bac+2.**

Of the young people in the 2013 cohort who had worked during the first three years of their working lives, 22% had completed at least one placement as a temp agency worker. The place of temp agency work in the trajectories of the young people employed on this type of contract varies; 77% of them spent less than half of their total time in employment as temp agency workers, while for 5% it was the only employment form they had known. Very widespread in the months immediately following the end of initial education, temp agency work was the first experience of paid work for 15% of the young people who had had at least one job. After three years in the labour market, this employment status becomes marginal; by April 2016, it accounted for only 7% of the jobs held.

The use of temp agency work varies considerably by level of qualification. Those leaving education with a bac+2 qualification at most were the group most affected (between 26% and 30%), in contrast to PhDs (just 2%) and, to a lesser extent, those with bac+2/3 qualifications in health and social work (11%).

It is mainly men who are employed as temp agency workers, since temp agency work is most widespread in male-dominated sectors. More than one man in four in the 2013 cohort had been employed as a temp agency worker, compared with one woman in six. The difference between the sexes is more pronounced among young people with qualifications lower than bac+5 (except for those with bac+2/3 in health and social work). Beyond that level, it becomes less pronounced. Finally, these differences between men and women are more pronounced among those with qualifications below the bac+3 level working in manufacturing, construction and transport.





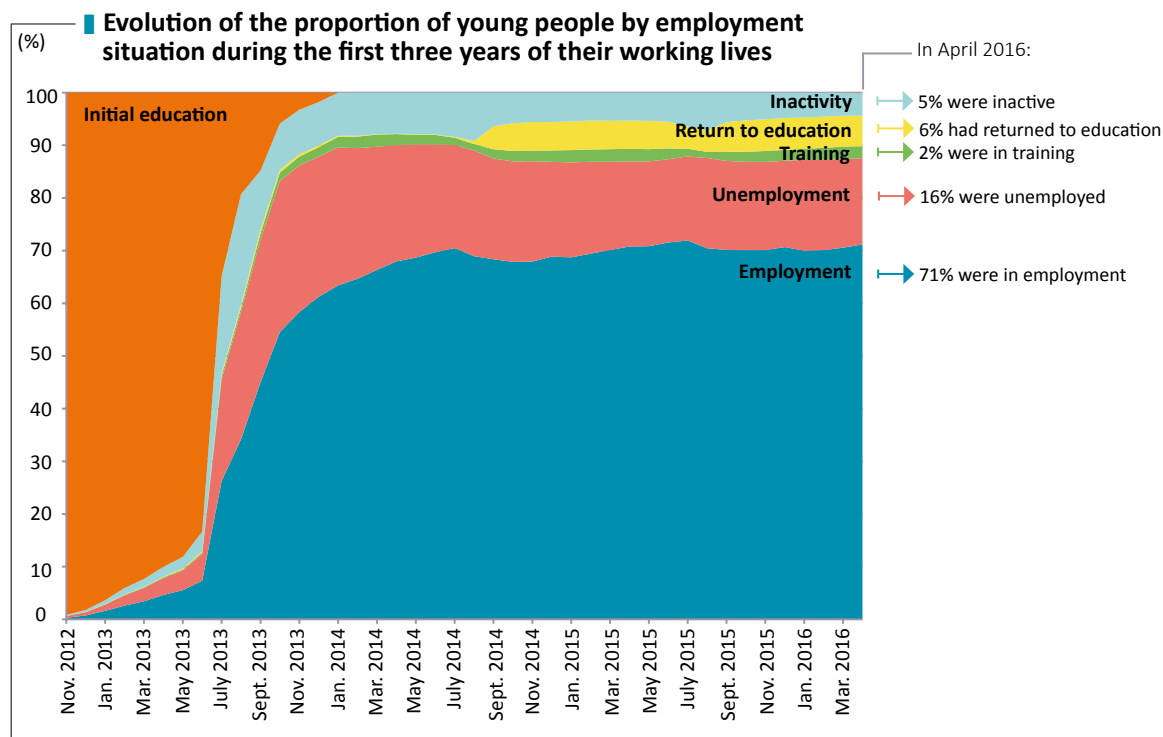
# The *Génération* 2013 Survey

## **Labour market entry trajectories**

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- ▶ **The 2016 survey of the 2013 cohort** provides a basis for examining the trajectories of new labour market entrants during the three years immediately following their initial education. It records, month by month, the situation of each young person, whether they were in work, looking for work, had returned to education, were in training or were inactive.
- ▶ The progress of the cohort as a whole can be depicted by means of a time chart that traces, month by month, the evolution of the share of young people in employment, unemployment, training, etc.
- ▶ In order to get an idea of the diversity of individual trajectories, statistical techniques enable us to sketch out a certain number of typical trajectories with the aim of both describing and quantifying the principal trajectories typically followed by new labour market entrants.

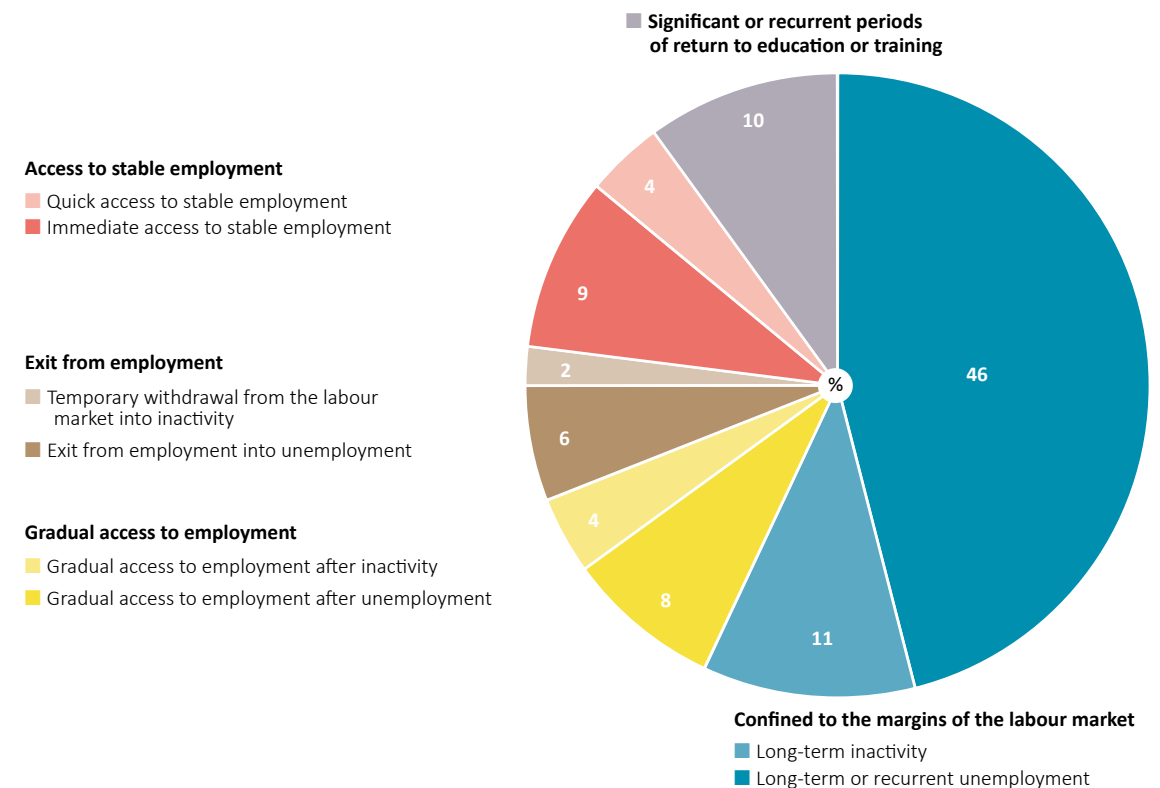
Of the young people in the 2013 generation, almost 70% were in employment as early as the summer of 2014. This proportion remained relatively stable subsequently, rising only to 71% in April 2016. Similarly, the number of young people looking for work declined at a very rapid rate in the first year following the end of initial education and then more slowly but steadily until March 2015. The share of unemployed young people then stabilised at around 16%. This relatively rapid stabilisation of the employment and unemployment rates does not mean that the education-to-work transition was complete but simply that its initial stage was over. At this point, the young people's conditions of employment were continuing to advance for large number of them towards what remains a statistical norm for the younger generations, namely permanent, full-time employment.



▶ **Nine typical trajectories were identified. They can be divided into five categories:**

- **Quick access to stable employment.** The first two trajectories, which alone account for almost 6 out of every 10 of the young people, represent the easiest education-to-work transitions, with immediate (46%) or rapid (11%) access to employment and a high level of stability in employment subsequently.
- **Gradual access to employment.** Trajectories of this type represent slower and more gradual progress towards employment. It is preceded for some by a period of unemployment (8%) and for others by a phase of inactivity (4%).
- **Exit from employment.** Two other trajectories represent major setbacks in individuals' employment histories, with transitions from employment towards unemployment in one case (6%) and towards a more or less temporary withdrawal from the labour market in the other (2%).
- **Confined to the margins of the labour market.** These young people's trajectories are dominated by unemployment (whether long-term or recurrent, 9%) or characterised by inactivity (4%).
- **Return to training or education.** Of the young people who had ended their education in 2013, 10% underwent lengthy periods of post-initial training or education in subsequent years.

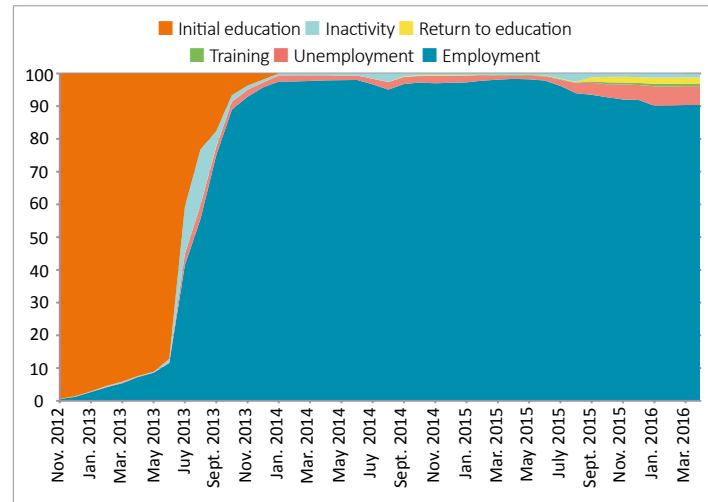
These trajectories attest to the great heterogeneity of young people's trajectories as they make the transition from education to work. The majority of them manage to obtain jobs and remain in employment without any great difficulty and experience little if any unemployment. In sharp contrast, there is a group of young people who remain for a long time on the outer margins of the labour market, managing to find a place in it only very intermittently. Between these two poles, the school-to-work transition takes a variety of forms. The experience of young people entering the labour market for the first time is revealed here in all its diversity.



## ■ ACCESS TO STABLE EMPLOYMENT

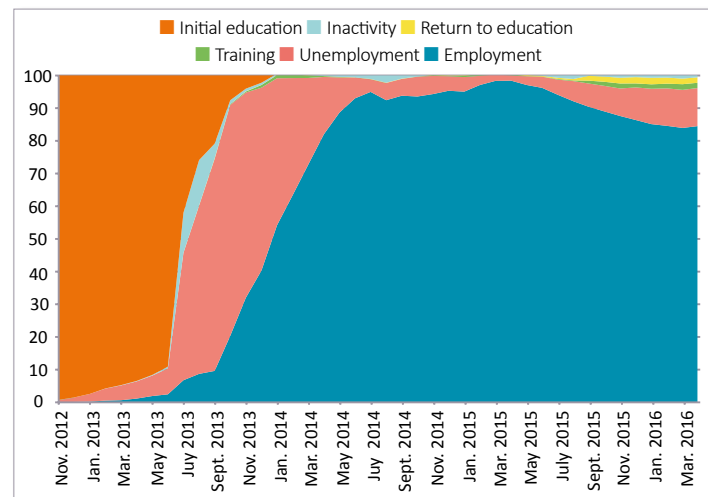
### ■ Immediate access to stable employment

For almost half of the labour market entrants in the 2013 cohort (46%), the education-to-work transition took the form of immediate access to stable employment. As early as January 2014, 98% of the young people who followed this trajectory were in employment. On average, they experienced just one month of unemployment in the course of these three years. In spring 2016, more than 90% had a job and in almost 4 cases out of every 5 that job was permanent and either full-time or voluntary part-time. These trajectories were not all associated with a single employer: 26% of the young people, for example, had had at least three different jobs over the 3-year period. Yet, the most mobile young people had the least favourable employment conditions on average: they were less well paid and were less likely to obtain permanent, full-time or voluntary part-time jobs.



### ■ Quick access to stable employment

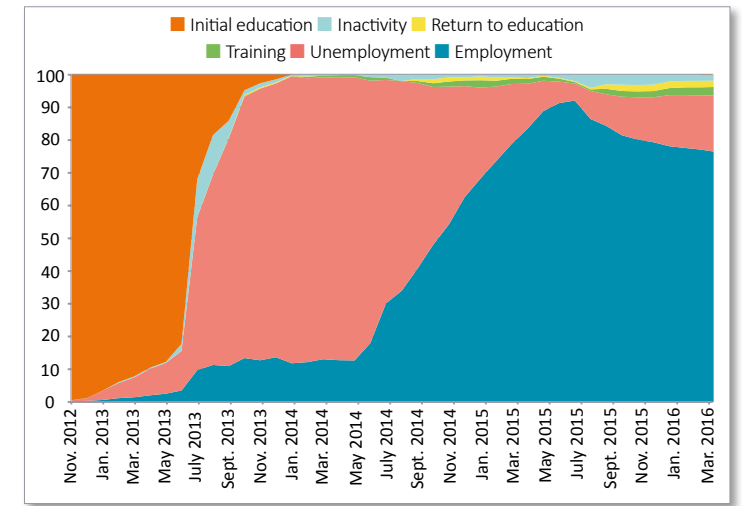
11% of the labour market entrants in the 2013 cohort accessed stable employment fairly quickly. In January 2014, almost half of them were still looking for work; this share gradually declined, so that by mid-2014 their employment rate had reached 95%. The average time taken to obtain the first job was 5 months and the average time spent looking for work over the 3 years was close to 7 months. In spring 2016, however, only 56% of the jobs held by these young people were both permanent and full-time (or voluntary part-time), suggesting that the education-to-work transition had not been completed for all. A slightly higher share of the young people in this group (31%) than in the previous group had had at least three different employers; like their counterparts in the first group, their employment conditions were relatively less favourable.



## ■ GRADUAL ACCESS TO EMPLOYMENT

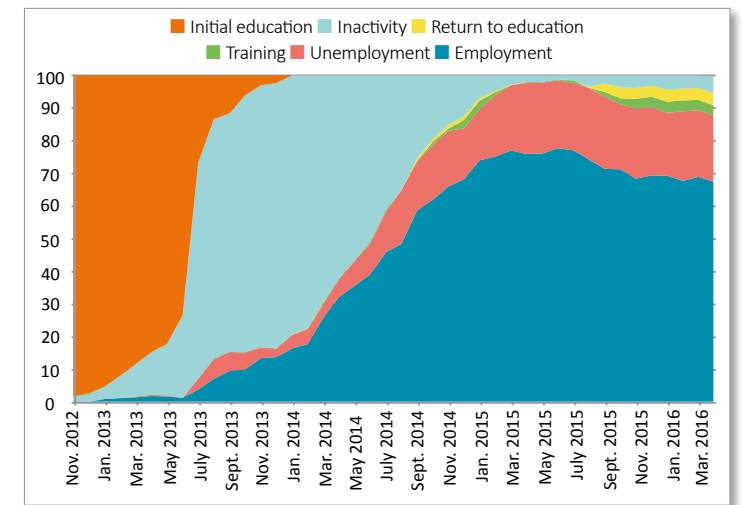
### ■ Gradual access to employment after unemployment

8% of the young people began their working lives with a significant period of unemployment before finding a job. Half of them actually took more than a year to obtain their first job, so that it was not until mid-2014 that the employment rate for the young people following this trajectory began to increase, reaching 90% in June 2015. However, they had not all achieved stability in employment: by the spring of 2016, the employment rate had declined to a mere 76%, thereby demonstrating the fragility of many of these education-to-work transitions over this three-year period. At this point, fewer than 35% of the jobs held were both permanent and full-time (or voluntary part-time). These young people spent an average of 19 months looking for work, and on average still, these were divided into two separate periods between the end of their initial education and the spring of 2016.



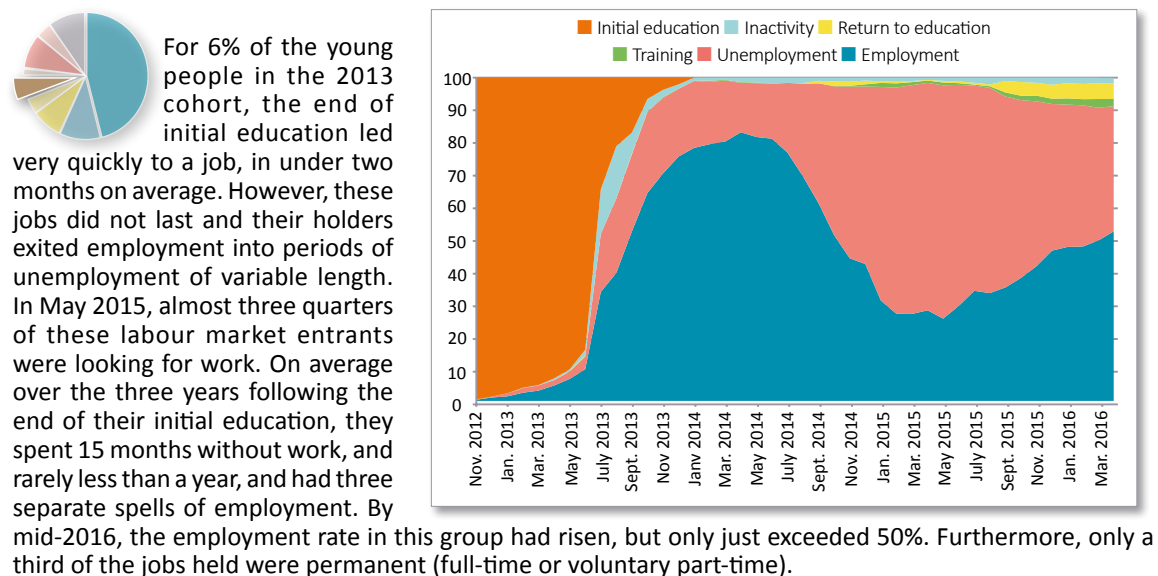
### ■ Gradual access to employment after inactivity

4% of the young people began their working lives with a period of inactivity before entering the labour market (inactivity here denotes those young people who were neither unemployed, in training or back in education). Thus in January 2014, almost 80% of them were neither in work, nor training, nor back in education, nor looking for work. The rate of inactivity fell gradually to the point of insignificance by the spring of 2015, by which time more than three quarters of the group had a job. Once again, these forms of delayed transition often proved to be fragile. In spring 2016, 20% of these labour market entrants were looking for a job, while only slightly more than one third of the jobs held were full-time (or voluntary part-time) and permanent. The average total length of time spent in inactivity was slightly less than one year out of the first three years after education. In most cases, these periods of inactivity were concentrated in a single initial period, delaying these young people's entry into the labour market accordingly.

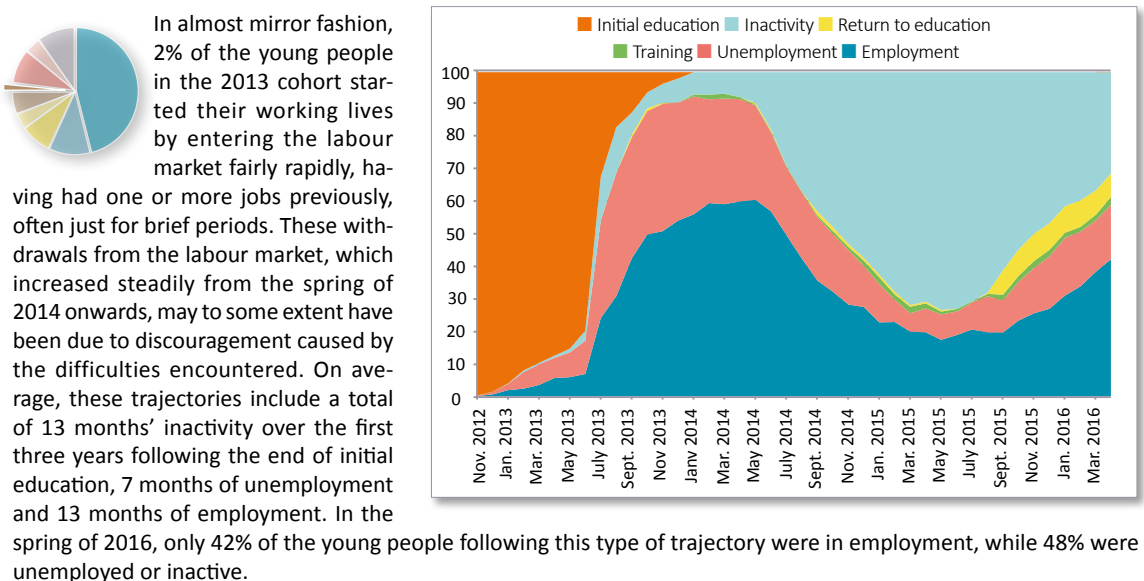


## EXIT FROM EMPLOYMENT

### Exit from employment into unemployment

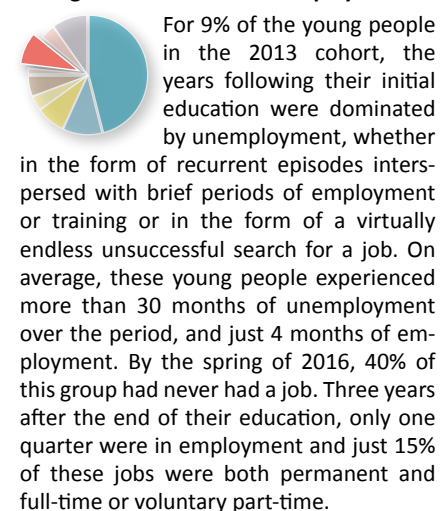


### Temporary exit from the labour market into inactivity

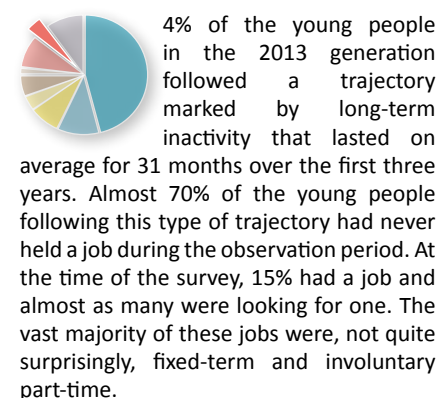


## ■ CONFINED TO THE MARGINS OF THE LABOUR MARKET

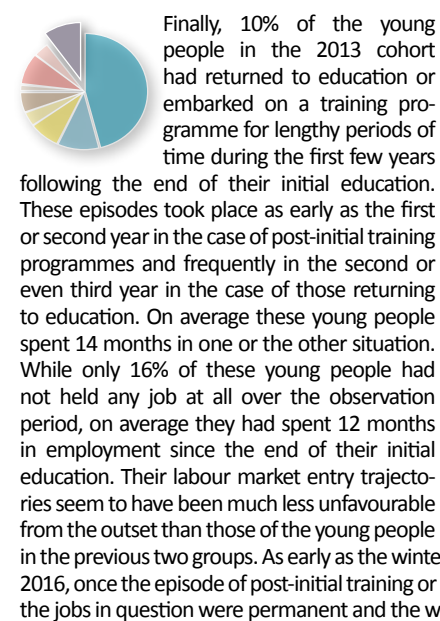
### Long-term or recurrent unemployment



### Long-term inactivity



## ■ RETURN TO EDUCATION/TRAINING



The chances of obtaining quick access to stable employment rise with the level of qualification. The trajectories of almost 40% of the young people with only lower secondary qualifications and 20% of those holding the CAP and BEP were significantly marked by unemployment and inactivity.

► The **access to stable employment trajectory** includes both immediate access to employment and rapid access to stable employment.

► The **gradual access to employment trajectory** includes gradual access to employment after unemployment and gradual access to employment after inactivity.

► The **confined to the margins of the labour market trajectory** includes long-term or recurrent unemployment and long-term inactivity.

► The **exit from employment trajectory** includes exit from employment into unemployment and temporary exit from the labour market into inactivity.

During the first three years following the end of their education, it was the most highly qualified young people who followed the most favourable trajectories (the typical trajectories are described in detail on p. 34). Three quarters of those with higher education qualifications followed trajectories giving them access to stable employment, whereas this applied to only half of those with upper secondary qualifications and only 21% of those with just lower secondary qualifications. The least well qualified were the most likely to find themselves on trajectories confining them to the margins of the labour market. The trajectories characterised by gradual access to and exit from employment concerned all leavers to varying degrees. 10% of the young people in this cohort followed trajectories that eventually led them back into education or training. Holders of the *baccalauréat* (general and technological series) and, to a lesser extent, those with lower secondary qualifications and graduates with bac+3/4 qualifications (except for holders of vocational degrees and health and social work qualifications) were the most likely groups to return to education or training.

Of those with lower secondary qualifications only, just 37% were able gradually to access employment on a long-term basis during the first three years of their working lives. For the most part, they remained at some considerable distance from employment, with almost one in two of them following trajectories characterised largely by unemployment or inactivity.

For a given level of qualification, the specialism and education pathway followed also influence labour market entry trajectories. Thus 59% of holders of a CAP or BEP acquired through the apprenticeship route followed a trajectory leading to stable employment compared with only 39% of their counterparts who took the school-based route. In the vocational pathways in secondary education, the industrial specialisms also led to more favourable trajectories than the service specialisms.

Of the holders of vocational *baccalauréats* who left higher education without having obtained a qualification, those who had been studying for a BTS or DUT made the transition into work more successfully than those who had been trying to obtain a bachelor's degree, since 69% of the former group found their way into stable employment compared with only 44% of the latter group. Holders of the general or technological *baccalauréat* who dropped out of higher education tended to return to education or training, with almost 20% of them following that trajectory.

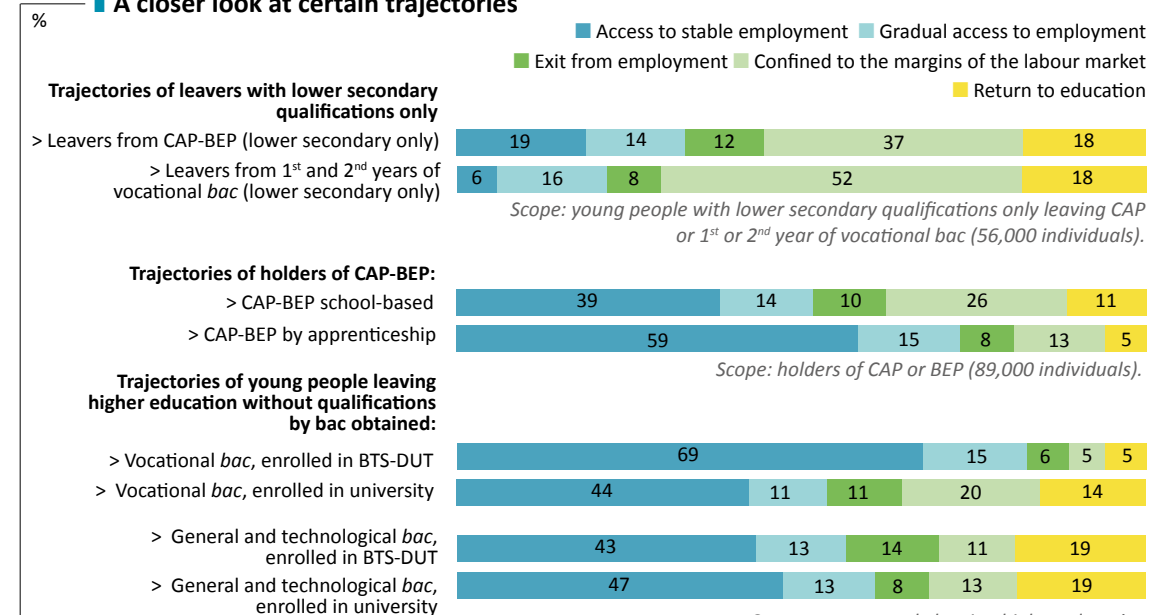
In higher education, holders of bac+2/3 qualifications in health and social care enjoyed the best conditions for the education-to-work transition, with 93% of them succeeding in obtaining stable employment. The story was the same for 81% of graduates of the elite engineering and business schools and 83% of PhDs. Holders of vocational bachelor's degrees also had relatively favourable trajectories, comparable with those of holders of bac+5 qualifications. In terms of specialisms, the advantage lies with those whose qualifications are in so-called 'scientific' disciplines, since 54% of graduates in maths, science and technology, health and sports and exercise science found jobs immediately when fewer than half of graduates in humanities, management and law managed to do so.

## Labour market entry trajectories by level of qualification

	Access to stable employment		Gradual access to employment		Exit from employment	Confined to margins of labour market	Return to education
	% immediate	rapid	after unemployment	after inactivity			
<b>Lower secondary qualifications only</b>	15	6	10	6	9	38	16
<b>CAP-BEP</b>	36	12	11	3	9	20	9
CAP-BEP (industrial specialism)	37	14	12	3	7	21	6
CAP-BEP (service-sector specialism)	34	10	11	3	11	20	11
<b>Baccalauréat</b>	44	10	9	4	9	10	14
Vocational <i>bac</i> (industrial specialism)	54	10	9	2	9	9	7
Vocational <i>bac</i> (service-sector specialism)	45	11	10	4	11	9	10
Technological <i>bac</i> (industrial specialism)	33	10	9	2	9	16	21
Technological <i>bac</i> (service-sector specialism)	42	9	10	4	10	9	16
General <i>bac</i>	37	8	7	6	6	11	25
<b>Bac+2 excl. health and social work</b>	54	14	7	2	11	5	7
Bac+2 (industrial specialism)	55	13	9	2	10	5	6
Bac+2 (service-sector specialism)	53	14	6	2	11	5	9
<b>Bac+2/3 health and social work</b>	85	8	0	2	3	1	1
<b>Bac+3/4 excl. health and social work (bachelor's, 1-year master's)</b>	54	13	6	3	6	5	13
Vocational bachelor's	61	16	7	3	5	2	6
Other bac+3/4, arts, humanities, management, law	48	10	6	3	7	8	18
Other bac+3/4 in maths, science and technology, sports sciences	54	11	7	2	9	4	13
<b>Bac+5 (2-year master's)</b>	61	15	7	3	6	3	5
Bac+5 excl. business and engineering schools	62	12	8	2	7	4	5
Business and engineering schools	60	21	4	4	6	2	3
<b>PhD</b>	74	9	6	2	4	3	2
<b>Total</b>	<b>46</b>	<b>11</b>	<b>8</b>	<b>4</b>	<b>8</b>	<b>13</b>	<b>10</b>

Scope: the entire cohort (693,000 individuals).

### A closer look at certain trajectories



# Labour market entry trajectories

During their first three years in the labour market, almost one young person out of six in the cohort gained rapid access to stable employment. Even among those with five years' higher education or PhDs, the children of managers and executives (*cadres*) are more likely to follow trajectories leading them to stable employment.

▶ A young person is regarded as coming from a family of managers or executives (*cadres*) if both parents had *cadre* status or were employed in a higher intellectual profession at the time the young person was leaving the education system.

▶ A young person is regarded as coming from a family of blue-collar or white-collar workers if both parents were blue-collar or white-collar workers.

▶ A young person is regarded as coming from an immigrant background if both parents were born abroad.

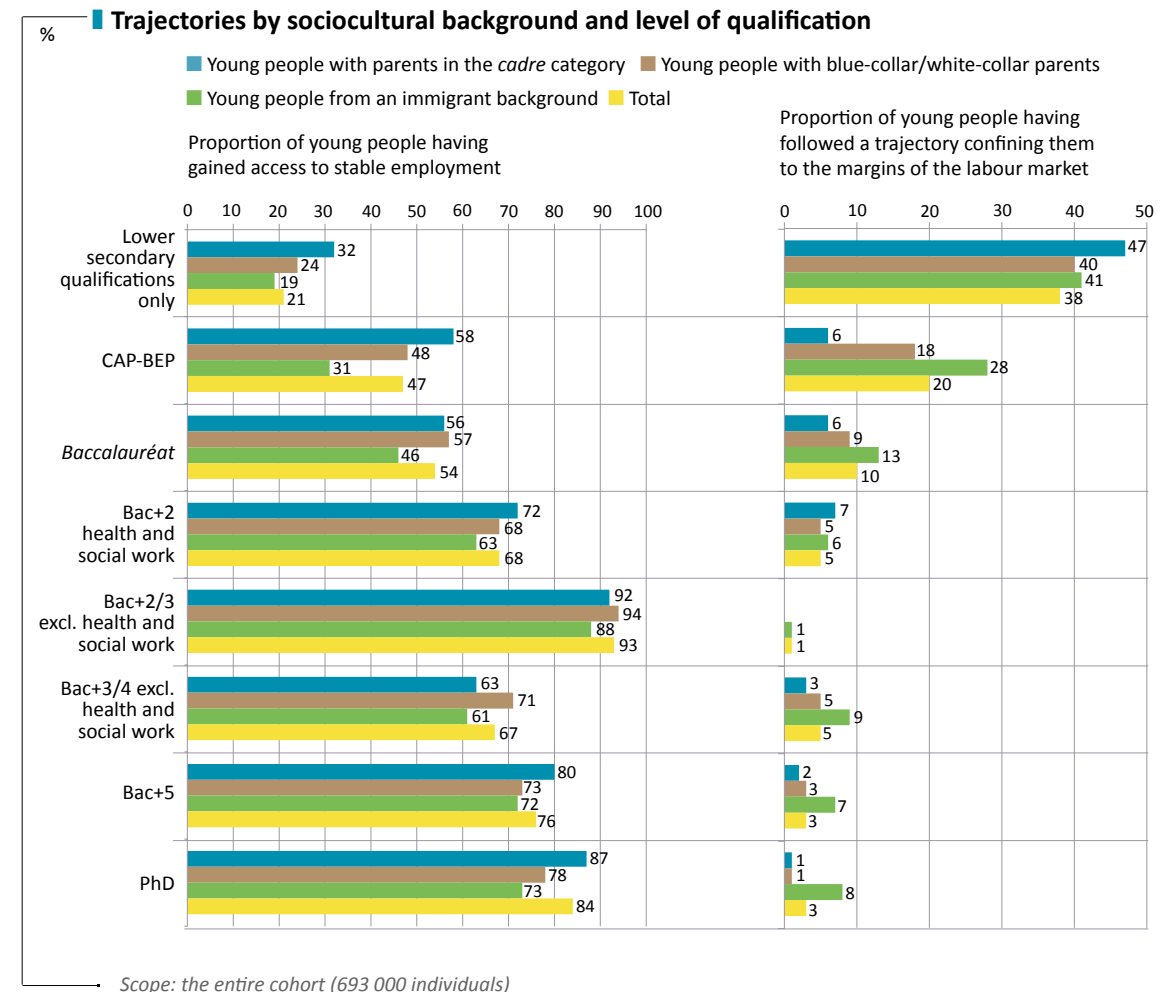
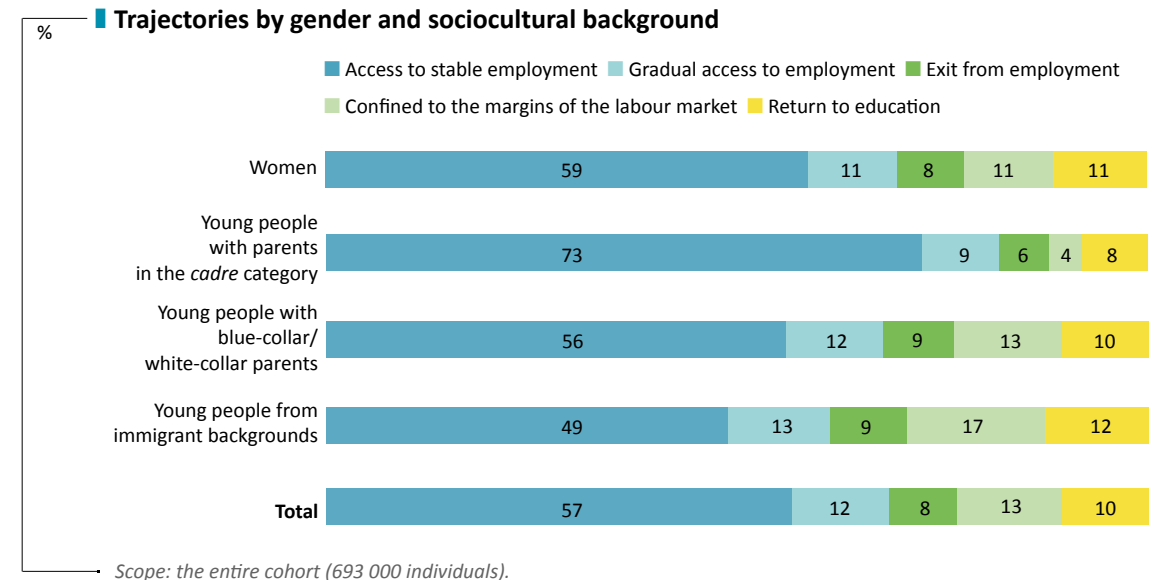
Taking all levels of education together, 59% of the young women and 57% of the young men in the 2013 cohort were able to access stable employment. Their education-to-work transition followed similar trajectories, even though for comparable levels of qualification differences arose to the disadvantage of women. Thus 50% of male holders of the CAP-BEP and 58% of those holding the *baccalauréat* followed a trajectory taking them into stable employment, compared with 44% and 50% respectively for the women. This advantage was also evident among those with bac+3/4 qualifications excluding health and social work, with the young men more likely than the women to access stable employment. Conversely, among holders of the BTS-DUT and other higher education qualifications requiring two years' post-secondary study, it was the women who were more likely than the men to access stable employment. Overall, moreover, a higher share of women than men returned to education or embarked upon a training programme; this was particularly true of those with level IV or V qualifications.

The impact of social background on qualifications obtained has repercussions subsequently on labour market entry trajectories. Those young people whose parents are both managers or executives (*cadres*) had significantly more advantageous trajectories. Over the cohort as a whole, 73% of this group gained access to stable employment, while only 4% of them were confined to the margins of the labour market. For those young people whose parents were blue or white-collar workers, these shares were 56% and 13% respectively. The type of qualification does not smooth out these differences linked to social background. Even at the most elevated levels of higher education (two-year master's, *grandes écoles* and PhDs), the children of *cadres* are more likely to follow trajectories leading to stable employment. The only exception is found at the 3-year bachelor's/1-year master's level, where a lower share of this group gained access to stable employment, but they were more heavily represented among those who returned to education. Socio-cultural background had little effect on the education-to-work transition for holders of bac+2/3 qualifications in health and social work.

At all levels of qualification and regardless of gender, young people from immigrant backgrounds (14% of the cohort) had more chaotic starts to their working lives than the others. Fewer of them accessed stable employment and they were more likely to follow trajectories that confined them to the margins of the labour market, characterised as they were by long-term unemployment or inactivity.

Whether or not they came from immigrant backgrounds and regardless of social origin, holders of bac+2 or bac+3 qualifications in health and social work entered the labour market under the most favourable conditions, with more than 9 out of every 10 following trajectories leading to stable employment.

# 3 Trajectories, gender and sociocultural background



The conditions under which the young people entered the labour market varied depending on the region in which they were educated. In metropolitan France, the unemployment rate three years after leaving initial education varied from 13% in Brittany to 26% in Provence-Alpes-Côte d'Azur. In the overseas departments and regions, it reached 43%.

► The **region of education** is defined as that in which the last educational establishment the young person attended before leaving the education system, i.e. during the 2012-2013 academic year, was located.

► The **median income** is the income above which half of the young people are paid, irrespective of their working time. It is net monthly income, including bonuses.

► The **unemployment rate** is the share of unemployed individuals in the economically active population, i.e. those young people who are employed or unemployed.

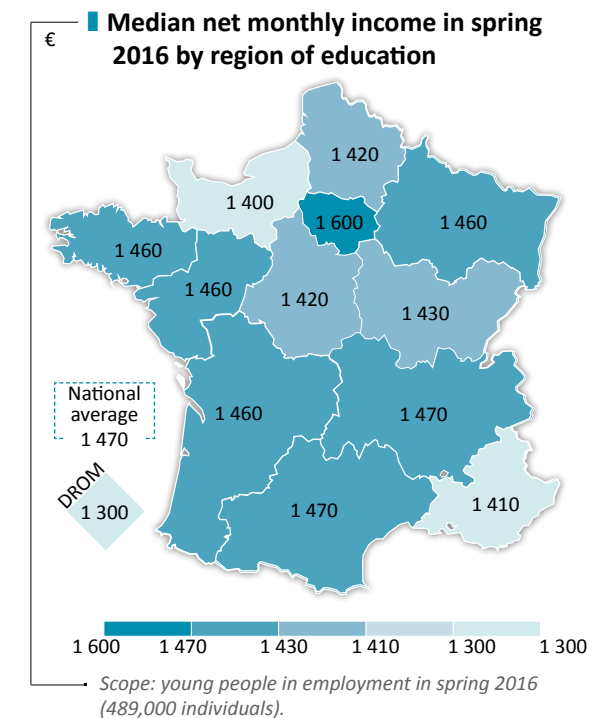
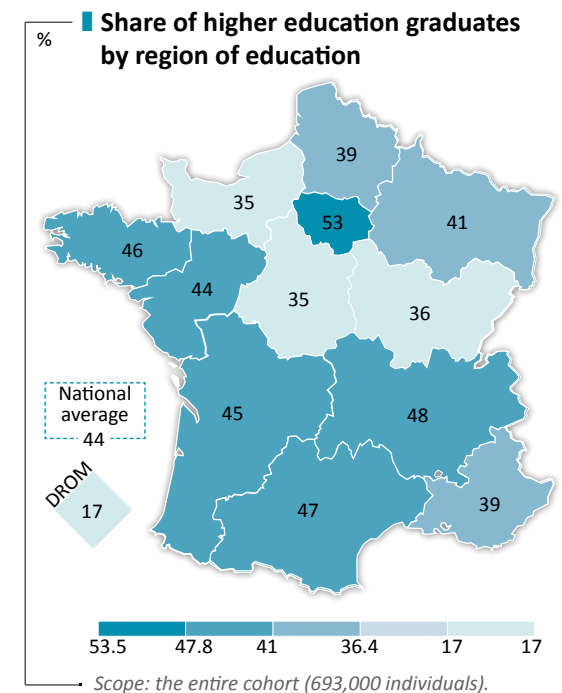
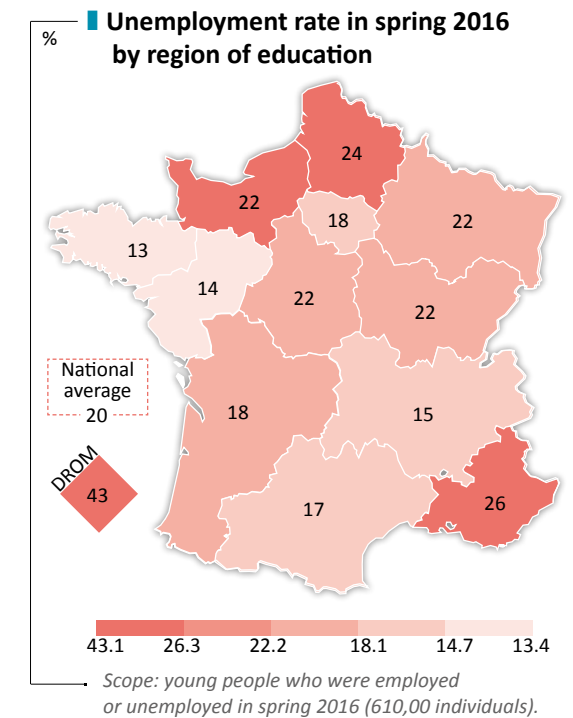
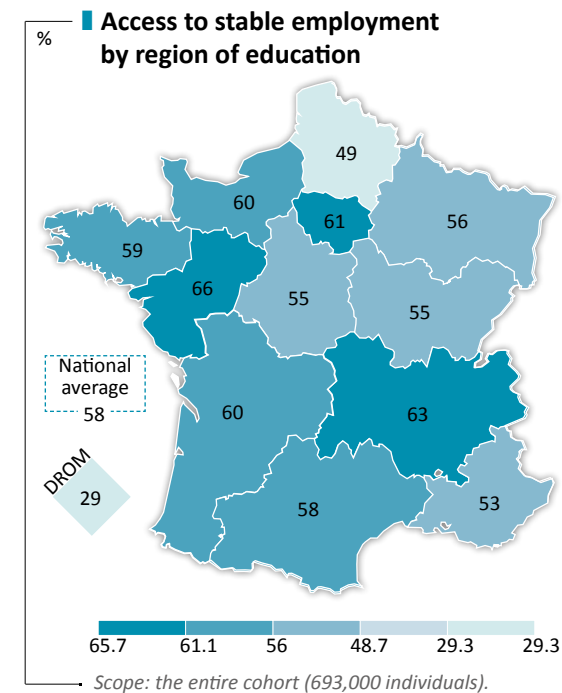
Analysis of the indicators of the education-to-work transition for the young people who completed their education in 2013 shows that the French regions can be divided into four categories.

The Ile-de-France constitutes a category in itself. It has the highest share of higher education graduates (53%, compared with the national average of 44%). Median net monthly income in the Ile-de-France is 1,600 euros, significantly higher than that in the other regions. Another corollary of the high proportion of graduates is the unemployment rate which, for young people educated in the Ile-de-France, is among the lowest (18%). The conditions under which they entered the labour market were slightly better: 61% obtained access to stable employment, compared with 58% for the cohort as a whole.

The second group is made up of five regions for which the indicators of the education-to-work transition are fairly favourable. These are the Pays de la Loire, Brittany, Nouvelle Aquitaine, Occitanie and Auvergne-Rhône-Alpes. In these regions, the share of higher education graduates exceeds the national average most of the time, ranging from 44% in Brittany to more than 47% in Occitanie and Auvergne-Rhône-Alpes. This partly explains the relatively low unemployment rates, which are lower even than for leavers in the Ile-de-France. Auvergne-Rhône-Alpes, Pays de la Loire and Brittany have the lowest rates (lower than 15%). Median incomes are around 1,460 euros, which is the national average. The shares of young people accessing stable employment are among the highest: 63% in Auvergne-Rhône-Alpes and 66% in the Pays de la Loire.

The third category is made up of those regions in which the young people encountered more difficulties in effecting the education-to-work transition. In Normandy, Grand Est, Bourgogne-Franche-Comté, Centre-Val de Loire, Hauts-de-France and Provence-Côte d'Azur, the unemployment rate at three years was greater than 20%. It even reached 24% in Hauts-de-France and 26% in Provence-Côte d'Azur. In these regions, moreover, the young people were less likely to access stable employment: fewer than 50% did so in Hauts-de-France, while the share in Provence-Côte d'Azur was 53%. The share of higher education graduates is lower in this group than elsewhere, which partly explains the difficulties the young people encountered. It is lowest in Normandy, Bourgogne-Franche-Comté and Centre-Val de Loire (between 35 and 36%). On the other hand, pay is very close to the average, with the median income varying very little from one region to another (with the exception of the Ile-de-France).

Finally, the overseas departments and territories constitute a fourth, very atypical category. They have very few higher education establishments, which explains the fact that only 17% of leavers in these regions are graduates. The conditions for labour market entrants are particularly difficult: only 29% gained access to stable employment and in the spring of 2016 their unemployment rates was 43%.



# The *Génération* 2013 Survey

**Mobility in employment**

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For young people who left education with lower secondary qualifications only, the first three years of their working lives were relatively more chaotic than for the rest of the cohort, in terms both of the number of job changes and the length of employment episodes. Public-sector jobs retain their popularity among young people.

► An **employment episode** is a period lasting at least one month without interruption spent by an individual with the same employer.

More than nine out of every ten young persons had held at least one job between their departure from the education system and the spring of 2016. Nevertheless, there were inequalities depending on the educational pathway taken, since three out of every ten of those with only lower secondary qualifications failed to obtain a single job in the course of the three years. The average length of time spent in employment was 16 months. Over the same period, 35% of the young people held only one job. The most mobile groups were holders of the *baccalauréat* and the BTS or DUT; 62% and 68% of these groups respectively had held at least two jobs, while 37% of the latter group had held three or more. Graduates of the *grandes écoles*, those with PhDs and holders of bac+2/3 qualifications in health and social work enjoyed the greatest degree of stability, in terms both of the number of employment episodes and the average length of time spent in employment per episode (about 22 months). This last indicator clearly demonstrates the link between qualification and actual experience in employment, since the employment episodes for those with lower secondary qualifications only were on average half the length of those for holders of PhDs, for example.

The distribution of the young people's jobs among the various sectors of the economy is divided by gender. The women were most likely to find their first jobs in two sectors: health and social action and retail & wholesale trade-vehicle repair. For men, this latter sector and manufacturing industry accounted for two thirds of first jobs. However, the importance of these sectors declined over the three years for the whole of the cohort, whereas the health and social action sector became more important.

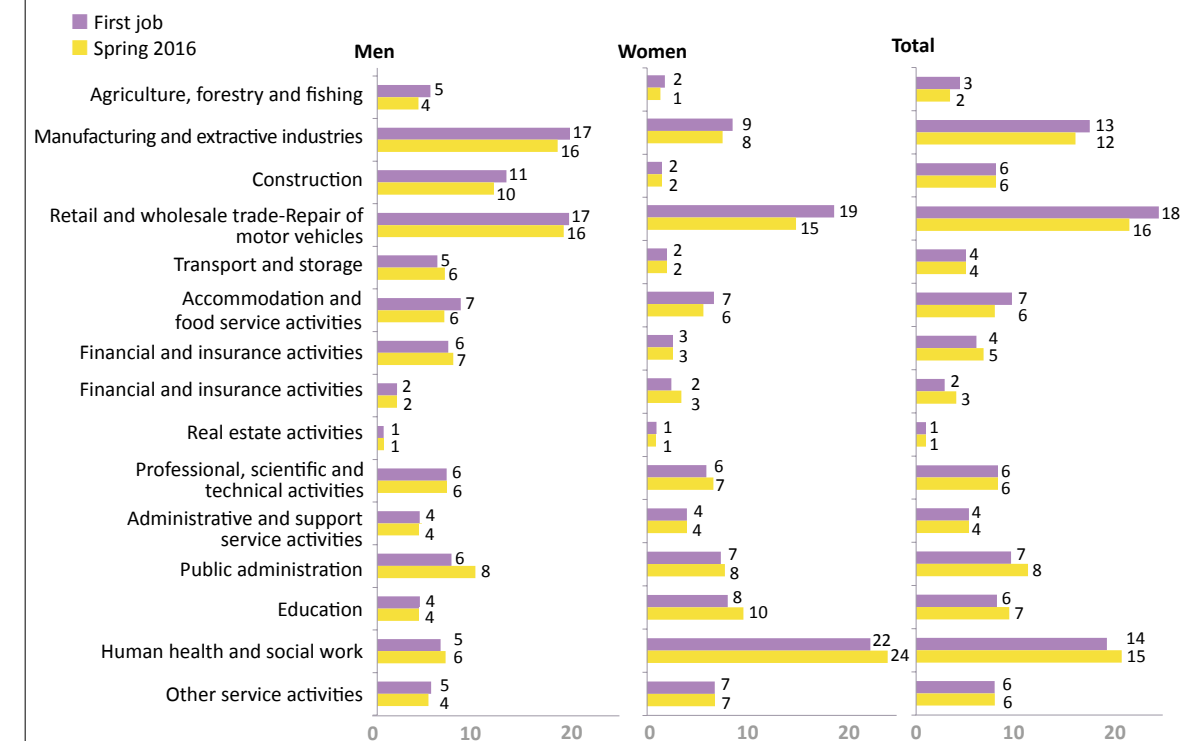
The sectoral structure of employment did not change to any great extent over the first three years of the young people's working lives, although the retention rate within each sector between first hire and the situation at the three-year mark varied from one sector to the next. Of the young people whose first job was in the health and social action sector, 85% were still working there at the end of the three years. Conversely, the transport sector retained fewer than half of its employees, as did administrative and support services (low pay). Overall, the share of the public or quasi-public sector, i.e. the civil service, education and health and social work, grew over the period, to the detriment of the sectors that traditionally employ new entrants, such as the retail/wholesale trade and hotels and catering.

## Mobility during the first three years of the working life

	%	Number of employment sequences since departure from the education system*				Total	Average duration of a sequence (in months)**
		None	1	2	3 or more		
Lower secondary only	30	32	19	19	100	12	
CAP-BEP	9	36	27	28	100	14	
<i>Baccalauréat</i>	6	32	29	33	100	15	
Vocational <i>bac</i>	5	32	30	33	100	16	
Technological <i>bac</i>	5	35	25	35	100	15	
General <i>bac</i>	10	31	30	29	100	14	
Bac+2 excl. healthcare and social work	2	30	31	37	100	16	
Bac+2/3 healthcare and social work	0	45	28	27	100	22	
Bac+3/4 excl. healthcare and social work	3	35	31	31	100	17	
Vocational bachelor's	0	36	34	30	100	18	
Other <i>bac</i> +3/4	6	34	29	31	100	16	
Bac+5 (2-year master's)	2	43	31	24	100	19	
Bac+5 excl. business and engineering schools	2	39	30	29	100	18	
Business and engineering schools	1	49	33	17	100	21	
PhD	2	50	33	15	100	23	
<b>Total</b>	<b>8</b>	<b>35</b>	<b>28</b>	<b>29</b>	<b>100</b>	<b>16</b>	

Scope: \*the entire cohort for the number of sequences (693,000 individuals), \*\* young people having held at least one job for the average duration of a sequence (636,000 individuals).

## Change in the sectoral distribution of employment between first job and that held in spring 2016



Scope: young people in employment in spring 2016 (489,000 individuals).

The median annual increase in the earnings of the young people in the 2013 cohort between the first job and that held three years after leaving education is 4.2%. Occupational mobility in the early stages of the working life is associated with pay increases.

Pay for the young labour market entrants remains strongly correlated with level of qualification as well as with discipline or specialism. In terms of median salary, holders of PhDs and graduates of the *grandes écoles* earned 68% more than holders of the *baccalauréat* in their first jobs and 78% more than those with lower secondary qualifications only. These gaps widened over time. By the spring of 2016, they had increased to 80% and 95% respectively. The pay differentials between levels of qualification were even more pronounced among women. Among holders of upper secondary qualifications, those with a vocational *baccalauréat* in an industrial specialism were the best paid. Among holders of qualifications requiring 2 to 3 years' post-secondary education, health and social work professionals were more highly paid than holders of the BTS/DUT or a vocational bachelor's (even those holding qualifications in maths, science and technology subjects, who were the most highly remunerated). At the bac+5 level and beyond (including the *grandes écoles*), holders of PhDs in health-related disciplines seem to be the highest earners.

► **Occupational mobility** is defined as a change in the company or establishment employing an individual or an interruption of economic activity followed by a return to employment (with the same or a different employer).

Occupational mobility in the early stages of the working life goes hand in hand with faster pay progression. For those young people who had had at least two employers, the median annual rate of pay increase was 5.8%, compared with 2.5% for those who had remained with the same employer. The rates of increase were greatest for PhDs and holders of bac+3/4 qualifications (excl. health and social work). Nevertheless, these rates of increase have to be put into perspective, since starting salaries for those who subsequently changed jobs were systematically lower irrespective of level of qualification.

Pay levels depend also on sector. Whether in manufacturing or the service sector, some jobs are associated with good pay from the outset. This is true of jobs in information and communications and scientific and technical activities. The converse applies to jobs in accommodation and food service activities, the retail and wholesale trades and administration.

Finally, for those young people who had spent more than half of their time between leaving education and the spring of 2016 in employment, the median annual pay increases were comparable - close to 4% per annu - regardless of how long they had actually spent in work. The young women enjoyed slightly higher increases between their first and last job, thereby eliminating part of the pay gap they experienced in their first jobs.

## Change in the median net monthly income

	Men		Women	
	Income in first job	Income in spring 2016	Income in first job	Income in spring 2016
(€)				
Lower secondary only	1 140	1 270	910	1 140
CAP-BEP	1 260	1 350	1 130	1 200
Baccalauréat	1 240	1 400	1 120	1 230
Bac+2 excl. health and social work	1 350	1 500	1 200	1 350
Bac+2/3 health and social work	1 550	1 780	1 560	1 710
Bac+3/4 (bachelor's, 1-year master's)	1 390	1 680	1 220	1 490
Bac+5 (2-year master's)	1 700	2 000	1 500	1 730
Grandes écoles	2 100	2 400	1 900	2 200
PhD	2 170	2 530	1 990	2 400
<b>Total</b>	<b>1 350</b>	<b>1 500</b>	<b>1 270</b>	<b>1 450</b>

Scope: young people in employment in the spring of 2016 (489,000 individuals).

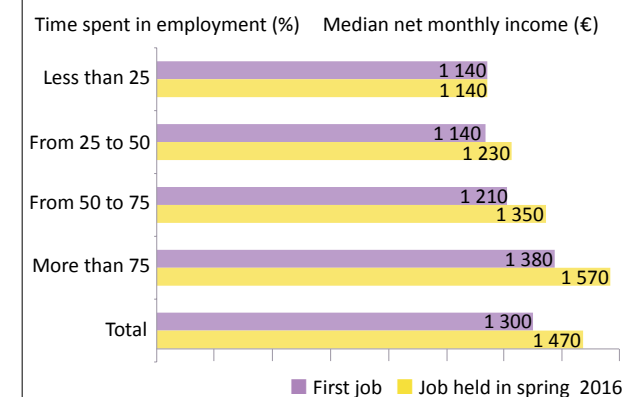
## Variation income according to the sector of activity

	Median net monthly income in first job (in €)	Median annual rate of growth* (in %)
Agriculture, forestry and fishing	1 280	1,1
Manufacturing, extractive and other industries	1 530	3,2
Construction	1 400	4,5
Retail and wholesale trade and repair of motor vehicles	1 200	4,7
Transport and storage	1 450	4
Accommodation and food service activities	1 120	5,8
Information and communications	1 730	4,3
Financial and insurance activities	1 510	4,9
Real estate activities	1 380	4,4
Professional, scientific and technical activities	1 600	4
Administrative and support service activities	1 300	5,2
Public administration	1 280	2,1
Education	1 480	4
Health and social work	1 480	2,7
Other service activities	1 190	2,1

Scope: all the young people working in the same sector in their first job and in the job held in spring 2016 (319,000 individuals).

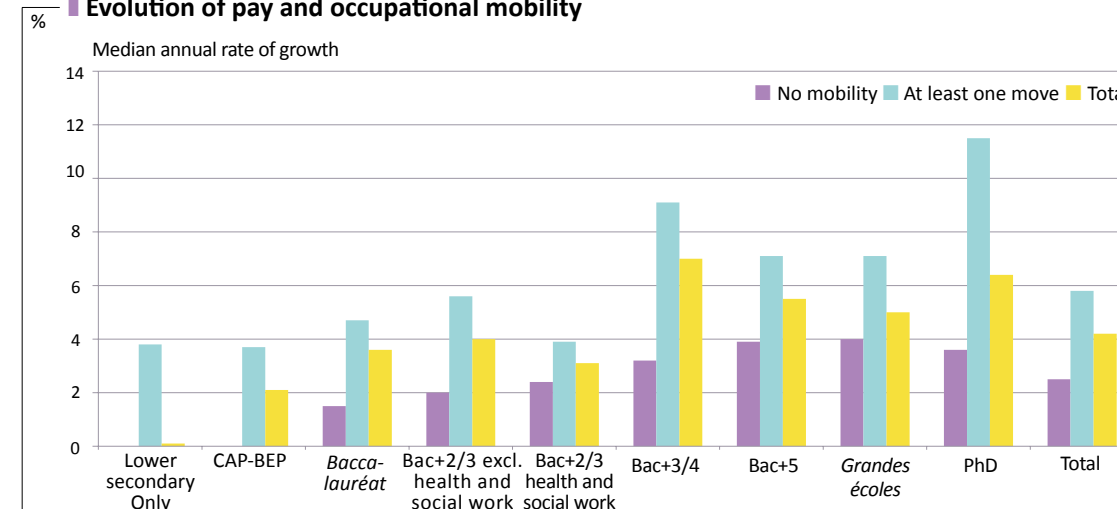
\*The median annual rate of growth refers only to those periods in which the individual in question was in employment. This method of calculation makes it possible to neutralise the effect of the varying lengths of time spent in employment on the evolution of pay.

## Evolution of pay and time spent in employment



Scope: young people in employment in spring 2016 (489,000 individuals).

## Evolution of pay and occupational mobility



Scope: young people in employment in spring 2016 (489,000 individuals).

Between their first job and that held in the spring of 2016, 20% of the young people were upwardly mobile within the socio-occupational classification and 8% were downwardly mobile. Approximately 18% of the young people in employment three years after leaving education had obtained *cadre* status.

► The analysis includes only those young people who had at least one job between leaving education and the spring of 2016.

► In order to investigate upward and downward mobility between the socio-occupational categories, these categories were clustered together into the following four levels of job, ranked in descending order: cadres, intermediate occupations, skilled blue-collar and white-collar jobs and unskilled blue-collar and white-collar jobs. Farm workers and the self-employed were excluded from this classification.

**Upward socio-occupational mobility** is defined as a move from one job level to another, higher one.

**Downward socio-occupational mobility** is defined as a move from one job level to another, lower one.

On leaving the education system, many of the young people took an interim 'bridging' job that bore little relationship to their education and/or their aspirations. Subsequently, during the early years of their working lives, job changes were frequent, both within the company that first hired them and outside. Moreover, between the first job and that held at the end of the third year after leaving education, the share of young people holding an unskilled blue-collar or white-collar job fell by 7 points. Conversely, the proportion of young people who obtained *cadre* status rose by 3 percentage points and the share of those in intermediate occupations rose by 2 points. There is a balance here between upward mobility within the socio-occupational classification, which was a frequent occurrence, and downward mobility, of which there were a not insignificant number of cases. Thus 20% of the young people enjoyed a 'promotion' between their first job and that held three years into their working life. Of those holding qualifications requiring between 2 and 4 years' post-secondary education (excluding health and social work), approximately one quarter benefitted from such 'promotions'. Conversely, 8% of the cohort suffered 'downgrading', having ended the period in a job of lower status than their first one. This was notably the case for 10% of those who began as cadres and 13% of those who started their working lives in one of the intermediate occupations.

At the end of the third year of their working lives, the norm for this cohort from a statistical point of view was to be employed as a waged worker. Few had made an early attempt to set up 'on their own account'. Only 2% of the cohort were self-employed, including those working in farming.

At the beginning of their careers, the socio-occupational position of the young employees in the cohort 2013 was determined largely by their level of education. When they were in employment, those with lower secondary qualifications only and holders of a CAP or BEP had a more than 80% chance of being in blue-collar or white-collar jobs. Conversely, those who had graduated from the *grandes écoles* or who had completed a 2-year master's had an almost 60% chance of being in a managerial position (*cadre* status). Holders of PhDs had a more than 90% chance of being in such a position. Between these two extremes, the intermediate occupations were the most likely prospect for holders of qualifications requiring between 2 and 4 years' post-secondary education.

The distribution of jobs within the 2013 cohort remains highly gendered. Thus 33% of the young men in employment in the spring of 2016 were in blue-collar jobs, compared with only 7% of the young women. More than one woman in three was in a white-collar job and a similar share held a job in an intermediate occupation. Despite being generally more highly qualified, the women were slightly less likely than the men to achieve *cadre* status (18% and 19% respectively).

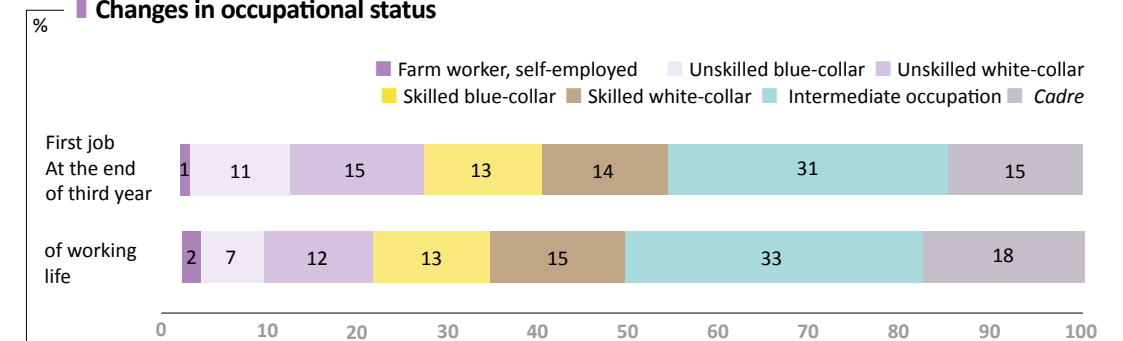
The distribution developed by Bruno Chenu (2001) was used and updated (in the 2003 *Professions et Catégories Socioprofessionnelles*) to distinguish here between skilled and unskilled white-collar jobs.

## Level of qualification and socio-occupational status in spring 2016

	Farm worker or self-employed	Blue-collar	White-collar	Intermediate occupation	Cadre
Lower secondary	3	44	37	15	1
CAP-BEP	2	48	37	13	0
Baccalauréat	2	27	42	26	3
Bac+2 excl. health and social work	3	16	31	44	6
Bac+2/3 health and social work	0	1	2	96	1
Bac+3/4 excl. health and social work (bachelor's, 1-year master's)	2	6	22	53	17
Bac+5 (2-year master's)	2	1	6	32	59
PhD	1	0	0	7	92
<b>Total</b>	<b>2</b>	<b>20</b>	<b>27</b>	<b>33</b>	<b>18</b>

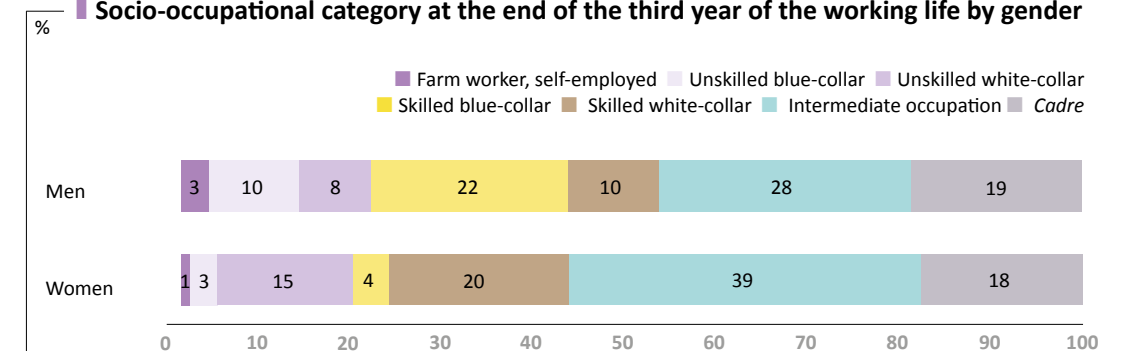
Scope: all young people in employment in spring 2016 (489,000 individuals).

## Changes in occupational status



Scope: young people in employment in spring 2016 (489,000 individuals).

## Socio-occupational category at the end of the third year of the working life by gender



Scope: young people in employment in spring 2016 (489,000 individuals).

# The *Génération* 2013 Survey

**Three years on...**

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Three years after their entry into the labour market, 71% of the young people were in employment, 17% were unemployed, 7% had returned to education or were in training and 5% were inactive.

The young people who left the education system in 2013 entered the labour market under relatively more favourable economic circumstances; as a result, their education-to-work transition proceeded somewhat more smoothly than that of their counterparts in the 2010 cohort. Three years into their working lives they were more likely to be in employment and less likely to be unemployed. Those leaving secondary education with a CAP or BEP - for whom conditions in the labour market had deteriorated sharply following the 2008 crisis - and holders of a general or technological *baccalauréat* benefitted more from this improvement. On the other hand, those young people leaving with lower secondary qualifications only still encountered the greatest difficulties in effecting the transition into employment.

Compared with the cohort as a whole, those with lower secondary qualifications only were more likely to be unemployed (+22 points) and less likely to have a job (-31 points). Furthermore, when they were unemployed in the spring of 2016, they had been unemployed for longer than those with higher qualifications (5 months longer on average) and if they were in employment, their tenure in the job was comparatively shorter (less than a year compared with 20 months for the more highly qualified). To a lesser extent, those young people with a level V qualification (CAP, BEP) also encountered difficulties in finding stable employment. Holders of a *baccalauréat* made the transition as well as the cohort as a whole, with the exception of those holding the general *baccalauréat*, more of whom returned to education. For their part, higher education graduates had above-average employment rates, particularly those who had graduated from health and social work programmes and the elite business and engineering schools and holders of PhDs.

Three years after the end of their initial education, 7% of the young people had resumed their education or were in training. These were mainly young people who had left with lower secondary qualifications only or holders of a general or technological *baccalauréat* who had failed to obtain a higher education qualification. With the exception of holders of vocational bachelor's degrees, graduates of 3 or 4-year degree programmes (excl. health and social work) were also more likely than average to have returned to education or to be in training.

Finally, 5% of the young people were inactive. They were not in employment or looking for work and had not returned to education or training. Young women were more likely than men to have withdrawn from the labour market in this way, particularly those with lower secondary qualifications only or level V qualifications.

The **unemployment rate** is defined as the share of unemployed individuals in the economically active population (young people in work or unemployed).

Except for those with lower secondary qualifications only and holders of PhDs, women were more likely than men to be unemployed at the end of the third year of their working lives. If we take the cohort as a whole, however, the situation is reversed: the unemployment rate for the men is two percentage points higher than for the women. This result is largely explained by the fact that average qualification levels are higher among the women than among the men. The quality of the education-to-work translation is closely linked to the level attained prior to leaving education; the share of women in the cohort who held a higher education qualification at the end of their initial education was 49%, compared with only 39% of the men.

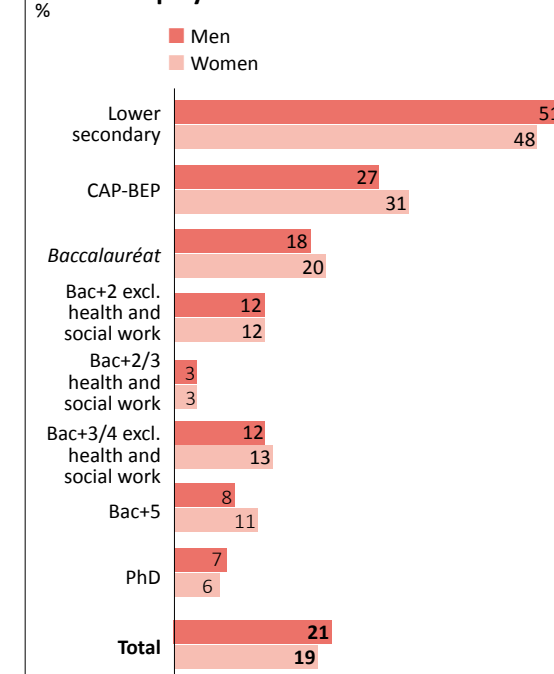
## Employment situation three years after leaving education

	%	Economically active		Inactivity	Return to education or training	Total	Unemployment rate*
		Employment	Unemployment				
<b>Lower secondary only</b>		<b>40</b>	<b>39</b>	<b>12</b>	<b>9</b>	<b>100</b>	<b>49</b>
<b>CAP-BEP</b>		<b>65</b>	<b>26</b>	<b>4</b>	<b>5</b>	<b>100</b>	<b>28</b>
CAP-BEP (services)		63	25	6	6	100	29
CAP-BEP (industry)		67	26	3	4	100	28
<b>Baccalauréat</b>		<b>68</b>	<b>16</b>	<b>4</b>	<b>12</b>	<b>100</b>	<b>19</b>
Vocational <i>bac</i> (services)		69	20	5	6	100	22
Vocational <i>bac</i> (industry)		77	15	3	5	100	16
Technological <i>bac</i> (services)		67	14	4	15	100	17
Technological <i>bac</i> (industry)		68	16	1	15	100	19
General <i>bac</i>		58	13	7	22	100	19
<b>Bac+2 excl. health and social work</b>		<b>80</b>	<b>11</b>	<b>3</b>	<b>6</b>	<b>100</b>	<b>12</b>
<b>Bac+2/3 health and social work</b>		<b>93</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>100</b>	<b>3</b>
<b>Bac+3/4 excl. health and social work (bachelor's, 1-year master's)</b>		<b>77</b>	<b>11</b>	<b>2</b>	<b>10</b>	<b>100</b>	<b>13</b>
Vocational bachelor's		87	9	1	3	100	9
Other bac+3/4, arts, humanities, management and law		69	14	3	14	100	17
Other bac+3/4 in maths, science and technology, sports sciences		75	10	3	12	100	12
<b>Bac+5 (2-year master's)</b>		<b>86</b>	<b>9</b>	<b>2</b>	<b>3</b>	<b>100</b>	<b>10</b>
Bac+5 arts, humanities, management and law		84	10	3	3	100	10
Bac+5 in maths, science and technology, sports sciences		85	11	1	3	100	12
Business and engineering schools		90	7	2	1	100	7
<b>PhD</b>		<b>91</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>100</b>	<b>6</b>
<b>Total</b>		<b>71</b>	<b>17</b>	<b>5</b>	<b>7</b>	<b>100</b>	<b>20</b>

Scope: the entire cohort (693,000 individuals).

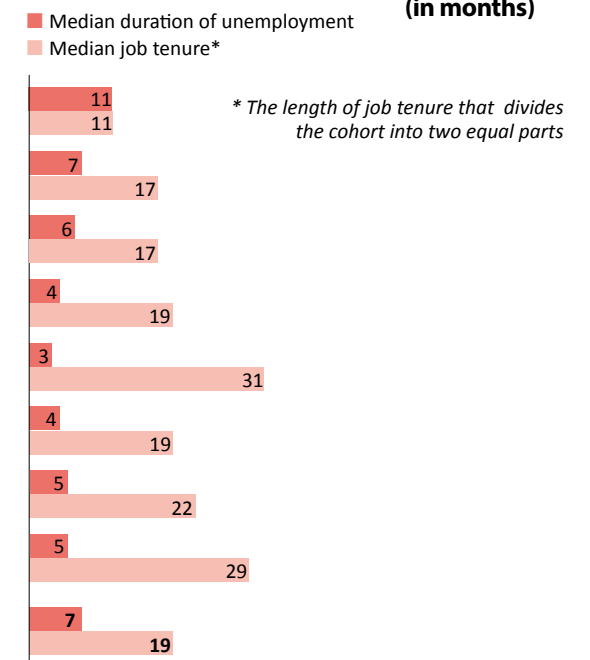
\* young people who were economically active three years after leaving education (610,000 individuals).

## Unemployment rate



Scope: young people who were economically active three years after leaving education (310,000 men, 300,000 women).

## Job tenure and duration of unemployment (in months)



Scope: young people in employment (489,00 individuals) or unemployed (121,000 individuals) at the end of the third year of their working lives.

**Of the young people in employment at the end of the third year of their working lives, 39% were still in temporary jobs. 15% of the young people in waged work were employed part-time, of whom 66% had not chosen to work part-time.**

► Only young people in employment in the spring of 2016 are included in this analysis.

► **Open-ended or permanent jobs** include non-waged jobs (self-employed or family workers), open-ended contracts in the private or public sector and the jobs of state employees (fonctionnaires).

► The main types of **subsidised contracts** are upskilling contracts (contrats de professionnalisation), apprenticeships, single integrated contracts and employment initiative contracts (les contrats uniques d'insertion) and jobs for tomorrow (les emplois d'avenir).

► A young part-timer is regarded as **working part-time voluntarily or involuntarily** depending on whether or not they stated they would have preferred to be working full-time.

► **Pay** is the net monthly wage or salary, including bonuses.

Three years after leaving the education system, more than half of the jobs held by the leavers of the 2013 cohort were permanent. The share of permanent jobs varied considerably depending on the highest qualification held. Thus of those with lower secondary qualifications only, just three out of every ten were in permanent waged jobs in the spring of 2016. With the exception of PhDs, the higher the level of qualification is, the more the share of permanent jobs increases. Among those with upper secondary qualifications, fewer than half were employed on open-ended contracts compared with 62% of the young people with higher education qualifications requiring between 2 and 4 years' post-secondary education and 76% of those with bac+5 qualifications. The low share of full-time salaried jobs among medical doctors is explained by the high share of non-salaried jobs in the liberal professions.

Three years into the cohort's working lives, 39% of the jobs held were fixed-term. The proportion declined with level of qualification, with the exception of doctors, many of whom were on fixed-term contracts (about 30%). Holders of bac+2/3 qualifications in health and social work had one of the lowest rates of fixed-term jobs (19%), behind graduates of the elite business and engineering schools (10%).

7% of the young people were employed as temporary agency workers, mainly the least well qualified and men. For example, 17% of those with lower secondary qualifications only and more than 10% of the holders of a CAP-BEP and of the young men with vocational and technological *baccalauréats* were temporary agency workers at the time of the survey. With regard to the vocational pathways, at any given level, those who had opted for industrial specialisms were more likely than those who had opted for service-sector specialisms to be employed as temporary agency workers, the latter inclining more towards other kinds of fixed-term contracts. Subsidised jobs accounted for 22% of the jobs held by those with lower secondary qualifications only and 17% of those held by young people with upper secondary qualifications.

21% of the young women and 11% of the men in waged work in the spring of 2016 were employed part-time. In two thirds of cases, for both men and women, this was imposed. Those young people with few if any qualifications other than the lower secondary certificate were more likely to be on fixed-term contracts and to be working part-time involuntarily, particularly if their qualifications were in service-sector specialisms or they were female.

Pay at the time of the survey increased with level of qualification. Thus the highest median net monthly income was paid to PhDs (1,480 euros), double that earned by those with lower secondary qualifications only (1,200 euros). The type of qualification and specialism were also important. For example, median net income for holders of a vocational bachelor's degree was 160 euros higher than for holders of a general bachelor's degree. At the bac+5 level, median net income was higher for graduates of the *grandes écoles* than for other graduates at this level. Furthermore, graduates in industrial or scientific specialisms had a higher median net income than their counterparts in other specialisms.

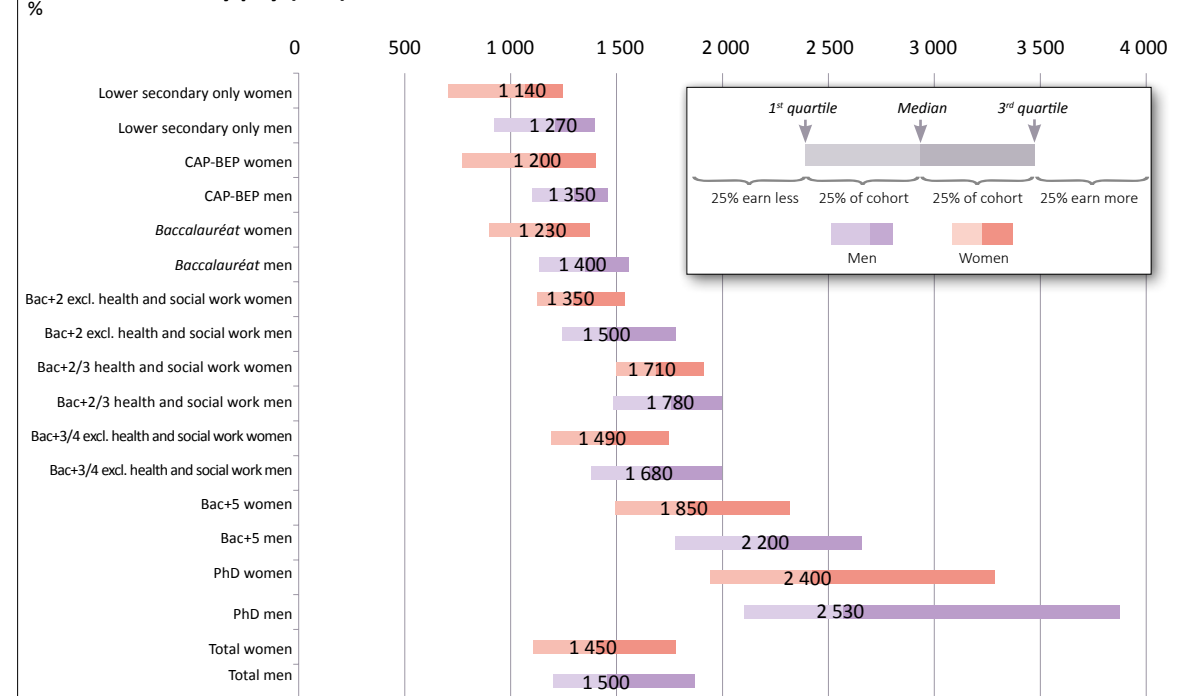
Average median net income for women was lower than that for men with the same level of qualification. The gap varied from 70 euros for graduates with bac+2/3 in health and social work to 350 euros for graduates with bac+5 qualifications.

## Employment conditions three years after leaving education

	%	Employment status					Total	Full-time	Voluntary part-time	Involuntary part-time	Total
		Open-ended		Fixed-term							
		Non-waged	Other open-ended	Temp agency	State subsidised	Other fixed-term					
<b>Lower sec. only</b>		6	29	17	22	26	100	70	8	23	100
<b>CAP-BEP</b>		4	45	11	16	24	100	78	5	17	100
CAP-BEP (services)		1	44	8	18	28	100	69	8	23	100
CAP-BEP (industry)		5	46	14	14	20	100	87	3	10	100
<b>Baccalauréat</b>		4	48	8	17	24	100	79	8	13	100
Bac pro and techno tertiaire		3	46	7	18	26	100	74	6	19	100
Bac pro and techno industrial		5	57	12	12	15	100	89	4	7	100
General bac		6	38	5	20	31	100	75	16	10	100
<b>Bac+2 excl. health and social work</b>		6	62	6	9	18	100	89	4	7	100
Bac+2 (services)		4	60	5	11	20	100	86	5	9	100
Bac+2 (industry)		8	66	7	7	14	100	94	2	4	100
<b>Bac+2/3 health and social work</b>		13	68	<1	1	17	100	90	5	5	100
<b>Bac+3/4 excl. health and social work (bachelor's, 1-year master's)</b>		6	62	6	8	19	100	88	6	7	100
Bac+3/4, arts, humanities, management, law		7	57	6	10	20	100	84	7	9	100
Bac+3/4 in maths, science and technology, sports sciences		4	71	6	3	16	100	94	4	2	100
<b>Bac+5 (2-year master's)</b>		6	76	1	2	15	100	93	2	5	100
Bac+5, arts, humanities, management, law		6	70	2	2	20	100	89	3	8	100
Bac+5 in maths, science and technology, sports sciences		11	69	<1	1	18	100	94	3	3	100
Business and engineering schools		4	86	1	1	8	100	98	2	<1	100
<b>PhD</b>		21	50	<1	<1	29	100	89	7	4	100
<b>Total</b>		6	56	7	11	21	100	84	5	10	100

Scope: young people holding a job at the end of the third year of their working lives (489,000 individuals) for the contracts, wage workers in post on that date for the working time (461,000 individuals).

## Net monthly pay (in €)



Scope: young people holding a job at the end of the third year of their working lives (489,000 individuals).

Three years after their entry into the labour market, a large majority of the young people in work seemed to be satisfied with their employment situation and declared themselves optimistic about their futures at work.

► Only those young people in waged employment in the spring of 2016 were included in the typology of situations.

Among the young people who were in work three years after the end of their education, 75% stated that their situation suited them. 71% did not wish to change jobs and could be regarded as 'satisfied', whereas 10% said they were looking for another job and were 'seeking to move'. Conversely, of the remaining 25% who declared their situation did not suit them, 16% were 'dissatisfied' and said they were looking for another job, while 9% said they were 'resigned', to the extent that they were not looking for another job.

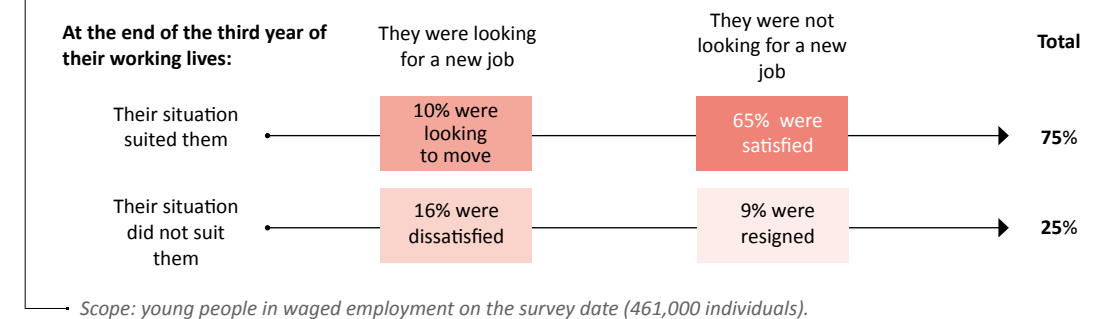
Men were slightly more likely than women to declare themselves satisfied with their employment situation (66% and 63% respectively). Satisfaction also increased proportionately with level of qualification. Thus the satisfaction rate among those young people who had entered the labour market with nothing but their lower secondary certificates in their pockets - who are known to have experienced the greatest difficulties in making the education-to-work transition - was 56%, while for the academically most highly qualified (i.e. graduates of long degree courses) it was 68%.

Expressions of satisfaction or dissatisfaction were also linked to the characteristics of the job held, such as its stability. Evidence for this is to be found in the high share of satisfied workers among state employees and those on open-ended contracts and, conversely, the high share of dissatisfied workers among those who, three years after the end of their education, were still temporary agency workers or on state subsidised or fixed-term contracts.

Besides the objective factors, such as employment contract and working time, being satisfied with one's employment situation is linked to how one experiences the job one is doing. For example, satisfaction was greatest among those young people who stated that they were being fulfilled professionally, were employed at a level appropriate to their competences and were well remunerated. Conversely, experiencing what might be described as 'downgrading', i.e. feeling that one is not 'employed at a level appropriate to one's competences' and/or that one is 'very or rather badly paid', is an important factor in creating job dissatisfaction.

Finally, a link can also be observed between employees' feelings about their present situation and their attitude towards their future at work: the propensity to be optimistic about the future was all the greater the level of satisfaction with the current situation was.

## Young people's satisfaction with their situation

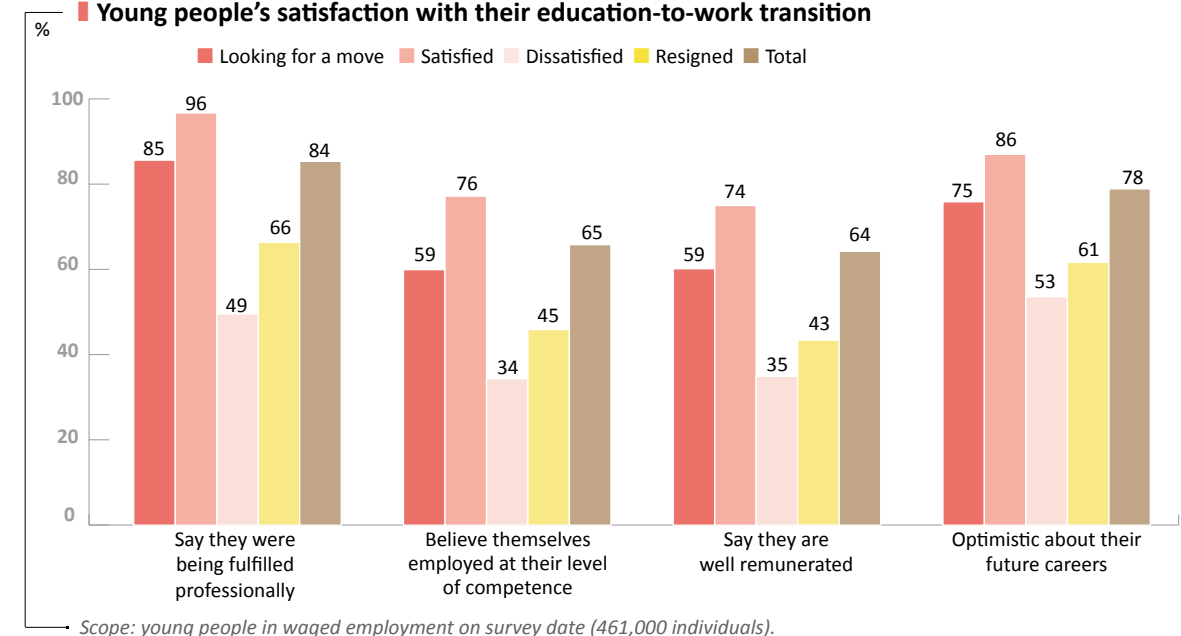


## Satisfaction by gender, highest qualification and employment status

	Looking for a move	Satisfied	Dissatisfied	Resigned
<b>Gender</b>				
Men	11	66	14	9
Women	10	63	17	10
<b>Level of qualification</b>				
Lower secondary	11	56	21	12
Upper secondary	11	63	16	10
Short degree	10	67	14	9
Long degree	10	68	13	9
<b>Employment contract</b>				
State employee	5	87	4	4
Open-ended	8	71	13	8
Temp agency	14	39	31	16
Subsidised contract	18	57	17	8
Other fixed-term	12	54	20	14
<b>Total</b>	<b>65</b>	<b>10</b>	<b>16</b>	<b>9</b>

Scope: young people in waged employment on survey date (461,000 individuals).

## Young people's satisfaction with their education-to-work transition



**Three years after the end of their education, 43% of the young people in the 2013 cohort were still living with their parents. Men's and women's home leaving trajectories vary depending on their employment situation. Differences also exist with regard to the quality of the jobs held.**

The higher the level of qualification obtained by the young people leaving education is, the higher the chances are that they will have left the parental home. 71% of the young people with lower secondary qualifications only were still living there three years after they had left education, compared with 14% of those holding a bac+5 qualification. This gap is due both to an age effect and to the different conditions under which they entered the labour market. It also conceals differences in behaviour between young men and young women.

Thus in the spring of 2016, more than 80% of the men who had left education with just lower secondary qualifications were still living with their parents, compared with just 57% of the women. This difference between the sexes in home leaving trajectories tends to narrow as levels of qualification rise. Moreover, the young women started to cohabit with a partner earlier than their male counterparts. Three years after the end of their education, this was the case for 43% of them compared with 23% of males. This difference was significant even for the most highly qualified.

The young persons' living arrangements several years after the end of their education were also closely connected with their labour market situation. Three years after entering the labour market, almost two thirds of the young people without a job were living with their parents, compared with only one third of those in work. And for the latter group, there were differences depending on the quality of the jobs they held. For example, only 26% of the young people who were on permanent contracts or who worked as state employees were still living with their parents in the spring of 2016, compared with 48% of those on fixed-term contracts. Similarly, at the same stage of their lives, almost half of the young people paid between 1,200 and 1,500 euros per month were still living with their parents, compared with only slightly more than a quarter of those earning between 1,500 and 1,800 euros.

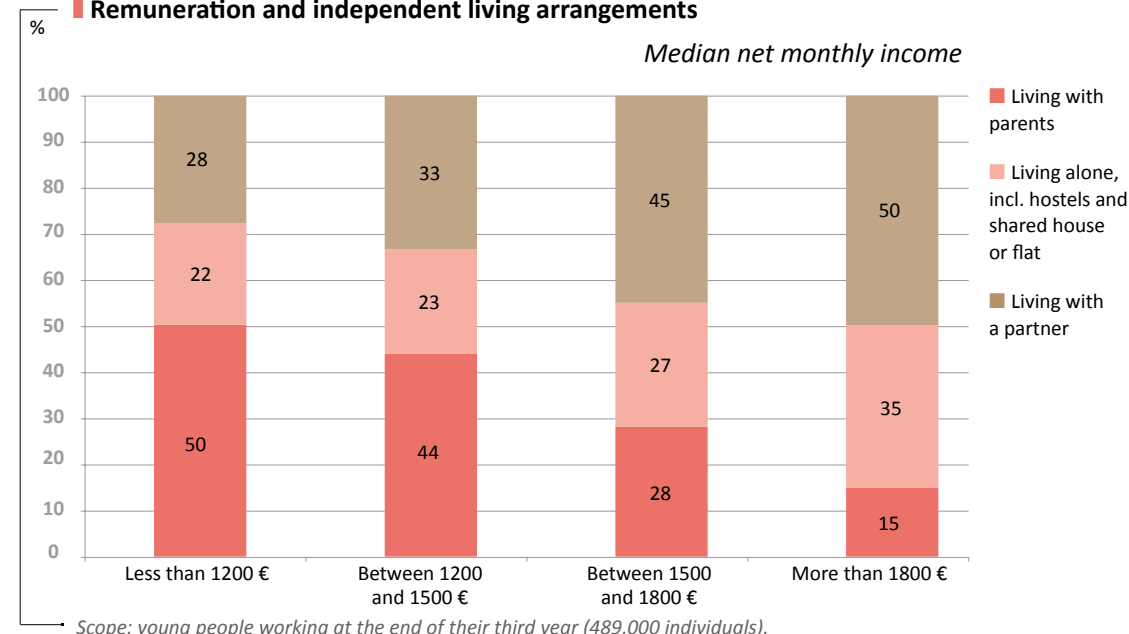
Thus for younger people, their labour market situation is a key factor in their home leaving trajectories, although not always in the same way for men as for women. Being employed on a fixed-term rather than an open-ended contract seems to penalise men as much as women, increasing by more than 20 percentage points their risk of still living with their parents three years after completing their education. On the other hand, the young women employed on fixed-term contracts were relatively less likely to be cohabiting with a partner (22 points) than those on open-ended contracts. The difference for the young men was only 14 percentage points. Even more marked was the effect of being excluded from employment, which was a much greater constraint for young men than for young women on any ambitions they might have had to move out of the parental home. Whether they were unemployed or inactive, more than three quarters of the young men were still living with their parents, a proportion that was significantly higher than for those in work, even on fixed-term contracts. On the other hand, 'only' 50% of unemployed women and 40% of inactive women were still living with their parents, values close to those for the young women on fixed-term contracts. For the young women, being in a job deemed to be precarious and not having a job at all were equally constraining when it came to leaving the parental home.

## Situation three years after the end of education

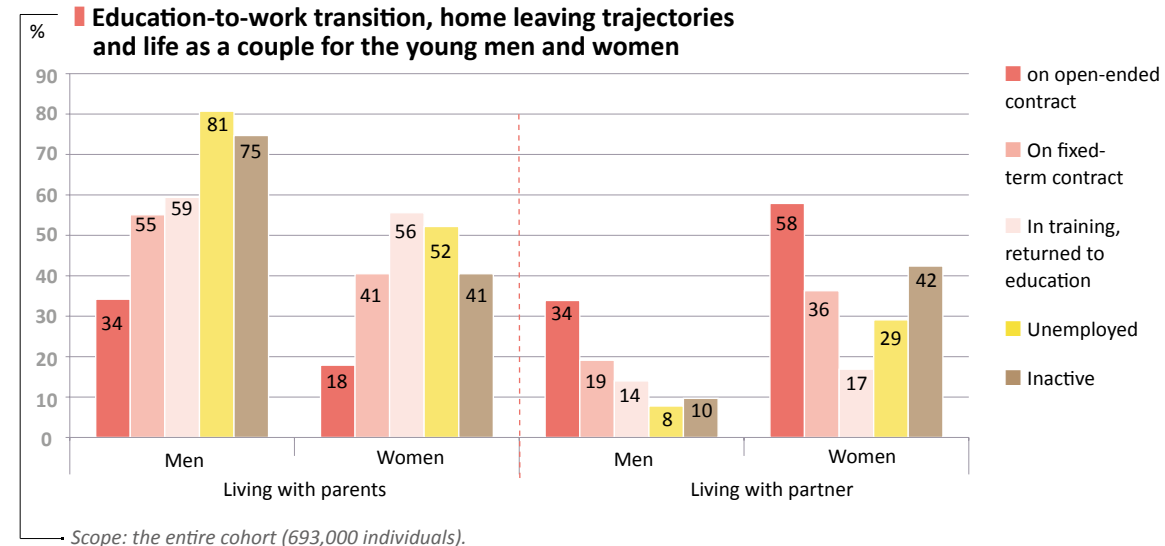
	Median age in spring 2016	Living with parents		Living with a partner		Living alone	
		Men	Women	Men	Women	Men	Women
Lower secondary only	21	81	57	7	27	12	16
CAP-BEP	22	69	47	13	35	18	18
Baccalauréat	23	59	46	24	20	17	34
Bac+2 excl. health and social work	24	48	37	26	41	26	22
Bac+2/3 health and social work	26	13	12	51	66	36	22
Bac+3/4 excl. health and social work (bachelor's, 1-year master's)	25	28	22	36	46	36	32
Bac+5 (2-year master's)	27	15	14	42	56	43	30
PhD	32	5	5	69	75	26	20
<b>Total</b>	<b>24</b>	<b>52</b>	<b>34</b>	<b>23</b>	<b>43</b>	<b>25</b>	<b>23</b>

Scope: the entire cohort (693,000 individuals).

## Remuneration and independent living arrangements



## Education-to-work transition, home leaving trajectories and life as a couple for the young men and women





Social reproduction still exists, transmitted largely by educational inequalities. The children of managers/executives (*cadres*) are more likely to be university graduates and three years into their working lives 35% of them had achieved *cadre* status themselves, compared with just 10% of the children of manual workers.

Three years after leaving the education system, the young people's access to employment was determined to a greater or lesser extent by their social backgrounds. Thus the unemployment rate among the children of blue-collar workers was 21%, compared with 9% for the children of cadres.

The young persons' employment positions are strongly reminiscent of those of their parents. Almost one third of the children of blue-collar workers, white-collar workers or *cadres* were in the same social category as their fathers three years after completing their initial education. While it is relatively unusual for young people to be self-employed at the very beginning of their working lives (only 2% of the entire cohort were in that situation in 2016), the probability of being in that position was higher for the children of self-employed workers. Finally, regardless of their parents' socio-occupational status, the young people had approximately a one in three chance of being in the intermediate occupations category.

These findings are of course closely linked to the young people's trajectories through the education system, particularly at the point of transition between secondary and higher education; those trajectories are highly dependent on their parents' socio-occupational categories. Thus only 10% of those whose parents were both blue-collar or white-collar workers reached the bac+5 level and beyond, whereas 33% of those with at least one parent who was a *cadre* and 52% of those whose parents were both *cadres* reached that level.

What is more, access to *cadre* status at the beginning of the working life, including for those with relevant qualifications such as a master's or higher degree, is not unconnected with their parents' socio-occupational category. Half of the children of blue-collar or white-collar workers with a bac+5 qualification or higher achieved *cadre* status, compared with 61% of the children of cadres.

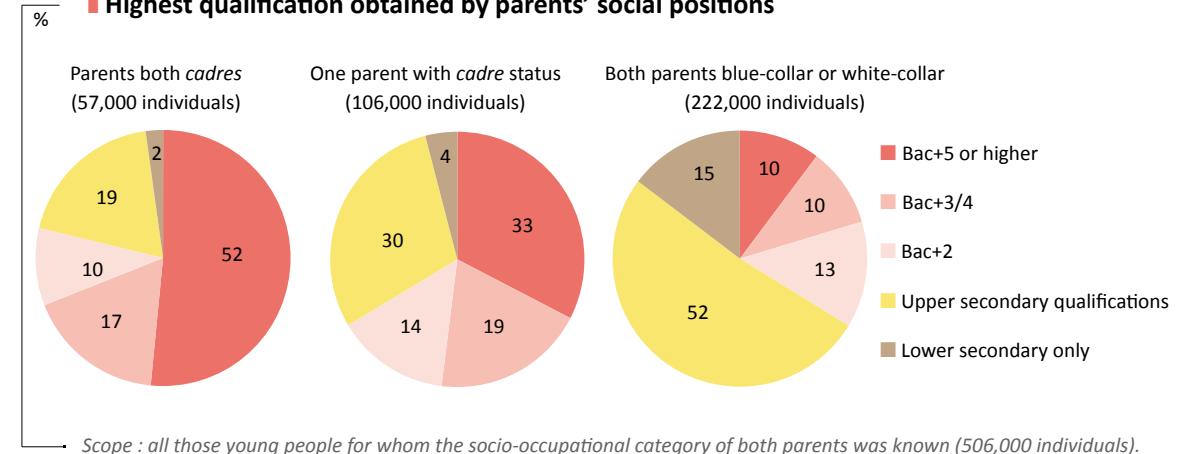
The effects of social background are further compounded by those of gender. While having blue-collar or white-collar workers as parents restricts the chances of accessing higher education, and particularly long degree courses, this disadvantage was even greater for the men in the 2013 cohort. On the other hand, when they had a bac+5 qualification or higher, the sons of cadres had a significantly greater chance of obtaining a job in that category than their female counterparts.

## Young people's social positions and that of their fathers

Father's socio-occupational category	Young person's socio-occupational category three years after leaving education					
	Farm worker	Self-employed	Cadre	Intermediate occupation	White-collar	Blue-collar
Farm worker	6	1	13	29	23	28
Self-employed	<1	2	20	35	24	19
Cadre	<1	2	35	38	15	10
Intermediate occupation	<1	1	23	38	24	14
White-collar	<1	1	11	34	35	19
Blue-collar	<1	1	9	30	29	31
<b>Total</b>	<b>&lt;1</b>	<b>2</b>	<b>19</b>	<b>34</b>	<b>26</b>	<b>19</b>

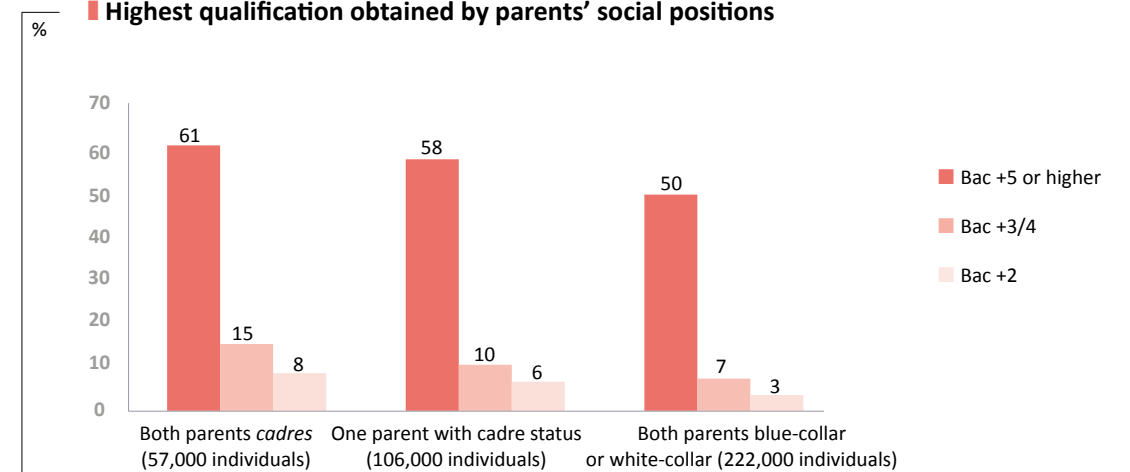
Scope: young people in employment on the survey date whose father's social category was known (438,000 individuals).

## Highest qualification obtained by parents' social positions



Scope: all those young people for whom the socio-occupational category of both parents was known (506,000 individuals).

## Highest qualification obtained by parents' social positions



Scope: all those young people for whom the socio-occupational category of both parents was known (506,000 individuals).

Almost a quarter of the young people whose parents were both born abroad (23%) believed they had been the victims of discrimination when applying for jobs during the first three years of their working lives, mostly for racist reasons or because of their place of residence.

■ 12% the young people believed themselves to have been victims of discrimination when applying for jobs during the first three years of their education-to-work transition. In more than half of these cases, they said this had happened several times. This feeling was particularly strong among those who had entered the labour market with few if any qualifications.

The young women felt themselves slightly less discriminated against than the young men, regardless of their level of qualification. While the women reported discrimination almost as often whatever their level of education, this was not the case for the men.

This feeling of discrimination varies by a factor of two depending on whether the young people in question were graduates of long degree courses or had left school with no certificates in their pockets other than their lower secondary qualification (9% and 18% respectively). For those whose mother and/or father had been born in France, the share who declared they had been a victim of discrimination also varied by level of qualification. On the other hand, those whose mother and father had both been born abroad were particularly affected by this feeling of discrimination at all levels of education.

The two main reasons for discrimination cited by respondents were racism (discrimination because of colour of skin, surname or first name, foreign origin, accent or, more rarely, religion) and sexism (discrimination because of sex, pregnancy or family responsibilities). 19% of the young people whose mother and father had both been born abroad felt they had been discriminated against for racist reasons. This also applied to 14% of young people whose mother or father had been born abroad. Almost 5% of the young people whose mother and father had both been born abroad also mentioned their place of residence as a reason for the discrimination they felt they had experienced, whereas this was the case for only 1% of the young people whose parents had both been born in France. For their part, the young women, like their male counterparts, most often mentioned sexism (5%) and racism (5%), but also cited a particular physical feature or their 'look'.

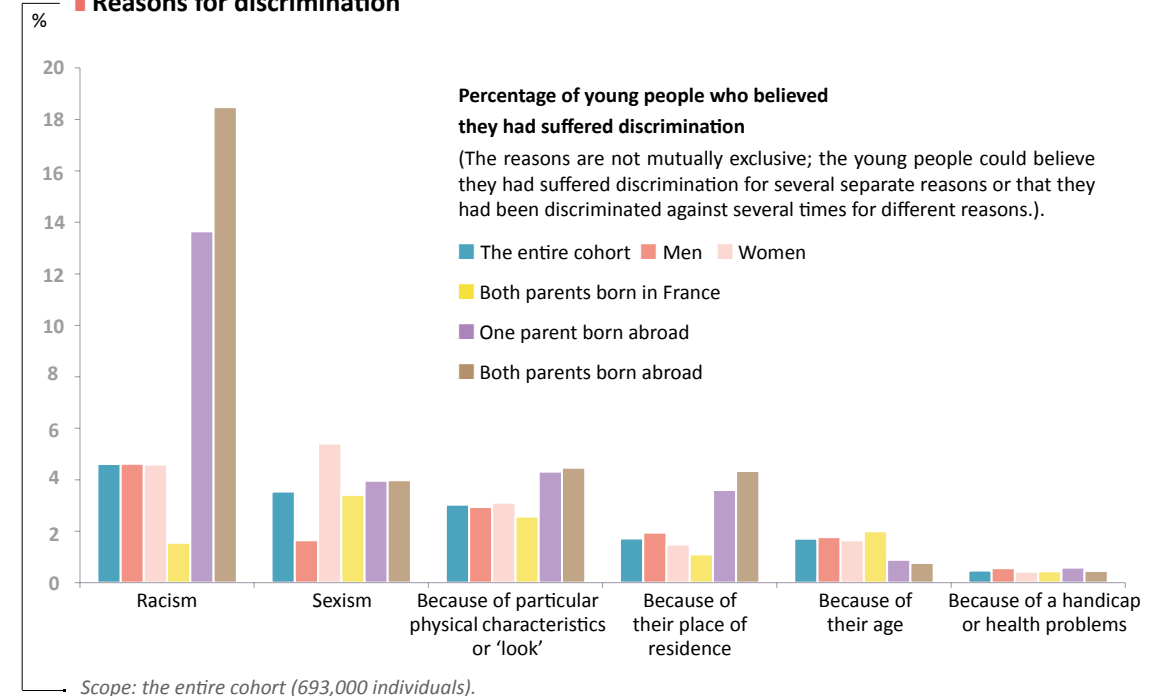
The young people who most frequently mentioned this feeling of discrimination were also those who seemed to be experiencing the most difficult employment situations three years into their working lives. Of the young people who made no mention of any discrimination, 68% declared that their current situation suited them and 76% were optimistic about their future careers. However, of those who had the feeling they had been discriminated against, just 42% were content with their situation and only 54% were optimistic about their future at work.

## ■ Highest qualification and feeling of discrimination

	Total	of which several times or very often	Men	Women	Both parents born in France	One parent born in France	Both parents born abroad
%							
Lower secondary only	16	8	18	14	14	18	23
CAP-BEP	13	7	11	15	11	18	18
Baccalauréat	12	7	11	13	9	15	23
Bac+2 excl. health and social work	10	6	9	13	8	11	23
Bac+2/3 health and social work	6	2	5	6	5	7	15
Bac+3/4 excl. health and social work (bachelor's, 1-year master's)	10	6	6	13	7	11	29
Bac+5 (2-year master's)	10	6	9	12	8	8	24
PhD	8	5	9	7	4	4	27
<b>Total</b>	<b>12</b>	<b>7</b>	<b>11</b>	<b>12</b>	<b>9</b>	<b>13</b>	<b>23</b>

Scope: the entire cohort (639,000 individuals).

## ■ Reasons for discrimination



## ■ Satisfaction with current situation and future career prospects

	Their current situation		About their future career prospects	
	Suits them	Does not suit them	Optimistic	Concerned
%				
Among the young people who had felt themselves discriminated against when applying for jobs	42	58	54	46
Among the young people who had never suffered discrimination	68	32	76	24
<b>together</b>	<b>65</b>	<b>35</b>	<b>74</b>	<b>26</b>

Scope: the entire cohort (693,000 individuals).

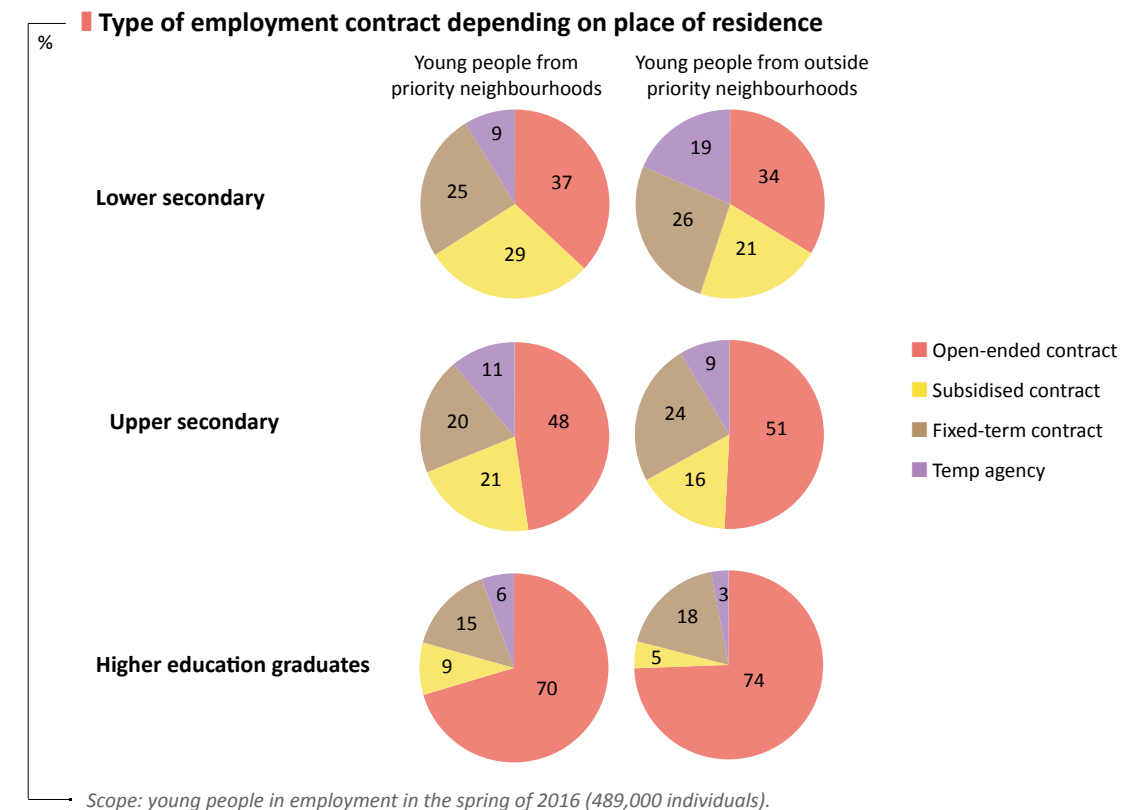
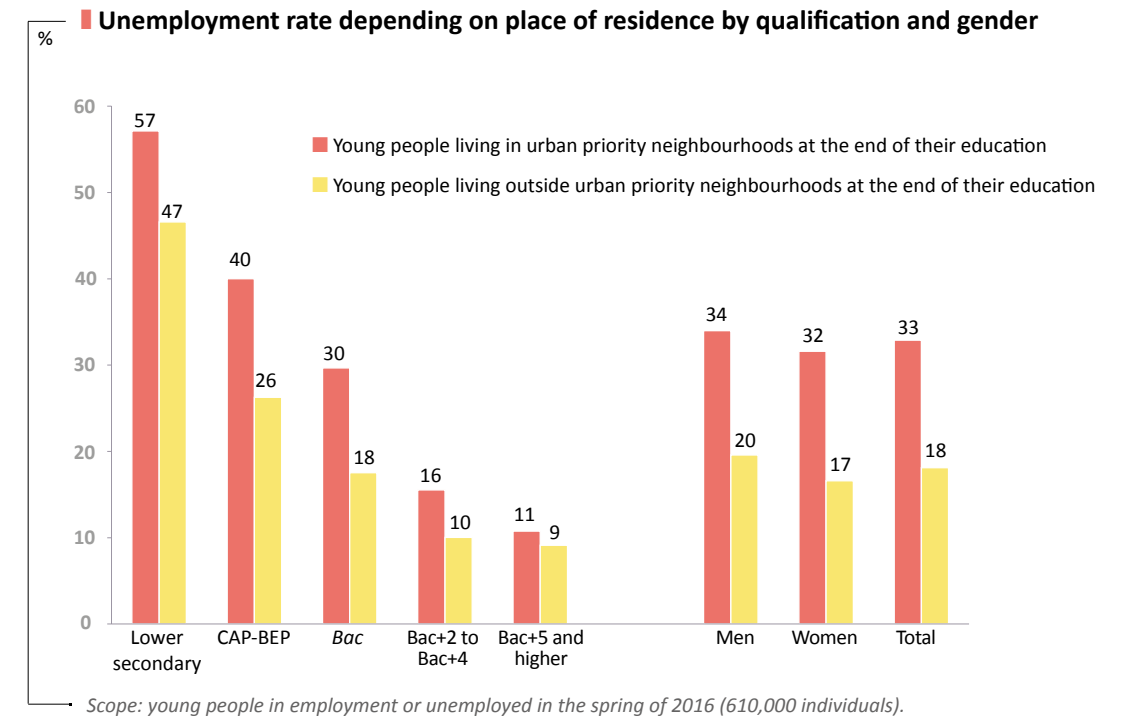
**Young people from urban priority neighbourhoods are disadvantaged relative to others when looking for work. Even when their qualifications are comparable, they are still penalised.**

► **Urban priority neighbourhoods** are a product of the 2014 reform of priority neighbourhood boundaries. The boundaries in question here are those that applied to the place in which the young person was living at the time of his or her departure from the education system.

The socio-demographic profiles of the young people who were living in urban priority neighbourhoods when they completed their initial education in 2013 differed significantly from those of the other young people. They were more likely to come from a modest social background (only 10% said their father had *cadre* status compared with 22% for the rest of the cohort) and to have parents who were both born abroad (39% compared with 10%). They were almost as likely to leave the education system with just lower secondary qualifications as to graduate from a higher education establishment (26% compared with 30%), whereas in the rest of the cohort there were almost four times more higher education graduates than leavers with just lower secondary qualifications (45% and 12% respectively).

Three years after leaving education, the average unemployment rate for the young people in the 2013 cohort from urban priority neighbourhoods was 33%, which was significantly greater than that for those not living in such areas when they completed their education (18%). These increased difficulties in finding work reflect in part both the more modest family backgrounds of the young people from priority neighbourhoods and the fact that their educational trajectories were, on average, shorter than those of the other leavers. However, even when they have the same level of qualifications, differences persist. Young people from these neighbourhoods are systematically more likely to be unemployed, with the penalty varying depending on the qualification obtained, from 2 percentage points for graduates with bac+5 qualifications and higher (11% vs. 9%) to 14 percentage points (40% vs. 26%) for holders of a CAP-BEP.

Moreover, these difficulties in obtaining work are further compounded by a greater degree of precarity once in employment. Of the young people from priority neighbourhoods who were in work three years after leaving the education system, 55% were employed on open-ended contracts compared with 62% of the other young people. Furthermore, 13% were working part-time although they would have preferred to be employed full-time (compared with 10% for the rest of the cohort). On the other hand, for a given level of qualification, the type of employment contract varied little depending on whether the young person in question was living in a priority neighbourhood while in education. The only notable exception is that those from priority neighbourhoods with lower secondary qualifications only were much more likely to be in subsidised jobs (including block-release training programmes) and less likely to be temp agency workers than their counterparts from other areas.



The highest qualification obtained in initial education by the young people in the 2013 cohort was determined on the basis of the course taken in 2013 as recorded in the data base made available by the educational establishments and using the supplementary information gathered during the survey on the qualifications acquired previously by each young person.

### Lower secondary qualification only

- Leavers from last or penultimate year of lower secondary school (*classe de quatrième* or *troisième* – year 9/10 in UK, 8<sup>th</sup>/9<sup>th</sup> grade in US)
- Leavers from the adapted general and vocational education section (SEGPA), the preparatory classes for apprenticeships (CPA) and the work-integrated learning programme (CLIPPA)
- Leavers from any year other than the final one of a CAP programme
- Leavers from the first or second year of a general or technological *baccalauréat*
- Leavers from the final year of a CAP programme but without obtaining qualification
- Young people having failed the general, technological or vocational *baccalauréat*
- Young people have failed the vocational or technological diploma (*brevet professionnel ou technologique*) and having acquired no other qualification, with the possible exception of the certificate awarded to French pupils at the end of lower secondary school (*diplôme national du brevet*)

### CAP or BEP in a service-sector specialism

- Holders of a CAP/BEP in a service-sector specialism
- Holders of a qualification or additional award at CAP/BEP level
- Holders of a post-CAP/BEP qualification
- Nursing auxiliaries and child care assistants

### CAP or BEP in an industrial specialism

- Holders of a CAP/BEP in an industrial specialism
- Holders of a qualification or additional award at CAP/BEP level
- Holders of a post-CAP/BEP qualification

### Vocational *bac* in a service-sector specialism

- Holders of a vocational *bac* in a service-sector specialism
- Holders of a vocational diploma
- Holders of an arts and crafts diploma
- Holders of a *bac*-level qualification in healthcare or social work
- Holders of various *bac*-level vocational qualifications

### Vocational *bac* in an industrial specialism

- Holders of a vocational *bac* in an industrial specialism
- Holders of a vocational diploma
- Holders of an arts and crafts diploma
- Holders of various *bac*-level vocational qualifications

### Technological *bac* in a service-sector specialism

### Technological *bac* in an industrial specialism

### General *bac*

### Bac+2 in a service-sector specialism

- Holders of a BTS (*brevet de technicien supérieur*), a DUT (*diplôme universitaire de technologie*, a 2-year technical diploma), a post-BTS qualification or a post-DUT qualification in a service-sector specialism
- Holders of a DPECF (*diplôme préparatoire aux études comptables et financières*, accounting and finance foundation programme)
- Holders of a 2-year arts and crafts degree
- Holders of various qualifications requiring 2 years' post-secondary education (*bac+2*) (art or architecture school etc.)
- Holders of a DEUG (*diplôme d'études universitaires générales*, general academic studies degree)

or a DEUST (*diplôme d'études universitaires générales*, scientific and technical studies degree)

- Holders of a *bac+2* qualification from a private university and various *bac+2*-level qualifications (including those awarded by art schools when the specialism is disciplinary)

**Bac+2 in an industrial specialism**

- Holders of a BTS, a DUT, a post-BTS or post-DUT qualification in an industrial specialism
- Holders of a 2-years arts and crafts degree
- Holders of various *bac+2* qualifications
- Holders of a DEUG or a DEUST
- Holders of a *bac+2* qualification from a private university and various *bac+2*-level qualifications

**Bac+2/3 in healthcare/social work**

- Nurses, physiotherapists, podiatrists, diagnostic radiographers, occupational therapists, psycho-motor therapists, midwives, nursery nurses
- Advisers in social and family economics, social workers, early years teachers, special education teachers

**Vocational bachelor's in a service-sector specialism**

**Vocational bachelor's in an industrial specialism**

**Other bac+3 qualifications in arts, humanities, management and law (bachelor's)**

- Holders of a bachelor's degree in arts, humanities, management and law
- Holder's of a 3-year degree in a service-sector specialism
- Holders of a DNTS (*diplôme national de technologie spécialisé*, specialist diploma in technology) in a service-sector specialism

**Other bac+3 qualifications in maths, science and technology**

- Holders of a bachelor's degree in material sciences, sciences and technology, sciences for engineers, life sciences, medical sciences or sports science
- Holders of a 3-year degree in an industrial specialism
- Holders of a DNTS (*diplôme national de technologie spécialisé*, specialist diploma in technology) in an industrial specialism

**Other bac+4 qualifications in arts, humanities, management and law (1-year master's)**

- Graduates with a 1-year master's degree in arts, humanities, management or a service-sector specialism

**Other bac+4 qualifications in maths, science and technology (1-year master's)**

- Graduates with a 1-year master's in material sciences, sciences and technology, sciences for engineers, life sciences, medical sciences, sports science or an industrial specialism

**Bac+5 qualifications in arts, humanities, management and law (2-year master's)**

- Graduates with a 2-year master's in arts, humanities, management or law
- Holders of various non-university qualifications requiring 5 years' post-secondary education in a service-sector specialism

**Bac+5 qualifications in maths, science and technology (2-year master's)**

- Holders of a 2-year master's in material sciences, sciences and technology, sciences for engineers, life sciences, medical sciences or sports science
- Holders of various non-university qualifications requiring 5 years' post-secondary education in a scientific or technical specialism

**Business school**

- Graduates of a 5-year business school programme

**Engineering school**

- Graduates of an engineering school

**PhD in medical, pharmacological and veterinary sciences**

- Medical doctors (generalists and specialists), pharmacists, veterinary surgeons

**PhD in art, humanities, management or law**

**PhD in maths, science and technology**

<b>Bac ES</b>	Baccalauréat économique et social
<b>Bac L</b>	Baccalauréat littéraire
<b>Bac pro</b>	Baccalauréat professionnel
<b>Bac S</b>	Baccalauréat scientifique
<b>Bac</b>	Baccalauréat
<b>BEP</b>	Brevet d'études professionnelles
<b>BP</b>	Brevet professionnel
<b>BTS</b>	Brevet de technicien supérieur
<b>CAE</b>	Contrat d'accompagnement dans l'emploi
<b>CAP</b>	Certificat d'aptitude professionnelle
<b>CATI</b>	Computer Assisted Telephone Interview
<b>CDD</b>	Contrat à durée déterminée
<b>CDI</b>	Contrat à durée indéterminée
<b>CIE</b>	Contrat initiative emploi
<b>CNIS</b>	Conseil national de l'information statistique
<b>CPGE</b>	Classe préparatoire aux grandes écoles
<b>CUI</b>	Contrat unique d'insertion
<b>DEUG</b>	Diplôme d'études universitaires générales
<b>DEUST</b>	Diplôme d'études universitaires scientifiques et techniques
<b>DROM</b>	Départements et régions d'outre-mer
<b>DMA</b>	Diplôme des métiers d'art
<b>DNTS</b>	Diplôme national de technologie spécialisé
<b>DUT</b>	Diplôme universitaire de technologie
<b>EDD</b>	Emploi à durée déterminée
<b>EDI</b>	Emploi à durée indéterminée
<b>Grandes écoles</b>	Écoles de commerce et d'ingénieurs
<b>IUT</b>	Institut universitaire de technologie
<b>Licence pro</b>	Licence professionnelle
<b>LSH</b>	Lettres, Sciences humaines
<b>MC</b>	Mention complémentaire
<b>NSF</b>	Nomenclature des spécialités de formations
<b>PCS</b>	Professions et catégories socioprofessionnelles
<b>QPV</b>	Quartier prioritaire de la politique de la ville
<b>STAPS</b>	Sciences et techniques des activités physiques et sportives
<b>SISE</b>	Système d'information sur le suivi de l'étudiant
<b>STS</b>	Section de technicien supérieur

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