

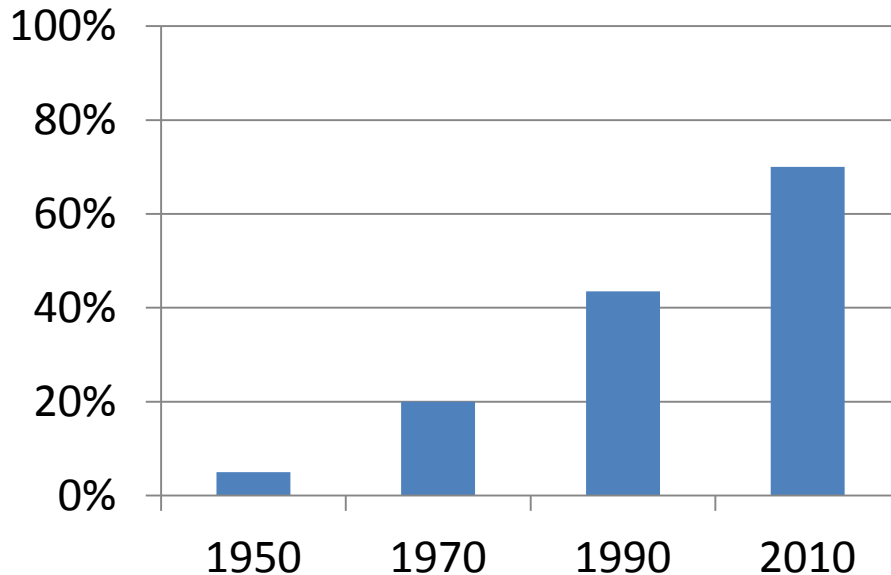
Expansion of higher education in France : the need to distinguish between quantitative and qualitative evolution

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Expansion of Higher Education. New students, more problems?
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Quantitative democratization

Evolution of the % of graduation from secondary school in France



- Since the 80s, High increase of the number of graduates from secondary school
- Since the 90^s, the number of graduates from higher education has doubled

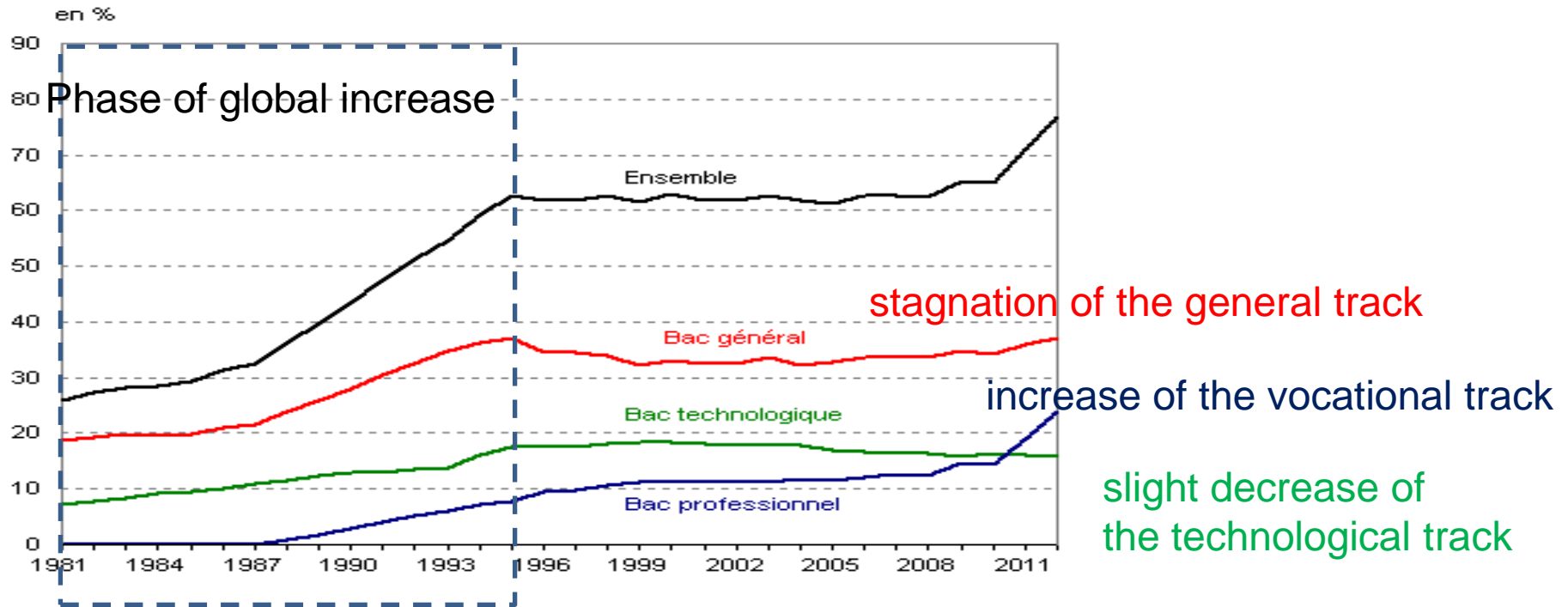
But, at the same time, a diversification of courses in secondary schools and higher education

2 questions

- What is the evolution of the numbers of students in a more diverse offer of courses?
- In a context of increasing access to higher education, should it become a main issue to look at the phenomenon of the differentiated access to diversified courses?
- As, for higher education institutions, it's not the same to deal with new publics evenly distributed across all courses or concentrated in some

Very rapid growth in proportion of graduates of secondary school from 1985

% of secondary school graduates in a generation from 1981 to 2012



Champ : France métropolitaine jusqu'en 2000 ; France (hors Mayotte) de 2001 à 2011.

Source : Depp ; Insee, recensements de la population.

Segregated democratization (Merle 2002): differentiated development of different tracks for different publics

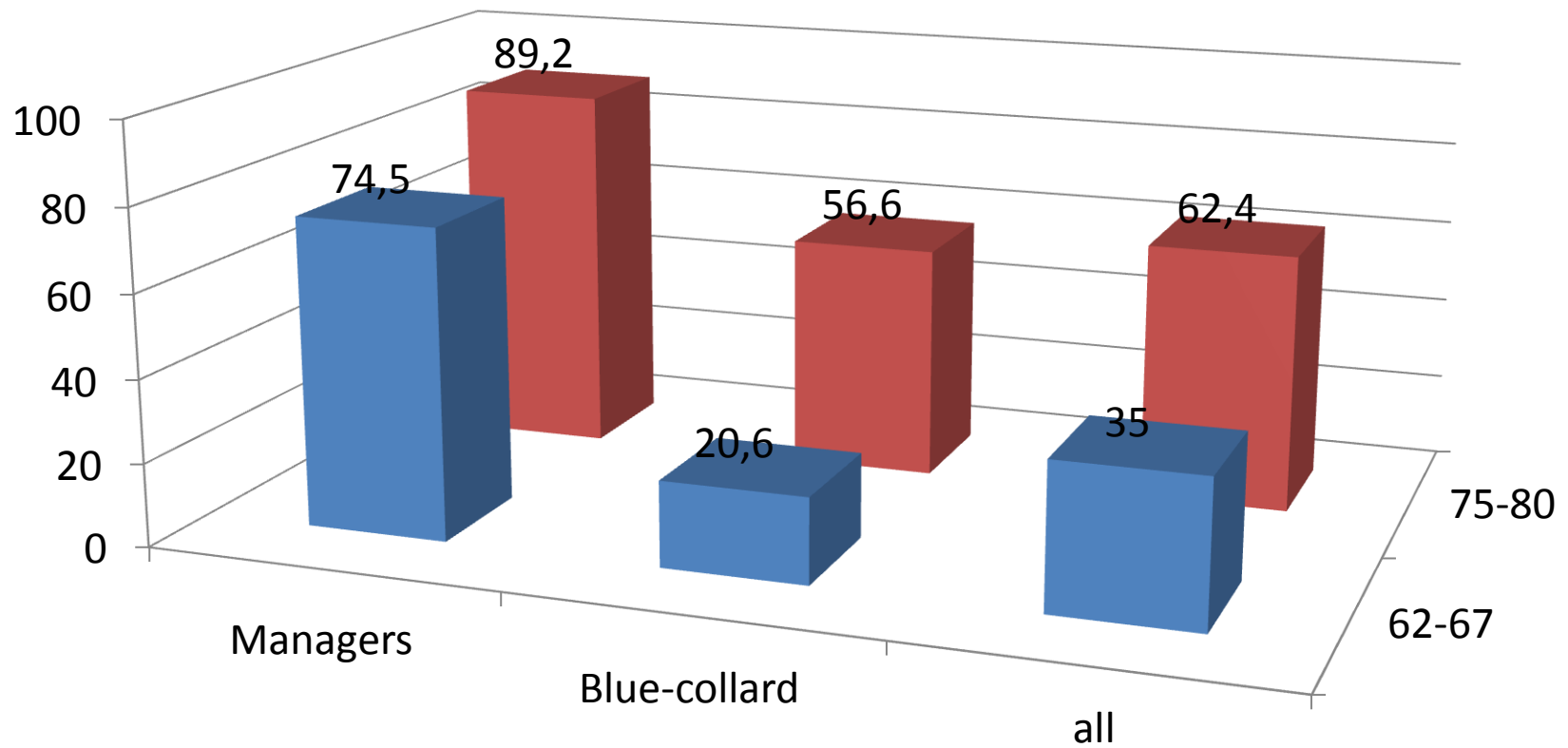
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Differentiated access to different
secondary graduation tracks

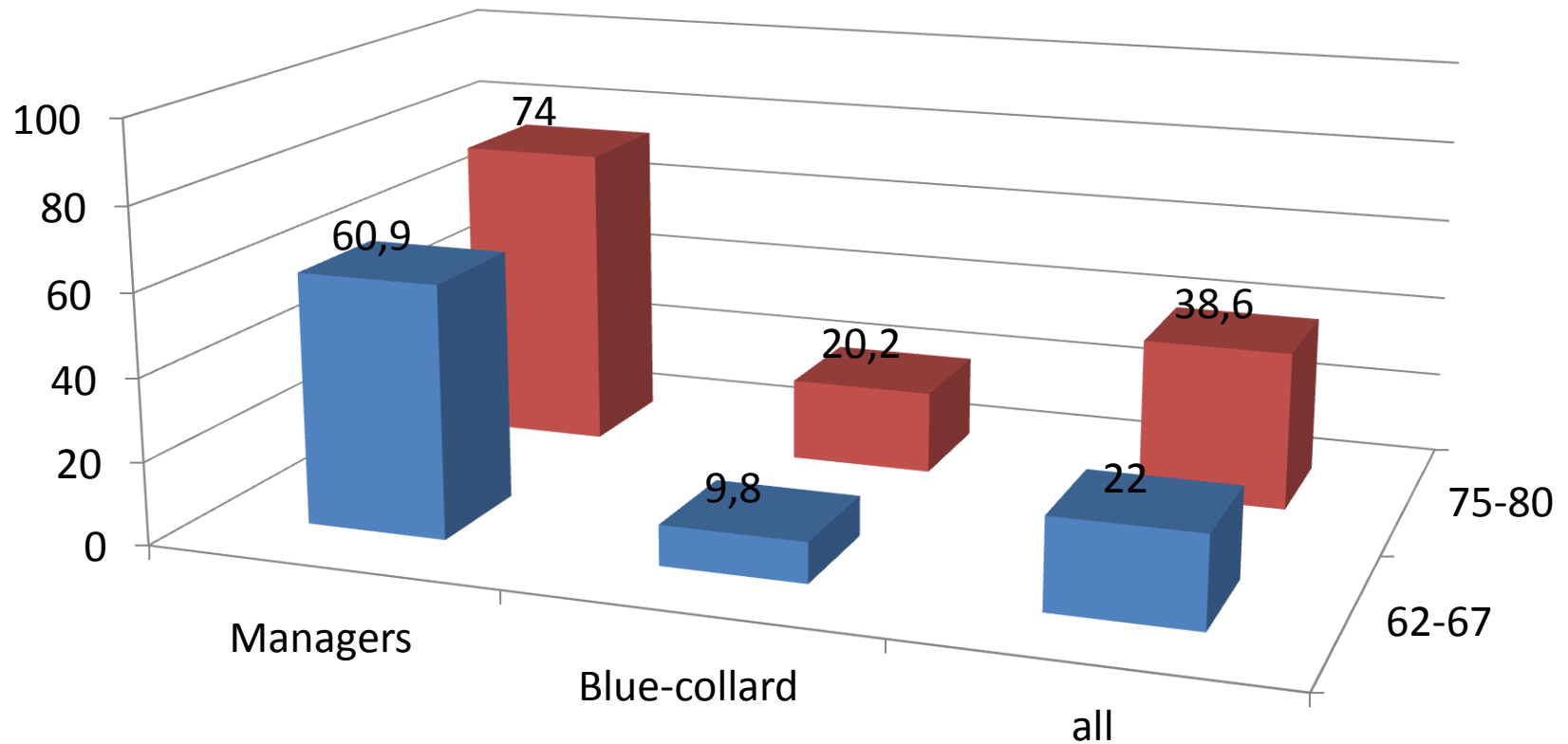
- Aims: study of the chances to graduate at secondary level and of the chances to gain a specific graduation according to social and economic characteristics
- Two different measures:
 - Differences in access rates: democratization if the number of access increase in low social status (LSS) categories
 - Differences in odds ratio: better equity if the odds ratio converge to 1

- In their work, Duru-Bellat et Kieffer (2008) compare to generation:
 - born between 1962 and 1967 (graduates of 1980-1985)
 - born between 1975- 1980 (graduates of 1993-1998)

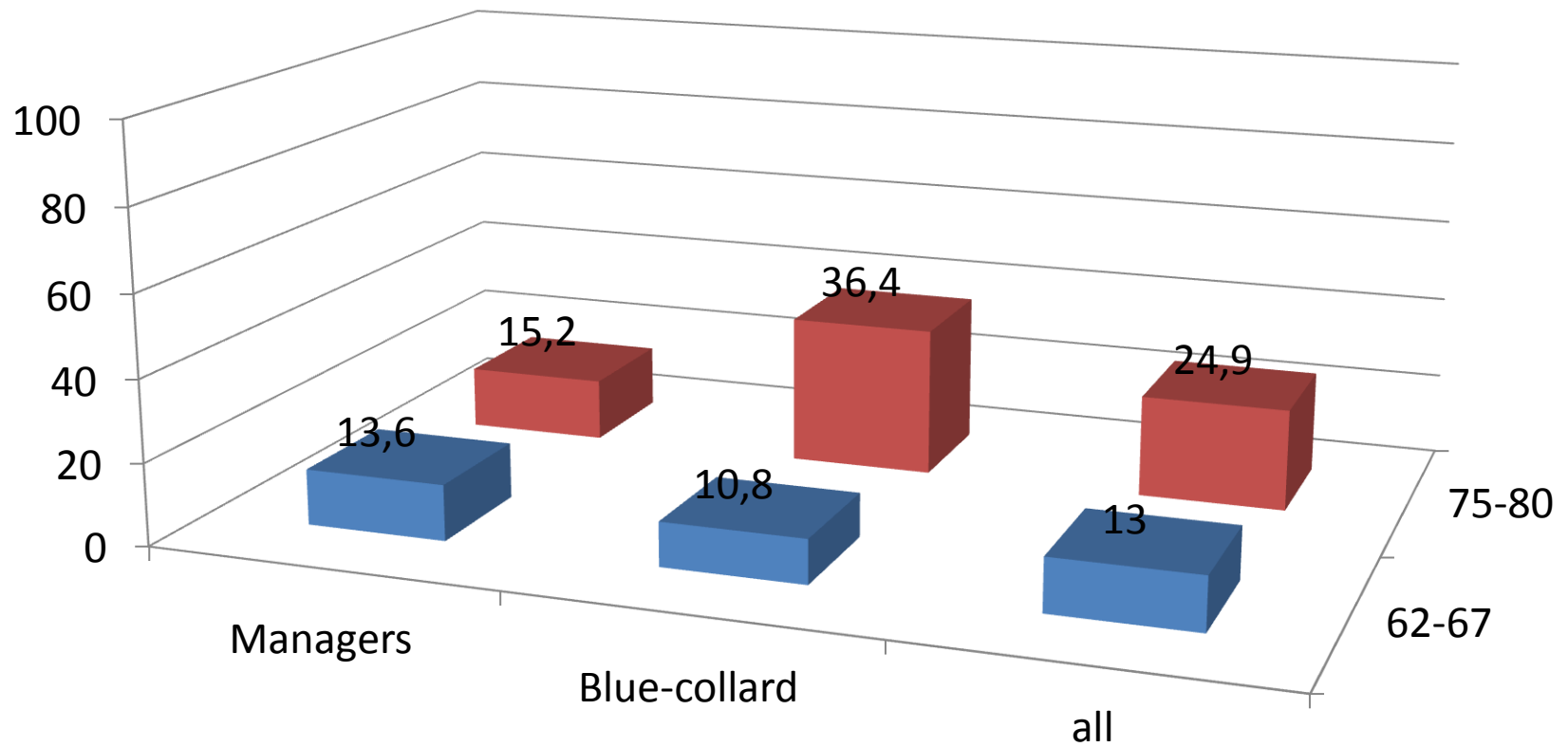
% of graduates in a generation (all baccalauréats)



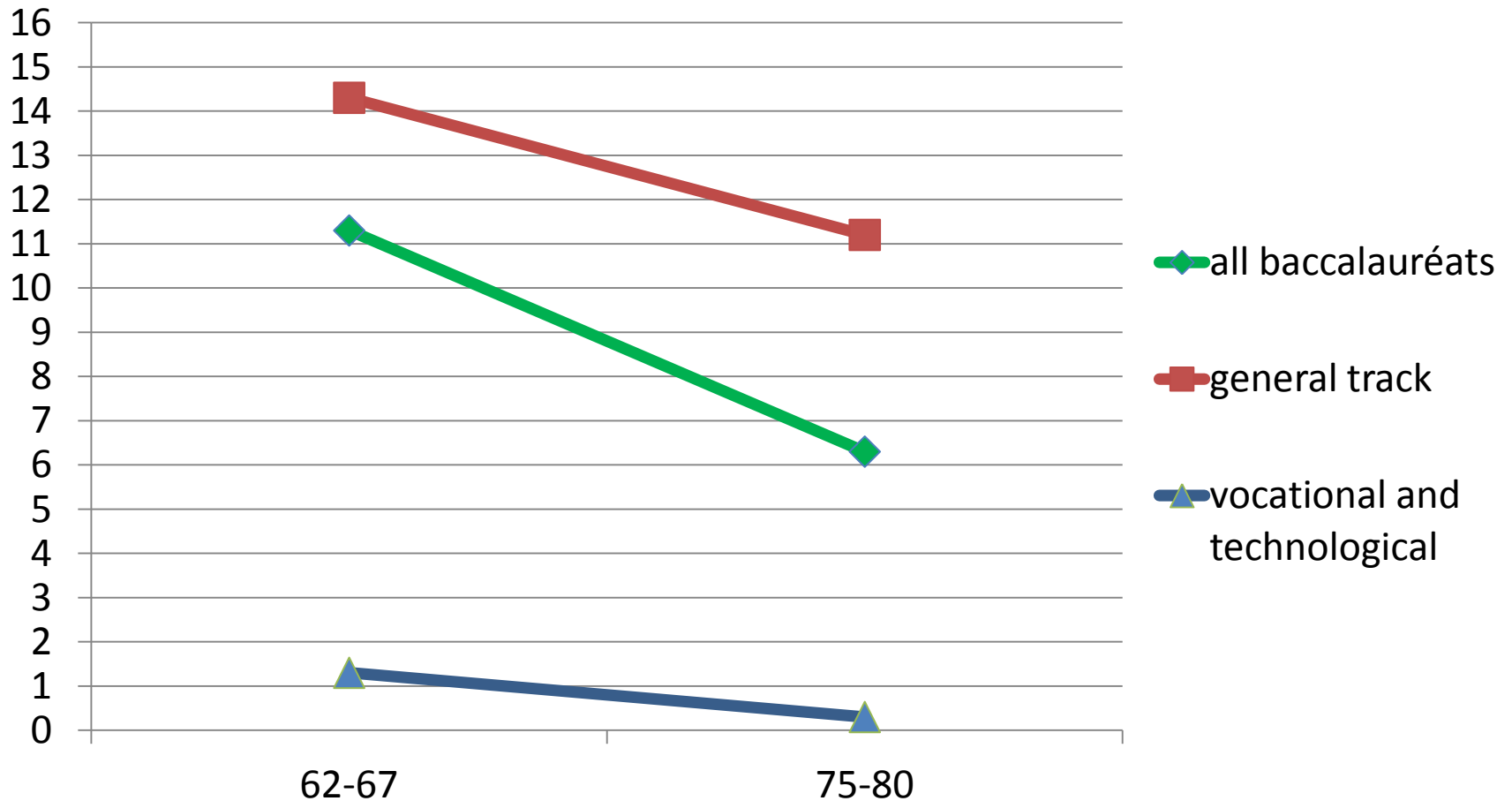
% of graduates in a generation (general track)



% of graduates in a generation(vocational and technological tracks)



Odds ratio (chances for a HS student to graduate compare to chances for a LS student to graduate)

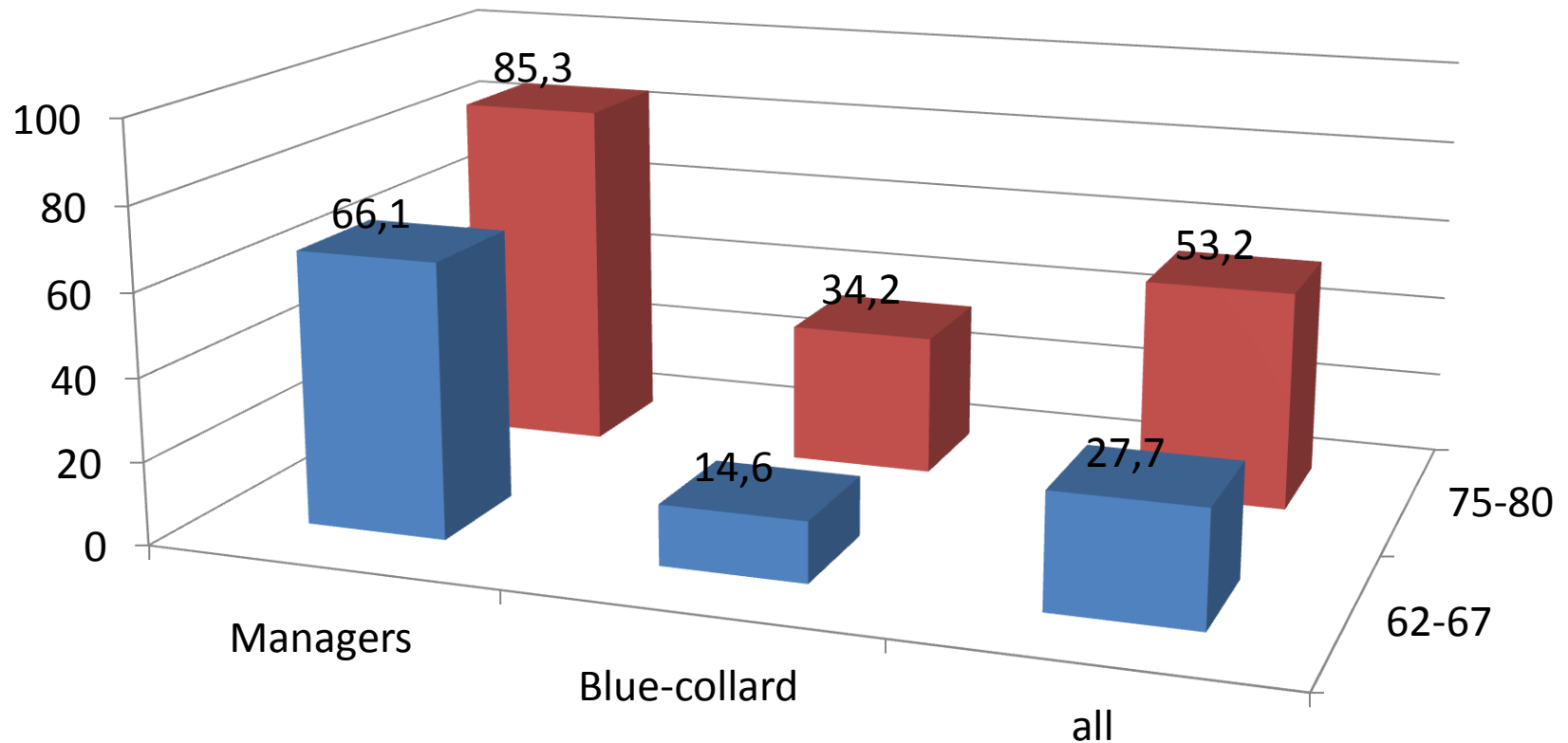


- On a global level, democratization and gain in equity
- But
- A phenomenon of social segregation of secondary tracks :
 - LSS students are 3 times more likely to graduate (than not to graduate) in a vocational or technological track than HSS students
 - HSS students are 11 times more likely to graduate (than not to graduate) in a general track than LSS students.

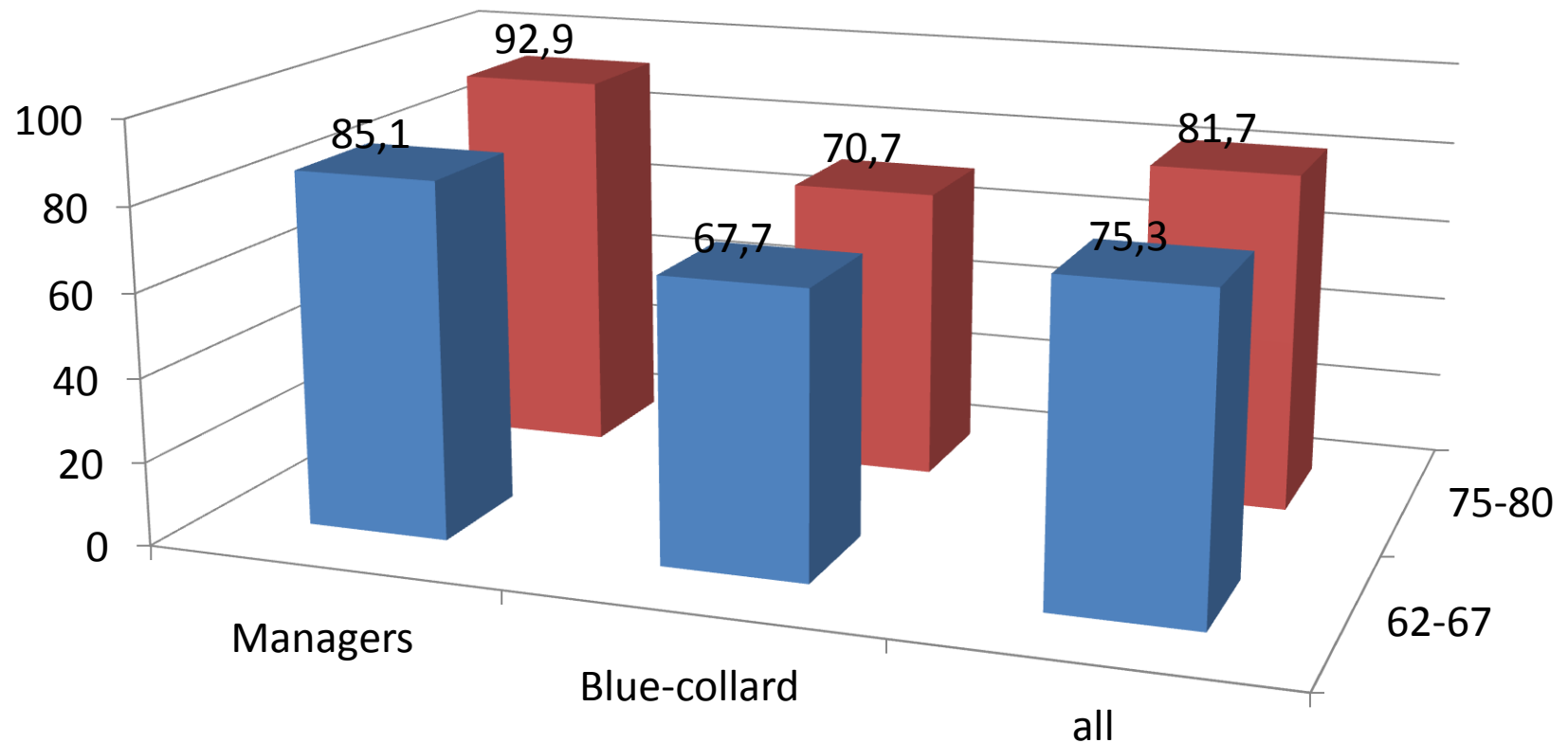
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Transitions to higher education

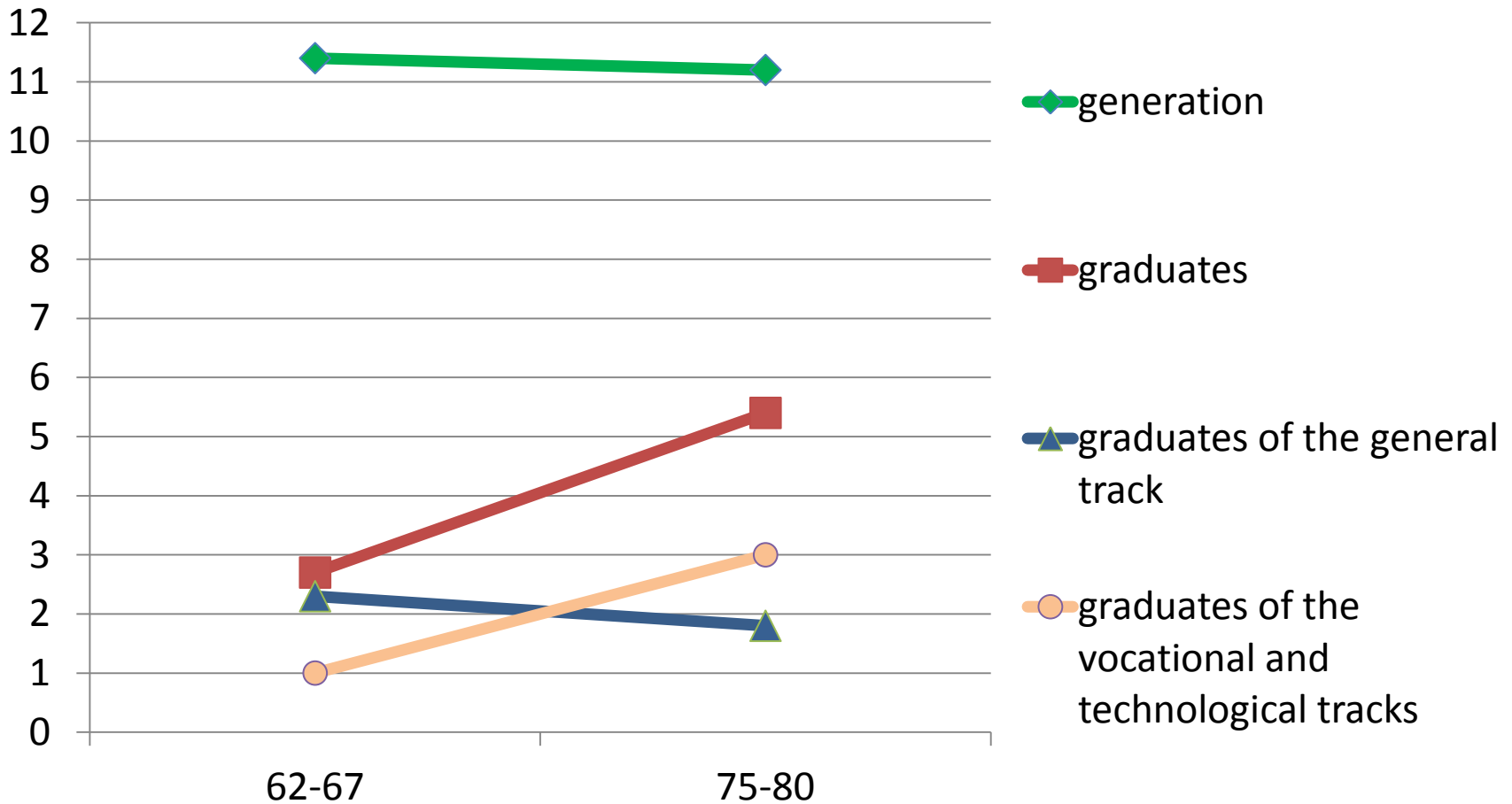
% of access to higher education in a generation



% of access to higher education for secondary level graduates



Odds ratio (chances to access to higher education for a HS students compare to chances for a LS students)



- A general increase of the access to higher education which could be seen as democratization
- But
- Equity did not progress, if analyzed at a generation level, and regress if analyzed only for graduates of the secondary schools with a contrasted situation between the general track (equity slightly improved) and vocational tracks (equity regress)
- furthermore, graduates of the vocational track have the right to access to university but are not prepared to university demands

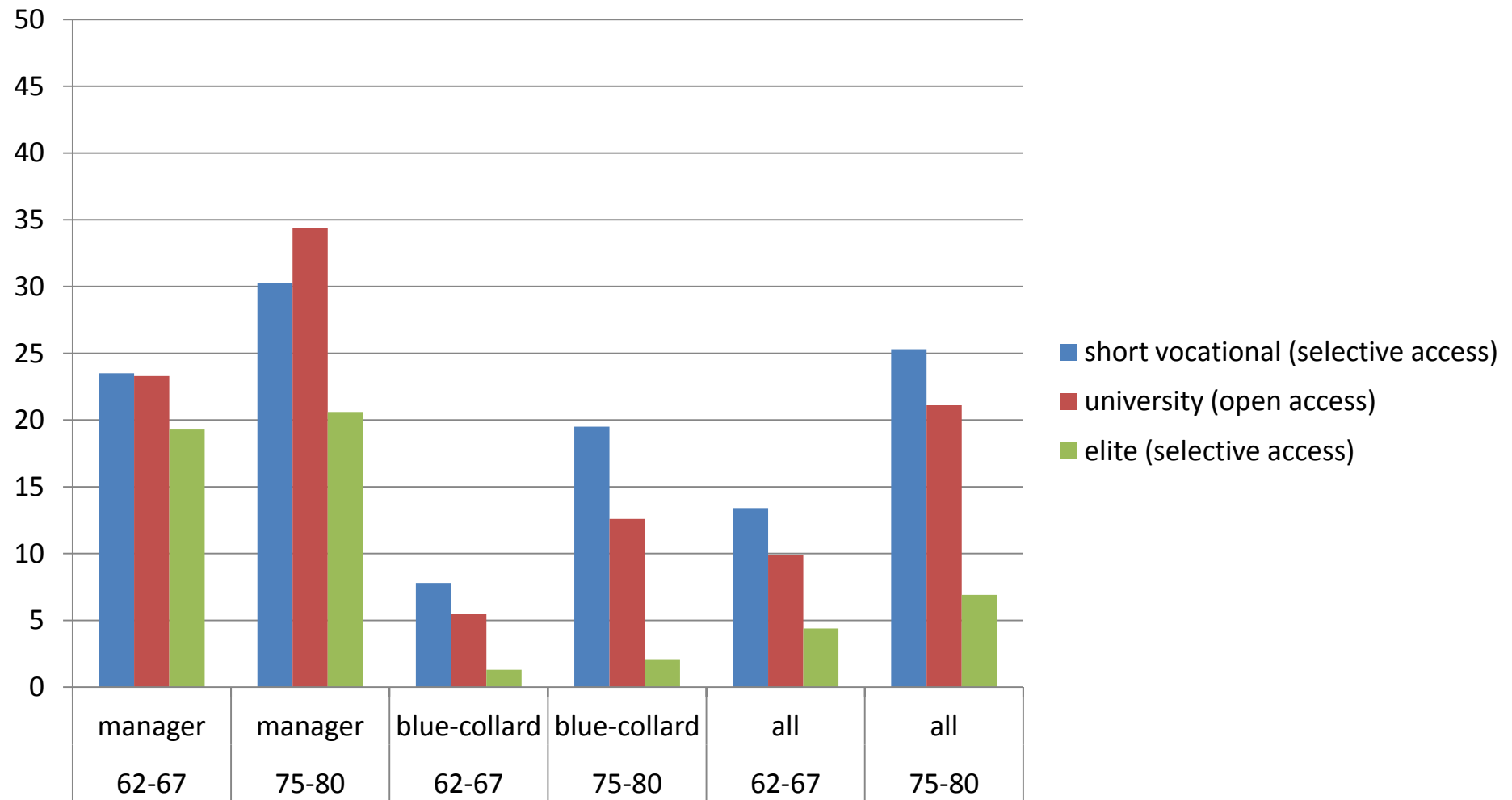
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Choices in higher education

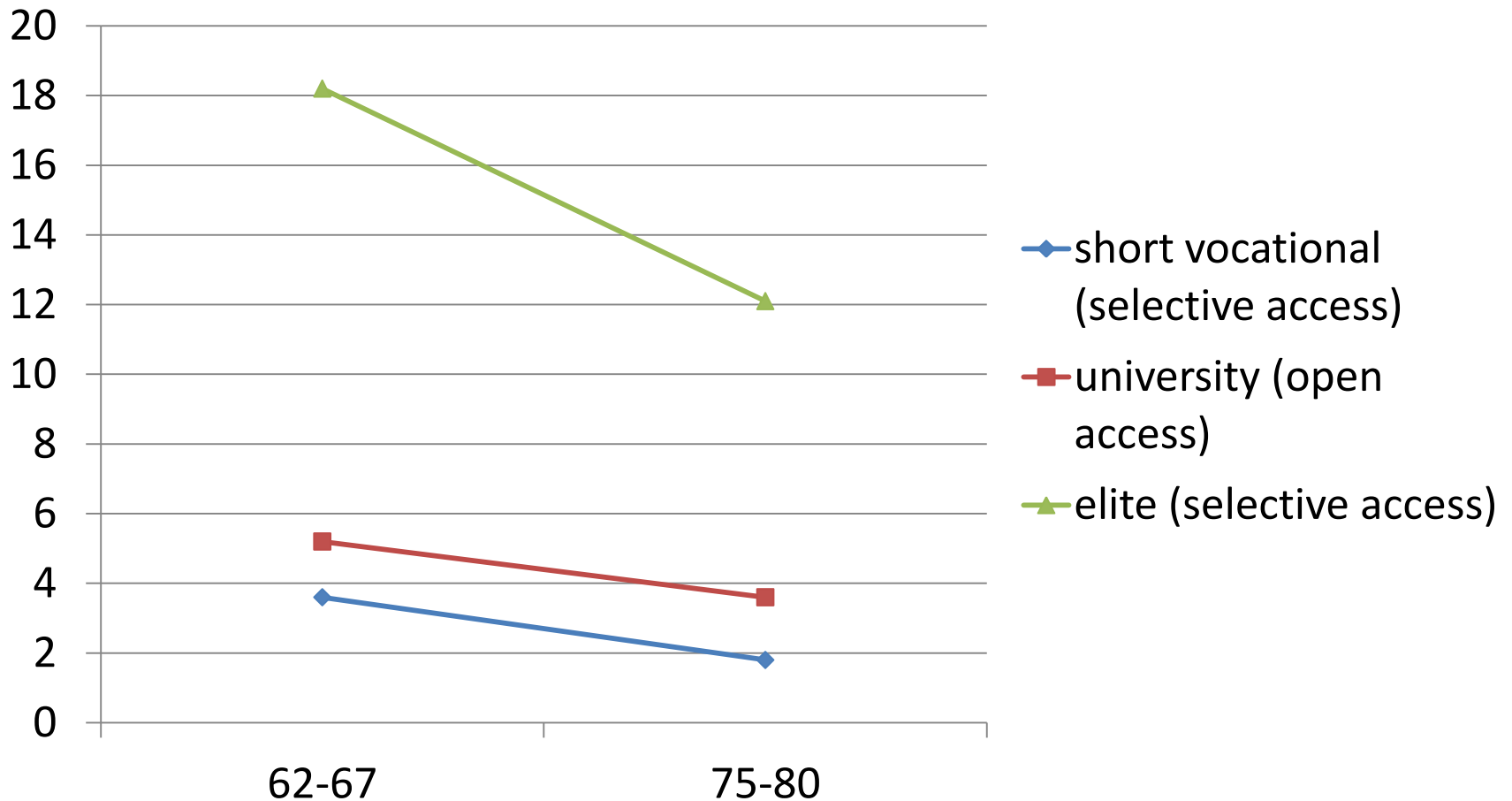
French higher education landscape

- A graduate of secondary school have the right to apply for any kind of higher education institution
- But
- In every field of study, there are selective and non selective institutions
- Selective institutions select in priority students coming from the scientific general tracks with the higher grades

% of access to higher education institutions (for a generation)



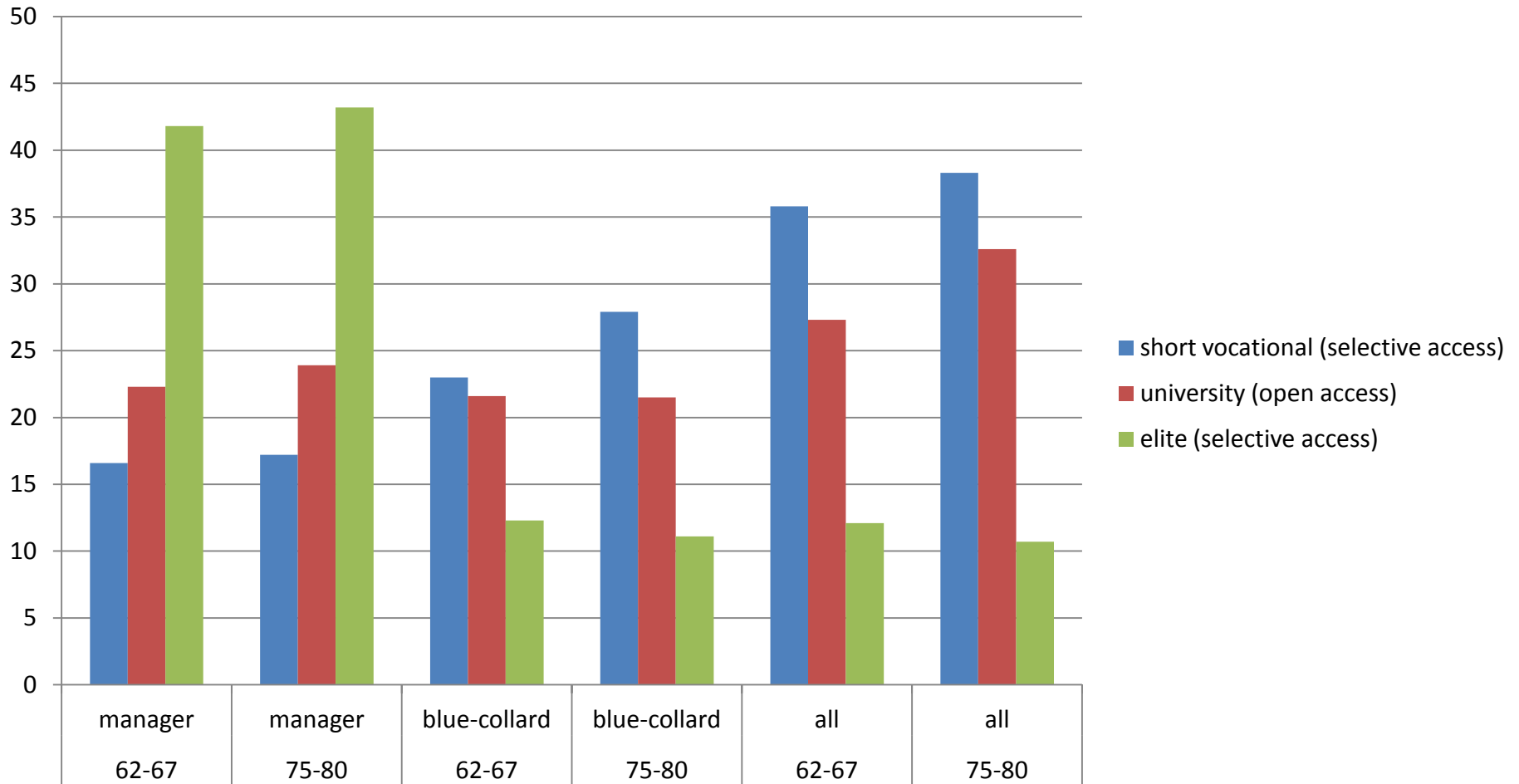
Odds ratio (chances to access to a higher education institution type for a HS students compare to chances for a LS students)



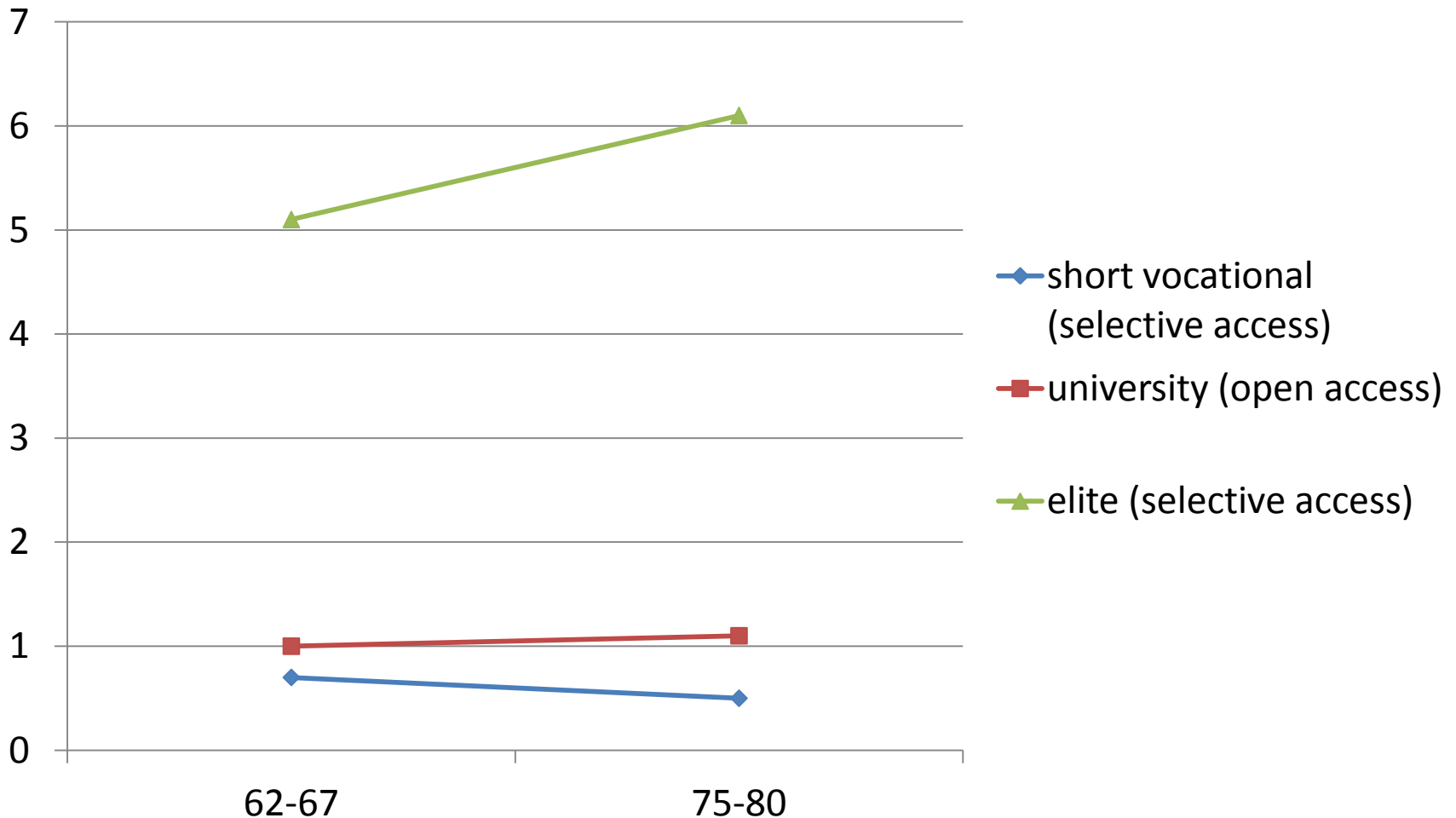
Looking at a generation:

- Democratization at university (non selective) and short vocational institutions but very limited for « elite » institutions
- Equity slightly improve for university (non selective) and short vocational institutions and improve a lot for elite institutions
- But
- A HSS student has still 12 time the odds to access to an elite institution compared to the odds for a LSS student

% of access to higher education institutions for graduates



Odds ratio (chances to access to a higher education institution type for a HS graduates compare to chances for a LS graduates)



- Looking at graduates of secondary schools the picture is different:
- No democratization of access to university or elite institutions but only in the short vocational institutions
- In terms of equity, compared to HSS graduates, if LSS graduates still have the same odds to go to university, they have lower odds than before to access to elite institutions and more odds to access to short vocational institutions

- Most Selective higher education tracks enhance or maintain social inequalities of access
- Reduction of social inequalities occur in some fields (law, management, sciences)
- Other inequalities play a role in differences of access: the field and track of the baccalauréat, cultural capital of the family, gender

conclusions

- Democratization measured by the lengthening of school careers mask a phenomenon of segregated democratization
- Most of the numerous new publics graduating at secondary school level graduates in fields that doesn't prepare to higher education
- Social stratification in France seems to act by two means:
 - The choice of the field of study in higher education
 - The selective status of the higher education institution

conclusions

- The French, non selective, university is affected by these evolutions:
 - University tends to become more socially egalitarian, absorbing a significant proportion of the new publics when selective institutions strengthen social selection.
 - Everything happens as if selective programs maintained the shortage to preserve the yield, while universities should manage the flow of the quantitative democratization.

Final conclusions

- The management of this new public raises several questions that are at the heart of our workshop:
 - Social and cultural heterogeneity of the public of the universities which makes the managing of the courses very difficult
 - Massive failure, dropout, discouragement at undergraduates level
 - For many students, difficulties to master and understand the expectations of the University
 - Difficulties for the numerous graduates to integrate a labor market that evolves according to its own rhythms and modalities (depreciation of diplomas)



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