



**HAL**  
open science

## Entering the labour market for apprentices from CAP to BTS level 6 months after leaving the education system in 2020

Robin Antoine, Christel Collin, Nathalie Marchal, Alexandre Fauchon

### ► To cite this version:

Robin Antoine, Christel Collin, Nathalie Marchal, Alexandre Fauchon. Entering the labour market for apprentices from CAP to BTS level 6 months after leaving the education system in 2020: 61% are in paid employment in January 2021. 2021, pp. 1-4. 10.48464/ni-21-43-eng . halshs-03727207

**HAL Id: halshs-03727207**

**<https://shs.hal.science/halshs-03727207>**

Submitted on 19 Jul 2022

**HAL** is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.



Distributed under a Creative Commons Attribution - NonCommercial - NoDerivatives 4.0  
International License

# NOTE D'INFORMATION

n° 21.43 – Décembre 2021

**INSERJEUNES**  
 SYSTÈME D'INFORMATION PORTÉ  
 PAR LA DEPP ET LA DARES

Ministry of National Education,  
 Youth and Sports  
 Director of publication: Fabienne Rosenwald  
 Authors: Robin Antoine, Christel Collin,  
 Nathalie Marchal, DEPP-A1, Alexandre Fauchon, DARES  
 Translated by XXXX XXXX  
 Editor: Bernard Javet  
 Layout: Frédéric Voiret  
 e-ISSN 2431-7632

## Entering the labour market for apprentices from CAP to BTS level 6 months after leaving the education system in 2020: 61% are in paid employment in January 2021

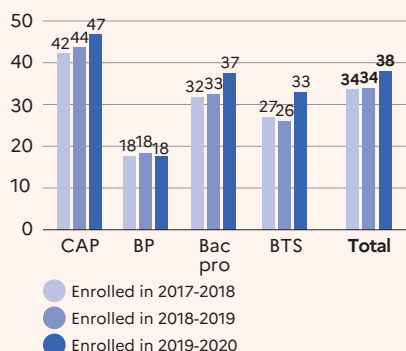
- ▶ 38% of CAP (ISCED level 35 qualification) to BTS (ISCED level 5 qualification) level apprentices in their final year of a vocational course in 2019-2020 are still in training the following school year. This proportion is up 4 points from the previous generation enrolled in 2018-2019. Among those not pursuing studies, 61% are in paid employment in France in January 2021, 6 months after leaving school (-1 point compared to the generation graduating one year earlier). The effects of the Covid crisis on the labour market and the exceptional aid for the recruitment of apprentices may have favoured the continuation of apprenticeship studies to the detriment of leaving the education system and entering the workforce. The entry into the workforce is easier when obtaining a diploma, and more difficult in the sectors most affected by health restrictions (restaurants, hotels, etc.).

### More apprentices enrolled in 2019-2020 continue their studies than the previous generation

38% of young people enrolled in 2019-2020 in the final year of a CAP (ISCED level 35 qualification) to BTS (ISCED level 5 qualification) apprenticeship are still in training in France the following year, whether they are repeating their year, continuing their studies, or moving on to another course at any level. This proportion varies from 18% for BP (professional certificate – ISCED level 35 qualification) apprentices to 47% for CAPs [↘ figure 1a](#). It has risen sharply for most of the courses (stable for BP compared to the previous generation, +3 points for CAP and up to +7 points for BTS), with apprentices delaying their entry into the workforce because of the deterioration of the job market.

The majority of students continue their studies in apprenticeship: 36% of young people continue their studies in apprenticeship (+4 points compared to the previous generation) compared to 2% outside apprenticeship (stable). New public policies likely made it easier to find an apprenticeship contract this year: in particular, an exceptional aid is being paid to companies and local authorities that sign apprenticeship contracts from July 1, 2020. More boys than girls remain in training after completing a vocational cycle, particularly at

↘ 1a Apprentices' studies pursuit rate by prepared diploma

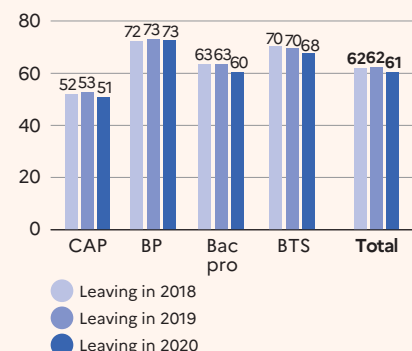


**Students still in training rate (or rate of studies pursuit):** ratio between the number of students enrolled in the last year of a training program and still in training in France the following year and the total number of students enrolled in the last year of a training program.  
**Field:** Metropolitan France + DOM (except Mayotte). Pupils enrolled in last year of training program in 2017/2018, 2018/2019 and 2019/2020  
**Source:** Dares, Depp, Inserjeunes.

Réf. : Note d'Information, n° 21.43. DEPP

the vocational baccalaureate level (38% vs. 35%), CAP (47% vs. 45%) and BP (18% vs. 17%). The situation is reversed for BTS, with 31% of boys continuing their studies compared to 36% of girls.

↘ 1b 6 months apprentices' employment rate by prepared diploma



**Employment rate:** ratio between the number of training leavers with a paid job and the total number of training leavers  
**Field:** Metropolitan France + DOM (except Mayotte). Vocational education program leavers in 2018, 2019 and 2020, 6 months after leaving.  
**Source:** Dares, Depp, Inserjeunes.

Réf. : Note d'Information, n° 21.43. DEPP

### 61% of apprentices in paid employment 6 months after finishing school

61% of apprentices who are no longer in training were in paid employment in France in January 2021, i.e. 6 months after they left the school system [↘ figure 1b](#). Employment rate is slightly down compared to their counterparts who graduated a year earlier (62%), due to the health context: in the private sector, paid

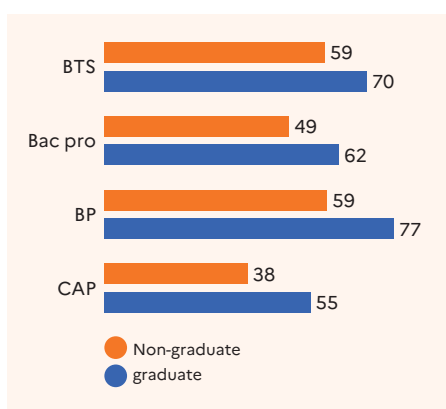
employment declined by 1.7% between the fourth quarters of 2019 and 2020.

The chances of finding paid employment quickly remain higher for BP (73%) and BTS (68%). After 6 months, 51% of apprentices graduating from a CAP are in paid employment and 60% of those graduating from a vocational baccalaureate. Other training courses, such as certified professional titles, are better integrated at level 3 than CAPs (61%) but, at levels 4 and 5, less well than BTSs and BPs (63% in both cases). They concern 18% of apprentices in their final year of training. Boys who have completed an apprenticeship are better integrated into the workforce than girls are: their employment rate is 54% for CAP (compared to 41% for girls), 63% for vocational baccalaureate (compared to 51%) and 69% for BTS (compared to 64%). There is no significant difference at the BP level.

### The diploma: an asset for the entry into the labour market

85% of apprentices in their final year of a CAP, BP, vocational baccalaureate or BTS who are not pursuing their studies obtain their diploma. At all levels of training, obtaining a diploma makes it easier to find a paid job. This effect is particularly important for CAP or BP graduates. Six months after leaving the education system, 55% of apprentices who obtained their CAP are in paid employment, compared to 38% of those who did not **↘ figure 2**. Their employment is even better than that of apprentices in the vocational baccalaureate who did not pass their final exam (49%).

### ↘ 2 Apprentices' 6 months employment rate by prepared diploma and graduation



**Note:** the information on whether the student graduated or not is unknown for 9% of the CAP apprentices, 15% of the BP apprentices, 6% of the Bac pro apprentices and 4% for the BTS apprentices. They are not shown in this figure.

**Field:** Metropolitan France + DOM (except Mayotte). Vocational education program leavers in 2020, 6 months after leaving.

**Source:** Dares, Depp, InserJeunes.

Réf. : Note d'Information, n° 21.43. DEPP

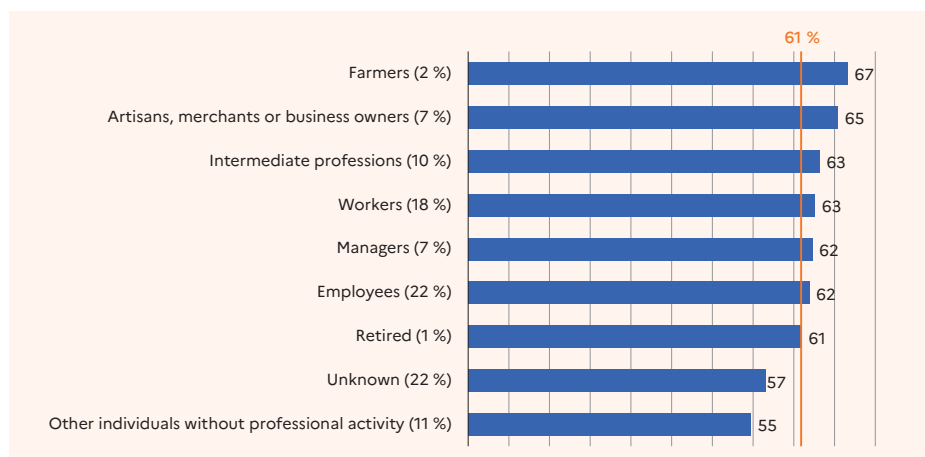
### A more difficult entry into the workforce when the legal representative is not working

Only 55% of apprentices whose legal representative is not in the labour force find a paid job 6 months after leaving the school system **↘ figure 3**. This can be explained in part by the fact that those whose legal representative is not in the labour force are more likely than others to have completed a CAP are (41% compared to 36% overall), and entry into the workforce is more difficult after a CAP than after a BP, vocational baccalaureate or BTS. Moreover, at all levels of the diploma, employment at 6 months is lower for young people whose legal representative is not working. The absence of a professional network and the parents' distance from the labour market can complicate the job research of these young people. Conversely, the employment rate of young people whose legal representative is a farmer (67%), artisan, merchant or business owner (65%) is higher than the average (61%).

### Girls more often on fixed-term contracts and boys on temporary employment

More than half of young apprentices in paid employment 6 months after finishing school is in permanent employment, more than a quarter in fixed-term contracts, one in ten in temporary employment and one in twenty in professionalization contracts. The distribution is similar for all levels of qualification. However, the proportion of

### ↘ 3 Apprentices' 6 months employment rate by social category of the legal representative (in %)



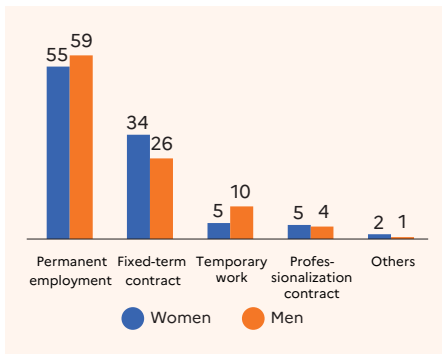
**Note:** 61% represents the employment rate of all the apprentices. The data between parentheses represent the proportion of the social category in the social structure of the school leavers.

**Field:** Metropolitan France + DOM (except Mayotte). Vocational education program leavers in 2020, 6 months after leaving.

**Source:** Dares, Depp, InserJeunes.

Réf. : Note d'Information, n° 21.43. DEPP

#### 4 Type of employment by gender (%)



**Note:** 5% of the professionalization contracts are permanent contracts.

**Field:** Metropolitan France + DOM (except Mayotte). Vocational education program leavers in 2020, in paid employment 6 months after leaving.

**Source:** Dares, Depp, InserJeunes.

Réf. : Note d'Information, n° 21.43. DEPP

#### High level of employment in "civil engineering, construction, wood" and "mechanics and metal structures"

Entering the labour market depends on the training speciality. For each level of training, the "mechanics and metal structures" and "civil, construction and wood engineering" specialities offer very good levels of employment [↘ figure 5](#). This is the case, in particular, for the BTS "techniques and services in agricultural equipment", with an

employment rate of 94%. The vocational baccalaureate "equipment maintenance" and "vehicle maintenance" lead, respectively, to employment rates of 69% and 77% six months after finishing school. In other specialities, the BP "roofer" (89%) and "butcher" (87%) also have high employment rates.

In the "civil engineering, construction, wood" specialities, the gain in employment rate between the CAP and the baccalaureate level is 14 points [↘ figure 5](#). The gain is lower up to the BTS (5 points). In the "mechanics and metal structures" specialities, the gain is also significant between the CAP and the vocational baccalaureate (+11 points), and 9 points between the baccalaureate and BTS. Employment rates are slightly higher for graduates of production training (63%) than for those in the services sector (57%). Boys have a better employment level than girls do in the production sector, for most exit levels. In the services sector, however, girls have better employment rates at the BTS or BP level.

#### A more difficult entry in sectors affected by the health situation

The employment rate 6 months after finishing school reached 48% in the "hotel, restaurant, tourism" speciality, down 12 points from the previous year [↘ figure 6](#).

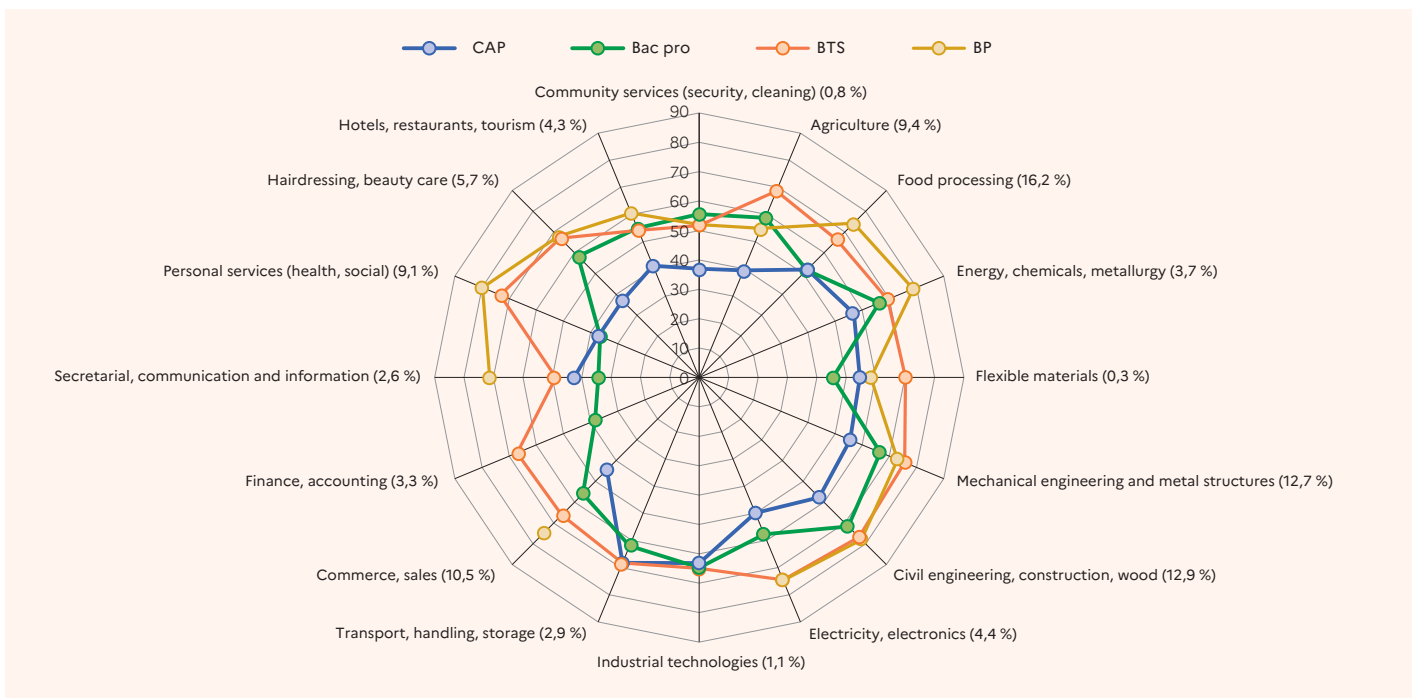
This decline can be linked to the restrictions experienced by the sectors that usually hire these apprentices, due to the health situation: paid employment thus fell by 11% between the last quarters of 2019 and 2020 in the accommodation and catering sector. Graduates of a "hairdressing and beauty" speciality training program also saw their employment rate drop to 58% (-4 points), a decline of an order of magnitude comparable to that of paid employment in the household services sector.

#### After the apprenticeship, 27% of young people continue to work in the same firm

Among apprentices in their final year of a vocational education program in 2019-2020 who are not continuing their studies, 27% are in paid employment 6 months after leaving the school system in the firm where they completed their apprenticeship (+2 points compared to the previous year), while 34% are in paid employment in another firm (-3 points).

For school leavers, employment within the same firm at the end of the apprenticeship is more frequent when the training is in the production field. For example, in the "civil engineering, construction, wood" specialization, 34% of school leavers are in paid employment in the same firm

#### 5 6 months employment rate by the detailed speciality and prepared diploma (in %)



**Note:** There is no CAP nor BP for the "finance, accounting" speciality; there is no BP in the "transport, handling, storage" and "industrial technologies" specialities.

**Field:** Metropolitan France + DOM (except Mayotte). Vocational education program leavers in 2020, 6 months after leaving.

**Source:** DARES, DEPP, InserJeunes.

Réf. : Note d'Information, n° 21.43. DEPP

6 months after leaving the education system, compared with 31% in another firm. Conversely, in a service sector specialization such as “commerce, sales”, only 22% were in paid employment in the firm where they had completed their apprenticeship, compared to 34% in another firm. ■

## 6 6 months employment rate by the detailed speciality (in %)

Speciality	6 months employment rate (in %)		Evolution 2019-2020 (in points)	6 months employment rate in the apprenticeship firm (in %)		Evolution 2019-2020 (in points)
	Leaving in 2019	Leaving in 2020		Leaving in 2019	Leaving in 2020	
Agriculture	57	60	3	23	27	4
Food processing	61	58	-3	21	24	3
Energy, chemicals, metallurgy	72	69	-3	38	38	0
Flexible materials	67	58	-9	26	23	-3
Mechanical engineering and metal structures	68	66	-2	31	32	1
Civil engineering, construction, wood	64	65	1	31	34	3
Electricity, electronics	67	65	-2	31	34	3
Industrial technologies	70	65	-5	26	26	0
Transport, handling, storage	65	63	-2	29	29	0
Commerce, sales	59	57	-2	20	22	2
Finance, accounting	64	64	0	20	23	3
Secretarial, communication and information	54	50	-4	15	16	1
Personal services (health, social)	60	61	1	24	26	2
Hairdressing, beauty care	62	58	-4	26	27	1
Hotels, restaurants, tourism	60	48	-12	19	18	-1
Community services (security, cleaning)	52	49	-3	19	19	0
General training	57	53	-4	25	19	-6
<b>Total</b>	<b>62</b>	<b>61</b>	<b>-1</b>	<b>25</b>	<b>27</b>	<b>2</b>

**Field:** Metropolitan France + DOM (except Mayotte). Vocational education program leavers in 2020, 6 months after leaving.  
**Source:** DARES, DEPP, Inserjeunes.

Réf. : Note d'Information, n° 21.43. DEPP

### MEASURING THE EMPLOYMENT OF YOUNG PEOPLE: THE DEPP/DARES INSERJEUNES INFORMATION SYSTEM

Inserjeunes is an information system obtained by reconciling administrative “schooling” databases (administrative data on student and apprentice registrations) with “employment” databases in order to calculate the following indicators each year at the school level:

- employment rate of the institution’s graduates and the institution’s added value
- rate of further study ;
- rate of interruption during training.

This new system makes it possible to come close to exhaustiveness and to construct labour market entry indicators at very fine levels. These indicators are available at different dates after leaving the education system (6 months, 12 months, 18 months and 24 months).

The French Fund for the Transformation of Public Action (FTAP) contributed to the funding of the development of Inserjeunes. It makes it possible to respond to the law “for the freedom to choose one’s professional future” of September 2018.

The first results, for young people leaving the school system in 2019, were published in early 2021.

#### FOR MORE INFORMATION

You can access this *Note d'Information* 21.43, the figures and additional data on [education.gouv.fr/etudes-et-statistiques](https://education.gouv.fr/etudes-et-statistiques)